

## Opinions on physical and sports activities of high school students

Miroslav Nemeč<sup>1</sup>, Rastislav Kollár<sup>1</sup>, Štefan Adamčák<sup>1</sup>

*1*Department of Physical Education and Sport, Faculty of Arts, Matej Bel University, Banská Bystrica, Slovakia  
Corresponding Author: Miroslav Nemeč; email – miroslav.nemec@umb.sk

---

**ABSTRACT:** *The aim of the paper, which presents the partial results of the grant task KEGA no. 012UMB-4/2019 was to use a survey to find out possible intersexual differences in the current views of adolescents (340 high school students in Žilina and Čadca) on physical and sports activities carried out in their free time. We found that in only three questions did our respondents have statistically significant intersexual differences ( $p < 0.01$ ) in the answers from the area of physical and sports activities. It was their main motive for performing, the space of performing and the most common representation of the sport. We consider the fact that in general a maximum of 9.52% of respondents stated that they do not perform physical and sports activities in their free time to be the most positive finding. The low strength of impulse (motivation) by specialized institutional experts (teacher, coach) = 4.40% proved to be a negative.*

**KEY WORDS:** *Adolescents, Questionnaire, Motivation, Intersexual Differences*

---

Date of Submission: 16-12-2020

Date of Acceptance: 02-01-2021

---

### I. INTRODUCTION

People's lifestyle is created in their childhood and is forming during adolescence. From the point of view of acculturation and personalization, taking over cultural patterns from parents and other members of society, the way of spending free time of young people is also important, which often significantly affects the development of human identity. It can be said with almost certainty that as children learn to spend their free time in childhood and especially during the difficult period of adolescence, they will spend it in adulthood (Nemcová, 2007). We perceive the importance of leisure time for the life of adolescents, e.g. despite the fact that the child should be clearly aware that "leisure time" is the time after work, which for children is both schooling and preparation for schooling. Leisure time is mainly used for the implementation of hobby activities. The interest deepens with the activity and becomes a need in the process of self-realization. In youth and adulthood, interest becomes part of his lifestyle. Collective activities, where teamwork and cooperation with others are needed, play a specific role in forming a relationship with leisure activities.

From our long-term research, but also on the basis of research results of other authors (Darák et al., 2000, Hřčka, Michal, Bartík, 2004, Nemeč, 2008, Bendíková, 2014, Nemeč, 2015, Romanová, Sollár, 2016, Urbanová, Holubčíková, 2019 and others) shows that in general in their free time pupils of older school age are increasingly engaged in non-physical activities (passive), computer work (internet, social networks), watching television, listening to music etc. To a lesser extent, it is a variety of physical activity, such as sports, dancing, walking, drawing, animal care, etc. However, the subjective satisfaction of young people with spending their free time is not always in line with the view of experts, according to who it is not always rational spent free time. It has been proven that the family has the most significant role in the creation of lifestyle in all areas, including the way of spending free time, as a basic cell and primary socializing factor (Nemcová, 2007). School and peers participate only as a secondary factor. The lack of interest of some parents in what they do has a negative effect on children. In particular, parents should be an example for their children and show them a suitable model of a way of life, in which they should not miss joint trips, implementation of various physical and sports activities, attending sports and cultural events, but also spontaneous entertainment, etc. It is important that physical activity becomes a natural part of the lifestyle of all people. Provided that this activity is regular, long-term and carried out with sufficient intensity and in a reasonable volume has a positive impact on human health (Dewahl, King, Williamson, 2006). Physical and sports activity takes many forms, but the goal is common - to be healthy and satisfied. From the point of view of expertise, the school can also do a lot in the area of preparing children for their future lifestyle, in the spirit of leisure education (Šimonek, 2006). By drawing attention, directing interests that can be motivated by the attractive content of subjects, the personality of the teacher, the school should orient students to activities desirable for the development of their personality.

As we have already indicated, sports activities have long been one of the most frequently used leisure activities. Based on popularity, collective sports games are at the forefront. However, the development of society, especially from the point of view of information and communication technologies, can increasingly influence possible changes in their structure, but also changes in their content and focus.

