Thematic Article

The Implementation of Everyday Physical Education in Hungary

Agoston Nagy[22], Szilvia Borbely[23], Gabor Fintor[24] & Karolina Eszter Kovacs[25]

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Abstract

The aim of our study is to investigate the progress of the implementation of everyday physical education introduced in Hungary in September 2012 and the investigation of the aims determined in the National Syllabus through the opinion of the participants of Physical Education (PE teachers, students) and non-PE teachers in primary education. The national literature draws the attention to the importance of regular physical activity repeatedly which has several positive physical effects (Piko & Keresztes, 2007; Hejjas, 2006). The implementation of everyday physical education is a significant milestone regarding the physical education. In case of the successful accomplishment of the aims; students' regular physical activity can become even more favourable (Mikulan, 2013). The data collection with our self-edited questionnaire contained 463 teachers (318 non-PE teachers and 145 teachers) and 1153 students (5th-8th grade) from 15 schools of the North-Great-Plain region. The aims and tasks determined in the National Syllabus 2012 and the framework curriculum concerning it was measured on the basis of the opinions of the three groups. Students are the biggest recipients and they agree with the aims similarly to PE teachers. However, non-PE teachers are rather critical of the aims and tasks. In case of city schools, students do more sport, they are more health-conscious, the atmosphere of the lessons is better and the community spirit improved as well. We suppose that our results contribute to the measurement of the changing values of physical culture and sample, moreover it can provide a practical support to formulate the following tasks of the education on health-conscious behaviour.

Keywords: everyday physical education, educators, students

[22] University of Debrecen, Debrecen (Hungary), Email address: nagy.agoston@econ.unideb.hu, ORCID: 0000-0003-0381-9911

[23] University of Nyiregyhaza, Nyiregyhaza (Hungary), Email address: urbinneszilvi@gmail.com, ORCID: 0000-0002-5571-3417

[24] University of Debrecen, Debrecen (Hungary), Email address: fintor.gabor@gmail.com, ORCID: 0000-0002-4222-5078

[25] University of Debrecen, Debrecen (Hungary), Email address: karolina92.kovacs@gmail.com, ORCID: 0000-0002-1186-7836

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Introduction

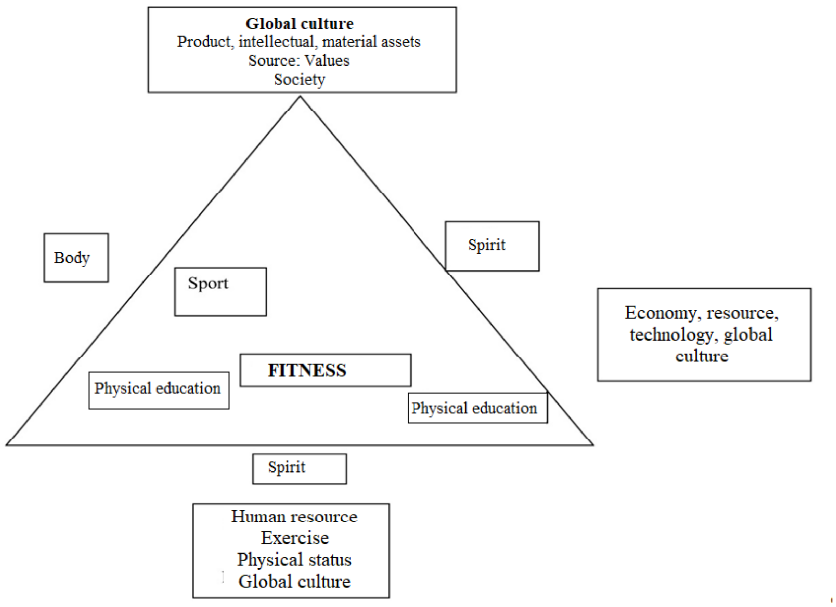
Regarding the physical, psychological and mental health of the children, the regularity, the quantitatively and qualitatively appropriate physical activity has an indispensable importance (Csanyi & Revesz, 2015). However, the Hungarian youth do not do enough sport (Nemeth & Kolto, 2014; Karsai et al, 2013; Perenyi, 2014; Kovacs, 2012) and the physical activity of adolescents is not satisfying regarding their health (Barabas & Nagy, 2012). Moreover, the researches apply negative characteristics to describe the Hungarian population regarding sport (Gal, 2008). In addition, it can be seen according to the analyses of the OECD surveys that Hungarian people consider their health status poor (Balogh, 2015). Besides the family, education can significantly affect the health-improving aims through sport regarding the socialisation areas (Bognar et al, 2005). At school, Physical Education and sport art engraves the basis of the values of physical education into the developing personality in several ways (during lessons, extra-curricular trainings, Physical Education projects, recreational sport activities, depending on the embeddedness of physical education and sport into the current school) in a targeted way on one hand and indirectly on the other hand (Retsagi, 2015).

