

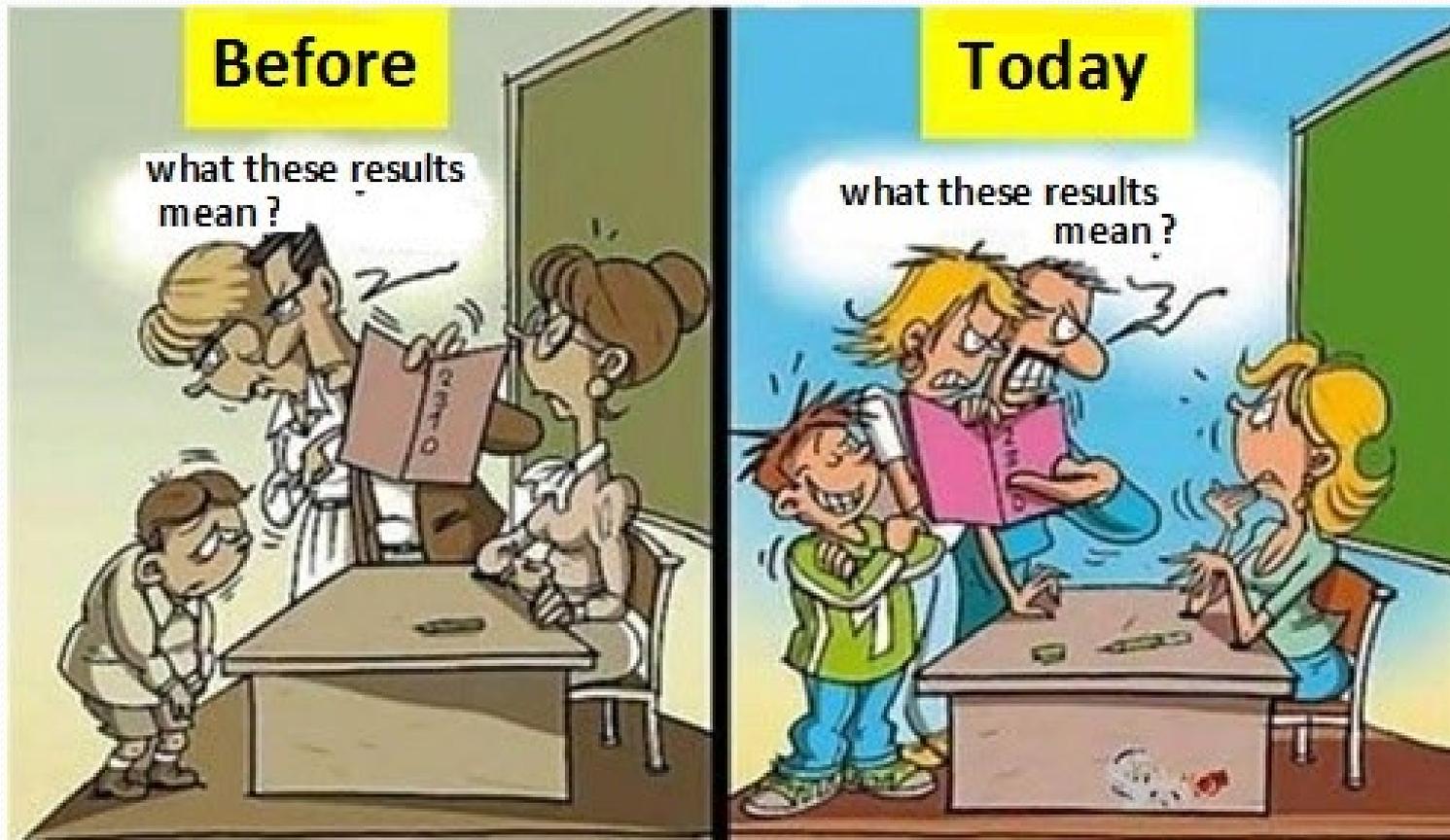
Introduction – School physical education

- Relatively difficult situation worldwide and faces many problems :
 - *legal status and actual implementation*
 - *restricted or decreasing curriculum time allocation*

	1	2	3	4	5	6
Mon	 Reading writing	 Computer science	 Biology	 Geography	 Mathematics	 German
Tue	 History	 English	 Reading writing	 Chemistry	 Physical education	 Music
Wed	 Geography	 Art	 Reading writing	 English	 Biology	 Mathematics
Thu	 Mathematics	 Chemistry	 History	 German	 Reading writing	 Computer science
Fri	 Biology	 Reading writing	 Computer science	 Mathematics	 English	 Physical education

Introduction

- *subject status and attitudes of parents, headteachers, and other teachers*

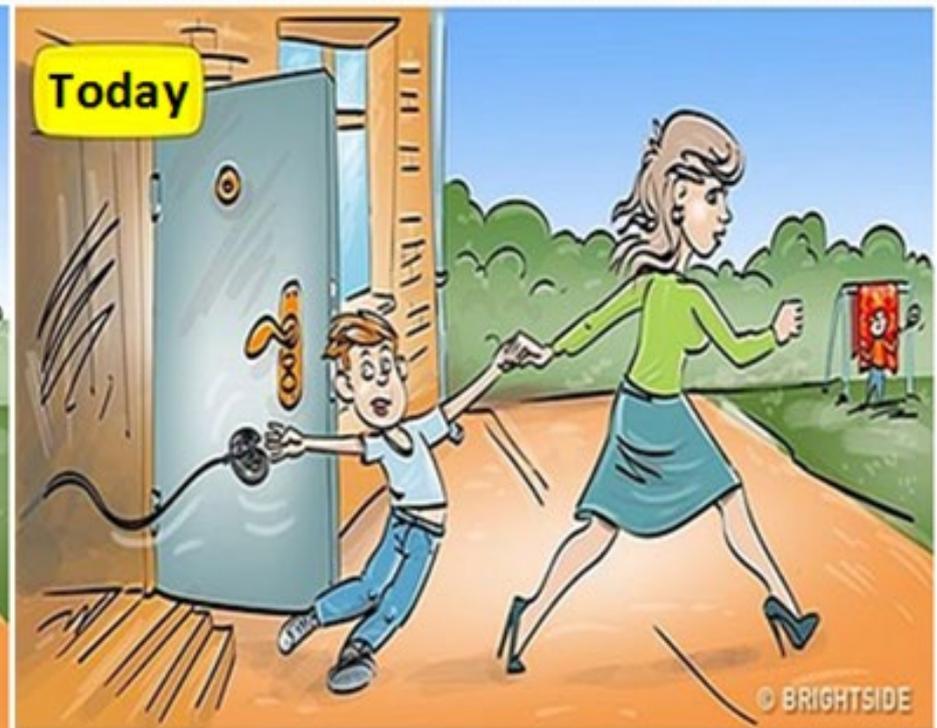


- *inadequacies in financial, material and human resources and teacher preparation*



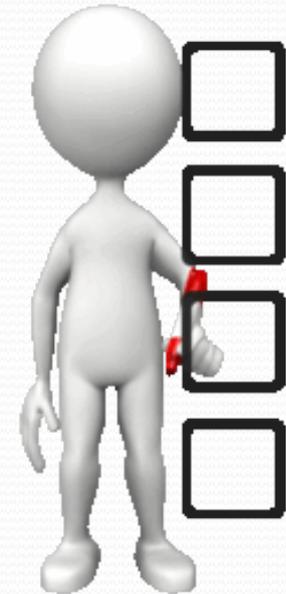
Introduction

- *curriculum trends, as well as scepticism about the subject's future*



AIM

- identify and analyse the opinions of PE teachers on selected problems of physical education teaching
 - as subject status,
 - subject evaluation issues,
 - opinions on co-education,
 - but also the use of information-communication technologies



Participants

- **Physical education teachers** from several types of schools in Slovakia:
 - Primary schools,
 - Secondary schools - general focus
 - Bilingual Secondary schools
 - Secondary schools – sport focus,
 - Secondary vocational school,
 - Jointed school and others



