

PHYSICAL TRAINING IN THE EYES OF PRIMARY SCHOOL TEACHERS

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Abstract: *This announcement results from questionnaire investigation which was focused on mission of present school physical training. The informants were physical training teachers of first and second degree on primary schools (n = 164). The investigation outcomes bring us information about present approach to physical training by individual teachers. The results of this announcement may be a guide to adapt the physical training curriculum to the school praxis needs.*

Key words: *mission of physical training, primary school, physical training.*

1. Introduction

The style of school physical training is given mainly by its conception specified by educational documentation. However, the education conception of the teacher and concrete conditions of teaching have a considerable influence on realization of taught subject in decisive extent. A fragment of this project is focused exactly on the analysis of physical training conception and educational and instructional conditions on first degree on primary schools. This project is orientated on area of physical training in research programme *School and health for 21st century*.¹

The goal of this report is to introduce the primary schools teachers' opinion on mission of present school physical training. This mission may be characterized as a complete group of goals which should be fulfilled by school physical training in its nature. If we want to look for theoretical solutions for compilation of these goals, we should find them in the *Standard of primary education* which is the solution for creation of educational programs. According to Průcha (2002), we can mark these concepts as *the project form of curriculum*. On a contrary to this, *the realization form of curriculum* constitutes the content of education construed to the subjects of education, i.e. concrete acts of education presentation realized by the teachers or education media.

¹ Identification code of the programme: MSM0021622421

2. Research problems

It is possible to argue about the fact whether the projected curriculum corresponds with the perception of physical training goals as it is understood by the present teachers of physical training on both degrees on primary schools. From our former researches results, when we dealt with the relationships between the projected curriculum and its realization by individual primary school teachers (Mužik, Trávníček, 2006), we can see that between the individual curriculums, i.e. between the projected one and realized one, there are variances in the physical training. Aren't these variances caused to a certain extent by a different comprehension of senses, goals and functions of physical training on primary schools and insufficient quality of adoption of projected curriculum, i.e. the valid educational documentation? Don't the teachers teach physical training spontaneously, without any conceptual knowledge and theoretical solutions for their job? We tried to find answers to our research probe which could bring an explanation to these questions.

3. Research method

As a research method, we chose the questionnaire. The questionnaire investigation took place during the school year of 2006/2007. The questionnaire was distributed by student of Pedagogic Faculty of Masaryk University within the scope of their continuous pedagogical praxis on primary schools. Therefore, we managed to cover more primary school in Brno region. The questionnaire was designed for physical training teachers on both degrees of primary schools.

We processed 164 correctly filed questionnaires, from which 78 was from teachers of first degree on primary school and 86 from teachers of second degree on primary school. It was an anonymous questionnaire; for later statistical evaluation, we recorder only the respondents' sex, achieved education, place and time of achieved university education, region of respondent's operation and level of popularity of physical training education of the teacher himself.

The goal of the investigation was to answer the question by the teachers:

“In what do you see the mission of school physical training? Try to determine the basic goals, purpose and function of physical training according to your personal opinion. “

On the basis of content analysis of individual teachers' answers or fragment of their answers, we established a system of target categories which is able cover the whole spectrum of recorded types of answers to full extent. These answers of teachers were divided into four fundamental categories according to their content. Answers generally focused on **education of health, of motoric activities, of efficiency and fitness**. In addition, we created a category comprising answers that **did not deal with physical training mission**.

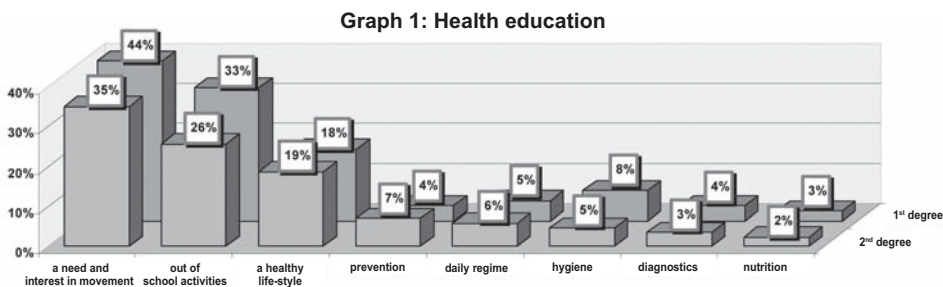
4. Results

Let us focus on interpretation of individual answers according to individual categories.