The Relevance of the Topic and its Literature Background

The baseline scenario is the independent incorporation of the three-fold effect of the physical education into the global culture (Figure 1). The physical culture is one of the most important key terms of the sport science. Principally, we agree with the definition of Pal Hamar (2008): *"physical culture is part of the universal culture; it contains one part of the individual's health culture and its sport culture. Substantively, physical culture is the sum of mental and financial values which has been created and preserved during the development of the human society with the support of the action and physical activity of the society. This activity of the individual happens for the preservation of its physical status and skills, for the development of its physical skills and performance with the application of physical exercises and sport as instruments"* (Hamar 2008:6).

In Figure 1, it is visible that its sources are in continuous interactions. The weakest point of the system describes the whole system comparing it to the European nations with more developed health-awareness; we have to decrease the cultural delay, which educates our generations the concept of healthier humans having better lives. Thus the next generation can get the real chance to be healthier and fit during the whole life, their performance can increase and their quality of life can improve as well.

Figure 1. The system of physical culture. Source: Nagy, 2016



The conceptual basis of our study was provided by implementational investigations (Fazekas & Halasz, 2012) and by the investigations of curriculum concepts (Hamar & Petrovic, 2008; Hardman & Marshall, 2009; Hamar, 2012; Retsagi, 2014; Retsagi & Csanyi, 2014).

According to Fazekas (2012), implementation in a broad sense is a process in which a suggested model or approach is introduced into the practical application. However, in a narrow perspective, it is a changing progress containing initialisation, the implementation, the sustainment and the result. Regarding the determination of the term implementation, Fazekas applies the narrow definition of Fullan and Stiegelbauer (1991) in its studies and we accept this definition as well. On this basis, implementation means all of the exercises which contain the central, regional and institutional arrangements and developments, furthermore, which make them suitable for the central aims with their adaptation to their environment as well. Researches about implementation are seeking answer on how the aims can be reached and not for the question what the current aims are. They do not care about the decision but they explore the progress.

Having a look at participants and interest groups of the interventions in public education (actors, agents, stakeholders), we have to think of the inner participants of the school (leaders, educationalists, other colleagues), of the users of the school (parents, students), and of the leaders of the development (government administration, local leading). The representatives of the organisations supporting the development of the education sector (pedagogical services, consultants) can be mentioned here as well, who can have a significant effect on the implementation of the interventions. Measuring the levels of the implementation, we can state that macro level is marked with the comprehensive level of the society (the role of health-awareness in educational progress in this case) while the

micro level is marked with the individuals (namely students, educators who are investigated). Progresses happening at these levels determine the success of implementation (Fazekas & Halasz, 2012).