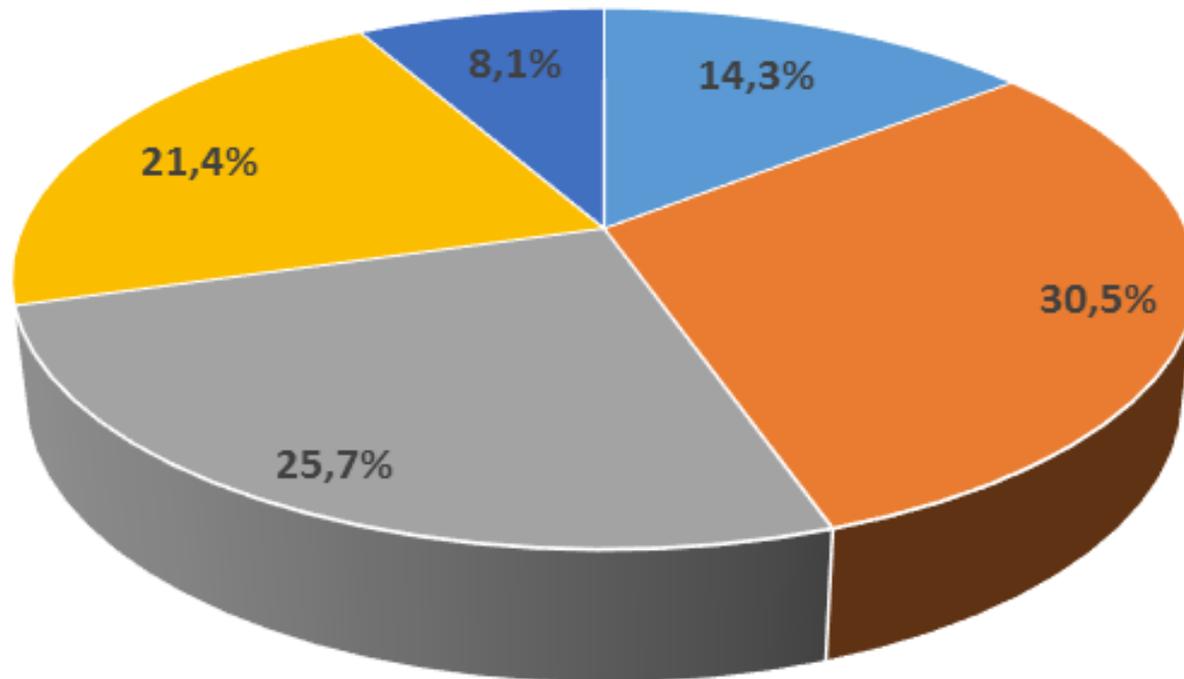
Participants

- Altogether, **210 teachers** were involved in the research,
- 106 (50,5%) men and 104 (49,5%) women



Participants

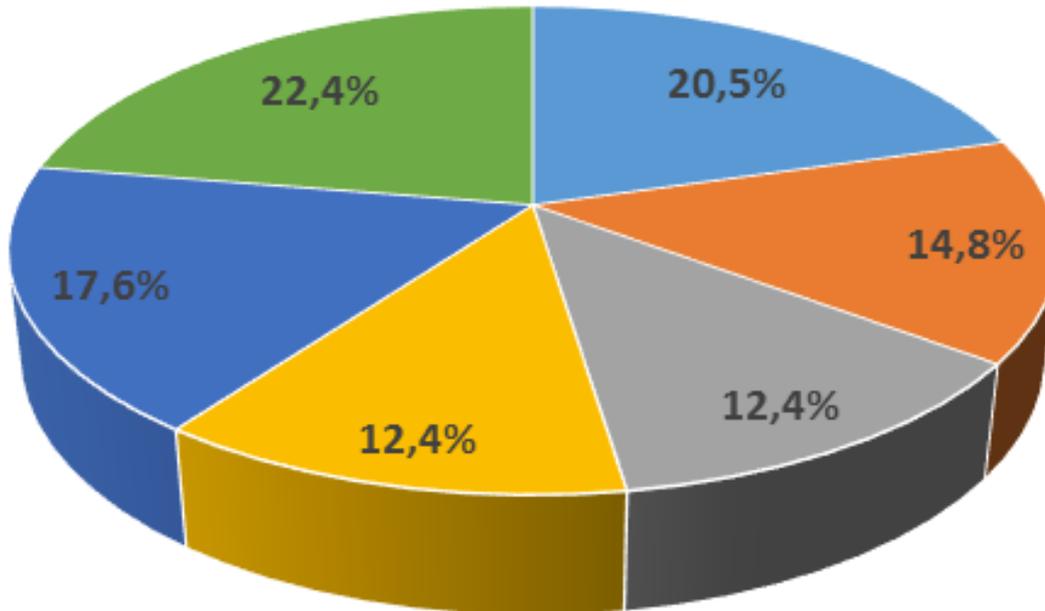
Age of teachers



■ 30 or less ■ 31 - 40 ■ 41 - 50 ■ 51 - 60 ■ 60 or more

Participants

Length of practice



■ 1 - 5 years

■ 6 - 10 years

■ 11-15 years

■ 16 - 20 years

■ 21 - 30 years

■ 31 or more

Participants

● n = 210



Methods



- Questionnaire
- We focused on :
 - *The position of physical education among the other subjects, prestige of the profession of teacher*
 - *Problems of non-practicing pupils*
 - *Frequency of PE lessons, competitions, tournaments*
 - *Problems of the evaluation/classification of the subject PE*
 - *Problems of spatial and material conditions*
 - *Information and communication technologies (ICT)*
 - *Quality of physical education teaching*

Methods

- *? = 45 (closed and open answers)*
- *during April – June of year 2019.*
- *interviews, especially in Bratislava schools.*
- *correlation analysis*
- *Chi-square test (χ^2).*