4.1. Answers focused on education on health

We created an internal subcategory system to cover a whole spectrum of areas which were recorded in answers to questions about education of health. These are the areas:

- a) *a need and interest in movement* (we included answers into this category whose content may be included under statement that a school should stimulate the children to move themselves and actively encourage their interest in movement)
- b) *out of school activities of children* (the teachers direct the children to activity even outside the school physical training)
- c) *a healthy life-style* (physical training contributes to the healthy life-style of children)
- d) *prevention* (physical education sub-serves the prevention function in the meaning of preventing sicknesses and injuries of children)
- e) *daily regime* (movement activity has its stable place in the daily regime of children thanks to enlightenment of physical training)
- f) *hygiene* (physical training contributes to hygienic habits of children)
- g) *diagnostics* (within the scope of physical education classes, it is possible to diagnose the children for various movement insufficiencies, weakening and others, to draw attention to it and so to help its remedy)
- h) *nutrition* (physical training contributes to correct nutritional habits of the children)



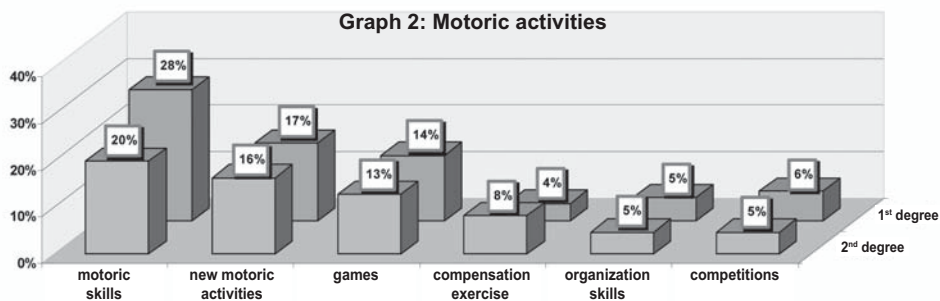
Commentary: We can see in the graph 1 that the teachers correctly understand the importance of stimulating the children to a continuous need for movement not only at school grounds but also in their free time and to make them to include movement activities in their daily regime. They are aware that physical training takes a share in their healthy life-style. Lower frequency of answers focused on diagnostic functions of physical training is interesting. These answers should be a strong instrument for a timely remedy of weakened children in their early age.

4.2. Answers focused on motoric activities

Sub-categories of this area were:

- a) *motoric skills* (classes of physical education serves to the children mostly to acquiring motoric skills)

- b) *new motoric activities* (familiarizing children with new motoric activities and finding those which will catch their attention and will satisfy their demands)
- c) *games* (the content of classes are mostly games and fun)
- d) *compensation exercise* (working up, stretching, special compensation exercise)
- e) *organization skills* (familiarizing children with organization of games and motoric activities)
- f) *competitions* (implementation of competitions as a motivational element in the class)
- g)

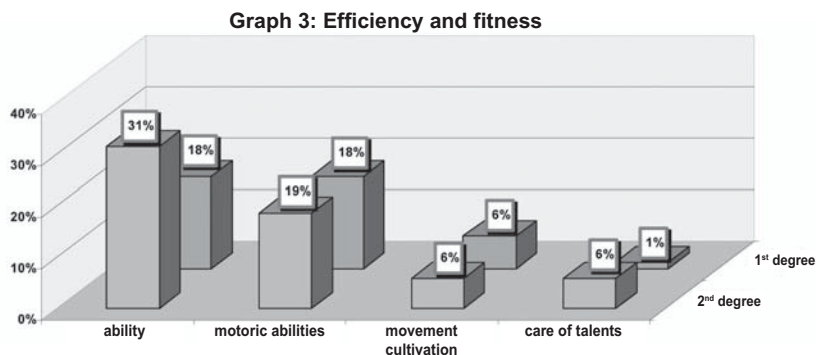


Commentary: In graph 2, we can see the difference how the teachers of first and second degree on primary school understand the point of physical education in connection with accent on motoric skills of children. You may be surprised in relation to a low frequency of compensation exercise, especially on first degree of primary school.