The first National Syllabus was accepted by the Government on 5 October 1995 which has changed several times since then. Several researchers (Retsagi et. al., 2011, 2014; Hamar-Derzsy 2002a; 2002b, Hamar, 2012) have investigated the different national curricula (1995–NAT1, 2003-NAT2, 2007-NAT3, 2012-NAT4), alongside the alterations of public education and the educational law, highlighting the modifications of the content in the field of physical education and sport. The latest National Syllabus was accepted by the Hungarian Government on the basis of the 110/2012 (VI. 4.) Government Regulation on 4 June 2012. In this, physical and mental health education is determined as a concrete aim. The shift in the education policy has had a mostly favourable effect on the field of Physical education and sport particularly because of the introduction of everyday physical education. § 27 of the law requires the organisation of everyday physical education mandatory for full-time education students which means five lessons per week. From the school year 2012/2013, everyday physical education is mandatory on the 1st, 5th and 9th years, after that it will be implemented gradually grade by grade. In the school year 2015/2016, the introduction of everyday physical education became complete. It was determined too that the students should have the claim for appropriate nutrition, sport and healthy lifestyle. Proficiency in game and sport culture and the claim for developing a healthy, health-centred system is necessary for the implementation of the principles and aims. This field including school Physical Education has outstanding aims, which are are the following: knowledge of the sport, development and enlargement of the sport skills, participation in leisure-time and sport competitions, regular physical activity and the formation of the values of the healthy lifestyle. Analysing the four aim systems of the National Syllabus, it can be stated that it assumes from the required general values and principles (key competences) which underline the whole document thus their validation in the system is the main point. Physical education always had an outstanding role in the field of health education. However, the subject has got a new dimension with the implementation of the everyday physical education which can create a new quality as the conceived aims enable the educators of this field experience to more efficient health education and the creation of the bases of the health culture (Retsagi, 2014). According to the National Syllabus 2012, the outstanding aim of the field of Physical education is that sport should have a serious role in the life of every student, socialising them on a lifelong, health-conscious and active lifestyle (Makszin, 2014). In this process, educators, especially physical education teachers have a serious role, effect (Nagy et al, 2016), hereinafter we investigate them.

The Role of PE Teachers and the Assessment of the PE Subject

In the nineties, researches claim that the quality of the educator's work is significant regarding school effects (Andorka & Simkus, 1983). Trencsenyi already stated in 1988 that physical education teachers have an important support role, despite the fact that they

evaluate their prestige lower than the desired level in the teaching staff according to Elbertne (1987).

The role of the PE teachers is to have an impact on children's personal development through sport with which the whole behaviour repertoire can be influenced. Their challenge is to make the abilities under inhibition outcrop and to support coping with successes and failures (Csepela, 2000). This is relevant when Kocsis (2000) showed in its research that students assess physical education subject as one of the most favourite subjects. The results of Papacharisis (2003) showed that the negative attitudes toward PE in childhood have a huge impact on physical activity not only in childhood but in adulthood as well. The most important determinant of the PE subject is the representation of values and interests in the local curriculum as the educators have to have the ability to represent their interests with which the outstanding role of the sport can appear in the school documentary as well (Retsagi & H. Ekler, 2004).

According to Huszar and Bognar (2006), Hungarian adults, looking back onto their own lives, consider the effect of physical education on their past and present life significant. The empirical study of Bognar and Kovacs (2007) states that the vast majority of upper secondary students believe that the PE subject is particularly important at school. Neulinger (2007) made investigations as well. It can be seen from her results that 60% of the participants liked PE lesson but 22% of them remember negative experiences. 66% of the participants liked PE teachers but 13% did not like them. Versics et al (2009) investigated the opinion of students related to PE lessons and stated that 92% of them marked its importance while 69% of them marked its appreciation. However, only 29% of the students think that the time taken for sport and exercise is appropriate (in 2009 thus before the implementation of everyday physical education) and it is worth spending more time on this activity according to their opinion.

The Aim of the Study, our Research Questions and Hypotheses

In the progress of everyday physical education, the result of the effect and efficacy predominates through the work of the teachers. Its assessment must be evaluated from the perspective of the actors of the progress. For this, the investigation of the opinion of the actors participating in the implementation process namely the opinion of the educators and students can serve as the appropriate basis (Fullan, 2015, Fazekas, 2012). Our aim is to recognise the implementation of the curriculum according to the opinion of the investigated actors.

For this reason, the research questions and hypotheses of our study were formulated alongside two questions which are based on the modification of the National Curriculum in 2012 (NAT2012). Our questions tended to measure the possible differences between the opinion of the actors of the progress (nalemy the educators, more precisely PE teachers and non-PE teachers, and the students) regarding the aims and tasks of the National Curriculum and the framework curricula. On the basis of the previous

researches, we hypothesised that the realisation rates are higher among PE teachers (Elbert, 2010; Imre & Nagy, 2003; Gombocz, 1999), in comparison with students and non-PE teachers. As a second research question, we measured the possible intergroup correlations between the answers of the students and educators of the same institutions. We supposed that a strong connection can be seen between the answers of the educators and the students of the same institution, furthermore we hypothesise that a more tolerant attitude can be experienced in the schools in smaller settlements compared to those in big cities (Borbely, 2015).

