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THE CZECH PUBLIC'S OPINIONS ON PHYSICAL EDUCATION IN PRIMARY SCHOOLS

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Abstract: *The paper deals with the Czech public's opinions on health education in primary schools. The results have been obtained by means of representative sociological research into health and healthy lifestyle. The research was joined by the author of this paper within pursuing the School and Health for the 21st Century research plan and was carried out in cooperation with the Medical Information Centre and the INRES Agency. The research involved 1606 Czech citizens aged over fifteen and was representative in terms of age, gender and regions of the Czech Republic. Its results helped to identify main reasons for dissatisfaction with physical education in primary schools among the Czech public, revealing that the primary factors leading to satisfaction and dissatisfaction are the extent of classes, educational content and the teacher's personality. The findings inspire a range of concrete ideas for improving the quality of the Humans and Health educational area and show which spheres of physical education and health education should attract most attention.*

Keywords: *physical education, health education, primary school, education*

Introduction

The Czech Republic is currently undergoing a curricular reform, which in particular affects primary education. Since the professional public is familiar with the curricular aims of Czech education, we will only mention some basic facts concerning physical education.

The first educational document defining the physical education curriculum is the *Standard for Basic Education* (1995). This document introduced a new educational area of *Healthy Lifestyle*, which encompasses a traditional educational field – *physical education*, and a brand new educational field of *health education*; the emphases were thus placed on the function of physical education within enhancing pupils' health awareness.

In 2007 the *Framework Educational Programme for Basic* (i.e. primary and lower secondary) *Education* (2007) was launched. This document contains nine educational areas, including the *Humans and Health* educational area encompassing *health education*, *physical education* and *remedial physical education* educational fields. The actual

order in which the fields are listed and the act of their defining even further strengthen the importance of complex education of pupils in health education, and the role of physical education as a subject closely linked to health education.

Physical education (PE) facilitates, on the one hand, learning about own physical possibilities and interests; on the other hand, experiencing the effects of concrete physical activities on physical condition and psychic and social ease. It proceeds from a spontaneous physical activity to an activity that is controlled and selective; the point is to be able to assess the level of personal fitness. A daily regimen should include physical activities satisfying personal physical needs and interests, optimally enhancing fitness and performance, enabling regeneration and compensation for different strains, and supporting health and life protection.

Such a conception of physical education makes more demands on the ways of realisation as well as teachers' qualification. Teacher training in physical education is not oriented on the whole of the *Humans and Health* educational area, but it is commonly expected from physical education teachers to facilitate this area within the school curriculum in its full complexity.

If we are to place new requirements on an educational field, we should know how successfully it has coped with the already existing ones. We attempted to obtain such findings by means of a survey.

Research problem

Recent experience and research findings indicate (e.g. Průcha 2002, 2006) that there is a discrepancy between the so called projected curriculum, i.e. the declared educational content, and the so called realised curriculum, i.e. the realised educational content. The causes of this discrepancy have been explored by means of various methods in physical education[1] as well as health education (e.g. Mužík, Trávníček 2006; Mužík, Janík 2007; Mužíková 2007).

If we draw our attention to assessing the level of realised curriculum in a particular educational field, we can, among other things, consider the opinions of the school-leavers or graduates in this subject and their retrospective view of the quality of education. Therefore, we have tried to find out what opinions about physical education there are among the Czech public, if these opinions depend on respondents' age and gender and if the conceptual changes in physical education are reflected in respondents' views. We focused on assessing the quality of physical education during the compulsory school attendance and also on assessing the contemporary quality of physical education in primary schools.

The research problem and the research objective can be expressed by means of the following questions:

1) Is the Czech public satisfied with the quality of physical education which they experienced during their compulsory school attendance?

2) What are the main reasons for satisfaction and dissatisfaction of the Czech public with the quality of physical education during their compulsory school attendance?

[1] Methodological starting points and a review of research into this area were published e.g. in studies by Mužík, Janík (2007), Janíková, Janík, Mužík, Kundera (2008) and others.

