

# RELATIONSHIP OF TEACHER AND STUDENT IN SCHOOL PHYSICAL EDUCATION

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**Abstract:** *The aim of our research is to determine the attitudes of students towards physical education and sports activities during the study on secondary school for secondary school students, as well as the identification of the main factors for the learning process of students attitudes to physical education and sport. As the main method of our research, we used the questionnaire method, as it is one of the most important methods of social research. We chose it with respect to the number of respondents. Although the strictness of teacher and exactly defined the conditions for students to influence their attitudes. The strictness of the teacher is a positive factor. Students with strict teachers show positive attitudes to sport and physical education as students in which the teacher is not strict.*

**Keywords:** *Physical Education, attitudes of students towards PE, teachers strictness, physical activity.*

## 1 Introduction

In terms of creating the foundations for the implementation of physical activity of the individual throughout the life is crucial age children and youth. During this period the foundations for lifetime physical activity, creates a positive relationship to the activities of a recreational character, their strong integration into the lifestyle, attitudes and motives of adequate procedures.

According Bebčáková et al. (2002) Physical education is its focus specific compulsory subject because it focuses on the physical, functional, physical, psychological and intellectual improvement of students. Students do not receive only theoretical and practical education from selected branches of physical education and sport, but one of its goals is to stimulate lifetime bio-psychosocial effective exercise regimen and prevention of civilization diseases and the development and formation of positive attitudes of students towards sports activities and physical education. In this complex system of creating attitudes, in which many factors act on students should just be a teacher as a major positive agent who shows students the right

way of physical activities and not just during PE classes, but also in the everyday life of students and herewith that he will offer quality, interesting and varied physical education lessons. Creating a positive attitude towards physical education, to physical activities is also important due to the students actively involved in the process of physical education not just during PE classes but also beyond.

Improvement of the teaching process in physical education is not possible without knowledge of objective empirical knowledge acquired from subject directly affected - from teacher and pupil (Strešková, 2001). The issue of students attitudes of primary school to physical education and sport are dedicated to Michal (2001, 2003, 2005, 2007), Adamčák - Nemeč (2011), Bartík (2005, 2009). Between the research in state of detection in secondary school for students to physical education and physical activities are mainly the work of Sigmund-Frömela-Sigmund (2003), Slezak (2009), Michal (2009) and other authors.

## **2 Objective**

The aim of our research is to determine the attitudes of students towards physical education and sports activities during the study on secondary school for secondary school students, as well as the identification of the main factors for the learning process of students attitudes to physical education and sport

## **3 Methodology**

In Slovakia, we realize our research in 15 secondary schools. Questionnaire was completed by 852 students, of which 12 students did not complete the questionnaires correctly. Correctly completed the questionnaire 840 pupils of whom 231 were boys and 509 girls. As the main method of our research, we used the questionnaire method, as it is one of the most important methods of social research. We chose it with respect to the number of respondents. The evaluation of the data we use basic logical method, that is, sorting, analysis, synthesis, comparison (comparison), induction, deduction and mathematical - statistical methods (calculation of the arithmetic mean, chi-square, Wilcoxon double test).

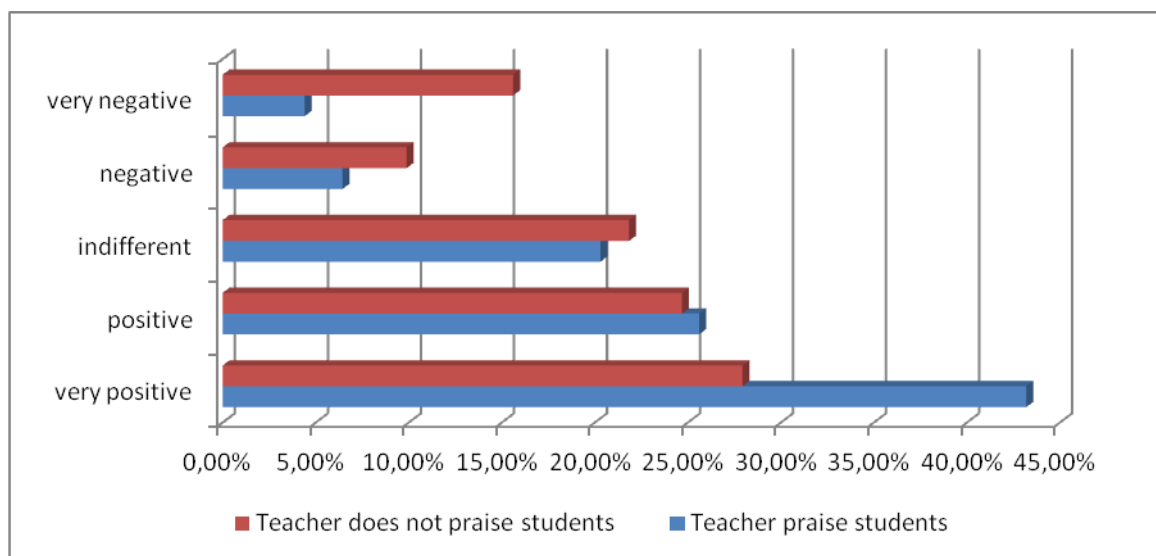
## **4 Interpretation of the results of research**