Our Hypotheses

H1: We hypothesize that the attitudes of the participants of physical education (PE teacher, student) toward the accomplishment of the aims of the National Syllabus 2012 are significantly better compared to non-PE teachers, furthermore, regarding students and PE teachers, the results of the PE teachers will be more outstanding.

H2: We hypothesize that a stronger relationship can be detected between the attitudes of the educators and students of the same institutions compared to the general attitudes, furthermore, a more tolerant attitude could be experienced in the schools in smaller settlements compared to to those in big cities.

The Empirical Investigation

The Introduction of the Sample and its Description

The sample represents teachers (more precisely PE and non-PE teachers) and students of elementary schools of the three counties of the North Great Plain (Szalocs-Szatmar-Bereg county, Hajdu-Bihar county and Jasz-Nagykun-Szolnok county). The selection of the institutions, students and teachers happened with multi-stage, stratified sampling, the likelihood of taking part in the sample was made with PPS, with a scale method which meant that the ratio of the educators and the students in the institutions was equal. According to this, the likelihood of taking part in the sample was known (and almost equal) thus the sample could be regarded as a probability sample at the institutional level. The sample is a multi-stage, stratified sample in which firstly the county-level ratios were explored with regard how many questionnaires should be distributed in the three counties peoportionally. In the second step of the sampling, the counties were divided into three groups according to the size of the settlement, and the concrete number of the selected settlements was determined according to this categorisation. At this level, settlements were categorised not according to the classic categorisation of the size or type of the settlements (city, village and population) but according to the number of the schools of the settlements. In the last step, simple random sampling was used to select the schools in the different settlements, and every educator and upper-primary school student was assigned to the selected schools. On the basis of the applied aspects, the sample can be considered a representative sample for the North-Great Plain region.

At the end of data collection, 463 questionnaires of the educators (318 non-PE teacher and 145 PE teachers) and 1153 questionnaires of students (5-8 classes) were collected from 15 schools.

Table 1. The distribution of the sample according to counties and settlements (person)

County	Settlement	Educators		Students
		PE teacher	Non-PE teacher	
Jasz-Nagykun-Szolnok	Szolnok_1	11	14	80
	Zagyvarekas	5	9	83
	Szolnok_2	12	9	80
	Karcag	6	7	80
	Tiszafoldvar	10	5	81
	Total	44	44	404
Szabolcs-Szatmar-Bereg	Mandok	9	17	87
	Nyiregyhaza_1	15	27	86
	Nyiregyhaza_2	11	51	81
	Senyo	10	14	35
	Gesztered	6	24	69
	Kekcse	8	16	49
	Total	59	149	407
Hajdu-Bihar	Vamospercs	9	14	90
	Debrecen_1	10	16	80
	Debrecen_2	11	40	82
	Bocskaikert	12	55	90
	Total	42	124	342
Total		463		1153

Material and Method

To measure the attitudes of the educators, a block with 22 questions was elaborated on the basis of a self-made educator questionnaire of Borbely (2016). The attitudes of the students were measured with a self-prepared block of a questionnaire of Fintor (2016) comprising 28 questions. In both questionnaires, the statements suit the aims and task of physical education as well as sport art formulated in the National Syllabus 2012. In this line, it was asked how students and teachers assess the PE lessons in their own school, how they see the described aims, how true for them the mentioned statements are for them. For our analysis, we compared the same blocks of the two questionnaires thus 11 questions were applied, which refer to the same aim and task regarding both groups. These are the following: 'Students started to play sport out of the PE lessons.'; 'The relationship between PE teachers and students became better.'; 'The expectations of the PE teacher in the lesson became higher.'; 'The students become significantly more skillful due to PE lessons.'; 'There is more time to play in PE lessons.'; 'Students can recognise more ways of movement and more kind of sport.'; 'Students became more health-conscious; Students take bigger care of nutrition.'; 'Students are significantly more tired due to PE lessons.'; 'Lessons have a better atmosphere.'; 'The community spirit was improved in the lessons.'.