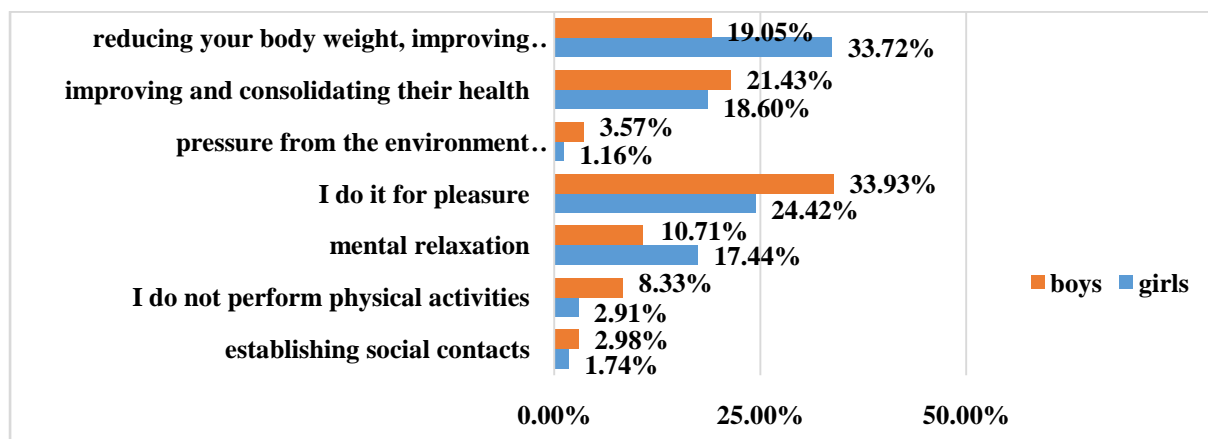
The aim of this paper, which is based on the grant project KEGA no. 012UMB-4/2019, is to present possible intersexual differences in the current views of adolescents (high school students) on physical and sports activities carried out in leisure time.

## II. METHODOLOGY

The research group consisted of pupils in the 2nd and 3rd years of five secondary schools in Žilina and Čadca in the number of 340 (172 girls and 168 boys). The survey was conducted through a survey in the months of February to March 2019. The survey contained seven closed questions. The forms of our survey were evaluated through the TAP3 program of the company Gamo Banská Bystrica. We analyzed the results of our survey quantitatively and qualitatively. To determine the significance of intersex differences in the responses of boys and girls, we used the method of inductive statistics called chi-square test at significance level  $p < 0.05$  and  $p < 0.01$ .

## III. RESULTS

The first question of our survey we wanted to find out what motivates our respondents to perform physical and sports activities (Fig. 1). We found that boys were dominated by the feeling of joy at their performance (33.93%) and girls the effort to improve their figure (33.72%). Overall, the answer "I do it for pleasure" (29.18%) received the highest preferences, and we recorded the least in the answers "pressure from the surroundings" and establishing social contacts" by 2.36%. We are also pleased with the low overall response rate (5.62%) stating that I do not 'exercise'. From the point of view of statistical evaluation, we can say that from intersexual aspect, we found significant differences in the responses of boys and girls at the level of  $p < 0.01$  (Table 1).



**FIG. 1 The main motive for performing physical and sports activities**

Following the first question, in the second question we wanted to find out what influence the stimuli from the external environment had on the respondents in addition to the so-called the internal motive of the respondents (Fig. 2). We found that boys most often decide to perform physical and sports activities themselves (36.31%) or at the impulse of the family (33.33%). For girls, strong stimuli include family (44.19%) and self-initiative (37.79%). The strongest impulse overall is the family (38.76%). The lowest weight (4.40%) is given by the respondents to professionally oriented persons (teacher, coach, instructor) and from an impulse of someone else (3.55%). From the point of view of statistical evaluation, we can state that from the intersex aspect, we did not find significant differences in the responses of boys and girls (Table 1).