The first of the major actors of the teaching process we are interested in the impact on teacher attitudes of students. We know that the teacher can motivate the students. He may be a model for them, or vice versa. We wanted to find out, if there is any relationship between how teacher act, when he praises students when he is chummy, or strict and attitudes of

students towards physical education and sports. Up to 41,20% students confirmed that a teacher of physical education and sport is popular .With 58,62% students, the teacher is chummy. In this case we were interested in the relationship between if the teacher is sociable and popular. In this case, we confirmed that friendly teacher is popular in 88,23%.

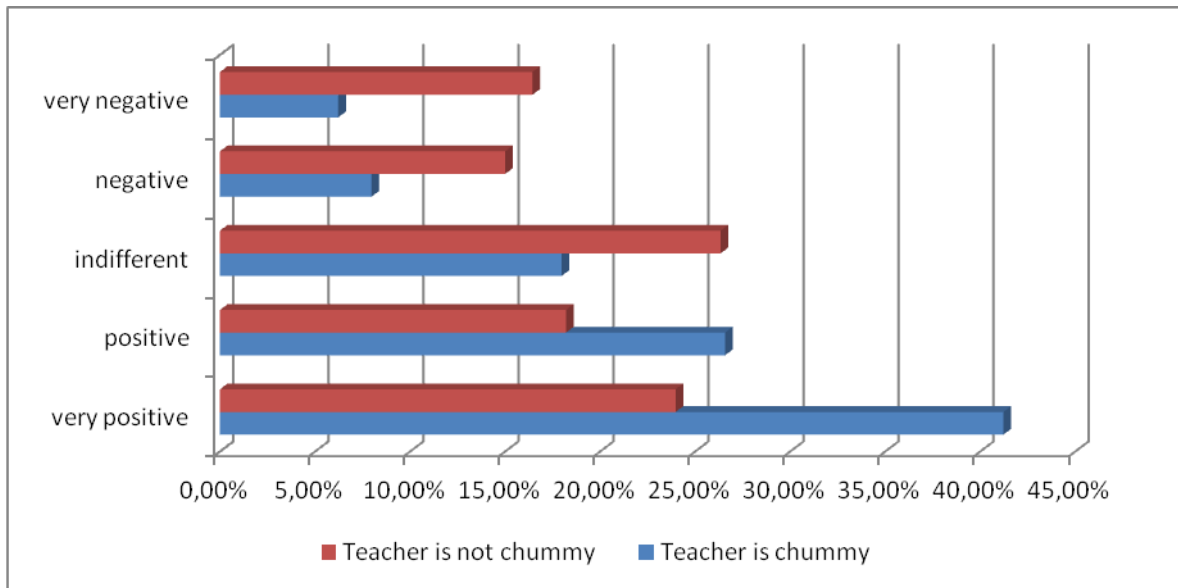
We examined attitudes of students in case if the teacher praises students in lessons. In 590 cases (49.04%), or nearly half of the surveyed students teacher praises students in classes. These students had 43.21% very positive attitude, positive attitude 27,95% and 20,31% indifferent attitude. Only 11% of teachers praised students and negative or very negative attitudes ( Figure 1).

If the teacher does not praise students, positive attitudes are less negative, and above all highly negative attitudes are higher (9,89% and 115,62%). It was confirmed to us then, logically resulting from practice in teacher praised the students are more positive attitudes toward physical education and sports than students whose teachers does not praise. In contrast with does not praised students are more negative attitudes toward physical education and sports.



