

The theses of the university dissertation (PhD)

**The experiences of everyday physical education in the light
of health-awareness and academic achievement of students
living in the Northern Great Plain region**

Marianna Moravec

Supervisor: Dr. Ágoston Nagy



UNIVERSITY OF DEBRECEN
Doctoral School of Human Sciences

Debrecen, 2021

The aim of the dissertation and the determination of the topic

The impact of physical activity on physical and mental health is becoming more important worldwide, and the outbreak and spread of the coronavirus pandemic (COVID-19) have further increased the importance of the active lifestyle. It has become unquestionable that sport has a determining role in creating balance and harmony, which is a value that contributes to the health prevention and promotion (WHO, 2017; Pikó & Keresztes, 2007).

Several factors affect health behaviour and the components of a healthy lifestyle, of which age is a prominent factor. Physical activity is still an everyday part of children's lives (Sallis, 1993; Keresztes et al., 2003), but this is constantly pushed into the background with age (Karsai et al., 2013). In young adulthood, at the beginning of the independent life, the frequency of physical activity further decreases due to significant changes and events (Goldscheider és mtsai, 1993; Ádám et al., 2018). An important question today is how well the upcoming generation will be a decisive part of a healthy society, both physically and mentally (Biddle és mtsai, 2009; Seregi et al., 2019). Educational institutions have traditionally played a significant role in developing a healthy lifestyle. Thus, it is essential to emphasise the role of regular physical

activity in schools as well and that a positive attitude and commitment to this is developed in students (Bergier és mtsai, 2014; Csányi, 2010). In the light of this, the school can be mentioned as one of the important arenas for shaping a health-conscious approach (Hardman & Marshall, 2009; Somhegyi, 2012). Among the elements of personality development offered in public education, education for health prevention and promotion and spending free time meaningfully is also a significant value (Blackburn, 2006; Csányi & Révész, 2015). All this is valid for higher education, although the elaboration of neither the pedagogical nor the institutional background is complete.

Jákó (2012) and Fritz (2019) found that Health-enhancing physical activity (HEPA) (WHO, 2007) can only become a regular activity in society if young people consider it natural and not a mandatory activity. The need for this change of perception is also supported by a Hungarian research, based on which physical activity can be estimated with high certainty based on the place of residence, education, income and age (Urbán & Hann, 2003). It can be concluded that in the case of a young person leaving formal education, lifestyle change is not a self-evident idea. Also, the prevalence of risk-taking behaviours is increasing. Thus, it is necessary to develop a general and effective prevention system so that young people

can live more health-consciously and their need for sports can increase (Inchley és mtsai, 2020; Németh & Költő, 2011). Consolidation of the everyday presence of movement should begin as early as childhood, which may be the key to laying the foundation for a healthy lifestyle in the future (Bergier et al., 2014). The importance of everyday physical education is also confirmed by the data concerning obesity and overweight in the Hungarian adult population. According to the data of the Obesity Update 2017 (published by the OECD), Hungary is in the fourth place in the world, where more than 30% of the adult population belongs to the obese category. Although several factors can influence our health status, the most important one is the individual itself (Makai, 2019). In addition to the individual's lifestyle, the role of the social environment is also significant in the development of diseases (Nelson és mtsai, 2006; Ádány, 2008). Socioeconomic living space is decisive in the health status of the individual and society, but health also has repercussions on the socioeconomic status, macroeconomic and social processes (Barro, 2013). Improving health can lead to higher levels of education, and better health indicators affect the quality of life, quality of human capital, and the distribution of income so that investment in health can even help break the poverty-determining role (OECD-WHO, 2003; Szerdahelyi, 2020).

Thus, it became important to map this environment of the young prospective intellectuals living in the disadvantaged region of the Northern Great Plain.

Expectations related to the introduction of everyday physical education (2012) and the related paradigm shift were only partially met: the students' cardiovascular system and fitness improved, but no improvement was achieved in the fight against obesity. The role of nutrition in this area is equivalent to exercise, which would presuppose conscious health behaviour. At the same time, changes in parental patterns and consumption habits are indisputable (Szerdahelyi, 2020). Papers published so far concerning the role of everyday physical education in educational science have only been able to process initial experiences (Vári et al., 2012; Fintor, 2018; Nagy et al., 2018; Müller et al., 2018; Moravec, 2018). According to the research results of Fintor (2016) carried out in the Northern Great Plain region, a significant proportion of students were happy about everyday physical education, as 95% of them like the subject, and school principals and parents also considered it necessary to introduce it (Urbinné Borbély, 2018). Fintor examined the relationship between health-conscious behaviour and everyday physical education. He pointed out that this has a beneficial effect on students' extracurricular sporting activities, which is also essential in

lifelong sport socialisation (after completing studies as well) (Fintor, 2019).