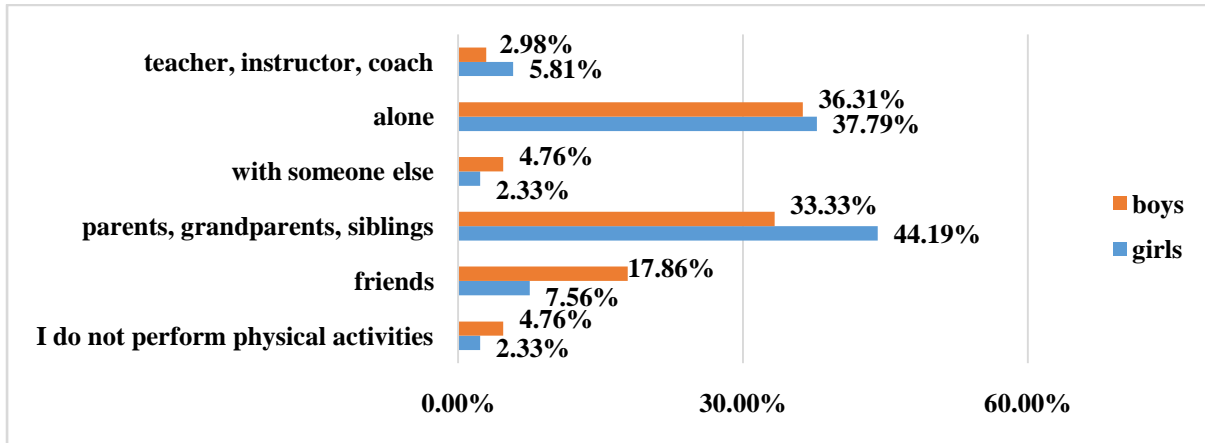


FIG. 2 Who was the impetus for performing physical and sports activities

The last area in this topic was to determine the significance of the type of partnership in the implementation of physical and sports activities (Fig. 3). We found that both boys (64.88%) and girls (51.74%) were significantly dominated by friends, i.e. peer groups. The lowest values were again obtained by professionally oriented persons (5.87%) and "someone else" (3.53%). From the point of view of statistical evaluation, we can state that from intersexual aspect, we did not find significant differences in the responses of boys and girls (Table 1).

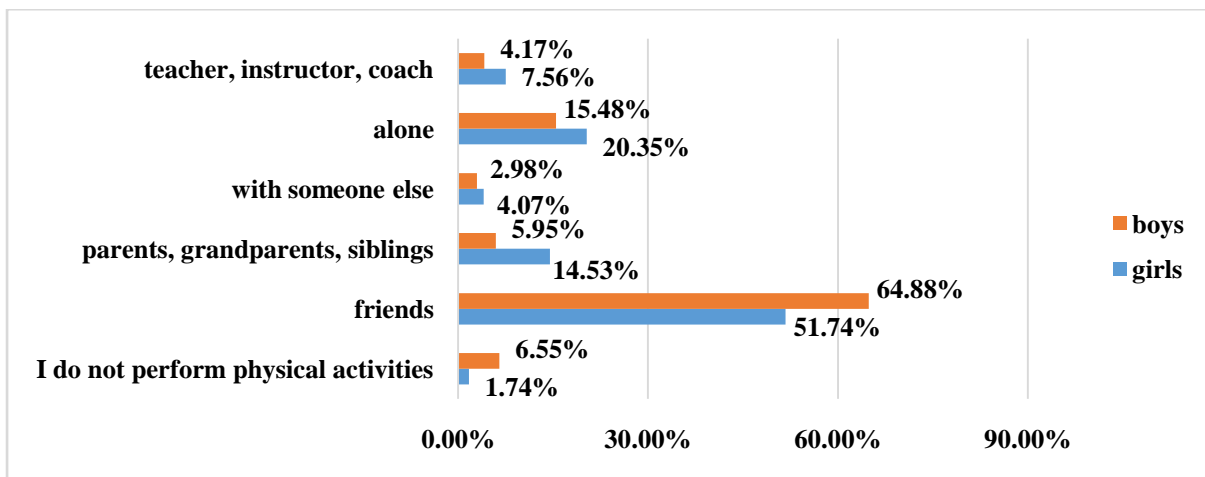


FIG. 3 Who do you like to do physical and sports activities with?

In order to get a more comprehensive picture of the implementation of physical and sports activities by our respondents, we also included in the survey a question concerning the environment in which they perform them (Fig. 4). Based on the answers, we can state that boys prefer (35.71%) specialized environment (gyms, playgrounds, gyms, etc.) to the usual environment, e.g. at the house, in the yard, street (30.36%). The girls presented the dominant spaces near the house, in the yard, on the street (51.16%). The agreement was in the case of an indifferent answer (specialized premises and the nearest urban area of residence - 26.19%), by which the respondents indicated that the environment is not one of the significant factors influencing their decision-making for physical and sports activities. From the point of view of statistical evaluation, we can state that from intersexual aspect, we found significant differences in the responses of boys and girls at the level of  $p < 0.01$  (Table 1).