3) What are the main strengths and weaknesses in the current quality of physical education perceived by the Czech public?
4) Is there any difference between the opinions of the younger and older generation?
5) Is the conceptual change in the physical education curriculum emphasising the close link between physical and health education reflected in public opinion?

Research sample

Czech public's opinions were obtained from the sample of 1606 respondents; individuals were selected randomly by means of quotas. The sample was representative of the Czech population over the age of fifteen. Representativeness was derived from the population of the Czech Republic aged over fifteen.[2] It can be argued that the results stated below are representative of the Czech population aged over fifteen in terms of gender, age and region.

Other signs, which were not representative but were observed within the research, included education, marital status, number of children, size of the respondent's residential municipality, occupation, net monthly family income, attitude to religion and type of accommodation. Cases where statistical significance was proven are pointed out. Nevertheless, due to the fact that these data are not representative, the revealed statistically significant correlations can be interpreted only as tendencies.

Research method

The research was designed as a sociological one and was based on questions proposed by the author of this paper and commented on by competent workers of the research organiser. The survey was carried out by means of a standardised guided interview between an interviewer and a respondent.

Data were gathered by 350 *INRES Agency* interviewers across the whole of the Czech Republic. The *INRES Agency* was also responsible for visual and logical inspection, coding and computerising the data; results tabulating was performed by the workers of the *Institute for Health and Healthy Lifestyle Studies* and interpretation of the results by the author of the questions (and this paper).

The data were statistically processed by the SASD 1.3.0 program (statistical analysis of social data). One-factor analysis and contingency tables for the selected signs of two-factor analysis were processed. The correlation level of selected signs was defined by means of χ^2 method and other testing criteria, applied according to the character of signs. This analysis served as a basis for subsequent data interpretation.

The respondents' answers were recorded in a written form; answer sheets were verified in a pre-research. Each sheet completed by a respondent was logically and visually inspected – the focus was placed on logical relations and information credibility. The sheets with non-functional illogical links and incomplete sheets (when the respondent refused to answer the questions and decided to end the interview leaving a part of the sheet blank) were excluded. These sheets were placed in the "non-respondents" category.

[2] See the Population Structure of the Czech Republic by Major Age Groups in 2006. (31 Dec. 2006) Prague: Czech Statistical Office, 2007.

The assessed items often contained continuous answers, which had to be transformed in such a way that would enable making a clear summary of the main results. The continuous answers were divided into partial statements, and thus the character of the transformed variable signs changed from a continuous into category form.

Research schedule

The research project was designed in September and October 2007 and was subjected to objecting in the beginning of November 2007. The pre-research verifying the research techniques and formulating the questions to be asked involved a sample of 240 respondents and was carried out in November 2007. Simultaneously, all interviewers were instructed.

The actual survey was organised across the whole of the Czech Republic at the turn of November and December 2007. Gathering the answer sheets, their visual and logical inspection and computerising the obtained data was accomplished in December 2007. The next step involved adjusting the data, their basic mathematical and statistical analysis, processing frequency and selected contingency tables, and primary data interpretation including objecting a signal report by the author of this paper.

The results were interpreted by the author in the beginning of 2008.