I started my research based on these Hungarian and international results. Raising the health levels of young people living in disadvantaged regions is of strategic importance for the micro and macro environment of the individual, society and economy. Developing positive attitudes towards a healthy lifestyle (exercise, nutrition, mental well-being) can also be interpreted as an investment in the long run. Investing in health at the right age and with adequate methods can "generate profits" at the individual and national levels. Today's college students are the workers and family founders of the near future, so it is important to know how much "health capital" they raise for the rest of their lives. In September 2016, young people who already have personal experience of the practical implementation of everyday physical education entered higher education. Several researchers have studied the health behaviour and academic achievement of the university age group in Hungary (Nagy, 2010; Kovács, 2015; Vajda et al., 2018; Müller et al., 2018; Pfau et al., 2019). Compared to the previous research, the topic of the present study has a novel aspect, as the focus of the research was on the micro-, meso- and macro-levels according to a comprehensive approach.

Its central question is what micro- (individual), meso- (family and school, pedagogical) and macro- (social) factors influence students' physical activity, health behaviour, academic achievement, and what kind of role does physical education play in this as a potential health capital investment.

The aim of the analysis was to highlight which factors in higher education (pedagogical or contemporary roles, experience-centricity, institutional infrastructure) can be emphasised from the practice of everyday physical education that would support students develop a more health-conscious lifestyle. From an educational point of view, the research primarily seeks to answer the question of what environmental, environmental, social and individual factors play a role in the health behaviour (preventive and risk) and academic performance of students in the Northern Great Plain and whether the role of everyday physical education can be considered an "added value".

Applied methods

Thus, the aim of the research is to investigate how everyday physical education (introduced on September 1, 2012) changed the health behaviour and attitudes toward physical activity and how did this affect academic achievement of students entering higher education. For the analysis, the data of a representative survey conducted at the University of

Nyíregyháza and the University of Debrecen was applied. The most important factors investigated were the examination of students' socioeconomic status and the exploration of academic and non-academic achievement, including health behaviour characteristics. The study is based on the comparison of opinions of the first-year students of the University of Debrecen and the University of Nyíregyháza (students who participated in everyday physical education and graduated after 2015) (satisfied ones, less satisfied ones, dissatisfied ones and those having bad experience) and older students (who did not participate in everyday physical education). The aim was to detect in which areas of the research (dimensions of health behaviour [smoking habits, alcohol consumption, substance use, physical activity, nutrition, mental well-being] and academic achievement) do they agree and how do the responses of students of the two age groups differ. During the analysis, I aimed to control the further possible drivers. Data were collected using an online self-administered questionnaire in two waves. The first wave was carried out between May 2018 and February 2019, and the second between September and November 2019. The online questionnaire was created within the EvaSys system. The link to the questionnaire was shared by the dean's offices of the universities involved in the study through the Neptun mailing

system with the aim of exhaustive data collection. Participation was anonymous and voluntary. A total of 1521 evaluable participants responded to the questionnaire (after data cleansing). The sample was weighted according to the characteristics of the population to reach representativeness.

The questionnaire consisted of five major blocks. In the first block, the sociodemographic data of the respondent were queried. The second block of questions focused on exploring attitudes related to general health (self-rated health and fitness status, well-being, health-related values, family sports history, attendance at sports events). The third block of questions focused on health behaviours, including the type and level of sport, the lack of sport and its possible causes, the factors influencing habits concerning sport and entertainment, sleeping and diet. The fourth block of questions contained questions related to health awareness (self-rated health awareness, self-monitoring, perceptions of change). The fifth block of questions aimed to examine health promotion (the presence of the possible role of everyday physical education and the related attitudes in the respondent's life, health promotion opportunities provided by the university). The sixth block of the questionnaire contained questions related to academic achievement (high school and university academic

results, class attendance, academic excellence, plans related to learning).