- ***In this presentation we present only some results from our research.***

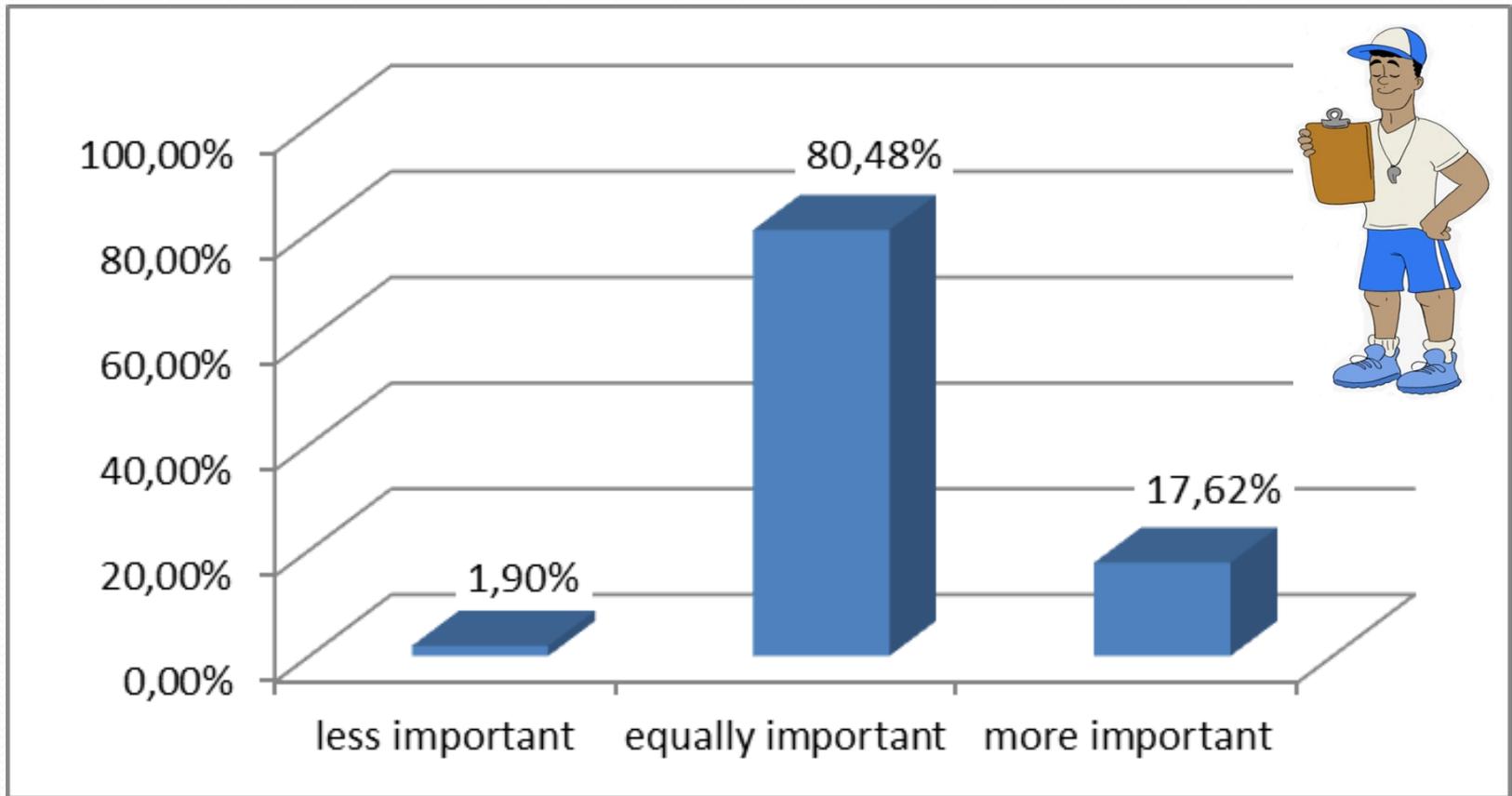
- *VEGA, No. 1/0523/19 “Physical and Sports Education and its Quality and Potential in Promoting Health from the Perspective of Pupils, Teachers and Parents”*

RESULTS

- 1) *In the first part of the research we focused on the position of the PE among the other subjects and the prestige of the profession of a teacher of physical education and sports.*
- 2) *In the next part of the our research we dealt with opinions of PE teachers on selected problems of PE , for example, if the PE should be classified and whether it should be co-educated or separated by boys and girls.*
- 3) *In the last part we focused to the general questions related to the use of information and communication technologies.*

Results

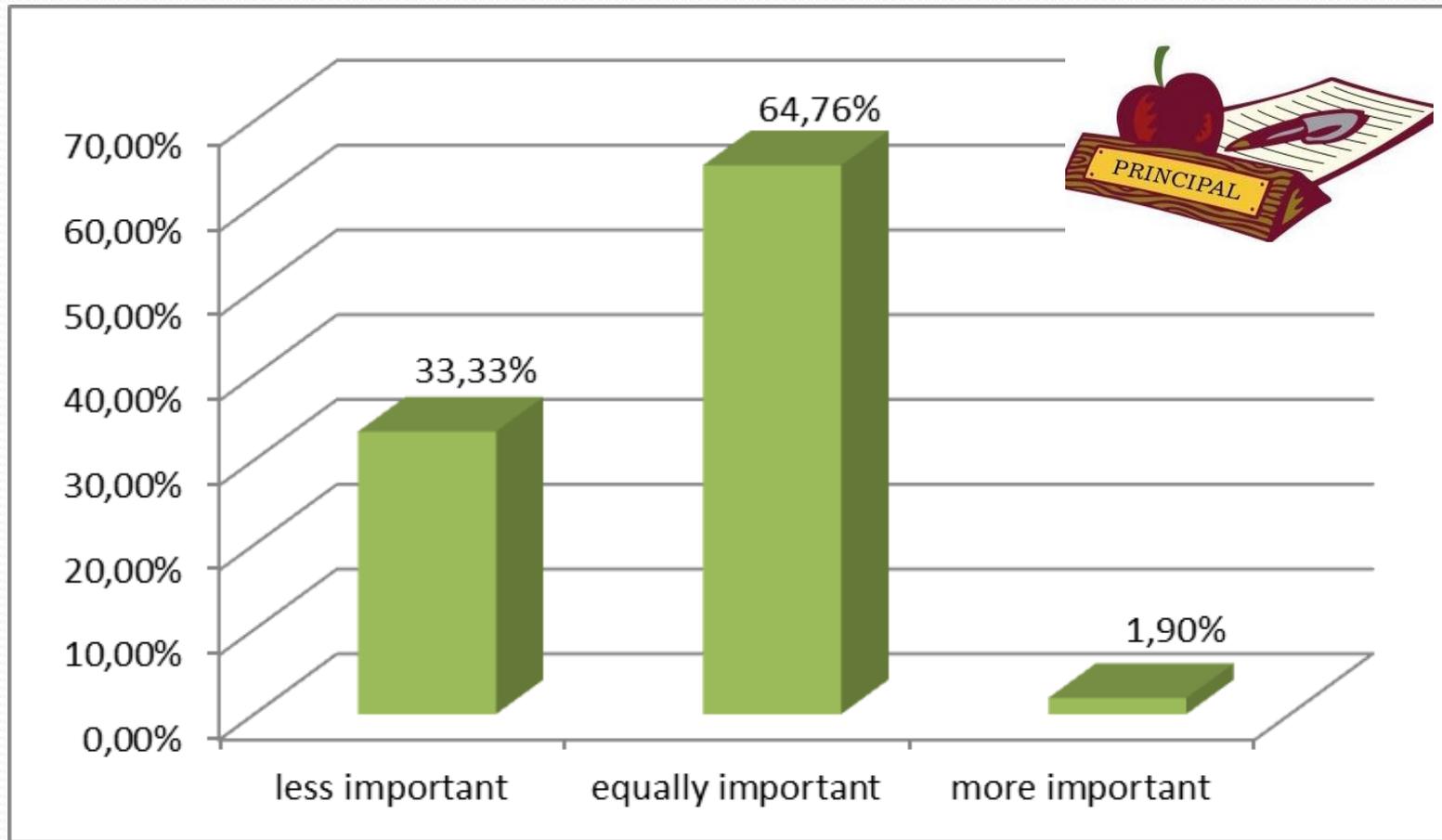
The position of physical education among the other subjects