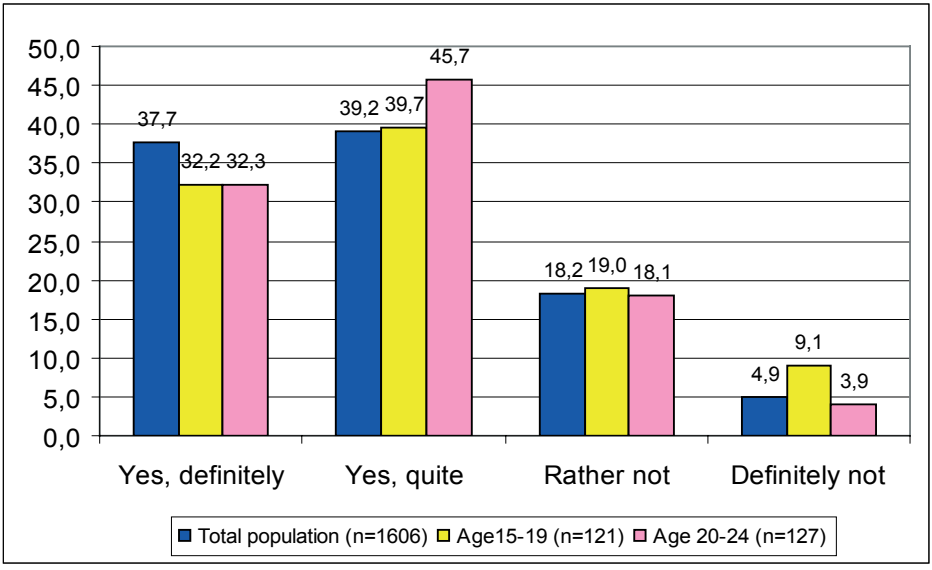
Results

Satisfaction of the Czech public with the quality of physical education during their compulsory school attendance

The opinions of the public on this matter were surveyed by means of the following question: "Were you satisfied with the quality of physical education during your compulsory school attendance?" The question was formulated as semi-open. Respondents could choose one of the common answer alternatives "Yes, definitely", "Yes, quite", "Rather not" and "Definitely not"; they were also asked to briefly comment on reasons leading to their satisfaction or dissatisfaction.

More than three quarters of the Czech public (76.8%) expressed either greater or lesser satisfaction with the quality of physical education during their compulsory school attendance. Out of these respondents, 37.7% are firmly confirmed about their satisfaction (those opting for "Definitely yes") and 39.2% prefer satisfaction to dissatisfaction (the "Yes, quite" answer). Less than a quarter of respondents (23.1%) were dissatisfied with the quality of physical education during their compulsory school attendance. Strong dissatisfaction was expressed almost by 5% of respondents.

When comparing opinions of the entire public with opinions of respondents aged 15–19 and 20–24 (Picture 1), we can trace lesser explicit satisfaction with the quality of health education in the younger generation (a statistically insignificant difference) and greater explicit dissatisfaction with the quality of physical education in respondents aged 15–19 (a statistically significant difference, $p = 0.05$). The 20–24 years age-group differs from the mean especially in "Yes, quite" assessment, but insignificantly.



Picture 1 Satisfaction of the Czech public with the quality of physical education during the compulsory school attendance (%)

Picture 1 shows that satisfaction with the quality of physical education during the compulsory school attendance predominates markedly in the entire research sample. The mode equals 2 ("Yes, quite"); the same is true for the median. The weighted mean is 1.904. All means are found within the positive segments of the scale which indicates predominating satisfaction with the quality of physical education.

Testing the correlation between the socio-demographic signs and satisfaction with the quality of physical education during the compulsory school attendance has not revealed any statistically significant deviations. The observed statistical differences are not significant and can be interpreted rather as tendencies. Satisfaction with the quality of physical education during the compulsory school attendance is not determined by the region where a respondent lives, their gender, age, education, occupation or the size of their residential municipality.

It has been already mentioned that the question surveying satisfaction with the quality of physical education was formulated as semi-open and the respondents could express concrete reasons for their satisfaction or dissatisfaction in their own words. Their answers were subjected to content analysis, which served as a basis for defining a scale of nine basic groups of reasons for satisfaction (together for "Yes, definitely" and "Yes, quite" answers) and nine basic groups of reasons for dissatisfaction with physical education during the compulsory school attendance (together for "Rather not" and "Definitely not" answers).