Based on the above-mentioned facts, the research examines socio-cultural and sociodemographic factors and interprets the data along with the variables of grades, gender, types of settlements, and parents' educational attainment. It should be emphasised that the exploration of the role of everyday physical education is only possible by involving an intermediary factor, as the students surveyed are not currently participating in the program. According to my assumption, this mediating factor is the current sporting activity, and concerning this, I map the health behaviour habits and academic achievement of the students of two outstanding institutions of the Northern Great Plain region. No impact assessment was carried out in the dissertation, as the database does not provide an opportunity to explore causal relationships and monitor changes. Contexts have been explored to help sports professionals and education policymakers meet the potentially influential role of everyday physical education practice in higher education. Accordingly, I use both univariate and multivariate analysis methods. Thus, frequency tables, crosstabs analysis and group averages, variance analysis, linear regression analysis, binary logistic regression analysis, and multidimensional scaling were performed.

Accordingly, the study was built around the following research questions.

Results

In my **first hypothesis**, I assumed that, according to Bourdieu's theory of capital (1999), gender and social background have a significant influence on the perception of everyday physical education, according to which men and students with higher social status (better cultural and economic capital) have a more favourable attitude towards everyday physical education (Fintor, 2019; Hamar and Karsai, 2008; Keresztes, 2015; Szemes et al., 2016). Based on the research results, this hypothesis was partially confirmed. The gender of the respondent indeed influences evaluations related to everyday physical education, and the connection indicated in the literature can be shown as men express more favourable opinions. However, the other segment of the hypothesis has not been proven. Bourdieu's theory of capital does not apply to our study sample. According to our results on the student population I examined, the educational level of the parents (the cultural capital of the respondent), the financial situation and the perception formed about it has no significant influence on the assessment of everyday physical education. The latter aspect is not confirmed even if I examine these dimensions with an aggregated index measuring social status. However,

the gender of the respondent does not cause differences in the perception of the program in all social strata as it is most common in the less favourable strata that men have a more favourable opinion than women. The role of economic and cultural capital cannot be detected even if I do not limit the analysis to the investigation of university students because, contrary to my expectations, secondary school students with otherwise less cultural capital has a more favourable opinion about everyday physical education and regardless of parents' education.

In my **second hypothesis**, I assumed that (in addition to the above-mentioned factors) opinions about everyday physical education are determined by attitudes toward the high school physical education teacher, the positive impact (usefulness) of the program on health and the practical experience (content) of physical education classes. Based on the results, my hypothesis was partially confirmed in this case as well. It has been proven that several different reasons can be found concerning the evaluation of everyday physical education that differs by groups. I hypothesised that the impact of the teacher's personality and attitude would be an outstanding explanatory factor among both satisfied and dissatisfied people: those who are dissatisfied with the program will also be dissatisfied with the teacher, and those who are satisfied

with the program will be satisfied with the teacher as. The perceived correlation is indeed visible among the satisfied students, but in the case of the dissatisfied ones, those who express strong and dismissive opinions, this is not an important aspect. I also hypothesised that the usefulness of physical education classes would be an explanatory factor among those more satisfied with the program, and criticisms of the content would be more emphasised among those dissatisfied with the program. In the former group, this assumption was met, but in the latter, this attitude was typical only among those with strongly dismissive perception. At the same time, the opinion of those who are dissatisfied with everyday physical education can be significantly influenced by another aspect: assessing the circumstances of physical education classes. Typical criticisms were related to infrastructural deficiencies (more classes together in a gym during the PE class, no space or time for showering and bathing after physical education classes). On the other hand (those satisfied with the program), the physical education classes had excellent community organising power as during these classes, everyone had a good time where the community could forge together. This fact is in line with our previous focus group studies, in which students emphasised the sports infrastructure of the educational institution, the teacher attitude

and highlighted the community-building power of everyday physical education in high school (Moravec, 2019).

In my **third hypothesis**, I assumed that the effect of everyday physical education on student sporting activity is slight or hardly perceptible when we also examine the effect of other sample-giving agents (such as family and peers). The present hypothesis is confirmed. I hypothesised that my hypothesis supports Bandura's theory of social learning (1989) that the frequency of sporting activity will be higher when someone comes from a "sporty environment", and this effect is only aided by everyday physical education (as school socialisation) (Ács et al., 2011; Kósa, 2006). According to my results, although the chances of a sporty lifestyle are increased if this characteristic behaviour is present in one's family or peer group, this connection is not or only additionally influenced by the participation in everyday physical education. In the age group where participation in everyday physical education was not mandatory, joining the program (on a voluntary or institutional basis) assured the role of family influence. In the socialisation of young people, self-education and education play an equal role by incorporating the experience and knowledge gained in the socialisation locations (Rétsági, 2015). The role of peer groups has also increased in addition to family members (Somlai, 1997). Friends become role

