Perceived Importance of Engaging in Kinesiology Activities in Primary Education According to the Place of Residence

Lorena Škuranec[1], Marija Lorger[2], Mateja Kunješić Sušilović[2]

[1] *Elementary School Lobor, Lobor*
[2] *University of Zagreb, Faculty of Teacher Education*

Kinesiological paradigm in education	Number of the paper: 48	**Original scientific paper**

Abstract

The aim of this study was to determine the differences in the perception of the importance of engaging in kinesiology activities in primary education according to the place of residence. The research sample consisted of 150 third and fourth-grade pupils enrolled in two primary schools, one located in a rural and the other in an urban area. For the purpose of the research, a 12-item questionnaire was constructed, the contents of which described the reasons for engaging in kinesiology activities. The results showed that third and fourth-grade pupils, regardless of their place of residence, have a positive perception of the importance of engaging in kinesiology activities. The t-test, which was used to compare the groups with respect to the place of residence, showed more similarities than differences in the participants' perception of the importance of engaging in kinesiology activities. Statistically significant differences in favour of male and female pupils from the urban area were observed only for the items whose contents refer to the importance of exercise for health, exercising to feel "better" after training and the way teachers and coaches work with the children. In addition to the above, the female pupils from the city emphasized the importance of the desire to prove themselves in front of their friends as an important factor in the positive perception of engaging in kinesiology activities. It can therefore be concluded that the hypothesis stating the absence of statistically significant differences in the perception of the importance of engaging in kinesiology activities according to the place of residence can be partially rejected.

Key words

city; village; physical exercise; female pupils; male pupils

Introduction

The benefits of physical activity have been known since ancient times. Plato (400 BC) according to Mišigoj-Duraković et al. (2018, p. 3) indicates that it lack "harms the good condition of every human being, and movement and systematic exercise preserves and maintains it". The positive effects of physical activity make life longer and healthier (Koršić et al., 2005), and the importance of physical activity especially for young people is emphasized by the World Health Organization, which recommends at least 60 minutes of physical activity per day for children (WHO, according to Neljak et al. 2012). Educational institutions play an important role in mastering motor knowledge and skills. This task is especially related to the Physical Education teaching, which is the only

school subject with a health component (Džibrić et al., 2011). The way to compensate for the insufficient number of hours of physical education is to involve students in extracurricular activities. It should be noted that the free time that children spend after school has a significant impact on their development (Larner et al., 1999, according to Badrić et al., 2011). The teacher and coach have a great responsibility in their work, the quality of their work depends on them and they influence the anthropological status of those they work with (Prskalo and Findak, 2005; Hardman, 2002; Jensen, 2003; according to Findak and Neljak, 2006). Parents have a great influence on the inclusion of children in various kinesiological contents (Perasović, 2010, according to Čižmek et al., 2013), and parental support has a decisive role in this (Howard and Madrigal, 1990, according to Greblo and Lorger, 2006). Parental support can be so powerful that it encourages the development of sports in areas with modest material conditions, such as regional schools in rural areas (Lozančić, 2004; according to Lorger and Bosnar, 2006). Students' awareness of the importance of engaging in kinesiological activities is present in both urban and rural areas (Hlušička, 2016). The results of a survey conducted by Juranić (2012) showed that 90% of students from rural areas and 80% of students from urban areas believe that sport is important. Research by Badrić, Prskal and Šilić (2011, according to Jenko Miholić et al. 2015) showed that children from the city spend more time in kinesiological activities as opposed to children from smaller communities. The reason may be the unavailability of sports centers for children from rural areas (Pavičić, 2016) or a larger selection of kinesiological facilities in cities. Availability as an important factor in engaging in physical activity is emphasized by Anić et al. (2018) as well as the financial status of the family. This is supported by the results of research conducted by Hlušička (2016), which showed that parents of children from urban areas allocate more financial resources for kinesiological activities.

Accordingly, the main goal of the study was to determine differences in the perception of the importance of kinesiology activities in primary education according to place of residence in third and fourth grade students and hypothesized that there will be no statistically significant differences between students in the perception of the importance of kinesiology activities.

Research methods

Sample of respondents

A total of 150 respondents participated in the study (Table 1).

Table 1. *Sample of respondents*

Elementary school	Grade	Home school and district school	N	Male students	Female students
Elementary school Marija Bistrica	3rd grade	Home school Marija Bistrica	31	17	14

District school Selnica, District school Laz i District school Globočec	11	7	4		
4th grade	Home school Marija Bistrica	23	10	13	
	District school Selnica i District school Globočec	11	5	6	
Elementary school Pavleka Miškine (Zagreb)	3. razred		44	26	18
	4. razred		30	12	18
Total:			150	77	73

Legend: number of respondents (N)

Measuring instrument

For the purposes of the research, a questionnaire of 12 items was constructed, the contents of which described the perception of the importance of dealing with kinesiological activities. The gradation of the response was performed using the Likert scale of 5 degrees (1 = minimum and 5 = maximum agreement with the particle content).