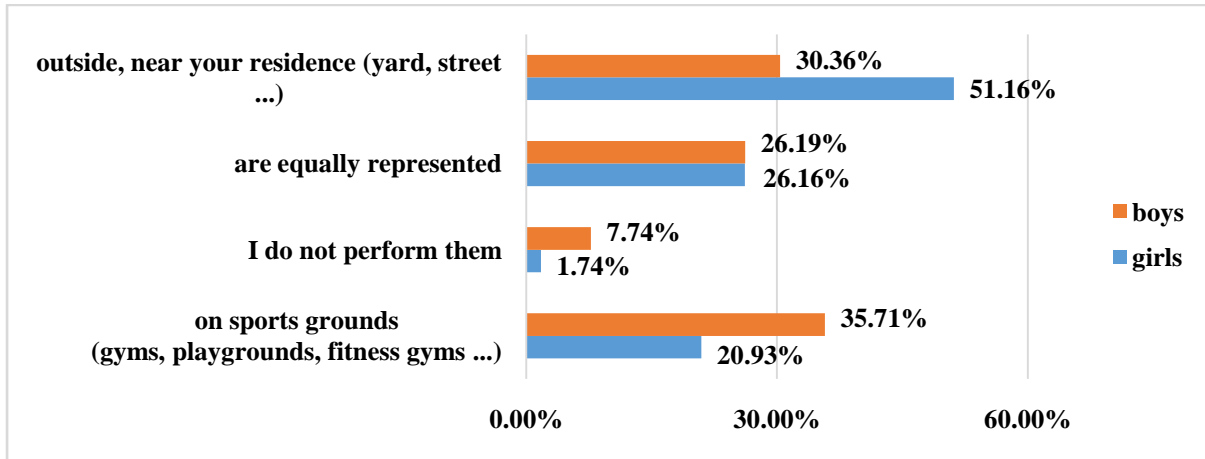


FIG. 4 Area for performing physical and sports activities

In the final three questions, we focused the respondents' attention on the selection of sports focus of their activities from the point of view of collective and individual sports.

In the first question, we found out which of the two of these two ways of doing sports are they more inclined (Fig. 5). We found that the boys were not significantly outlined in their answers. For all three options, their responses ranged from 26.97% to 32.74%. For girls, we found a stronger popularity to practice especially individual sports (59.30%). Overall, the lowest interest was presented in team sports (18.92%). From the point of view of statistical evaluation, we can state that from intersexual aspect, we found significant differences in the responses of boys and girls at the level of  $p < 0.01$  (Table 1).

