

Abstracts

Research of the Relationship among Impulsivity, Academic Motivation and Academic Cheating in High School

Miriam Jánvári – István Tóth-Király – Beáta Bóthe – Gábor Orosz

Abstract

The present research aims to explore the relationship among students' impulsivity, motivation, grade point average (GPA) and their committed and self-reported cheating behaviour. The study relied on a community sample of high school students ($M_{age} = 16, 55$; $SD_{age} = 1,26$). The sample size was 680 ($N_{female} = 287$; $N_{male} = 389$). Structural equation modelling was applied to explore the relationship among the variables. In accordance with previous research, it was established that students' autonomous motivation has significant impact on students' cheating behaviour and their GPA. Amotivation is also related to the extent of cheating and students' grade point average, but controlled motivation has no impact on these. Lack of consideration among the factors of impulsivity is related to cheating and amotivation; negative urgency is related to controlled motivation and cheating. Furthermore, lack of perseverance is related to autonomous motivation and amotivation, while lack of consideration has direct and also indirect (via amotivation) impact on cheating, and it is indirectly (via amotivation) associated with GPA. Finally, lack of perseverance is indirectly (via amotivation and autonomous motivation) related to cheating and GPA; and it was also found that negative urgency has direct impact on academic dishonesty.

Keywords: cheating; impulsivity; academic motivation; grade point average

Two Generations after Bernstein. Updating Research on Language Disadvantage among 21st Century Kindergarten Children

Barbara Biró – Tímea Ceglédi

Abstract

The research analyses the speech of kindergarteners by updating Basil Bernstein's theory of language codes. The aim was to examine whether the mandatory kindergarten implemented in Hungary, the expectations for language development described in the National Basic Program of Kindergarten Education, which correspond to the solution proposals formulated by Bernstein, compensate for the linguistic differences observed among kindergarteners living two generations after the birth of Bernstein's theory. To capture residential disadvantages, research was conducted in three fields using settlement categories according to Government Decree 105/2015. (IV. 23.) and the Central Statistical Office data on the proportion of disadvantaged kindergarteners: in a disadvantaged, a less disadvantaged and a non-disadvantaged settlement (N=39). The speech of kindergarteners was examined using three playful tasks, which were analysed by using dimensions and indicators, which were determined by reviewing the literature written by Bernstein, his followers, and critics, as well as the conclusions drawn from our pilot study. During the analysis, the underperformance of children living in disadvantaged settlement was detected in several scales, sometimes spectacularly (adjectives, word count, sentence coherence in the first task, noun-verb relationship), sometimes only to a lesser extent (the use of conjunctions, extended sentences, personal pronouns). Overall, the results support that Bernstein's theory created two generations ago is still valid today: linguistic differences can still be experienced along the settlement disadvantages. The present research draws attention to the need to increase the efficiency of mother tongue development in kindergartens and preschools.

Keywords: language codes; language disadvantage; residential disadvantages; social inequality; starting school

The Impact of Coordination-Enhancing Classroom Exercises on the Cognitive Abilities and Mathematics Performance of 9–10 Year-Old Students

Dóra Pásztor-Horváth – Zsolt Szakály – József Bognár

Abstract

The role of physical activity in the optimal development of primary school-aged children is indisputable. Examining the relationship between classroom physical activity and cognitive abilities is of paramount importance, as it significantly influences academic performance and the development of skills and abilities in other subjects. Based on the above, the aim of this research is to verify the effects of 8 weeks of physically active learning on the mathematical performance and cognitive abilities of 3rd and 4th-grade primary school students. The experiment was conducted at the institutional level with five groups (n=90) over an 8-week intervention period. Pre- and post-measurements were performed, and data analysis included homogeneity tests, descriptive statistics, paired t-tests, and Repeated Measures ANOVA ($p < 0.05$). Repeated Measures ANOVA revealed significant differences regarding group, time, and variables ($F=2.01$; $p=0.010319$), thus confirming the overall effect of the intervention. It was observed that the 4th-grade experimental group, which performed activities with balloons, achieved significant improvements on cognitive tests ($t=-3.444$; $p=0.001$) and mathematics assessments ($t=-2.136$; $p=0.004$). Meanwhile, the 3rd-grade experimental group, which performed ball-based exercises, demonstrated significant improvements on cognitive tests ($t=-2.637$; $p=0.010$). No development was observed in the control groups. The impact of coordination exercises involving balls and balloons on cognitive abilities and competencies required for mathematics was confirmed. Verifying the effects of physical activity and movement coordination exercises on cognitive abilities—and thereby on learning capabilities—can contribute to the implementation of more effective inter-lesson methods and programs that improve not only psychological aspects but also the cognitive and learning processes of students.