Reasons for satisfaction with the quality of physical education during the compulsory school attendance

A total number of 1330 reasons for satisfaction were gathered. The groups of answers showing the reasons for satisfaction with physical education are listed below:

1) ***Interest in PE and sport*** – typical answers: I enjoy sport; I am keen on sport; I am good at sports; I like PE; I love exercise; I am happy when I move; I am talented in sports; Sport is my hobby; I like exercising/working out etc.
2) ***Opportunity to let off steam and regenerate*** – typical answers: PE was fun, a break from learning, relaxation, venting one's energy etc.
3) ***Opportunity to be active and move*** – typical answers: we could stretch our body in PE classes; we could move; we could do various physical activities; we could make up for endless sitting at the desks by means of physical activities etc.
4) ***Sound physical and mental development*** – typical answers: keeping in shape; healthy development; forming important character traits – e.g. obedience, discipline and team spirit; overcoming obesity; learning right ways of spending leisure time etc.
5) ***Teacher's personality*** – typical answers: a good, young, handsome, likable, sensible, appreciatory teacher etc.
6) ***Well organised PE*** – typical answers: PE was varied, attractive, diverse and not monotonous; we did different sports, played ballgames; we never got bored etc.
7) ***Good conditions and facilities for PE*** – typical answers: a well-equipped gym, swimming pool, ice-ring; new and modern sports equipment and gear; a great sports ground etc.
8) ***Other reasons*** – this category includes answers that could not be placed within either of the previous categories: e.g. we were a great team; we were dressed in the same way etc.
9) ***Answers such as "I don't know", "I can't remember" or without stating the reason.***

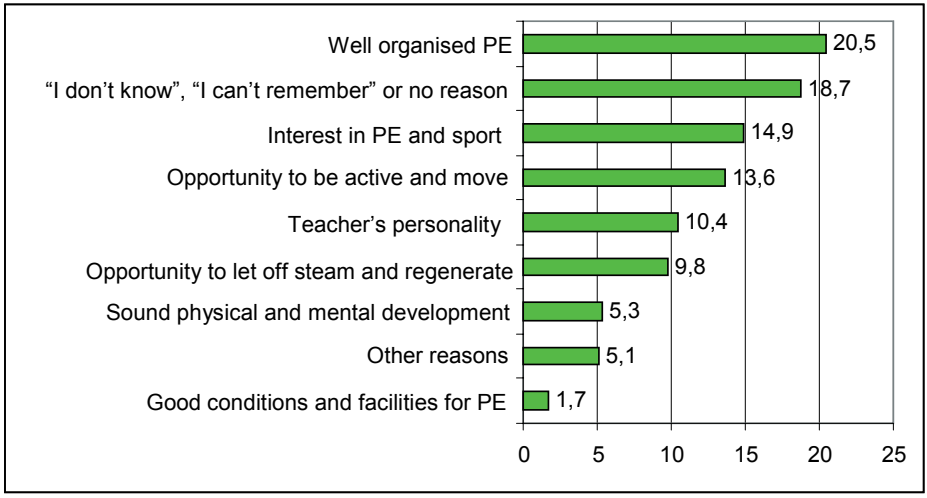
The most frequent reason for satisfaction with physical education was good organisation of this subject during the compulsory school attendance. The respondents stated that they liked PE because it was attractive, varied and diverse, and they became familiar with a great deal of sports and played various games. The reasons of this type account for one fifth of all reasons leading to satisfaction with physical education.

The fact that respondents like sport and movement and it is their interest or hobby represents a relatively frequent reason for satisfaction. These reasons for satisfaction account for 15% and other 14% consist in an opportunity of movement and physical activity. Other frequent reasons include a good teacher, representing an important motivating factor for satisfaction, and then an opportunity to let off steam, regain physical and mental strengths, and entertainment (in both cases these reasons account for 10% of the total number).

On the contrary, the fact that physical education contributes to sound physical and mental development appears to play a less important role. Similarly, material and technical equipment and facilities for physical education are not considered important, which means that even a modern gym with superb equipment cannot guarantee that physical education will be popular among pupils; the way PE classes are organised and their appeal and attractiveness for pupils play a much greater role.