*Fig. 1 **PE Teachers** consider PE in comparison to other subjects as*

Results

The position of physical education among the other subjects



*Fig. 2 **The principals** consider PE in comparison to other subjects as*

Results

The position of physical education among the other subjects

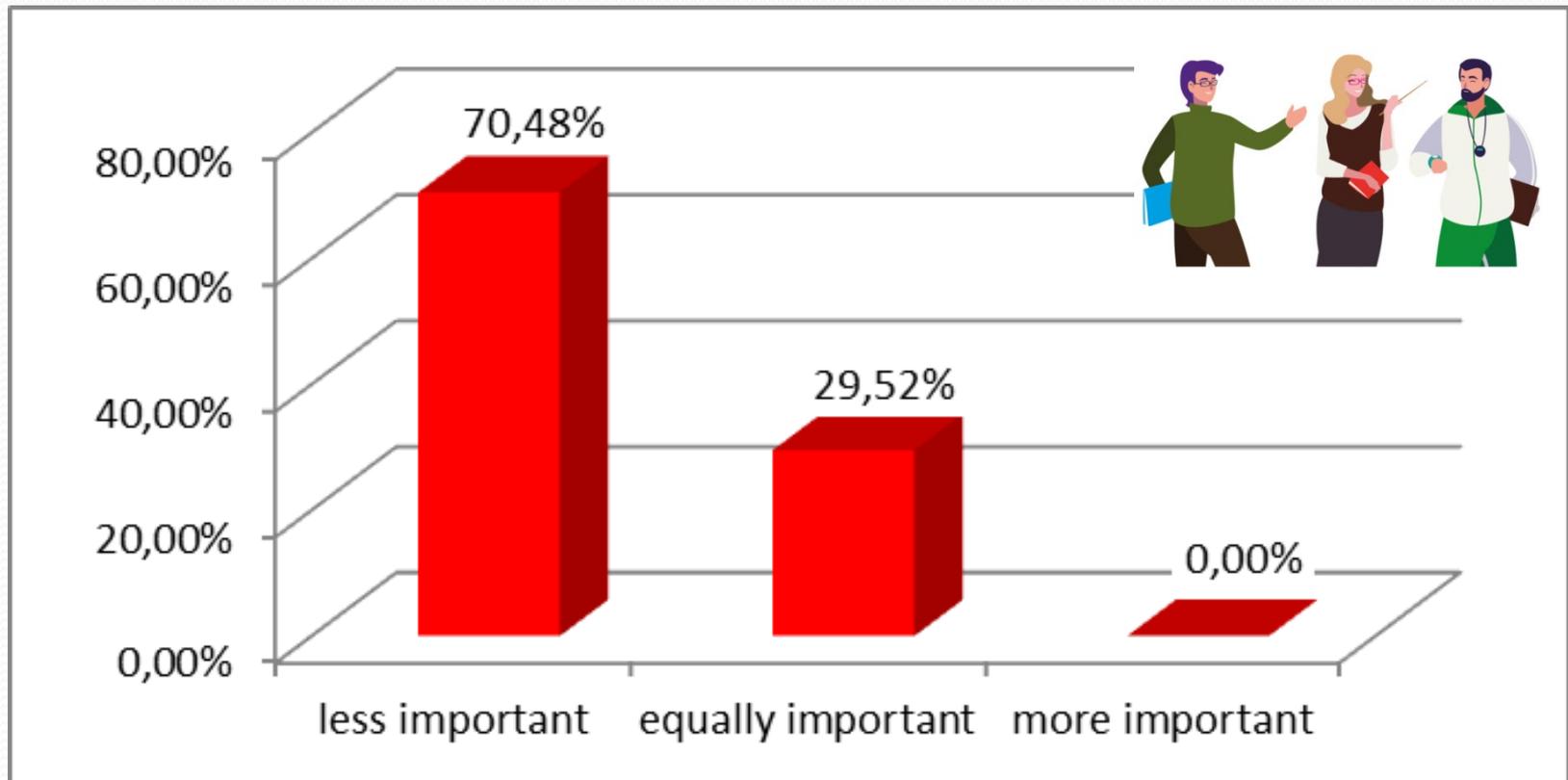


Fig. 3 ***Colleagues*** teaching other subject consider PE in comparison to other subjects as