Keywords: classroom physical activity classroom; primary school; cognitive abilities

Investigating the Protective Effect of Physical Activity on Health among Adolescents

Gabriella Hideg-Fehér – Ilona Karácsony

Abstract

The physiological and psychological benefits of physical activity are well documented, but the majority of adolescents still do not exercise the appropriate amount and intensity. The aim of the research was to assess the physical activity of secondary school students and to understand its effect on subjective general health, vitality and mental health. A quantitative cross-sectional study was conducted among adolescents aged 15-19 attending a full-time secondary school in Western Transdanubia, Hungary. Our paper-based questionnaire included self-reported questions on physical activity in addition to socio-demographic variables, while our standardised instrument measured dimensions of subjective health (health thermometer - EuroQol scale, EQ VAS, Health Survey Short Form SF-36 Questionnaire) and Sense of Coherence (SOC 13). The 448 evaluable responses were analysed using SPSS Statistics 22 software with correlation analysis, linear regression analysis, t-test and ANOVA test. The amount of physical activity was adequate for 22.2% of the respondents and nearly adequate for 29%, while the quality of physical activity was adequate for 64.1% of the sample. Regular physical activity had a positive effect on self-reported health perception ($p < 0.05$). The mean scores for mental health, vitality and general health perception were significantly higher among students who were adequately or nearly adequately physically active ($p < 0.05$). A positive, moderately strong correlation was found between sense of coherence and frequency of physical activity ($p < 0.05$). Regression analysis confirmed that sense of coherence played a role in changes of the regularity of physical activity, with a linear stochastic correlation between the variables ($R^2 = 0.142$ $p < 0.05$). In contrast, the means of the self-reported health indicators and sense of coherence were

almost identical between the groups ($p>0.05$). Based on results, sense of coherence plays a role in the change of the regularity of physical activity, and a linear stochastic relationship between the variables were also verified.

Keywords: physical activity; protective effect; health status; subjective quality of life; sense of coherence

The Possibility of Implementing Outdoor Fitness Parks in Physical Education

Virág Ágnes Kiss – Rahmani Mohammad Saleh

Abstract

The importance of physical activity is now an undeniable fact. However, physical education at school struggles to provide students with the movement that the developing body needs at a suitable level and quantity. One of the new trends that is gaining ground in the field of sports is the use of outdoor gyms, which has led to the question of - although outdoor, multi-functional exercise areas have already been created in many schools - what physical educators think of this opportunity, how they see them useful, and what ideal designs would help them in their work. In this research $N=231$ Hungarian P.E. teachers from elementary and high school were included, who were asked to fill in a questionnaire survey. Based on results, it can be said that this infrastructure can still be considered “foreign”, but physical educators also see its implementation possibilities. It is important to point out that this space for movement must be designed according to the needs of the given age group of students, since, as it turns out from the opinions of teachers (and experts), the appropriate development can be achieved by building on different forms of movement and elements. Therefore, conclusions show a visual plan with a design proposal generally suitable for various age groups. In summary, it can be said that fitness parks are seen as a good alternative by physical educators, despite their reluctance, but a lot of information and development is still needed to include them in everyday physical education.

Keywords: health; physical education; education; fitness park; outdoor physical education

Challenges of Language Development Disorder Among Juvenile Detainees in Light of International Literature

Márta Miklósi

Abstract

Examining the language skills of juvenile detainees is a key issue, as the impact of deficits in this area is wide-ranging. In addition to possible educational failure, it can have far-reaching effects, making it challenging for the juvenile to successfully reintegrate into society after release. In this study, the subject is examined in the light of international research, looking at the causes and characteristics of language development disorders, the psychological difficulties involved, and the challenges posed by receptive and expressive language disorders. The possible reasons why the number of prisoners with language and communication disorders is much higher than the proportion of the population as a whole are explored. In a separate part of the study, challenges associated with language disorders in juvenile detainees in two specific areas are looked at: the judicial process and post-offender reintegration programmes. Our study is a valuable source of recent international research, with a particular focus on the problem and suggestions for tackling it. Identifying language disorders at an early age and using more effective screening procedures for text comprehension would be key to addressing this problem with a view to reducing latency. It would be crucial to ensure that professionals use simpler language when dealing with juvenile offenders. It is also essential that more speech and language therapists work with these young people so that any developmental difficulties arising can be addressed. Thus, these young people can become useful members of society rather than turning to crime as adults.

Keywords: juvenile offenders; language development disorders; speech therapy; receptive language disorder; expressive language disorder