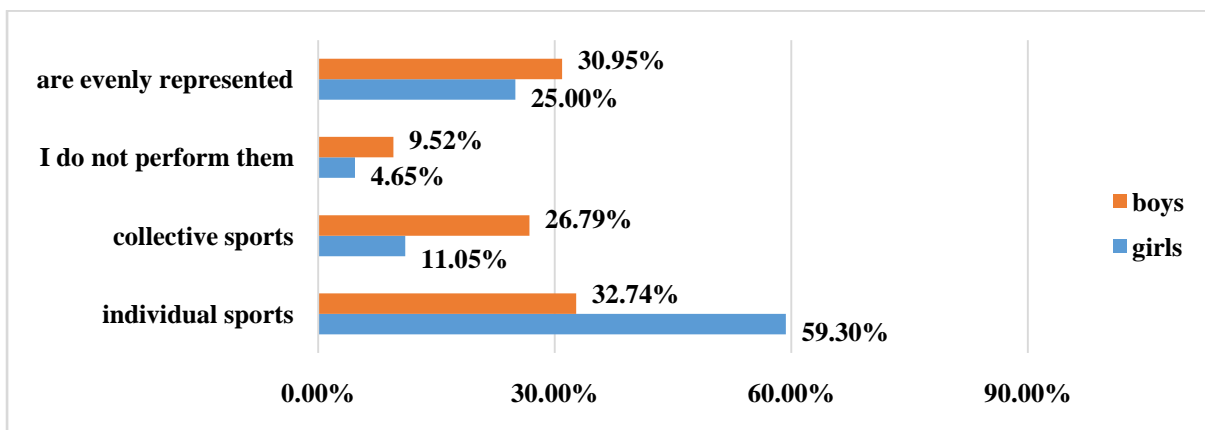


FIG. 5 The most common representation of sports in physical and sports activity

In the following question, we focused on collective sports and found out which sports games are more popular with our respondents - traditional resp. less known (Fig. 6). For boys and girls, the most often answer was „traditional“ (42.64%). Lesser-known collective sports games achieved only a 6.21% response rate. From the point of view of statistical evaluation, we can state that from the intersex aspect, we did not find significant differences in the responses of boys and girls (Table 1).

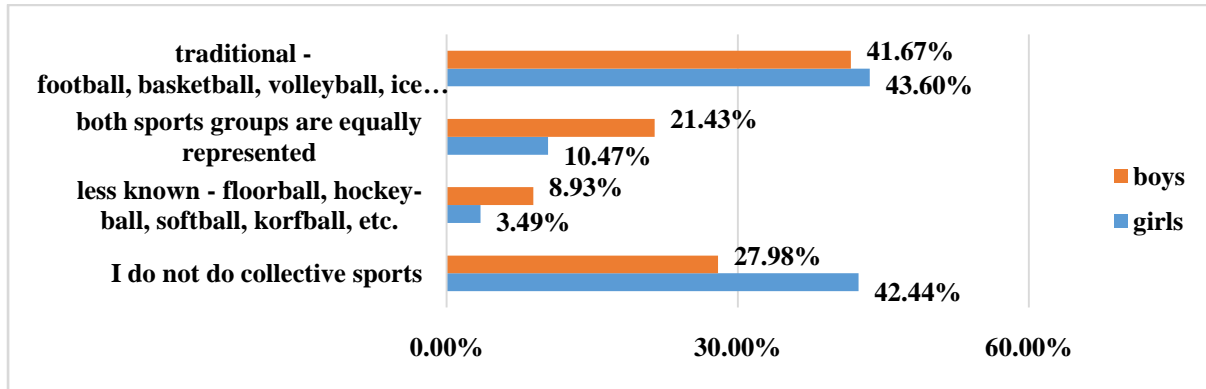


FIG. 6 Popularity of team sports in physical and sports activity

In the last question of our survey, we focused on the level of popularity of individual sports (Fig. 7). We found that from the options presented, both boys (36.90%) and girls (42.44%) preferred sports and activities performed in the natural environment. Also in this question, the answers showed a high degree of indifference to the options offered, when the answer "both activities are equally represented" reached a total of 35.53%. From the point of view of statistical evaluation, we can state that from intersexual aspect we did not find significant differences in the responses of boys and girls (Table 1).