models, so it is essential whether sport appears as a valuable leisure activity in these cohort groups (Földesiné et al., 2010). In my **fourth hypothesis**, I assumed that students who participated in everyday physical education could be characterised with more favourable indicators in the different dimensions of health behaviour (physical and mental health status, risk factors and nutrition) than those who did not participate in the program. Based on Grossman's (1972, 1999, 2004) theory, formal education as a quantity of investment in knowledge capital has a positive effect on health capital (H4a). This correlation is observed primarily among students who were fundamentally satisfied with everyday physical education in high school (H4b) (Bognár et al., 2005). The risk index (including smoking, alcohol consumption and substance try-out) is higher (i.e., shows higher risk and higher incidence) in the group of students who participated in everyday physical education. However, this presumably does mean that participating in everyday physical education leads to a higher frequency of unhealthy behaviours. Instead, it is due to the fact that these activities are closely linked to age (higher vulnerability of younger age groups, more opportunities for older students to try out drugs) and the (full-time) university student lifestyle. The cohort effect has a decisive role on the relationship of young people with the family, the development

of alternative behaviours and gender relations (Rétsági, 2015). Thus, I rejected the starting point of the hypothesis: participation in everyday physical education does not automatically result in more favourable health behaviour characteristics, even if the participants have a fundamentally positive opinion about the program. However, this does not mean that everyday physical education does not have any influential role. The strongest influencing power is physical activity, as the more active a lifestyle, the more favourable one's physical and mental well-being. Social status and healthy eating habits have almost the same influence as the higher the status of the student or the healthier the eating habits, the more favourable their mental and physical well-being. A smaller but significant effect can be detected concerning the contemporary impulses related to sport (if so, this positively affects one's physical and mental well-being) and age. The analysis showed that while those who did not participate in the program had a less active lifestyle and the additional characteristics of lifestyle contributed more to their physical-mental balance, the "element" of physical activity remains an important influencing factor for students who participated the program in this regard. This influence is appreciated for women, especially when the sport is combined with a community experience. It is a great advantage for the individual to

participate in sporting activities as a member of a community, as it can also contribute to the improvement of the individual dimensions of the student and psychological well-being and social and emotional development. It can positively shape social skills, appearance, academic achievement and help accept positions in the team (Taliaferro et al., 2010; Kovács, 2014).

In my **fifth hypothesis**, I assumed that the more favourable health behaviour indicators are also influenced by the personal value system, based on which health-conscious lifestyle is more typical for the "open" students with individual autonomous value system (Perényi 2010a, 2010b, 2011) and less typical for those having a materialist value system (Pluhár et al., 2004; Pikó, 2008). Overall, the hypothesis could have been confirmed. In the case of students, the adoption of material values is accompanied by the practice of certain health-damaging activities, which is why this group of students is less characterised by a health-conscious lifestyle. A further argument in favour of accepting the hypothesis is that, in line with the findings in the literature, the acceptance of material values shows a negative relationship with physical activity. Regarding the relationship between sporting activity and value orientation, the students included in the sample can best identify with the "open" or post-material value dimension

representing individual autonomy, which is in accordance with previous research data (Kovács, 2013; Perényi, 2008). The second is the importance of material goods, and the third is the importance of traditional values. There is no substantive difference in the acceptance of post-material values between certain sociodemographic and study groups of students. Most of the differences are related to the importance of material values. Those who have participated in everyday physical education consider material values to be somewhat more important than those who have not. Although the difference is slight, there is a significant difference in the values of the post-material dimension. Thus, those who participated in the program consider this value dimension to be slightly more important. The importance of the values does not differ in terms of whether the respondents pursue sports and, if so, at what level they pursue it. A complex mechanism of action can be seen in the study of value orientations, which calls for caution when drawing conclusions, as I cannot show causal relationships in the analysis. However, concerning the research sample, it can be said that everyday physical education has not had a demonstrable effect on the students' physical activity and value system since its implementation.