A four-point Likert-scale ('Not true at all', 'Rather not true', 'Rather true', 'Absolutely true') was used. During the analysis, these category variables were transformed into continuous

variables which could lead to a more complex statistical analysis. Thus, variance and cluster analyses were made besides the statistical analyses.

Results

In the first hypothesis of our study, we are searching the answer for the question whether significant differences can be detected in the attitudes between educators more specifically PE teachers and non-PE teachers and students (Table 2). With variance analysis, we explore the implementational progress in which the aims of everyday physical education and sport art determined in the National Syllabus and framework curricula (as independent variables) appear in the PE lessons. In our analysis, the opinion of the participants of physical education (PE teacher and students) and non-PE teachers were examined.

Table 2: Means of educators (PE teachers (tt) and non-PE teachers (nt) and students (t)) (means between 0 and 100) and the results of the significance test (N=1577)

Statements connected to aims	PE teacher (tt)	Non-PE teacher (nt)	Students (t)	Differences, correspondences
Students started to play sport out of the PE lessons.	31,38	22,64	59,77	There is a significant difference between the opinion of the groups per pair
The relationship between PE teachers and students became better.	55,50	39,18	73,18	There is a significant difference between the opinion of the groups per pair
The expectations of the PE teacher in the lesson became higher.	45,91	33,86	38,24	Non-PE teacher and student p=0,060
The students become significantly more skillful due to PE lessons.	59,36	42,19	70,29	There is a significant difference between the opinion of the groups per pair
There is more time to play in PE lessons.	72,63	58,41	70,54	PE teacher and student p=0,735
Students can recognise more ways of movement and more kind of sport.	67,66	56,42	73,51	PE teacher and student p=0,080
Students became more health-conscious.	45,90	32,60	74,02	There is a significant difference between the opinion of the groups per pair
Students take bigger care of nutrition.	31,93	24,08	46,99	There is a significant difference between the opinion of the groups per pair
Students are significantly more tired due to PE lessons.	25,15	34,82	35,77	Non-PE teacher and student p=0,945
Lessons have a better atmosphere.	49,75	28,14	71,68	There is a significant difference between the opinion of the groups per pair
The community spirit was improved in the lessons.	44,83	28,98	73,51	There is a significant difference between the opinion of the groups per pair

Measuring the mean points of the answers for the statements, one can observe that students are those who have the highest means. A significant difference could be detected between PE teachers and non-PE teachers. PE teachers are those who are more tolerant regarding the agreement with the statements related to the aims in comparison with non-PE teachers.

PE teachers (mean=72,63) agree with the regularity of playing at PE lessons in the highest ratio. It can be observed that this is the statement which was marked with a high mean by students as well (mean=70,54) and no significant difference could be seen between the attitudes of the two sample (p=0,735). That is to say, this aim is recognised by both groups. The opinion of non-PE teachers differs from this, showing a lower value (mean=58,41) namely they do not think that there is more time for playing in PE lessons. This differs significantly from the opinion of PE teachers and students as well.

On the basis of the answers of the students, the highest mean point can be found regarding health-awareness (mean=74,02). The opinion of both teacher groups differed from this ($mean_{tt}$=45,90; $mean_{tn}$=32,60). This means that students think that they become more health-conscious due to PE lessons while their teachers do not experience this health-improving effect of PE lessons among their students.

Regarding the statement 'The expectations of the PE teacher in the lesson became higher', no significant difference can be detected between the opinion of students (mean=38,24) and non-PE teachers (mean=33,86). From the mean, it can be deduced that they do not agree with this aim. PE teachers were those who marked this statement with the highest mean (45,91) and this opinion differs significantly from the opinion of non-PE teachers and students. They suppose that their expectations have increased toward the students that were not perceived by them(as it can be seen according to our results).

In case of the statement 'Students can recognise more ways of movement and more kind of sport', no difference could be detected between PE teachers (mean=67,66) and students (mean=73,51), they both agree with this aim. However, the mean of the non-PE teachers (mean=56,64) shows a lesser agreement with this aim.

The statement 'Students are significantly more tired due to PE lessons' was marked with a low average point by all of the actors, thus all of them think that students do not become more tired during the day because of the implementation of the everyday physical education. The agreement with this statement is significantly higher among PE teachers.