The reason for satisfaction with physical education was not stated in one fifth of cases, mainly because the respondents could not remember it. It was not possible to

carry out correlation analysis in this case due to an insufficient number of items in the individual squares of the contingency tables.



Picture 2 Reasons for satisfaction with physical education during the compulsory school attendance (%; n=133)

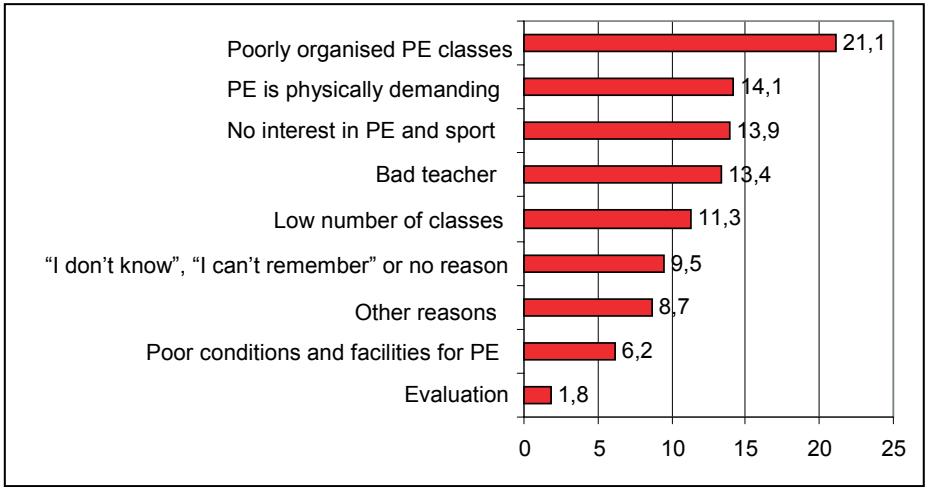
Reasons for dissatisfaction with the quality of physical education during compulsory school attendance

A total number of 389 reasons for dissatisfaction were obtained. These reasons were also subjected to content analysis which led to constituting the following groups of reasons for dissatisfaction:

1) ***No interest in PE and sport*** – typical answers: I'm not interested in sport; I'm not a sportsperson; I wasn't keen on PE; I don't like exercising etc.
2) ***PE is physically demanding*** – this category contains answers stating the fact that PE is too demanding as a reason for dissatisfaction.
3) ***Low number of classes*** – respondents in this group were dissatisfied because they did not experience enough PE classes, PE was often replaced by other subjects, it was marginalised in their school etc.
4) ***Evaluation*** – respondents in this group did not like the way of assessment in PE (they often got bad marks).
5) ***Bad teacher*** – respondents in this group have gone off PE because of a bad teacher who discouraged them from this subject.
6) ***Poorly organised PE classes*** – typical answers: the classes were boring, unattractive, monotonous, identical, and stereotypical; the same activities were done again and again etc.
7) ***Poor conditions and facilities for PE*** – the cause of dissatisfaction in this case consists in the non-existence of a sports ground or gym, outdated apparatus, absent aids etc.
8) ***Other reasons*** – the remaining reasons for dissatisfaction, such as the need to wear kit.

9) ***Answers such as "I don't know", "I can't remember" or without stating the reason.***

The most frequent reason for dissatisfaction with the quality of physical education during the compulsory school attendance is poorly organised classes. This reason is stated in more than one fifth of all responses (21.1%). According to these answers, physical education was unattractive, boring, monotonous, dull, one-sidedly oriented etc. The next group of reasons which is nearly equally frequent is represented by no interest in physical education and sport and aversion towards it, followed by the fact that PE is too demanding, often beyond respondents' own physical possibilities, and finally by a bad teacher. These causes constitute the main factors of dissatisfaction with physical education.



Picture 3 Reasons for dissatisfaction with the quality of physical education during the compulsory school attendance (%; n=389)

The main strengths of the current quality of physical education in Czech primary schools

Physical education in Czech primary schools has been researched also from a different perspective. The aim was to find out what main strengths of physical education in primary schools there are according to the Czech population.

