

ABSTRACTS

CSÁNYI, TAMÁS: Excerpts from the European PE curriculums concepts and didactics from the last 10 years

International comparative curriculum analysis of Physical Education is lacking in the Hungarian literature of didactics with particular attention to the past decade. After 2008, new core curriculum concepts have emerged across Europe, that are inevitable in the well-grounded curriculum development. The aim of this article was to analyse the Physical Education curriculum models of six European nations (Finland, Slovakia, Scotland, Slovenia, Luxembourg, Greece), and through the analysis drawing conclusions to support the Hungarian curriculum development and the implementation of daily quality Physical

Education. The method of the study was document analysis. In the first section of the article, the four main European trends in school Physical Education are introduced starting from the 1960s onwards, followed by a detailed country-by-country curriculum analysis. The study is concluded with 19 findings, that, partly summarize the general characteristics of the international trends, partly offer principles and methods that are worth considering for the Hungarian curriculum development and the orientation of daily Physical Education.

Keywords: *comparative curriculum analysis, curriculum development, theory of physical education, core curriculum*

BORBÉLY, SZILVIA: Implementation of everyday physical education in the Northern Great Plain region

In our study we are in search for the answer for the question, what kind of role do sense of vocation, prestige, different value preferences as well as institutional effects have in influencing the emergence of the supporting attitude of educators in the implementation of an educational policy decision, in sense of which from September 2012 everyday physical education was introduced in ascending system. Value preferences were shaped by gender, age, sporting habits, rank, and settlement type. we include in my examination institutional impacts and features such as infrastructure, student and pedagogue numbers. We look at the views of the actors involved in the process (parents, pedagogues, physical education teams, institution leaders) as well as the supportive attitude of the pedagogue groups, established through multidimensional scaling, about introducing and implementing everyday physical education, the prestige of physical

educators, and the assessment of the physical education subject along different preference variables.

When analyzing the responses from actors in the implementation process, we came to the conclusion that the agreement with the introduction of everyday physical education appears through a positive attitude in the opinion of all actors. Despite expectations to the contrary, the impact of good infrastructure shows an inverse link to satisfaction.

It can be stated that the realisation of objectives defined in the National Core Curriculum, which sets out the introduction of everyday physical education, and in the framework curriculum building on it, are fundamentally influenced by the attitudes of pedagogues. These results demonstrate the role of teachers' calling and commitment to profession in the implementation process. The role of infrastructural provisions of the institutions

in the success can also be demonstrated, its impact is unquestionable for the achievement of the positive objectives. Sports activity

during childhood defines adult opinions about the realization of goals related to physical education.

Keywords: *everyday physical education, implementation, physical education teacher*

SZAKÁLY, ZSOLT – BOGNÁR, JÓZSEF – LENGVÁRI, BALÁZS – KOLLER, ÁKOS: The effects of daily physical education on primary school boys: malfunction in the system

It is important to develop and regularly examine school-aged children's fitness level because it can accurately predict cardiovascular diseases. Fitness indicators are not considered difficult to measure and monitor in daily PE but, on the other hand, it provides reliable data of the efficiency of the educational process. The purpose of this study was to measure the changes of fitness level and body composition in primary school aged boys caused by the daily PE in one major city of Dunántúl. The first examination took place before the daily PE was introduced in the academic year of 2010/2011 in 6 primary schools ($N_1=562$). These pupils took part in 2 or 3 physical education sessions

a week. The second examination was carried out in the same 6 primary schools in the academic year of 2015/2016 ($N_2=551$). The pupils in this examination have already had 5 years or daily PE. Waist-hip ratio and shuttle run was measured in both examinations to find out the level of changes in obesity and fitness indicators. According to our results, there was no meaningful changes in obesity and fitness level as an expected positive impact of daily PE. It is believed that one of the reasons for this unfavorable result is the low motivation level of puberty-aged boys. The effect of motivation is worth emphasizing when measuring stamina and fitness level.

Keywords: *Daily PE, primary school, boys, obesity, fitness level*

TÓTH, LÁSZLÓ – ZALA, BORBÁLA – BENCZENLEITNER, OTTÓ – REINHARDT, MELINDA: The effects of PE teacher trainers' personality, self-efficacy and organizational culture on their attitudes towards daily physical education

The present study focused on how PE teacher trainers' attitudes towards daily physical education was influenced by their personality, self-efficacy, and the organizational culture at their workplaces. The primary aim of the study was to reveal the factors underlying teachers' attitudes towards introducing everyday physical education into the curriculum. A link to an online survey was shared with 120 PE teacher trainers, 61% of whom completed the survey. Of the overall sample, 57.5% were men and 42.5% were women. Participants'

mean age was 49.36 (SD=7.87) years. Most of them (89%) had a secondary PE teacher qualification, and they had been teaching for 24 years on average. The mean number of participants' compulsory instructional hours covered by physical education was 21. After providing general demographic data, participants responded to questions concerning their teaching experience and attitudes towards introducing daily physical education into the curriculum. The overwhelming majority of participants (75.4%) expressed support for

daily physical education, while about one fifth of them (20.5%) reported an ambivalent attitude, and only a small minority (4.1%) opposed the new measure.

The results showed that participants' level of self-efficacy and their experience that their school prioritized physical education and sports had a significant albeit small overall effect on their attitudes. Furthermore, nearly 25% of the total variance in participants' satisfaction with the introduction of daily physical education was explained by the overall effect of participants' high self-efficacy, the high efficiency of the teaching staff, and the high standard of the organizational culture of the school.

Neither personality factors nor profession-related demographics had an effect on

participants' attitudes towards daily physical education. These findings suggest that teachers' confidence in their professional competence and their experience of a high level of self-efficacy in their work help them flexibly adapt to changes in education. In addition, the flexibility and adaptability of the teaching staff as a whole also essentially contributes to individual teachers' adaptation to altered working conditions, which requires an organizational culture of a high standard. Limitations of the study are the low response rate, contextual effects, and participants' presumable social desirability bias. The low response rate might in large part be due to individual participants' low motivation for participation.

Keywords: *daily physical education, PE teacher trainers, personality factors, teacher and collective teacher self-efficacy, organizational culture*

KOVÁCS, KLÁRA – MORAVECZ, MARIANNA – NAGY, ÁGOSTON: Daily PE in the point of view of students and instructors in higher education

The present study deals with a current topic of physical education in higher education, including pupils who took part in everyday physical education and entered the world of higher education in September 2016. The new generation is a new approach and a new challenge for the transfer of university culture. University Physical Education Teachers have the last chance to assist in physical education within an organized framework, which is completely transformed after graduation (Bíró, 2004). In our qualitative research, we were looking for answers to the questions what experiences the students had about everyday physical education, and from the point of view of physical educators, sports leaders and organizers, we were investigating whether they were experiencing the effects of everyday physical education and what their opinion was if this model would be

introduced in higher education. We conducted interviews with physical educators and sports managers in three higher education institutions in Eastern Hungary. In addition, we conducted two focus group interviews with students from the University of Debrecen and Nyíregyháza. As a good practice, we can mention institutional student examinations, which regularly assess the student base on their value systems and motivation regarding sports, lifestyle, and habits, as the new experience-centered generation is extremely sensitive to changes in sports trends. The role of sports games is the most important, as it has the greatest community-building power, which is also confirmed by our qualitative research. Students' views on physical education indicate that they consider it necessary, they need quality, they tend to try new things and they prefer regular sport activities.

Keywords: *everyday physical education, students, higher education*