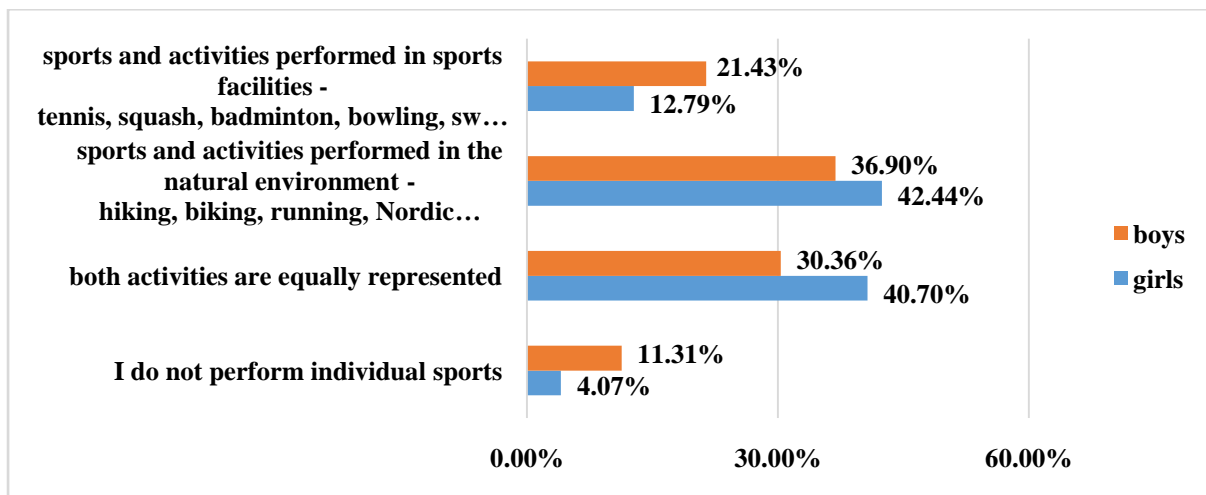


FIG. 7 Popularity of individual sports in physical and sports activity

From the point of view of statistical evaluation (Tab. 1) we can state that from the intersexual aspect we found only 3x significant differences in all seven questions in the answers of boys and girls at the significance level  $p < 0.01$  (main motive of PaSA implementation, representation of the type of sport in PaSA) and 4 times the differences were statistically insignificant.

Table 1 Statistical value of p (chi-square) from the aspect of boys and girls

Number of Figure	Statistical value	Statistical significance
Figure 1	1,88413E-10	**
Figure 2	0,014585951	N
Figure 3	0,005702003	N
Figure 4	6,3196E-05	**
Figure 5	3,44615E-06	**
Figure 6	0,001357922	N
Figure 7	0,005204206	N

The legend:

\*\* statistical significance at  $p < 0.01$ ;

N statistically insignificant

#### **IV. DISCUSSION**

In our paper, we focused on several variables related to physical and sports activities of adolescents. First, we drew attention to the factors motivating respondents to implement physical and sports activities. We found that out of the mentioned internal possibilities, most respondents were approached by the possibility - I do it for pleasure (29.18%). Compared to the study of Gülçin, Mefule (2018), it is interesting that the most important impulse among university students from Turkey was the improvement of health (21.5%) and the impulse for pleasure occurred in only 9.8%. Suggestions from the external environment clearly point to "pressure" from the family (38.76%). We perceive negatively the finding of only 4.40% of the motive strength of the school and sports clubs (teacher, coach). From the point of view of the importance of the partnership in the implementation of physical and sports activities, we were not surprised about the strongest bond from the point of view of peer groups, friends (58.31%). In the spatial dimension of performing physical and sports activities, we were also interested in a statistically significant discrepancy in the responses of boys and girls, where boys prefer a specialized environment (35.71%) and girls close to home (51.16%). From the point of view of the preferences of collective and individual sports, the high popularity of collective sports among young people was not confirmed for this group of respondents. Boys stayed neutral (in all possibilities they were close to 30%) and girls were more inclined to individual sports (59.30%). Traditional sports continue to enjoy the greatest popularity (42.64%). As most gratifying, we consider the most frequent answers to the last question about performing physical and sports activities in the natural environment (39.67%). It was also interesting for us to find out the mutually low interest of respondents (boys and girls) in the so-called non-traditional games (6.21%) in which the sports game floorball was also mentioned. It was not mentioned in the Nemec research (2008) by the respondents at all but seven years later (Nemec, 2015) has already reached the top of the hierarchy of interests. The recorded lower percentage of interest in physical and sports activities among girls points to the traditional differences between the sexes in the approach to sports and sports, which can be considered as a consequence of persistent gender stereotypic tendencies in family education in the process of human socialization. Based on our findings, we must state positively that the examined group is dominated by interest in physical and sports activities (in all questions, the percentage of answers when I do not perform them ranged from 1.74% to 9.52%). We consider this an important finding given the healthy mental and physical development that is characteristic and important for this age. We explain the findings related to the inclination to activities carried out with peer groups in such a way that today's youth have an increasing problem finding their own identity and their family does not help them in this. The position of a teacher (teacher, coach) is very weak (only 4.40%). The finding that this age group is shaped by peers who are also just learning to orientate themselves in life also points to great danger. The problem is that young people in adolescence refuse advice and help of adults in the field of physical activity. As a result of negating the advice of parents, teachers, they can lead to inappropriate to antisocial behavior, which can endanger not only their lives and their quality, but also the lives of their peers. We think that the role of society (school) and the family in educating children and youth to health and physical activity is a necessary criterion for their further positive development.

From the point of view of intersexual differences, we found that the boys of the studied group perform physical and sports activities in their free time more for fun and entertainment and girls for body improvement or weight loss, which we perceive as typical for a given age category. Also, the difference in the areas of physical and sports activities is characteristic of both sexes. Only the boys' lack of interest in the type of sport (individual and collective) was untraditional, where a closer relationship to collective sports (football, hockey, etc.) is considered more typical.