4.3. Answers focused on efficiency and fitness

Sub-categories of this area were:

- a) *ability* (focused on performance, aerobic endurance, handling physical stress)
- b) *motoric abilities* (strength, endurance, coordination and speed)
- c) *movement cultivation* (motorics, control of body, esthetic show)
- d) *care of talents* (recognizing and individual approach to motorically talented children)

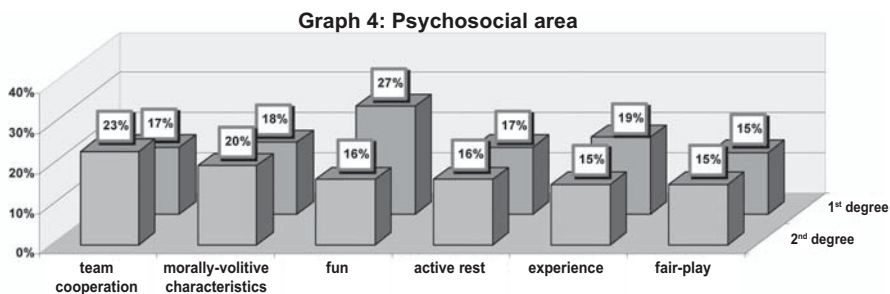


Commentary: Answers focused on efficiency and fitness of children showed in graph 3 are recorded almost twice more often by teachers of second degree on primary schools than by teachers of first degree on primary schools. A thing to think about is the very low care of talents not only on first degree but on second degree as well. According to our opinion, the cohesion between school physical education and sports organizations should be more apparent and sophisticated. We mean especially recognizing a motorically talented child and subsequent care of such child in cooperation with sports organizations.

4.4. Answer focused on psychosocial area

Sub-categories of this area were:

- a) *team cooperation* (creating a team spirit and ability to cooperate with the children)
- b) *morally-volitive characteristics* (cultivation of children's' personality)
- c) *fun* (accent on fun and playful activities which excite the children)
- d) *active rest* (recreational, undemanding conception, suppressing stress and establishing peace)
- e) *experience* (accent on positive experience of individual activities)
- f) *fair-play* (getting a respect of fair-play rules by the children)



Commentary: This category has rarely well-balanced values of frequency of all categories. As we can see on graph 4, psychosocial functions of physical education are very strongly perceived by the teachers themselves in their whole spectrum of operation. WE can positively evaluate the percentage representation of answers relating to fun and experience on first degree of primary schools.

4.5. Answers that do not deal with physical education mission

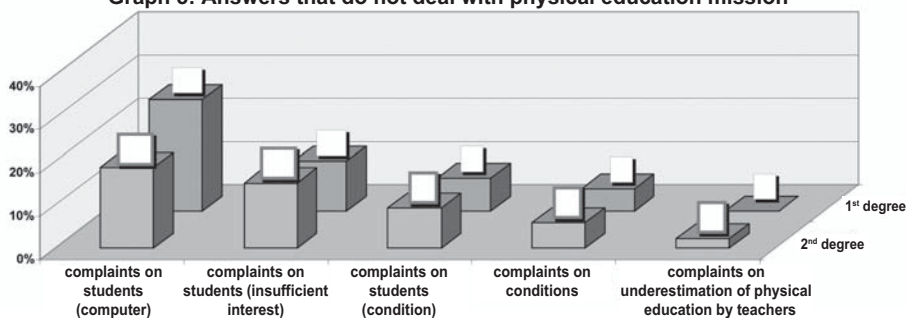
This independently standing category subsumes those answers which did not directly relate to given question, i.e. physical education mission. However, they have their important communicative value and serve to outline the opinion spectrum of all teachers. We can divide it into these sub-categories

- a) *complaints on students (computer)*. This sub-category subsumes all answer with the nature of complaints on students. Respondents point on passive

activity of children from the view of movement (as watching television and playing computer games)

- b) *complaints on students (insufficient interest)* We have answers where teachers point on insufficient interest of children in motoric activities.
- c) *complaints on students (condition)*. Answers containing complaints on low abilities and condition of students
- d) *complaints on conditions*. Teachers point on insufficient financial and material provision of schools and physical training facilities.
- e) *complaints on underestimation of physical education by teachers*. Respondent point on underestimation of physical education importance by teachers themselves.