Finally, **in my sixth hypothesis**, I assumed that there was no significant difference in academic achievement among the

members of the opinion groups formed based on satisfaction with daily physical education, even with the control of social background variables. Based on the results, high school and university performance, if operationalised with grade point averages, do not show a significant relationship with opinions formed about everyday physical education. If we expand the concept of effectiveness and examine the students' ambition and excellence, a weak but significant relationship is revealed: more critical students about the secondary school program go through a more successful higher education career. Thus, my sixth hypothesis was only partially proven: a slight correlation can be detected between effectiveness and opinions about everyday physical education. Although grades are not affected by opinions about everyday physical education, they are related to some of the criteria for university student excellence and overall excellence. Three items of the excellence index, namely the intermediate language exam, the CV in a foreign language, and the possession of a study scholarship, show a significant relationship. The more unfavourable the opinion, the less we can expect to meet these few criteria of excellence. The research results can also be interpreted in the framework of OECD (2012), presented in the dissertation as the theoretical background of the study, and the *Iceberg model developed based on the perception of everyday physical*

education. In interpreting my research results, I would like to make suggestions for avoiding dropout based on the levels of the Iceberg concept (OECD, 2012), interpreting effectiveness either in a non-academic (health-awareness) or academic perspective. The structure of the model can help experts of the management of education and sports policy refine the implementation process and eliminate the formulated problems if the root causes of attitudes related to everyday physical education are taken into account.

Based on the **Iceberg model** (OECD, 2012), at ***Level 1: Education and sports policy*** can have both positive and negative effects on effectiveness through education-related directives and laws. Education policy guidelines fundamentally define the way and opportunity institutions operate, including higher educational institutions too. In the present case, the introduction of everyday physical education is primarily related to the primary and secondary education arenas, as the regulation appears at these levels. At the same time, the experience gained during this period is still present at the individual level, and the impact of higher levels of sporting activity in primary and secondary education can be embodied during the higher education years, both positively and negatively (either through sporting and healthier lifestyles or by failing to do so, which is embodied at the individual levels).

Although the dissertation did not aim to examine this level, it is clear that the level of education and sports policy provided a strong basis for examining the hypotheses of the dissertation, as it made it possible to formulate research questions and set up hypotheses. Some researchers (Edvy, 2021), adapting to the unique possibilities of each institution, also consider it essential to introduce uniform legal education in compulsory education in higher education.

After that, on ***Level 2: School Factors/Contextual Institutional Factors***, the picture can be shaped by structure and resources (e.g. sports infrastructure development), in both public and higher education, networking with local sports organisations, sports facilities and customs and practices (e.g. by relaxing an overcrowded timetable, increasing the prestige of the teaching career). Recent results suggest that the minimum level of activity proposed under international guidelines is insufficient to reduce inactive leisure time (Trájer et al., 2021). Therefore, it would be important to operate recreational sports circles organised within the framework of schools, the main goal of which is not to compete but to provide health promotion and the need for experience-oriented movement that encourages active leisure. Such programs can help with an experience-based approach to sport (Szabó & Brokovits, 2014). Although everyday physical education (on a

theoretical level) provides an opportunity to increase the frequency and intensity of sport, and thus to develop and deepen a health-conscious lifestyle, the introduction of everyday physical education alone is not enough to increase young people's health-awareness and reduce the frequency of health-risk behaviours while keeping the frequency of sporting activities at a higher level. This is due to the fact that individual behaviour is not only shaped by institutional factors but also by other individual and environmental (microsystem-level) factors, which are located at higher levels of the iceberg model. At the same time, the present research did not cover the specific sports and health development guidelines and institutional policy of the higher education institution; however, the role of sports infrastructure was examined as an institutional level variable.

Level 3: Background/Individual Factors requires a complex approach to the perception of everyday physical education. Although according to the research results of Fintor (2016) focusing on primary schools in the Northern Great Plain region, the vast majority of students welcomed it and the parents, teachers and principals considered it necessary (Urbinné Borbély, 2018), the enthusiasm of students and the activity of the principals decreased due to the problems that arose (lack of rooms, overcrowding, increase in the number of

hours of physical education). In order to support health and positive experiences, out-of-school leisure sports opportunities could be provided, especially in natural locations (parks, forests) as well as in sports, community and recreational facilities. The research shows that the experience of everyday physical education alone is not sufficient to maintain a long-term health-conscious lifestyle, as other factors may overwrite these experiences, and its effect may not be or hardly be felt if other sample agents (such as family and peers) are also examined. In addition, negative tendencies (e.g., the personality of the physical education teacher, behaviour, assessment philosophies, etc.) may further impede the active pursuit of health awareness. Therefore, the implementation should also consider that the actors of the aforementioned institutional level can have a significant impact on the person at both the present and higher levels.