In order to give a true picture of public opinion of this matter, we put an open question: "***In your view, what are the main strengths of the current quality of physical education in primary schools***?"

Respondents were offered no answer options and they were invited to express what they considered the main strength in their own words. All obtained answers were subjected to content analysis and categorised into the following groups:

1) ***Encouragement to physical activity*** – typical answers: PE allows taking exercise; contributes to the variety of school activities; forces children to be active;

restricts children's passivity; counterbalances sitting at computers and classroom desks; enables children to get some entertainment, play with each other, take a rest from thinking, let off steam, relax, vent their energy etc.

2) ***Health promotion*** – typical answers: PE serves as prevention of health-threatening phenomena and obesity; improves fitness; allows for sound physical development and healthy growth; improves motor development etc.
3) ***Forming character traits and effective ways of spending leisure time*** – typical answers: PE teaches discipline, conscientiousness and obedience; leads to acquiring basic skills and abilities; promotes team spirit; inspires pupils with effective ways of spending their free time; prevents drug use/addiction and thefts etc.
4) ***Greater variety in PE*** – typical answers: the classes are more varied than in the past; offer more types of physical activities, various sports, swimming, skiing courses, sports courses, aerobic, outdoor exercise, unusual sports etc.
5) ***Better equipment in gyms and other sports facilities*** – typical answers: more gyms and sports grounds; higher quality of sports facilities; more sports apparatus, fitness rooms, swimming pools, ice-rings etc.
6) ***Better PE teachers*** – typical answers: better approach of the teachers, better-qualified teachers, better lesson plans, modern teaching methods, better ability to motivate the pupils etc.
7) ***Other strengths***– typical answers: pupils do not have to wear a vest and shorts; it is modern times; better cooperation between pupils and the teacher etc.
8) ***No strengths*** – typical answers: the quality has deteriorated; I cannot see any strengths; it is good for nothing etc.
9) ***Do not know*** – typical answers: I do not have enough information; I do not have sufficient knowledge etc.

The actual process of answer coding and categorising was performed by a single expert, because it was necessary to decide about many cases not only in terms of logic but also intuition. Involving more experts might have resulted in applying different approaches and categorising the same type of answers within different answer groups.

Nearly half of respondents (47.6%) were not able to mention any strengths of the current quality of physical education in primary schools and answered "I don't know." These respondents mostly do not have children attending primary school and they do not encounter physical education either directly or vicariously (i.e. by means of media, relatives or acquaintances), therefore they are not competent to answer the question.

More than a fifth of respondents find the major strength of physical education in encouraging physical activity in children, counterbalancing their sitting at classroom desks and computers, entertaining them and enabling them to relax and rest up actively.

The comparison of the opinions of the entire research sample with the opinions of the youth aged 15–19 in this category shows up a statistically significant difference ($p = 0.05$). Physical activity is considered the main strength nearly by 28% of young people.

The next group of respondents (10% of total population, 13% of youth respondents) assumes that the main strength of physical education in primary schools consists

in the fact that it is more varied and offers a greater deal of physical activities and sports, including the unusual ones. Nearly as equally numerous groups of population (10.5%) and young population (12.4%; 13.0%) appreciate better equipment in the gyms. Other answer categories are less frequent and they account for 3% to 7% of answers. A statistically significant difference ($p = 0.05$) appears only when comparing the opinions of the entire research sample with the youth aged 15–19 in the sixth category: better PE teachers (4.1% and 7.3%).

Two-factor analyses reveal that the "I don't know" answer is preferred by men (at level $\alpha = 0.001$). It has been proved that the older generation has the least information about the quality of physical education in primary schools (respondents over 55 more frequently opt for "I don't know"), while the younger generation aged under 34 state this answer significantly less frequently (only 23% of the youth under 19). In terms of education, respondents with vocational training represent the least informed category. Age matters also by means of marital status, because "I don't know" answer is heavily preferred by the married and especially by the widowed, while the single opt for this answer less frequently and attach some of the stated strengths to physical education.