Results

The position of physical education among the other subjects

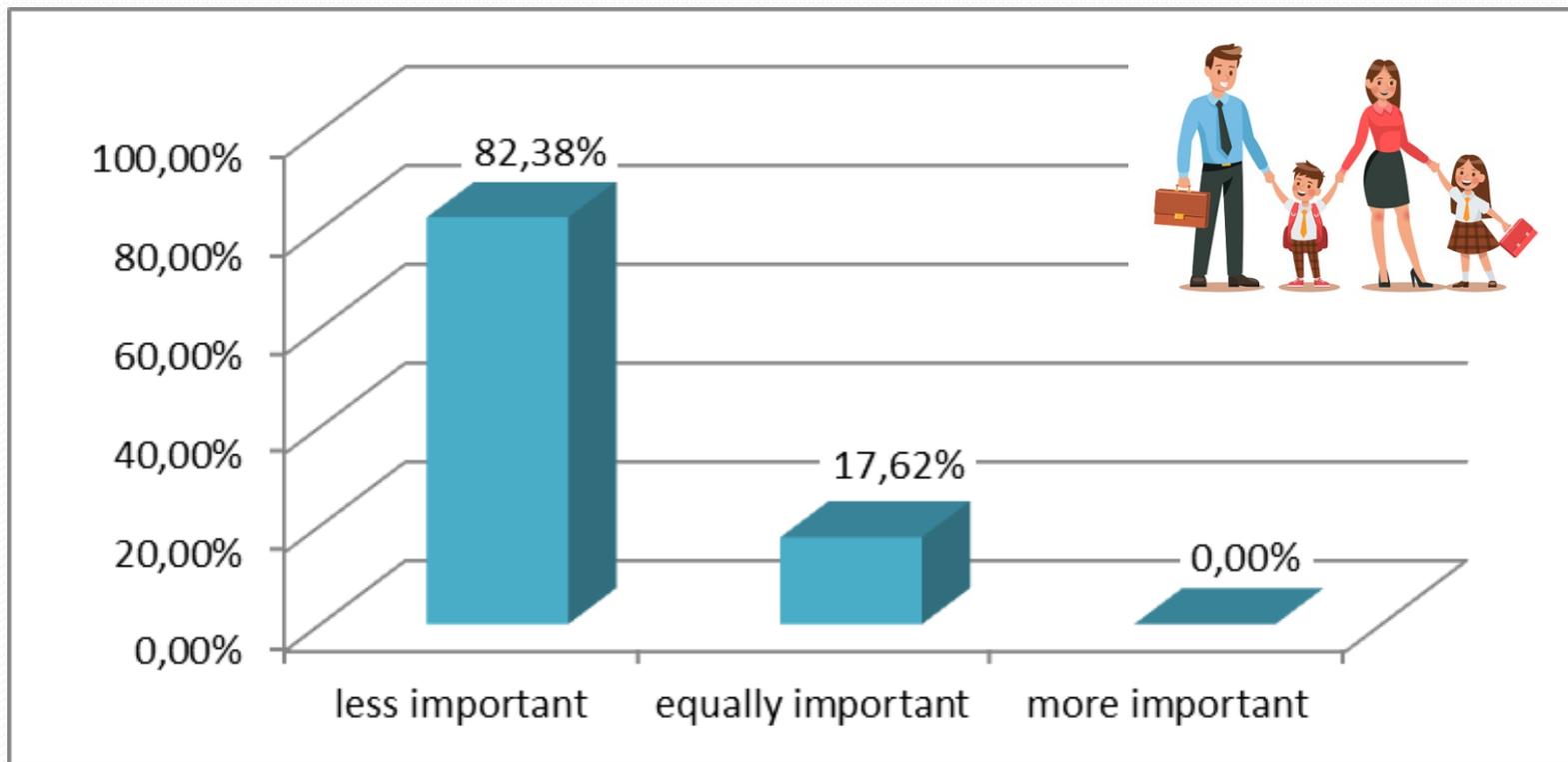


Fig. 4 ***Parents of pupils*** consider PE in comparison to other subjects as

Results

The position of physical education among the other subjects

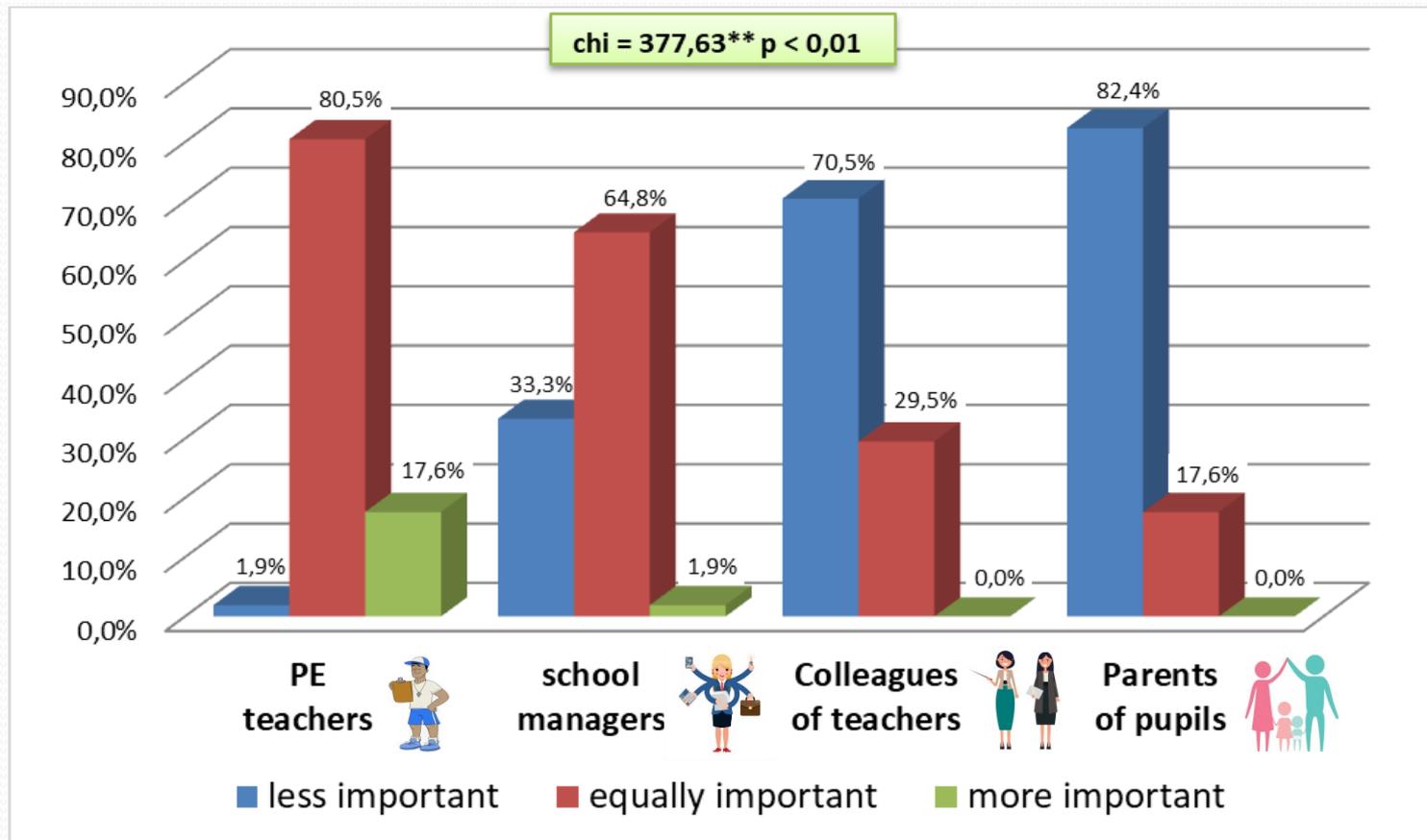
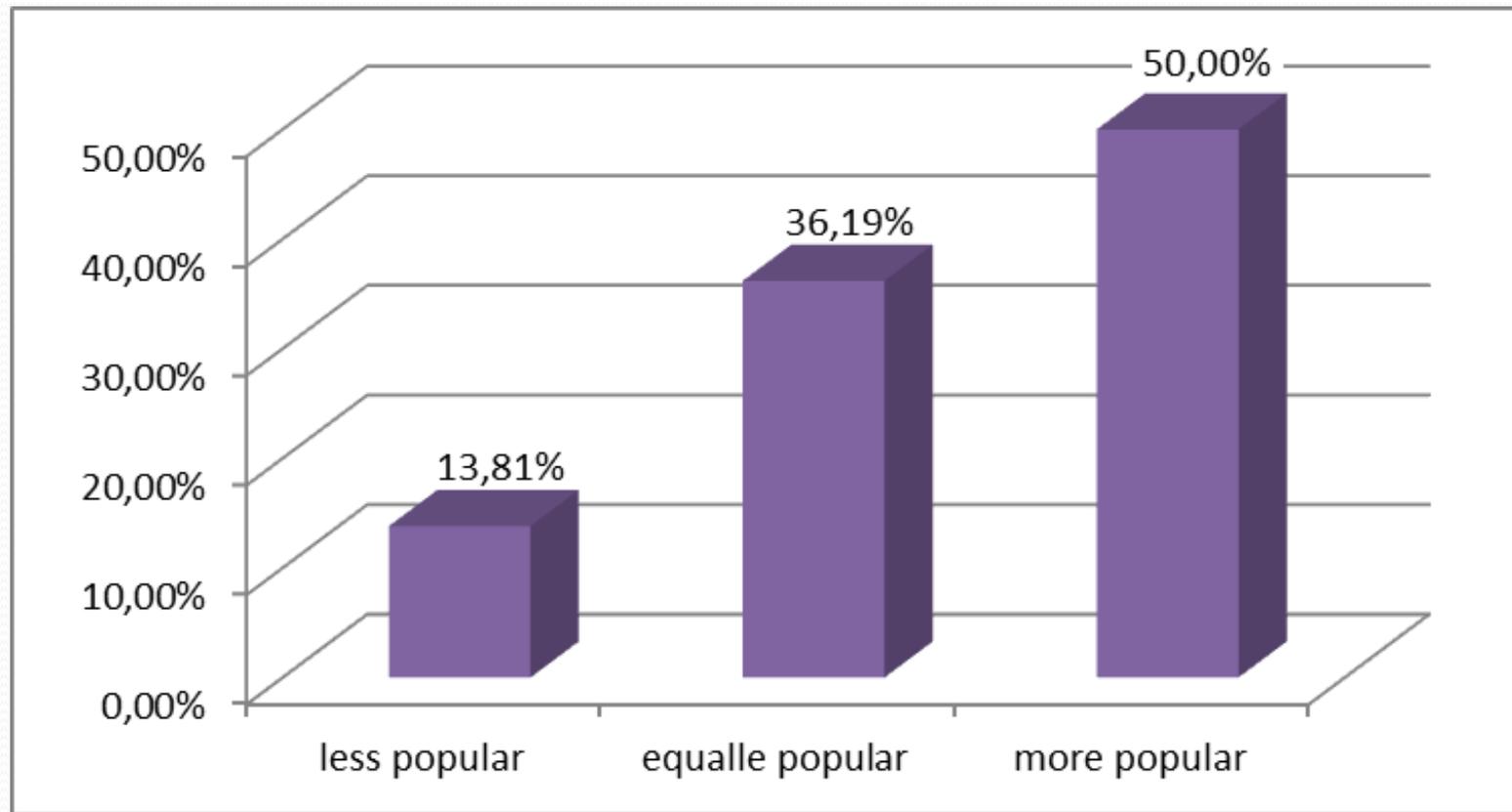


Fig. 5 Comparison of teachers opinions

Results

The position of physical education among the other subjects



*Fig. 6 **Pupils** consider PE in comparison to other subjects as*

RESULTS

- 1) *In the first part of the research we focused on the position of the PE among the other subjects and the prestige of the profession of a teacher of physical education and sports.*
- 2) *In the next part of the our research we dealt with opinions of PE teachers on selected problems of PE , for example, if the PE should be classified and whether it should be co-educated or separated by boys and girls.*
- 3) *In the last part we focused to the general questions related to the use of information and communication technologies.*