We can claim that students are the most receptive and they confirm the accomplishment of the aims similar to PE teachers. However, non-PE teachers are rather critical of the aims and tasks. This can influence the results of the impact assessments, even when they are only outsiders of the progress as the institutional actors of the alteration.

Thereby, it can be stated that our hypothesis was not confirmed as the opinion of the students showed a higher difference from the opinion of PE teachers and non-PE teachers regarding most of the statements.

In our second hypothesis, we wanted to observe whether a strong correlation exists between the educators and students of the different institutions. To measure this, cluster analysis was applied where the sample was categorised according to the attitude values of the statements. Furthermore, it was investigated whether a significant difference could

be detected regarding the agreement of the statements according to the type of the settlement of the institutions. For this, crosstabs were made where the different settlements were the explanatory variables (Table 3).

Table 3. The distribution of the statements connected to the aims of the National Curriculum 2012 according to the type of the settlement

Statements connected to aims	Type of settlement	Mean point	ANOVA p=	Significance values of the between-group differences
Students started to play sport out of the PE lessons	county seat	49,85	,004	city-municipality p=0,003
	city	53,69		
	municipality	45,58		
The relationship between PE teachers and students became better.	county seat	63,86	,128	
	city	67,23		
	municipality	62,92		
The expectations of the PE teacher in the lesson became higher.	county seat	34,63	,000	municipality-county seat p=0,000; municipality-city p=0,004
	city	36,93		
	municipality	43,87		
Students become significantly more skillful due to PE lessons.	county seat	60,79	,000	city- municipality p=0,002, city-county seat p=0,000
	city	69,30		
	municipality	61,89		
There is more time to play in PE lessons.	county seat	69,22	,174	
	city	68,64		
	municipality	66,23		
Students can recognise more ways of movement and more kind of sport.	county seat	66,99	,011	city-county seat p=0,020
	city	71,96		
	municipality	70,90		
Students became more health-conscious.	county seat	60,05	,000	city-county seat p=0,002; city-municipality p=0,001
	city	69,20		
	municipality	61,20		
Students take bigger care of nutrition.	county seat	40,50	,267	
	city	42,95		
	municipality	39,68		
Students are significantly more tired due to PE lessons.	county seat	31,85	,000	municipality-county seat p=0,000; municipality-city p=0,031
	city	34,22		
	municipality	39,73		
Lessons have a better atmosphere.	county seat	58,97	,000	city-county seat p=0,000, city-municipality p=0,000
	city	66,83		
	municipality	57,44		
The community spirit was improved in the lessons.	county seat	58,56	,000	city-county seat p=0,000, city-municipality p=0,000
	city	69,70		
	municipality	59,45		

During the analysis, no difference could be detected in case of three statements as the type of the settlement does not determine the answer to these statements. An agreement can be seen that the relationship between students and PE teachers became better and there is more time to play during the lessons. However, none of the groups agrees with the statement that students take bigger care of their nutrition.

Investigating the other statements (students do more sport, they are more health-conscious, the lessons have a better atmosphere, and the community spirit was improved), higher means can be seen in case of schools of the cities and the aims and tasks are managed to realise in a higher ratio in these institutions. Regarding the schools of the municipalities, significantly higher values can be experienced compared to the two other

groups in case of those statements which explain negative attitudes like students are more tired and the expectations of the PE teacher are higher as well.

For further deeper analyses, the participants of the sample were categorised with cluster analysis. Thus, the sample could be categorised into four groups:

1. group: critical of the implementation of the aims
2. group: moderately critical of the implementation of the aims
3. group: accepting the implementation of the aims
4. group: praising the implementation of the aims

According to this, the distributions of the type of the settlement (county seat, city, and municipality), and the opinion of the educators (PE teachers and non-PE teachers) and students were measured (Table 4).