The main weaknesses of the current quality of physical education in Czech primary schools

The research surveyed not only the strengths but also the weaknesses that the Czech public attach to the current quality of physical education. The question inquiring about this matter was formulated in the following way: "***In your view, what are the main weaknesses of the current quality of physical education in primary schools***?"

Similarly to strengths identification, an open question without a pre-defined scale of possible answers was used. Content analysis of all relevant statements enabled defining categories for individual answers. The list of categories related to major weaknesses of the current quality of physical education in primary schools is presented below:

1) ***Insufficient extent of PE*** – typical answers: few PE classes; PE twice a week is not enough; it is necessary to increase the number of PE classes etc.
2) ***Weaknesses in the PE curriculum*** – PE is monotonous; the curriculum is bad; there is not enough gymnastics, athletics, swimming; PE is unattractive; children always play the same games; there are few creative and new ideas etc.
3) ***Low quality of PE teachers*** – typical answers: teachers are under-qualified; they are not professionals; they are not interested in children; they are not able to motivate them or attract their attention; they are inconsistent; there are only a few good teachers etc.
4) ***Bad attitude of children towards PE*** – typical answers: children are lazy, indolent, passive, not interested in PE; they avoid PE, do not obey the teacher, do not respect the teacher; their attitude to PE is generally negative etc.
5) ***Insufficient physical and technical conditions*** – typical answers: few gyms and sports grounds, few sports aids, outdated apparatus and aids, low-quality equipment etc.
6) ***Considerable financial expenditure –*** typical answers: expensive outfit, kit, aids, sports courses, skiing courses etc.

7) ***Other weaknesses*** – typical answers: the main weakness is the Minister of Education, Youth and Sports of the Czech Republic; low family support; air pollution in big cities etc.
8) ***No weaknesses*** – typical answers: everything is o.k.; the quality of PE is really outstanding; I cannot see any weaknesses etc.
9) ***Do not know*** – typical answers: I don't have any information; I don't go to school; I don't have children attending primary school etc.

More than half of respondents (53.1%) were not able to mention any weakness in the current quality of physical education in primary schools. These respondents stated "I don't know", or "I can't form an opinion of it", or "I don't have enough information". As in the case of strengths, this group involved especially respondents without any direct or indirect information about this area. They will be characterised in greater detail later, in connection with two-factor analysis.

Respondents specifying weaknesses in physical education in primary schools point out especially a bad attitude of children towards physical education (12.8%), low number of PE classes (12.0%), low quality of PE teachers (9.5%) or weaknesses in the PE curriculum (7.2%). The other weaknesses are less frequent and they account for up to 5% of responses.

The younger population aged 15-19 is statistically different from the entire research sample in the following categories: weaknesses in the PE curriculum (12.0% of youth respondents; $p = 0.05$), insufficient quality of PE teachers (13.5%; $p = 0.05$) and "do not know" category (36.1%; $p = 0.01$).

Population aged 20–24 is statistically different from the entire research sample in the category of insufficient quality of PE teachers (16.7%; $p = 0.01$), other weaknesses (8.3%; $p = 0.01$) and "do not know" category (31.9%; $p = 0.01$).

The remaining analyses carried out by means of two-factor analysis signal a similar correlation to the one which has been traced in the case of strengths:

The higher the respondent's age, the more frequent incidence of the "I don't know" answer. On the contrary, the frequency of this response in younger generation is much lower. Age is also indirectly reflected in the other socio-demographic signs. "I don't know" answer is more common in the widowed, the retired, persons living alone, and persons with the lowest net month household income. The same answer is also preferred by male respondents and respondents with vocational training, likewise as for the strengths. Students are, more than the others, critical of weaknesses in the curriculum of PE classes and teacher's personality. Bad teachers are also more frequently named as the main cause of weaknesses by women.