Results

Classification of pupils in PE

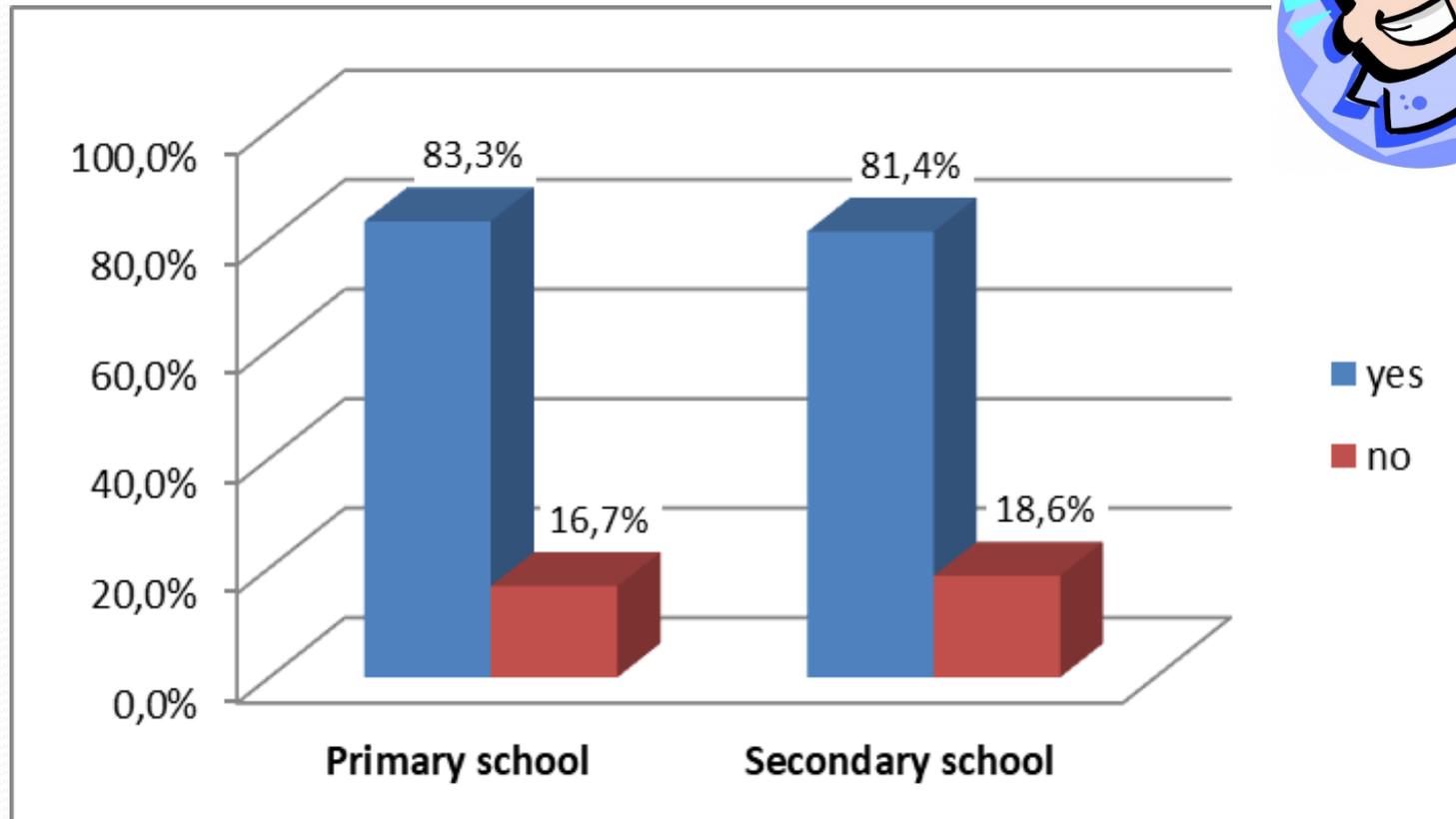


Fig. 7 Opinions of PE teachers if the PE should be classified

Results

Coeducation of pupils in PE

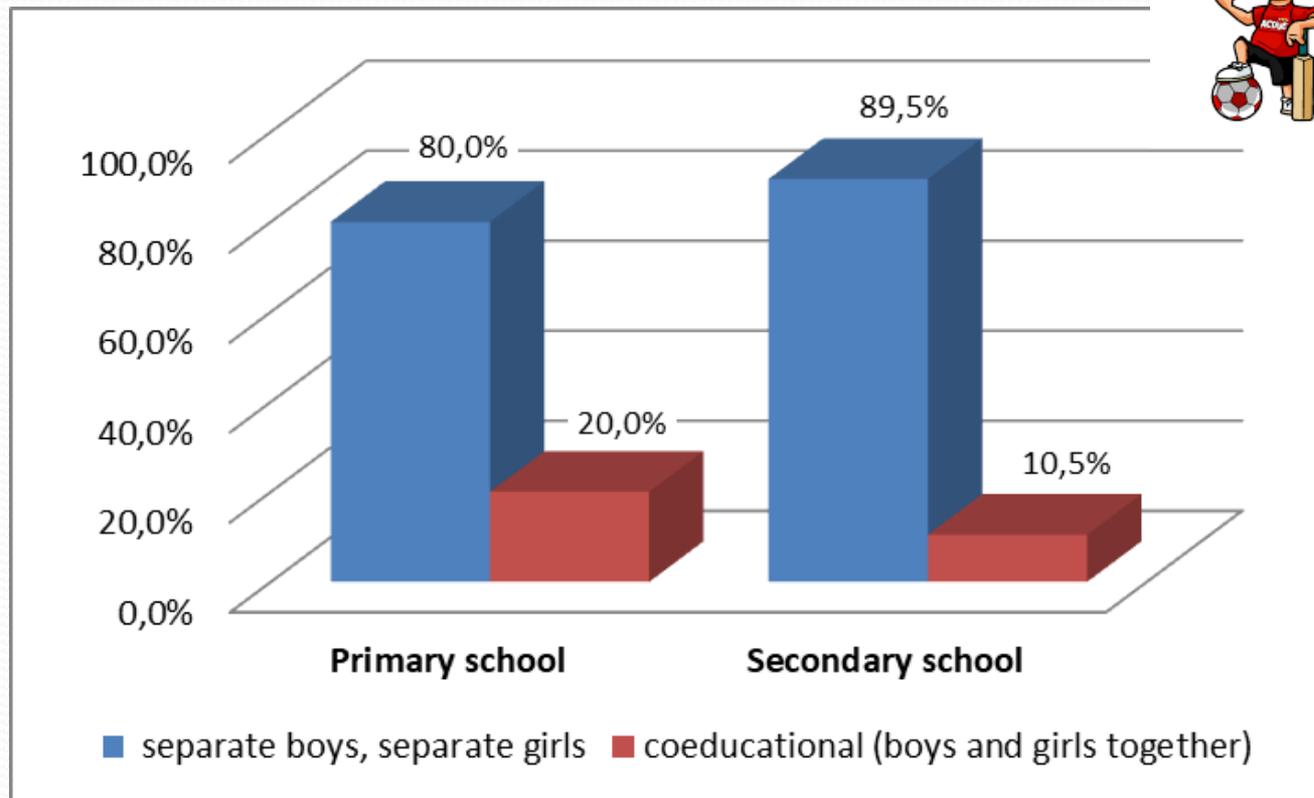


Fig. 8 Opinions of PE teachers on how the physical education lessons should be realized