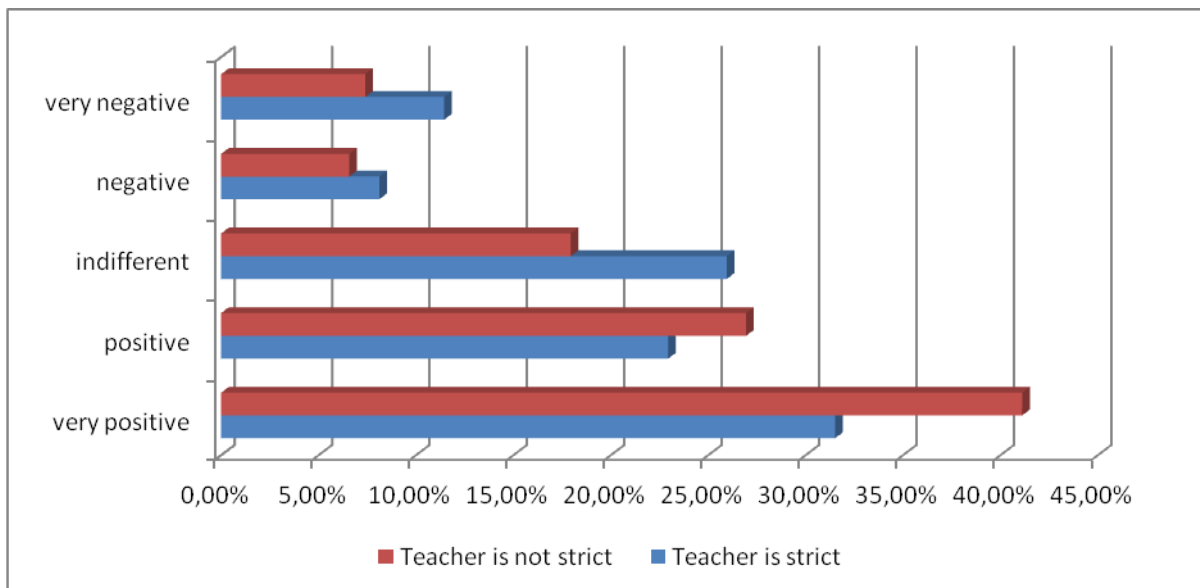
**Figure 1** Attitudes to PE if the teacher praises / does not praise students

As in the previous case, and now we have investigated whether the approach is related to physical education and sport with chummy teacher to students. In the chummy approach the teacher of physical education and sports to students there are more positive attitudes than otherwise (Figure 2).When attitudes are more negative as in case where the teacher is chummy to students.



**Figure 2** Attitudes to TSV if there is / is not chummy teacher

Furthermore, we wanted to know the influence to attitudes of students towards sports and physical education if teacher is strict. In this case there was no significant difference between attitudes of physical education and sport for students whose teacher is strict and for those where teacher is not strict (Figure 3). The only significant difference is in a very positive attitude. This is when the teacher is not strict 41,12% and the 31,52% is strict. In this case, strictness of the teacher is not demonstrating factor that greatly affects attitudes in a positive or negative direction of students to physical education and sport.



**Figure 3** Attitudes to PE if teacher is a strict / is not a strict

Study Americans Luke - Sinclair (1991) examined the major factors affecting attitudes to 488 adolescent to school physical education. The results identified five major factors (content, teacher, class atmosphere, and the inclusion of a student). The teacher is an important determinant. For girls, the teacher was regarded as an important factor in the choice of school physical education. The boys and girls reported that they appreciate teachers whom are with chummy approach who praising students for their achievements in lessons and not only play games, but they can motivate them to action. Students need challenge. In this study came to much the same result as we do in our research. The attitudes of pupils per teacher depend on how the teacher acts. The teacher has in many cases difficult task. In case that the conditions for the teaching of physical education and sport are not ideal, or in some cases inadequate, teacher must uses his own creativity. Not only from our research, but the research of other authors, the teacher is very important factor in relation to physical education and sport. Stated by Bartík (2009) teacher must have thought through each lesson, so that students did not have time to stand without noticing an environment, which involves lesson of physical education is not standard. Its mission is to develop in students a positive attitude towards physical culture, so that the relationship spilled over into everyday life outside of school and does sport in their free time. If he's successful, it means that his lessons are interesting and positive effect persists long after finishing school.

## **5 Conclusions**

Furthermore, we found that student attitudes depend on access teacher to students. If the teacher is chummy to students there is a prevailing positive attitude to physical education and sport. If a teacher during PE and sport education praises students for achievement it affects their attitudes toward physical education and sports. Although the strictness of teacher and exactly defined the conditions for students to influence their attitudes. The strictness of the teacher is a positive factor. Students with strict teachers show positive attitudes to sport and physical education as students in which the teacher is not strict.

Classmates are another factor that influences the lesson of physical education and sports for the student. Classmates can motivate you to perform better, the lesson of physical education and sport to develop cooperation and camaraderie. As we examined our students we find out that in physical education and sports there is very positive attitude, the reason is that it will not affect students and demotivate inactivity and untrained of schoolmates.

## Recommendations for practice

Emphasized from an early age the significance of physical sporting activities so that students perceived the important role of sport in the life of a man and take the movement as an integral part of their life.

For both sexes is in physical sports activities important to emphasize the fun and theme "I do sports because I enjoy it" it clearly plays the most important role in the participation of youth in sports activities.

Motivate youth ranking of their favorite sports activities.

More involved young people in the movement of sporting activities with a wide range of sports clubs that will meet the interests of students.

Due to the structure of the popularity of youth sports interests would be appropriate to consider more subsidies movement-hour sports activities which, according to our findings, popular as hockey, snowboard, aerobics, inline skating, cycling, dancing to teach future teachers of physical education and sport.

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