Conclusion

The authors are not aware of the existence of a similar sociological survey that would focus on physical education in the Czech Republic. The obtained findings are therefore considered as pilot and descriptive. Their evaluation can contribute to better understanding of physical education and become a starting point for further improvement of the realised curriculum of physical education in schools.

In conclusion, we would like to recap the responses to the survey questions:

More than three quarters of respondents were definitely or quite satisfied ***with the quality of physical education during their compulsory school attendance***, less than a quarter of respondents were rather or definitely dissatisfied. The observed socio-demographic signs (gender, education, place of living etc.) do not have a significant influence on satisfaction with physical education. The only exception is respondents' age; the 15–19 age-group is statistically more significantly dissatisfied with the quality of physical education they experienced than the rest of respondents.

Satisfaction with the quality of physical education is determined mostly by the way the subject is taught, then the respondent's attitude to sport and physical education in general, and finally, by their attitude to physical activities and the teacher's personality. On the contrary, inappropriate organisation of the subject, negative attitude of respondents towards sport and physical education, excessive physical demands and negatively perceived personality of the teacher represent the most important reasons for ***dissatisfaction***.

Approximately half of respondents were not able to define ***the strengths and weaknesses of the contemporary quality of physical education*** in primary schools. When mentioned, the strengths commonly included encouragement to physical activity, a greater variety of activities and improved quality of equipment in gyms and sports grounds. The weaknesses are perceived especially in a bad attitude of children towards physical education, low number of PE classes, insufficient quality of teachers and the PE curriculum. The older the respondents are, the greater difficulty in stating the weaknesses of the current quality of physical education in primary schools they have. Age acts vicariously even in the other socio-demographic signs, so the "I don't know" answer is more frequent in the widowed, the retired, persons living alone and persons with the lowest net monthly household income.

The opinions of relatively "fresh" primary school leavers represent an impetus to further exploration of physical education. 28.1% of respondents within the 15–19 age-group are rather or totally dissatisfied with the quality of physical education during the primary school attendance. The most frequent reasons are badly organised PE classes (boring, unattractive, monotonous, dull, stereotypical etc.) and poor teachers putting the pupils off physical education by their bad approach.

The research does not imply that the Czech population is aware of the conceptual changes in the educational content of physical education. The acquired opinion tendencies appear to be rather stable in time. According to the obtained answers, greater dissatisfaction of younger population with the contemporary quality of physical education cannot be attributed to modification of the educational content of physical education, but rather to the teacher's personality, organisation of the classes, their content etc.

Nevertheless, it will be necessary to explore the presented findings in greater detail and define the prospective weaknesses in the realisation of physical education more specifically.

NÁZORY ČESKÉ VEŘEJNOSTI NA TĚLESNOU VÝCHOVU V ZÁKLADNÍM ŠKOLSTVÍ

Abstrakt: Příspěvek seznamuje s názory občanů České republiky na tělesnou výchovu v základním školství. Výsledky byly získány na základě reprezentativního sociologického výzkumu k problematice zdraví a zdravého způsobu života. Výzkum, do něhož se zapojil autor příspěvku v rámci řešení výzkumného záměru *Škola a zdraví pro 21. století*, byl realizován ve spolupráci s Lékařským informačním centrem a agenturou INRES. Výzkumu se zúčastnilo 1606 občanů České republiky ve věku nad 15 let. Soubor byl reprezentativní z hlediska věku, pohlaví a regionů České republiky. Výsledky pomohly identifikovat hlavní důvody spokojenosti a nespokojenosti české populace s tělesnou výchovou na základní škole. Dokumentují, že stěžejními důvody pro spokojenost i nespokojenost jsou obsah výuky a osobnost učitele. Získané poznatky poskytují řadu konkrétních podnětů pro zkvalitnění práce ve vzdělávací oblasti Člověk a zdraví. Ukazují, na kterou oblast tělesné výchovy a výchovy ke zdraví je třeba zaměřit hlavní pozornost.

Klíčová slova: tělesná výchova, výchova ke zdraví, základní škola, výuka