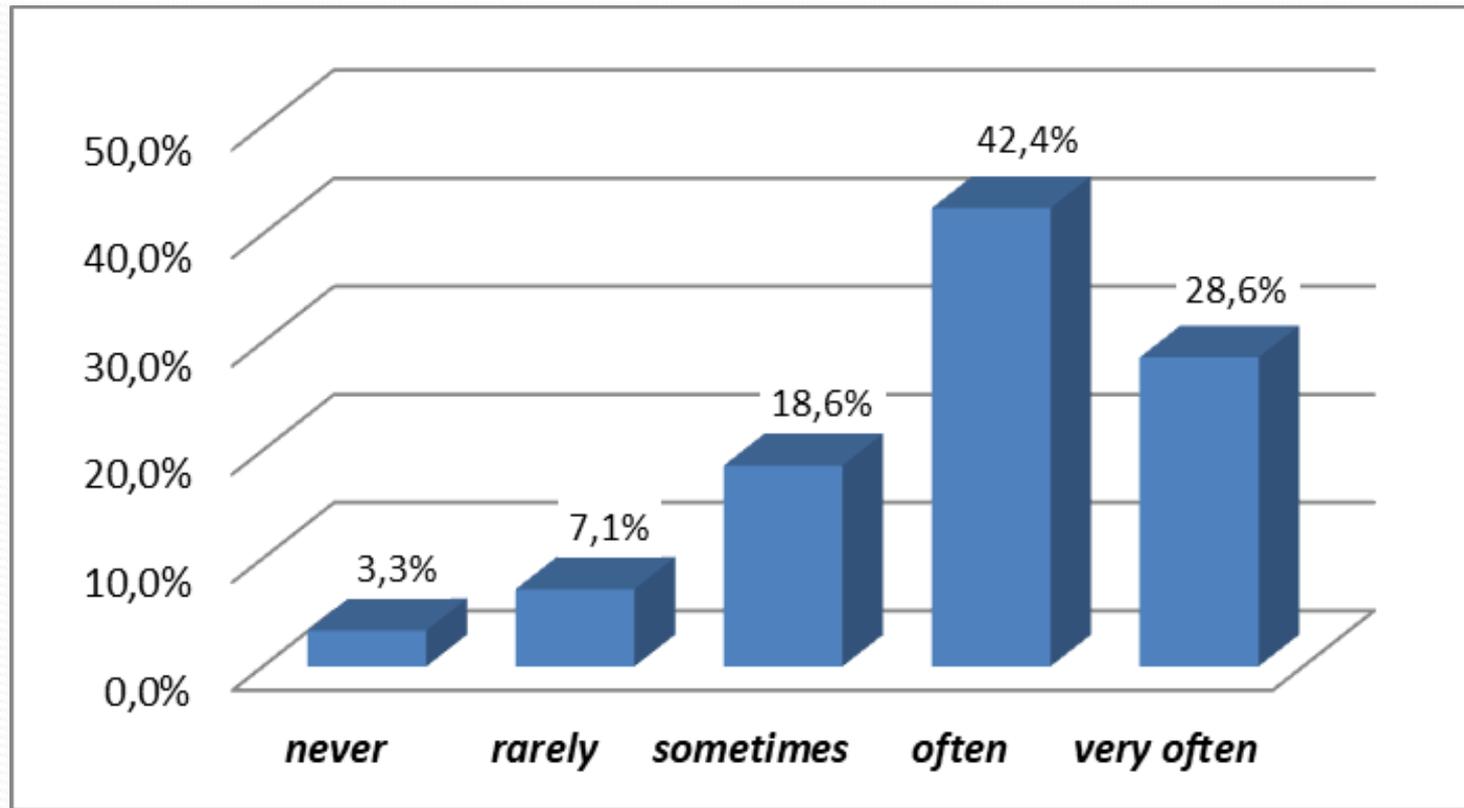
RESULTS

3) *In the last part we present a part of the results, which represent teachers answers to the general questions related to the use of ICT*



Results

Use of information and communication technologies



*Fig. 9 Use of ICT technologies in **free time***

Results

Use of information and communication technologies

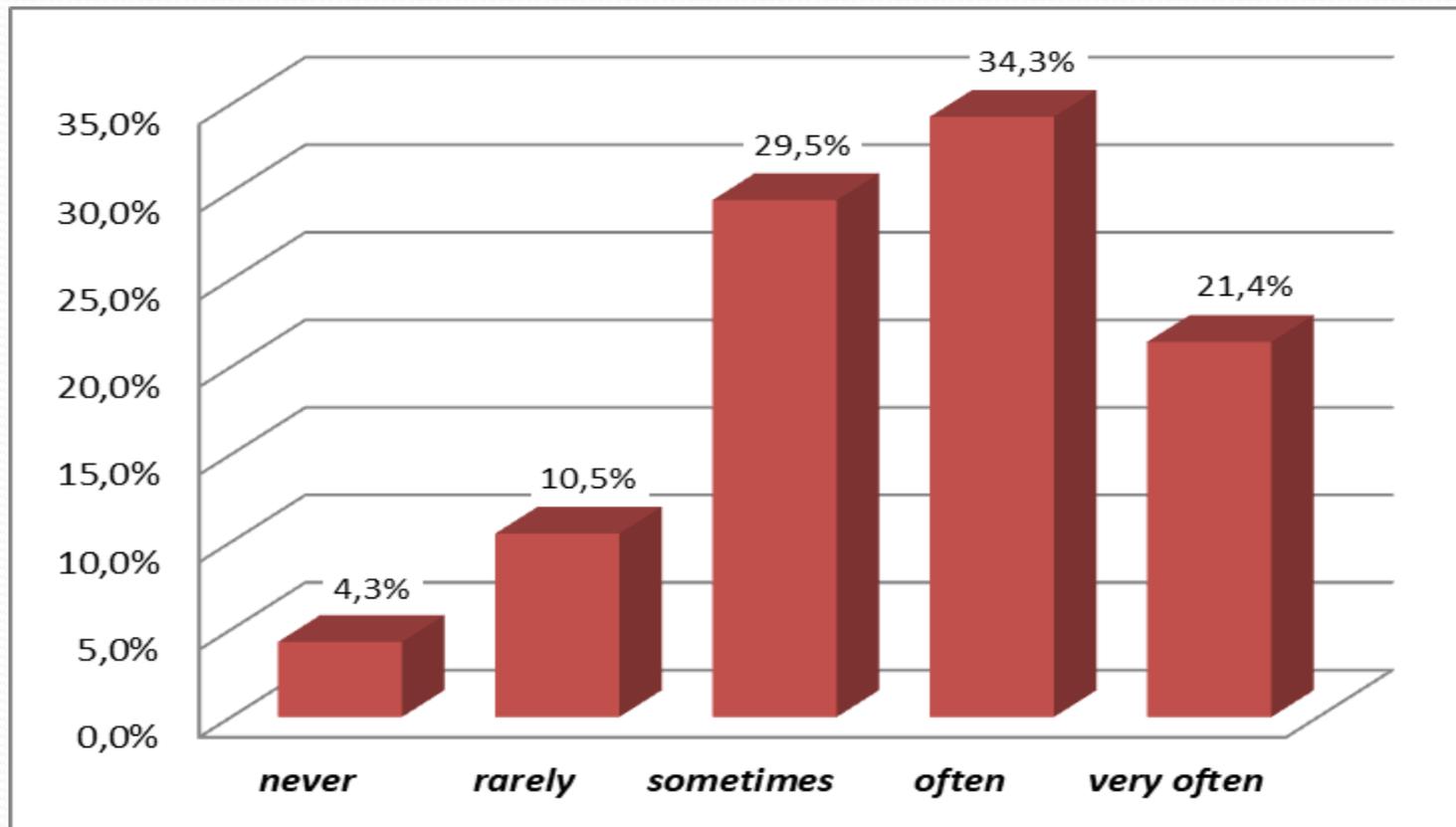
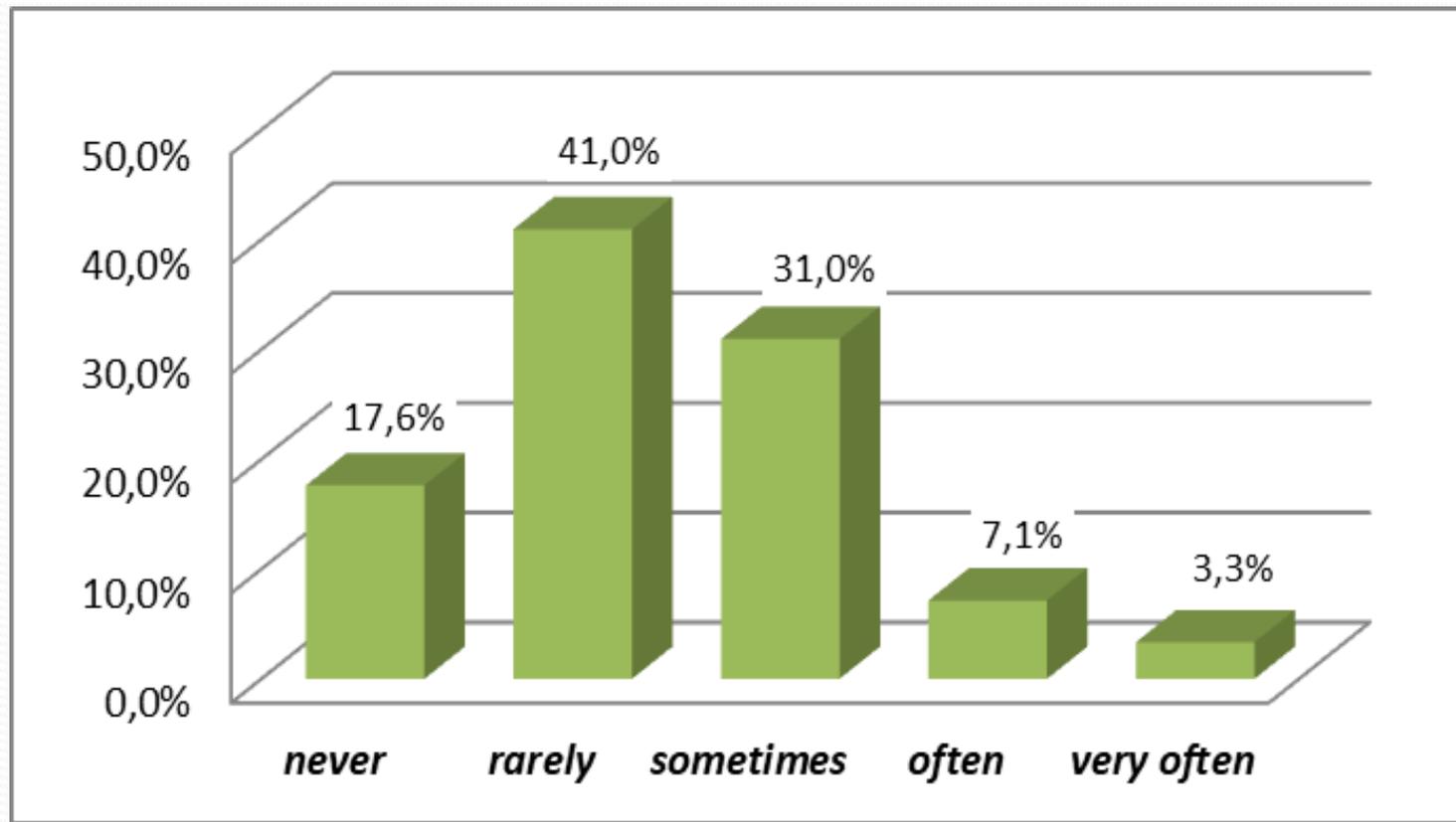