Table 4. Cluster centres and prevalences of the cluster groups created on the basis of the statements connected to the aims of the National Curriculum 2012

Statements connected to aims		**Cluster groups**			
		Critical	**Moderately critical**	**Accepting**	**Praising**
Students started to play sport out of the PE lessons		13	30	70	78
The relationship between PE teachers and students became better.		26	60	70	88
The expectations of the PE teacher in the lesson became higher.		30	50	25	40
Students become significantly more skillful due to PE lessons.		27	56	72	87
There is more time to play in PE lessons.		48	67	72	80
Students can recognise more ways of movement and more kind of sport.		45	66	74	85
Students became more health-conscious.		22	52	75	91
Students take bigger care of nutrition.		13	36	32	69
Students are significantly more tired due to PE lessons.		37	42	24	34
Lessons have a better atmosphere.		17	54	69	88
The community spirit was improved in the lessons.		18	54	71	89
N=		291	434	310	441
Groups	PE teacher	28,9%	47,1%	9,1%	14,9%
	non-PE teacher	56,9%	33,6%	6,0%	3,5%
	student	6,4%	25,8%	27,4%	40,4%
Type of settlement	county seat	21,9%	27,2%	22,8%	28,0%
	city	11,4%	28,6%	25,9%	34,1%
	municipality	23,3%	33,5%	14,0%	29,3%

Responders belonging to the critical group agree mostly with the negative results; according to their opinion, students are more tired and the expectations of the PE teachers are higher as well. Besides this, students won't do more sport and won't live or eat in a more health-conscious way. The moderately critical members recognise that several kinds of sport can be acquired; however, they also suppose that students are getting tired during the day because of the PE lessons. Regarding the group with accepting attitudes, the value of the agreement with the negative statements decreased and high values can be seen regarding most of the positive statements. Students are more health-conscious, there is more time to play, they can acquire more kind of sport and their relationship with

the PE teacher is better as well. In case of the members of the praising group, high values can be observed regarding all statement which confirms the aims and tasks of the PE lessons.

Regarding cluster groups, we measured the distribution of the educators and students and the types of the settlements in each cluster group. It can be seen that non-PE teachers belong to the critical group, PE teachers belong to the moderately critical group and students belong to the laudative group. According to the size of the settlement, schools of the municipalities are moderately critical, schools of the cities are praising and no significant difference can be detected in the group regarding the schools of the county seats.

It can be stated that our hypothesis was partly confirmed as higher agreement can be shown between the participants of the schools compared to the measurement of the whole sample. However, in case of the investigation of the type of the settlement, a higher agreement could be detected by the schools of the cities compared to the schools of the municipalities.

Conclusions

Compared to the nations with more developed health-consciousness, the Hungarian adult and youth population can be described with a cultural delay regarding physical culture thus the value of health-awareness and life-long physical exercise is lower in the behaviour and attitudes of the Hungarian people. Our research sample was the North Grate Plain region, and we assumed that institutional education significantly contributes to the health-promoting strategies, implementations and aims which catalyses everyday physical education which is mandatory on the 1st, 5th and 9th grades from the school year 2012/2013 and it is implemented gradually grade by grade. This is in measurable interaction with the inner participants of the school, the users of the school and the leaders of the development as well. In this ongoing process, educators, especially PE teachers have a serious task and effect whose primary task is to have a longtime influence on the development if the students' personality through the instruments of sport

With our self-made questionnaire which was prepared in accordance with the aims determined in the National Syllabus, the opinion of PE teachers, non-PE teachers and students could be measured. Students are the most accepting and they confirm the accomplishment of the aims similar to PE teachers. However, non-PE teachers are rather critical of the aims and tasks. The higher means of the PE teachers and students taking part in physical education confirm the fulfilment of the aims. The type of the settlement is not determining. It can be experienced in case of all types that the relationship between students and PE teachers became better and there is more time to play, however, none of the groups agrees with the statement that students take bigger care of their nutrition. Regarding city schools, students do more sport, they are more health-conscious, the atmosphere of the PE lessons is better and the community spirit improved as well. By the

schools in municipalities, students are more tired while the expectations of the PE teachers are higher.

Four clusters were categorised and during their comparison, it was confirmed that our hypothesis was only partly justified as a higher agreement can be seen between the characters of the schools compared to the measurement of the participants of the whole sample. However, regarding the investigations according to the type of the settlement, a higher agreement could be experienced in case of city schools instead of the schools in municipalities.

Our research investigated the concerned characters and types of settlements of the region thus the current status of the realisation of the implementation in a pioneering way. On the basis of the related pre-researches, we suppose that our results contribute to the measurement of the changing values of physical culture and sample and it can provide a practical support to formulate the following tasks of the education on health-conscious behaviour.

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