Graph 5: Answers that do not deal with physical education mission



Commentary: This category originated as an amendment because some of the respondents did not give answers to physical education mission itself. However, we think that these suggestions are very serious and disturbing. Almost 26 % of first degree teachers complaints in their answer on excessive orientation of children on sedentary activities of students, especially on work with computers. Teachers negatively perceive present insufficiency of movement and insufficient interest in movement. As shown on graph 5, this applies both to first and second degree on primary schools.

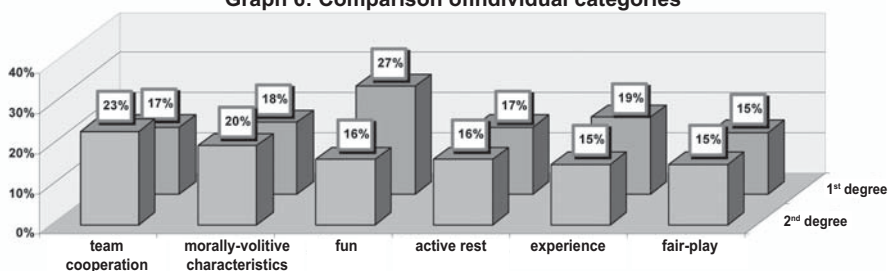
5. Summary

Through comparing the frequency of representation of individual categories, we acquire an integral picture of understanding the physical education, as it is seen by physical education teachers on primary schools. In our answers, we tried to cover the fundamental goals, purpose and function of physical education. Graph 6 compares answers of teachers of both degrees of primary school. Table 1 corresponds with graph 6 whereas the table is completed by total values.

Table1 Comparison of individual categories

Answers of teachers focus	1) on education on health	2) on motoric activities	4) on psychosocial area	3) on efficiency and fitness	5) out of physical education mission
86	62	51	51	44	31
2nd degree	72 %	59 %	59 %	51 %	36 %
78	53	46	46	25	31
1st degree	68 %	59 %	59 %	32 %	40 %
164	115	97	97	69	62
total	70 %	59 %	59 %	42 %	38 %

Graph 6: Comparison of individual categories



From graph 6, we can see that *education on health is positively and very intensively perceived by teachers of both degrees on primary school and they combine it with physical education mission. The accent is in physical education classes placed on motoric activities and by them even on psychosocial area. Efficiency is especially on the first degree on primary school receding. On the contrary, on the second degree on primary school, the efficiency traditionally stays on its values (51 %). An impulse for thinking may be the complaints of teachers who negatively react on insufficient interest of student in motoric activities and low motoric activity of children.*

If we differentiate them according to the sex of the respondents, we can see as these values change in Table 2. We must mention that the answers of male and female teachers differ mostly on second degree of primary school in answers focused on efficiency and fitness (men 65 %, women 37 %) and on psychosocial area (men 51 %, women 67 %).

Table 2 Answers according to sex of the respondents

Answers of teachers focus	1) on education on health	2) on motoric activities	4) on psychosocial area	3) on efficiency and fitness	5) out of physical education mission
2nd degree (86)					
43	31	27	29	16	17
Woman	72 %	63 %	67 %	37 %	40 %
43	31	24	22	28	14
Man	72 %	56 %	51 %	65 %	33 %
1st degree (78)					
74	49	43	45	25	28
Woman	66 %	58 %	61 %	34 %	38 %
4	4	3	1	0	3
Man	100 %	75 %	25 %	0 %	75 %
Total (164)					
117	80	70	74	41	45
Woman	68 %	60 %	63 %	35 %	38 %
47	35	27	23	28	17
Man	74 %	57 %	49 %	60 %	36 %

Another interesting comparison is shown in Table 3 which is differentiated according to time when the respondents have graduated. You can see progress in positive perception of education on health in dependence on the time of graduation. It is interesting that respondents from first degree on primary schools, who have more current findings from their studies, perceive the function of education on health in the scope of physical education mission more intensively. According to available results, we are able to tell the same about the psychosocial area.