If positive experiences, patterns and attitudes develop in the previous levels, there may be a chance that at ***Level 4: Behaviour/Health awareness***, the learner/student undertakes both commitment (health capital increase) and not deviance (health capital waste) concerning both learning and health-awareness. The present level covers visible and measurable areas (and current features), so the hypotheses and results of my research also fit this level well. The previous background

level provided a reasonable basis for exploring the roots of basic attitudes towards everyday physical education. In contrast, the current level focused on current behaviours in higher education (when everyday physical education can be registered as a past event), allowing the exploration of current health behaviours that shed light on trends similar to the research findings of the previous period before the introduction of everyday physical education. It can be seen that although the background level is below the surface and integrates harder to grasp areas, its effect is difficult to overwrite.

Following the mutually reinforcing effects of the subsystems, we reach the individual's effectiveness known as ***Level 5: Educational performance/Academic achievement***. This is the top of the iceberg, where the peculiarities and experiences of the lower levels peak. In addition, the academic achievement itself is a narrower conceptual framework that, due to its specificities, should be distinguished from non-academic achievement factors such as health awareness and sport. However, a correlation can, of course, be assumed between these factors, and non-academic achievement factors, similarly to previous levels, can push academic performance in both positive and negative directions depending on individual characteristics. The results of the research at this level show

that there is a slight correlation between effectiveness and opinions about everyday physical education. Although the grades are not affected by the opinion formed in connection with everyday physical education, if we examine the students' ambition and excellence, a weak but significant relationship is revealed. There is a small but significant inverse relationship between the assessment of everyday physical education and the excellence index. Based on our results, the attitudes of "learning-oriented" students with a negative attitude towards everyday physical education from public education to higher education can hardly be shaped into a "sports-oriented" attitude during their university years. This is in accordance with the research of Lenténé (2017). The relevance of the study lies in the fact that the positives of regular physical activity affecting studies should be emphasised more strongly in the practice of the implementation process. In this way, young people who think that they still have to decide between sport and learning today could point to the fact that sport for recreational sports can positively affect academic or even later labour market performance (Bocsi et al., 2018).

Thus, in conclusion, the combined effect of bottom-up system levels can be detected in terms of effectiveness, whether health-awareness (Kovács, 2015), academic achievement (Doron, 2013) or possible school failure and dropout (OECD,

2012). This ultimate effectiveness then has an impact at the micro-level on the individual and one's personality. Also, at the meso-level, it affects the lower levels (family, school) and finally on the society at the macro-level.

To summarise my results, despite the favourable direction of development, young people's physical activity is still low on average. In the case of the sample of the qualitative pilot study, increasing school burdens, extra activities related to further learning, and lack of financial resources also appeared, which forces some students to do student during university years, which also reduces the time spent on sports and learning. Nowadays, the possibilities of sports are also influenced by the financial and social situation (Borraccino et al., 2009): for example, the socially disadvantaged students do not have the financial conditions to pursue sports through paid services. Free school sports clubs could alleviate this problem. On the other hand, the motivation of activity in the lives of young people is mainly fun and social togetherness and not performance (Perényi, 2014). Therefore, in addition to competitive sports, opportunities for mass sports should also be increased. Supporting social physical activity can be decisive, as the example of peers, parents and teachers have a positive effect on young people's attitudes towards physical activity (Bauman et al., 2012). Examining team and individual

athletes, Berki (2020) found that the sense of togetherness can be the key to committing to the sport, as athletes of individual sports look for other activities sooner due to a lack of sense of togetherness lead to dropping out of the sport.

The novelty of the research lies in the fact that in the light of the role of everyday physical education, it examines the impact of value transfer beyond the apparent boundaries of sport on the lifestyle and academic achievement of students who regularly participate in sports activity and are physically passive. Not the specific place of realisation, i.e. public education, but the living space of the young people moving on from there, namely higher education, was investigated. The area I studied has not yet been examined in this age group, so a "first-hand" glance into the role of the new implementation process in the lives of students living in a disadvantaged region can be demonstrated in terms of academic and non-academic achievement. Regarding the main question examined in the research, whether the role of everyday physical education can be considered as an "added value" in students' lifestyle and academic achievement, it can be stated that this role only appears if the basic values, brought from the family as a primary socialisation area, point toward a healthy lifestyle. Everyday physical education can only mean a change of attitude for the currently up-growing young people.

