THEORETICAL KNOWLEDGE OF FEMALE STUDENTS ABOUT SPORT AND PHYSICAL EDUCATION

(Preliminary communication)

Živorad Marković, Sandra Milanović and Sladjana Stanković
University of Kragujevac, Faculty of Education, Jagodina, Serbia

Abstract

Students do not get needed theoretical knowledge which has an impact on positive attitudes towards physical education, which results with the state in which the students are still objects in the process of physical education and training instead of being subjects of physical education and upbringing. The goal of the research was to determine the level of theoretical knowledge in sport and physical education of female sport and non sport students. The research was realized in the “Jovan Jovanovic Zmaj” primary school in Svilajnac, in Serbia in the second term of 2012/2013 school year. The research instrument was knowledge test made for the research of this topic. Discriminative analysis and Roy’s test indicate statistically significant difference in the level of theoretical knowledge about sport and physical education in favour of female students who did additional exercises apart from regular physical education lessons. The general statement is that during regular physical education lessons and training process students do not acquire enough theoretical knowledge.

Keywords: physical activity of students, towards physical education, female sport students, female non sport students, knowledge test, Discriminative analysis, Roy's test,

INTRODUCTION

Whole life represents the time for permanent learning and acquiring of knowledge. Education process must be looked into as a whole in all its individuality in relation to each student (Nenadić, 2006). What kind of knowledge is in question? Firstly, it is utilitarian knowledge, which is applicable and which is gradually acquired.

The broadening of knowledge which contributes to objective insight into the values and possibilities of physical culture, is the task which in physical education teaching means acquiring of theoretical contents in the system of continuous exercise and physical activity of students. Theoretical knowledge which is acquired by students during the process of physical exercise, determines the quality of their achievements, contributes to the broadening of knowledge and objective insight of the values and possibilities of physical culture of each man, which is one of the top priorities of a physical education teacher in primary and secondary school (Maksimović, 2000; Marković 2006; Đorđić and Tumin, 2008; Findaš, 2009; Marković and Bogdanović, 2010).

It is necessary for students to have active knowledge by which they would be in a situation to look into the essence of the process of physical education. This knowledge should be presented to students during regular lessons of physical education in order to connect theoretical knowledge with practical exercise and so that students would be in a situation to use it practically (Stanojević, 1986).

Students do not get necessary theoretical knowledge which influences in certain amount to the formation of positive attitudes towards physical education, which results with the state in which the students in the process of physical education and training are still objects and not subjects of education.

In the process of physical education the moment of creating an educational process was lacking (Acković, 1975) In practice, we need a student who is present with all his being, with positive and active attitude towards physical education, “armed” with concrete knowledge about physical education, and on the other side the teacher who knows how to show, indicate and answer to all questions about physical education.

The final goal is enabling an individual to use the possibility of physical culture individually in his or her everyday life. In order to succeed a student has to acquire the following knowledge: knowledge about the subject, knowledge about the person, knowledge about the influence of the subject on an individual, knowledge about the exploitation of the subject considering improvement and enrichment of a person and knowledge
about the activities which are given by the subject. Different organizational ways of educational activities, as physical education lessons with theoretical character, lessons of practical exercise during which theoretical knowledge will be distributed, homework from physical education and popular teachings, contribute that students acquire the knowledge (Visnjić, 1979).

In order to highlight the significance of educational activities for the acquiring of quality theoretical knowledge in physical education, and in order to indicate the need of looking into the possibility of the realization of educational task which indicates broadening of knowledge and objective view into the values of physical education and culture, so that the goal of the research was to determine eventual differences between female sport students and female non sport students in relation to the level of theoretical knowledge about sport and physical education.

METHODS

The research had transversal character and it was realized in primary school “Jovan Jovanovic Zmaj” in Svilajnac in the second term of a 2012/2013 school year.

The sample consisted of 64 female students of older primary school age, which was divided into two sub samples in relation to the level of weekly exercises: 29 female sport students who apart from regular lesson had 2-3 exercises during the week and 35 female non sport students who did not have any sport activities apart from regular physical education lessons.

The knowledge of students in this research is a variable of pedagogical character and by its nature it is qualitative.

For this research knowledge test was prepared, by which we wanted to see general level of knowledge about sport and physical education. Twenty questions were sorted in three thematic areas: knowledge about physical education teaching, knowledge about collective sports and knowledge about individual sports. The tasks for students were defined in the form of questions with offered alternative answers. Maximal test result was 100 points. For each female student a certain number of points was determined as well as the total score. In order to validate the test a probe research was done with the sample of 178 students.