#### **V. CONCLUSION**

The aim of this paper was to use a survey to identify possible intersexual differences in the current views of adolescents (high school students) on physical and sports activities carried out in leisure time. We believe that any current knowledge of the development trend of the structure of interests and opinions on the implementation of leisure activities, with a specific focus on physical and sports activities, will help us to reveal the current value orientation of older school children.

We found that in only three out of seven questions had our respondents have statistically significant intersexual differences ( $p < 0.01$ ) in the answers from the area of physical and sports activities. It was their main motive for performing, the space of performing and the most common representation of the sport. Among the positive findings we can include the fact that in all responses where the possibility of physical and sports activities did not occur, the percentage of responses ranged from 9.52%. Another positive fact is that up to 39.67% of our respondents answered that they prefer to do physical and sport activities in the natural environment. I consider the most negative finding was the weight of the impulse (motivation) for their implementation by professional educators (teacher, coach) was only 4.40%. The lower percentage of interest in physical and sports activities among girls points to the traditional differences between the sexes in the approach



to sports and sports, which can be considered as a consequence of persistent gender stereotypic tendencies in family education in the process of human socialization.

From these results we can draw the following conclusions:

- The respondents' interest in physical and sports activities is at the required level and they still belong to the important activities in spending free time.
- Boys consider their main internal motive to be the joy of doing and incline more towards the realization in specialized places.
- Girls consider the need to have a nice figure to be the dominant internal motive for their realization, and they prefer to realize them close to their place of residence, focusing mainly on individual sports.
- The greatest influence on the decision on the selection and implementation of physical and sports activities has their close surroundings - friends and peers.
- The negative finding is that the institution (school, sports club) resp. experts designed for this (teacher, coach) are unable to achieve a significant impact on students in the implementation of leisure physical activity and sports activities.

### REFERENCES

- [1]. Bendíková, E. Životný štýl adolescentiek z pohľadu vybraných determinantov zdravia. In *Pohyb a zdravie*. Trenčín 2014, 27-36.
- [2]. Darák, M. a kol. Záujmové aktivity detí a mládeže. In *Stav, možnosti rozvoja a výchovného využitia*. Prešov 2000, 286s.
- [3]. Dewahl, J, King, R.,Williamson, J. W. Academic incentives for students can increase participationen in and effectiveness of a physical activity program. In *Journal of American College Health*, 2006, 53(6): 295-298.
- [4]. Gülçin, T., Mefule, F. University Students' Sport Participation Rate: A Case Study Of Istanbul. In *International Journal of Humanities and Social Science Invention*. 2018, 7(5) Ver. II: 72-90.
- [5]. Hrčka, J., Michal, J., Bartík, P. *Drogová závislosť mládeže a šport*. B. Bystrica 2004,70s.
- [6]. Nemcová, L. *Výchova k manželstvu a rodičovstvu v škole*. B. Bystrica 2007, 100 s.
- [7]. Nemeč, M. Voľnočasové aktivity chlapcov staršieho školského veku so zameraním na šport. In: *Exercitatio corporis-motus-salus*.2008, 1(2): 107-116.
- [8]. Nemeč, M. Rozdielnosti v pohybových aktivitách chlapcov a dievčat stredných škôl. In *Pohybová aktivita a zdravý životný štýl*. Trenčín 2015, 83-93.
- [9]. Romanová, M., Sollár, T. Vnímaná športová kompetencia, aktuálna norma pohybovej aktivity a radosť z pohybovej aktivity v období adolescencie. In *Šport a rekreácia 2016*. Nitra 2016, 214-225.
- [10]. Šimonek, J. Športové záujmy a pohybová aktivita v dennom režime a ich vplyv na prevenciu drogových závislostí detí a mládeže. In *Štúdie III*. Nitra 2006, 7-102.
- [11]. Urbanová, L., Holubčíková, L. Sociálne determinanty zdravia školákov. Košice 2019, 263s.

: Miroslav Nemeč, et. al. "Opinions on physical and sports activities of high school students." *International Journal of Humanities and Social Science Invention (IJHSSI)*, vol. 09(12), 2020, pp 45-51. Journal DOI- 10.35629/7722