Changing attitudes and value preferences, runs into a deep social and cultural past and must take effect over several generations before its role can take effect. The main question examined in the research is whether everyday physical education can be considered an “added value” in students’ lifestyles and academic performance. The results obtained in the answer may be of key relevance for system development in the future.



Registry number:
Subject:

DEENK/256/2021.PL
PhD Publication List

Candidate: Marianna Moravecz

Doctoral School: Doctoral School of Human Sciences

MTMT ID: 10058535

List of publications related to the dissertation

Hungarian book chapters (2)

1. **Moravecz, M.**, Nagy, Z., Rábai, D., Szabó, D., Kovács, K.: Intézményi hatás a Kárpát-medencei felsőoktatási intézmények szabadidős sportprogramjaiban és versenysportjában.
In: Prevenció, intervenció és kompenzáció. Szerk.: Hideg Gabriella, Simándi Szilvia, Virág Irén, Debreceni Egyetemi Kiadó, Debrecen, 152-163, 2020, (Hera évkönyvek ; 7.) ISBN: 9789633188576
2. Kovács, K., **Moravecz, M.**: A felsőoktatási intézmények szerepe a hallgatók élethosszig tartó sportszocializációjában - egészségfejlesztési jó gyakorlatok a Kárpát-medencében.
In: Oktatás, gazdaság, társadalom. Szerk.: Juhász Erika, Endrődy Orsolya, Magyar Nevelés- és Oktatóskutatók Egyesülete, Budapest, 540-558, 2019, (HERA évkönyvek, ISSN 2064-6755 ; 6.) ISBN: 9786155657030

Hungarian scientific articles in Hungarian journals (4)

3. Kovács, K., **Moravecz, M.**, Nagy, Z., Szabó, D., Rábai, D.: Az intézményi hatás és modelljeinek vizsgálata közép-kelet-európai felsőoktatási intézmények sportjában.
Neveléstudomány. 3, 32-56, 2020. EISSN: 2063-9546.
DOI: <http://dx.doi.org/10.21549/NTNY.30.2020.3.3>
4. **Moravecz, M.**, Kovács, K. E.: Az iskolán kívüli sport és tanulmányi eredményesség a tantárgyi attitűdök függvényében.
Magyar Sporttud. Szle. 20, 14-19, 2019. ISSN: 1586-5428.
5. **Moravecz, M.**: Tanulmányi eredményesség az iskolán kívüli sportfoglalkozások függvényében (2016-os OKM adatok alapján).
Képzés és gyakorlat. 17 (3-4), 77-86, 2019. ISSN: 1589-519X.
DOI: <http://dx.doi.org/10.17165/TP.2019.3-4.6>
6. Kovács, K., **Moravecz, M.**, Nagy, Á.: Vélemények a mindennapos testnevelésről a felsőoktatásban résztvevő hallgatók és oktatók szemszögéből.
Új Pedagóg. Szle. 69 (3-4), 87-99, 2019. ISSN: 1215-1807.

Hungarian scientific articles in international journals (2)





7. **Moravec, M.**: Egészségfejlesztés a közoktatástól az egyetemig fókuszcsoporthoz vizsgálatok tükrében.

PedActa. 8 (1), 71-80, 2018. ISSN: 2248-3527.

8. Kovács, K., Lenténé Puskás, A., **Moravec, M.**, Rábai, D., Bácsné Bába, É.: A sportolás intézményi különbségei hazai és határon túli kisebbségi magyar felsőoktatási intézményekben.

PedActa. 7 (2), 19-34, 2017. ISSN: 2248-3527.

Foreign language scientific articles in Hungarian journals (2)

9. Kovács, K., Rábai, D., **Moravec, M.**: How does institutional environment effects impact students' sporting habits in Central and Eastern Europe?

Hung. Educ. Res. J. 9 (1), 128-131, 2019. ISSN: 2062-9605.

DOI: <http://dx.doi.org/10.1556/063.9.2019.1.13>

10. Kovács, K., Lenténé Puskás, A., **Moravec, M.**, Rábai, D., Bácsné Bába, É.: Institutional Environment of Students' Sports Activities in Central Europe.

Hung. Educ. Res. J. 8 (2), 50-68, 2018. ISSN: 2062-9605.