Table 3 Answers according to time of graduation of respondents

Answers of teachers focus	1) on education on health	2) on motoric activities	4) on psychosocial area	3) on efficiency and fitness	5) out of physical education mission
2nd degree (86)					
15	11	10	7	8	7
1970-1979	73 %	67 %	47 %	53 %	47 %
18	16	11	10	8	9
1980-1989	89 %	61 %	56 %	44 %	50 %
28	14	17	19	14	9
1990-1999	50 %	61 %	68 %	50 %	32 %
22	18	12	13	13	6
2000-until now	82 %	55 %	59 %	59 %	27 %
3	3	1	2	1	0
others	100 %	33 %	67 %	33 %	0 %
1st degree (78)					
13	5	7	5	4	6
1970-1979	38 %	54 %	38 %	31 %	46 %
24	17	16	12	7	13
1980-1989	71 %	67 %	50 %	29 %	54 %
20	15	12	14	8	5
1990-1999	75 %	60 %	70 %	40 %	25 %
9	9	3	9	2	4
2000-until now	100 %	33 %	100 %	22 %	44 %
12	7	8	6	4	3
Others	58 %	67 %	50 %	33 %	25 %
Total (164)					
28	16	17	12	12	13
1970-1979	57 %	61 %	43 %	43 %	46 %
42	33	27	22	15	22
1980-1989	79 %	64 %	52 %	36 %	52 %
48	29	29	33	22	14
1990-1999	60 %	60 %	69 %	46 %	29 %
31	27	15	22	15	10
2000-until now	87 %	48 %	71 %	48 %	32 %
15	10	9	8	5	3
Others	67 %	60 %	53 %	33 %	20 %

Table 4 structures the answers of respondents according to popularity of physical education.

Table 4 Answers according to popularity of physical education

Answers of teachers focus	1) on education on health	2) on motoric activities	4) on psychosocial area	3) on efficiency and fitness	5) out of physical education mission
2nd degree (86)					
39	28	23	24	23	16
Very popular	72 %	59 %	62 %	59 %	41 %
45	33	27	28	20	13
Rather popular	73 %	60 %	62 %	44 %	29 %
2	1	0	0	0	2
Rather unpopular	50 %	0 %	0 %	0 %	100 %
First degree (78)					
20	15	14	8	7	12
Very popular	75 %	70 %	40 %	35 %	60 %
54	38	31	34	17	18
Rather popular	70 %	57 %	63 %	31 %	33 %
4	0	1	4	1	1
Rather unpopular	0 %	25 %	100 %	25 %	25 %
Total (164)					
59	43	37	32	30	28
Very popular	73 %	63 %	54 %	51 %	47 %
99	71	58	62	37	31
Rather popular	72 %	59 %	63 %	37 %	31 %
6	1	1	4	1	3
Rather unpopular	17 %	17 %	67 %	17 %	50 %

Conclusion

All values and comparisons (without a deeper statistical analysis which will be performed later) indicate that the teachers clearly realize the needs and priorities placed on them and that they perceive the goals and mission of physical education in accordance with *projected form of curriculum* of physical education. It is obvious from prevalent harmony between the fundamental purpose and function of physical education as understood by the teachers, and how it is described in declared documentation. Therefore, teachers theoretically perceive this projected curriculum. The question is how are these presumptions handled and if they manage to practically fulfill the purpose of physical

education and if it is transferred into the level of realization. Discrepancies between both forms of curriculum (projected one and realized one) surely exist, eventually as shown in our research from 2006 when we discovered that the realized curriculum in physical education has rather a nature of “motoric recreational education” and that the projected curriculum is not presented by the teachers in appropriate manner (Mužík, Trávníček, 2006).

This discrepancy will be a subject of our future research.

Literature

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TĚLESNÁ VÝCHOVA POHLEDEM UČITELŮ ZÁKLADNÍCH ŠKOL

Souhrn: Sdělení vychází z dotazníkového šetření, které bylo zaměřeno na poslání současné školní tělesné výchovy. Respondenty byli učitelé tělesné výchovy 1. i 2. stupně základních škol (n = 164). Výsledky šetření přinášejí informace o současném pojmání cílů tělesné výchovy jednotlivými učiteli. Závěry příspěvku mohou být vodítkem pro přizpůsobení kurikula tělesné výchovy potřebám školní praxe.

Klíčová slova: poslání tělesné výchovy, základní škola, tělesná výchova