Multivariant analysis of variance, descriptive statistics, discriminative analysis and Roy’s test were applied in the processing of the data.

RESULTS

The overview of the level of theoretical knowledge between sport and non sport female students about sport and physical education indicates significant differences between and in the level of knowledge about physical education, collective and individual sports. For sport female students there is a good knowledge about physical education with 17.2%, very good with 34.5% and excellent with 31.0%. For non sport female students the knowledge is very good 34.3%, satisfactory with 22.9% and unsatisfactory 22.9%.

Theoretical knowledge about individual sports are almost the same for sport and non sport female students.

For sport female students the prevailing knowledge is very good or excellent about collective sports and for non sport female students the prevailing knowledge is very good or unsatisfactory.

In further analysis the differences between sport and non sport female students in relation to three variables of theoretical knowledge about sport and physical education were analyzed.

Table 1. Significance of differences between sport and non sport female students in relation to the level of theoretical knowledge about sport and physical education

<table>
<thead>
<tr>
<th>Discriminative analysis</th>
<th>n</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>4.221</td>
<td>.009</td>
</tr>
</tbody>
</table>

By the insight in Table 1. it can be stated that there is statistically significant difference between sport and non sport female students in relation to the level of theoretical knowledge about sport and physical education with the level of statistical significance p=.009.

Discriminative analysis indicates statistically significant difference and clearly defined limit between sport and non sport female students in relation to three researched variables about sport and physical education. On the basis of Roy’s test there is statistically significant difference between sport and non sport female students in knowledge about physical education with the level of statistical difference p=.005. Theoretical knowledge about individual sports is in percents the same for both sub samples and there is no statistically significant difference. In knowledge about collective sports there is statistically significant difference between sport and non

Table 2. Significance of difference between sport and non sport female students in relation to individual variables of theoretical knowledge

<table>
<thead>
<tr>
<th>Variables</th>
<th>$\chi^2$</th>
<th>R</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical knowledge about physical education</td>
<td>.333</td>
<td>.353</td>
<td>8.553</td>
<td>.005</td>
</tr>
<tr>
<td>Theoretical knowledge about individual sports</td>
<td>.172</td>
<td>.175</td>
<td>1.890</td>
<td>.174</td>
</tr>
<tr>
<td>Theoretical knowledge about collective sports</td>
<td>.248</td>
<td>.256</td>
<td>4.215</td>
<td>.044</td>
</tr>
</tbody>
</table>
sport female students and it is in favor of sport female students, the level of statistical significance is $p=.044$.

On the basis of the discriminative coefficient it can be stated that the biggest difference is between the sport female students and non sport female students in knowledge about physical education with the value of 0.093. The higher level of knowledge for sport female students is conditioned by the number of weekly exercise, where apart from the transformation of motor abilities they also acquire theoretical knowledge.

**CONCLUSION**

Discriminative analysis indicate statistically significant differences between sport and non sport female students in relation to theoretical knowledge about sport and physical education and it is in favour of sport female students.

By the use of Roy’s test it has been stated that there is statistically significant difference between sport and non sport female students in relation to theoretical knowledge about physical education and theoretical knowledge about collective sports. Statistically significant difference was not seen only in relation to theoretical knowledge about individual sports.

This research enables the researches to look into this problem in a more profound way in the area of acquiring educational contents, then acting of teachers in primary schools with the aim of increasing theoretical knowledge of students about physical education and sport.

**General statement is that female students do not acquire enough theoretical knowledge during physical education lessons and trainings.**

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**Table 3. Discriminative coefficients between sport and non sport female students in relation to theoretical knowledge about sport and physical education**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Discriminative coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical knowledge about physical education</td>
<td>.093</td>
</tr>
<tr>
<td>Theoretical knowledge about individual sports</td>
<td>.037</td>
</tr>
<tr>
<td>Theoretical knowledge about collective sports</td>
<td>.042</td>
</tr>
</tbody>
</table>

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Corespondence:
Živorad Marković
University of Kragujevac
Faculty of Pedagogical Sciences
Milana Mijalkovića 14, 35000 Jagodina, Serbia
Republic of Serbia
E-mail zimarkovic@yahoo.com