DOI: <http://dx.doi.org/10.14413/HERJ/8/2/5>

Foreign language scientific articles in international journals (3)

11. Kovács, K., **Moravec, M.**, Nagy, Z., Rábai, D., Szabó, D.: The Institutional Effect on Leisure Time- and Competitive Sports at the Higher Education Colleges and Universities in the Carpathian Basins.

Baltic J. Health Phys. Activ. 12 (Spec.), 1-19, 2020. ISSN: 2080-1297.

DOI: <http://dx.doi.org/10.29359/BJHPA.12.Spec.Iss1.06>

12. **Moravec, M.**: Levels of Public and Higher Education in Health Promotion in the Light of Focus Group Studies.

GeoSport Soc. 11 (2), 76-85, 2019. ISSN: 2393-1353.

DOI: <http://dx.doi.org/10.30892/gss.1103-050>

13. **Moravec, M.**, Nagy, Á.: Study Success as a Function of Out-of-School Sports Activities (Based on OKM 2016 database).

Studia UBB Educatio Artis Gymn. 64 (2), 5-16, 2019. ISSN: 1453-4223.

DOI: [http://dx.doi.org/10.24193/subbeag.64\(2\).10](http://dx.doi.org/10.24193/subbeag.64(2).10)

Hungarian abstracts (3)

14. **Moravec, M.**, Nagy, Z., Rábai, D., Szabó, D., Kovács, K.: Kárpát-medencei felsőoktatási intézmények sportkonceptjainak összehasonlító elemzése.

Magyar Sporttud. Szle. 85 (3), 71-72, 2020. ISSN: 1586-5428.





15. **Moravec, M.**: Sportolás és értékpreferencia összefüggésének vizsgálata a mindennapos testnevelés szerepének tükrében.
In: Család a nevelés és az oktatás fókuszában: Absztraktkötet: XX. Országos Neveléstudományi Konferencia, Debrecen, 2020. november 5-7.. Szerk.: Engler Ágnes, Rébay Magdolna, Tóth Dorina Anna, MTA Pedagógiai Tudományos Bizottság : Debreceni Egyetem BTK Nevelés- és Művelődéstudományi Intézet : Kopp Mária Intézet a Népesedésért és a Családokért, Debrecen, 223, 2020. ISBN: 9789634902584
16. **Moravec, M.**, Rábai, D., Kovács, K., Bácsné Bába, É., Lenténé Puskás, A.: A sportolási szokások intézményi háttere hazai és határon túli kisebbségi magyar egyetemeken/főiskolákon.
Magy. Sporttud. Szle. 19 (75), 66-67, 2018. ISSN: 1586-5428.

List of other publications

Hungarian book chapters (1)

17. Vajda, I., Major, Z., **Moravec, M.**, Pásztorné Batta, K., Vajda, T., Vajda, F. V., Oláh, D., Nagy, A.: A testkultúra és az egészségmagatartás vizsgálata a nyíregyházi egyetem hallgatói körében.
In: Elméleti és gyakorlati kutatások a Nyíregyházi Egyetemen. Szerk.: Kerülő Judit, Nyíregyházi Egyetem, Nyíregyháza, 175-192, 2018, (Acta Academiae Nyiregyhaziensis, ISSN 2416-2981 ; 2) ISBN: 9786155545795

Foreign language scientific articles in Hungarian journals (1)

18. Vajda, I., Major, Z., **Moravec, M.**, Pásztorné Batta, K., Vajda, T., Vajda, F. V., Oláh, D., Nagy, A.: Study on physical activity and health behaviour among students at the University of Nyíregyháza.
Magyar Sporttud. Szle. 19 (2), 22-26, 2018. ISSN: 1586-5428.





Hungarian abstracts (1)

19. Kovács, K., **Moravec, M.**, Nagy, Z., Rábai, D., Szabó, D.: Intézményi hatás a Kárpát-medencei egyetemek szabadidő- és versenysportjában.

In: Tanulás és innováció a digitális korban : Absztraktkötet. Szerk.: Kozma Tamás, Juhász Erika, Tóth Péter, Magyar Nevelés- és Oktatókutatók Egyesülete, Budapest, 28, 2020.

ISBN: 9786155657085

The Candidate's publication data submitted to the iDEa Tudóstér have been validated by DEENK on the basis of the Journal Citation Report (Impact Factor) database.

06 May, 2021