Fig. 10 Use of ICT for education outside the school

Results

Use of information and communication technologies



*Fig. 11 Use of ICT technologies in **PE lessons***

Results

Use of information and communication technologies

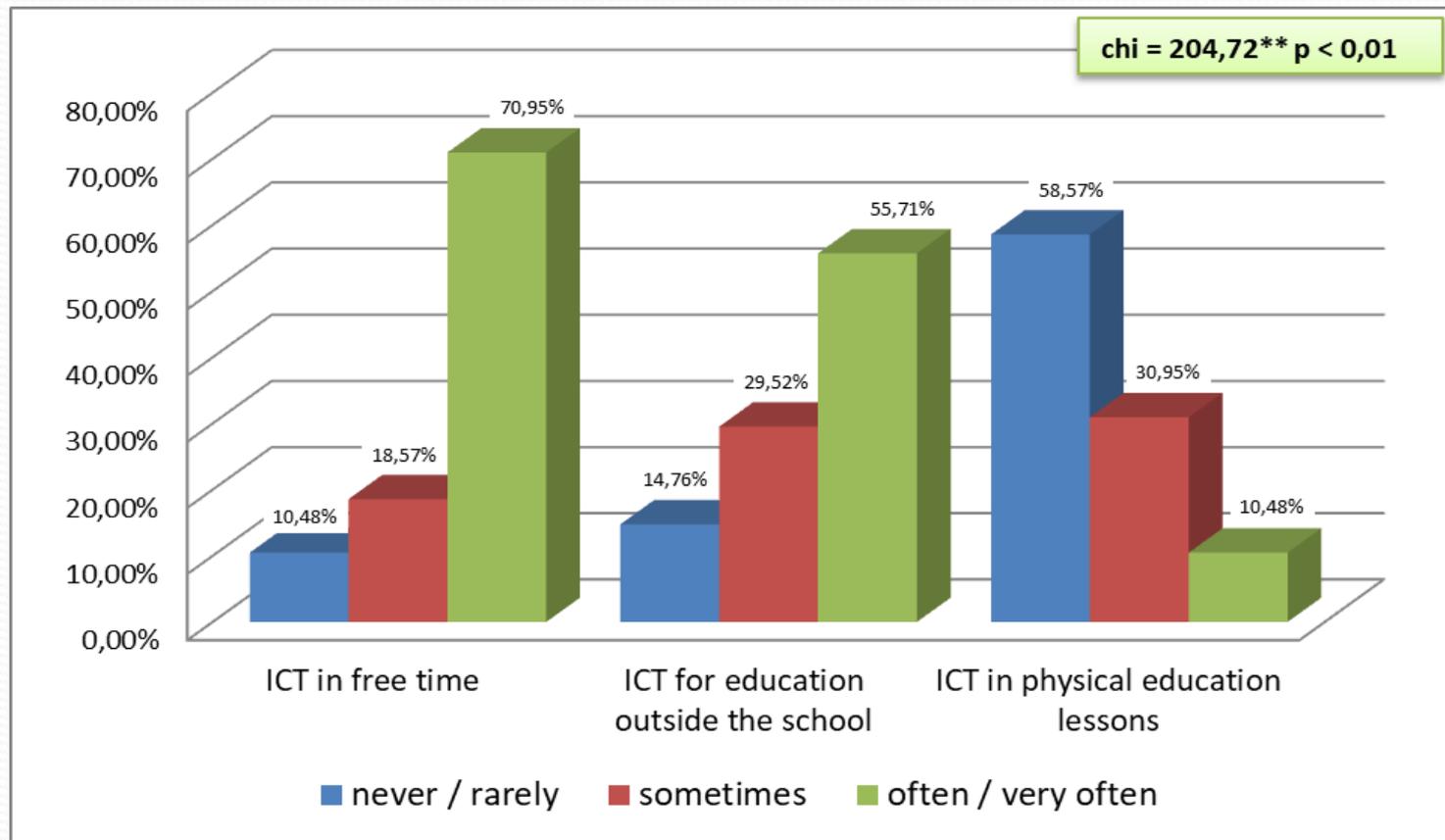


Fig. 12 Comparison of using ICT technologies

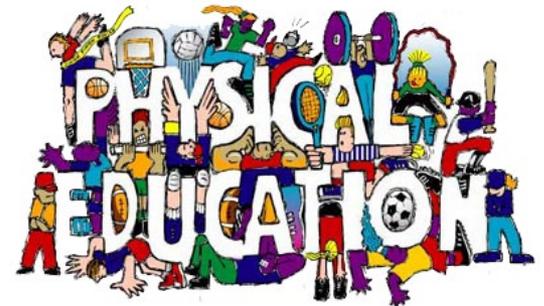
Summary

- Teachers point to the low status and importance seriousness of the PE subject,
 - *its underestimation and marginalization of interests not only of school management, colleagues in the teaching staff, but especially of pupils parents.*
 - *one of the reasons for not practicing pupils is the thinking and acting of their parents, who support the pupils in non-practicing by various excuses.*



Summary

- *Teachers realize the importance of the subject PE and they are convinced that pupils in PE should be classified and evaluated in the same way as they are in other subjects.*
- *Research shows that a large number of teachers use technology in their free time, but very rarely in PE lessons, and it could be an attractive and motivating factor in teaching.*



**Thank you for your
attention**