Measurement procedure

The research was conducted using the questionnaire method in June 2021 in accordance with the code of ethics related to research with children. The questionnaire was completed by students whose parents signed a consent to their children's participation in the research. The obtained results were processed in the program Statistica 13.5. The basic elements of descriptive statistics were calculated: arithmetic mean (M), minimum score (Min), maximum score (Max), standard deviation (SD), and differences with respect to place of residence were checked using t-test for independent samples.

Research results

Table 2. *Descriptive statistics of elements for the whole sample (N = 150)*

Contents of questionnaire particles	M	Min	Max	SD

1	Do you agree that physical exercise / sport is important to you?	4.66	1.00	5.00	0.59
2	I am very motivated to do physical exercise / sports.	4.33	1.00	5.00	0.86
3	I don't like to do physical exercise / sports, but I do exercise / do sports because of the wishes of my parents / guardians.	1.32	1.00	5.00	0.74
4	I have great support from parents / guardians for physical / sports activities.	4.34	1.00	5.00	0.98
5	Physical exercise / sports is important to me because of my health.	4.68	1.00	5.00	0.64
6	Physical exercise / sports is important to me because of fun.	3.78	1.00	5.00	1.28
7	Physical exercise / sports is important to me because of hanging out with friends.	3.65	1.00	5.00	1.31
8	Physical exercise / sport is important to me because of my active leisure time.	4.09	1.00	5.00	1.01
9	Physical exercise / sport is important to me because I feel better after training.	4.31	1.00	5.00	1.02

10	Physical exercise / sport is important to me because of the desire to compete.	2.95	1.00	5.00	1.44
11	Physical exercise / sport is important to me because of the desire to prove myself in front of friends.	1.62	1.00	5.00	1.03
12	The way a teacher works, encourages me to do physical exercise / sports.	3.99	1.00	5.00	1.16

Legend: arithmetic mean (M), minimum score (Min), maximum score (Max), standard deviation (SD)

The values of the arithmetic means of the particles vary from 1.32 and 1.62 (particles 3 and 11) to 4.66 and 4.68 (particles 1 and 5). The content of particle number 3, which shows a lack of interest in physical exercise, and number 11, which describes physical exercise due to proving to friends with their low values, emphasize the positive attitudes of students towards the perception of physical exercise. Almost maximum agreement with the content of particles 1 and 5 shows a high awareness of pupils about the importance of physical exercise, and especially about its effect on health.

Table 3. *Presentation of the values of arithmetic means of the questionnaire particles for male and female students from the city (N = 74) and from the village (N = 76)*

	Contents of questionnaire particles	M City	M Village
1	Do you agree that physical exercise / sport is important to you?	4.59	4.72
2	I am very motivated to do physical exercise / sports.	4.24	4.41
3	I don't like to do physical exercise / sports, but I do exercise / do sports because of the wishes of my parents / guardians.	1.42	1.22
4	I have great support from parents / guardians for physical / sports activities.	4.35	4.33

5	Physical exercise / sports is important to me because of my health.	4.54	4.82
6	Physical exercise / sports is important to me because of fun.	3.74	3.82
7	Physical exercise / sports is important to me because of hanging out with friends.	3.68	3.63
8	Physical exercise / sport is important to me because of my active leisure time.	3.95	4.22
9	Physical exercise / sport is important to me because I feel better after training.	4.08	4.53
10	Physical exercise / sport is important to me because of the desire to compete.	3.15	2.76
11	Physical exercise / sport is important to me because of the desire to prove myself in front of friends.	1.76	1.49
12	The way a teacher works, encourages me to do physical exercise / sports.	3.69	4.28

Legend: arithmetic mean (M), number of respondents (N)

Insight into the presented values of arithmetic means reveals their similarity in all parts of the questionnaire. This indicates that the perception of the importance of engaging in kinesiological activities is very similar regardless of the place of residence, so it is very likely that the tested differences between the particles will not be large.

Table 4. *Elements of descriptive statistics for third graders (N = 87)*

Contents of questionnaire particles		M	Min	Max	SD
1	Do you agree that physical exercise / sport is important to you?	4.71	1.00	5.00	0.63
2	I am very motivated to do physical exercise / sports.	4.43	1.00	5.00	0.87

3	I don't like to do physical exercise / sports, but I do exercise / do sports because of the wishes of my parents / guardians.	1.33	1.00	5.00	0.80
4	I have great support from parents / guardians for physical / sports activities.	4.39	1.00	5.00	0.99
5	Physical exercise / sports is important to me because of my health.	4.71	1.00	5.00	0.66
6	Physical exercise / sports is important to me because of fun.	3.99	1.00	5.00	1.21
7	Physical exercise / sports is important to me because of hanging out with friends.	3.93	1.00	5.00	1.25
8	Physical exercise / sport is important to me because of my active leisure time.	4.22	1.00	5.00	1.09
9	Physical exercise / sport is important to me because I feel better after training.	4.47	1.00	5.00	0.93
10	Physical exercise / sport is important to me because of the desire to compete.	2.95	1.00	5.00	1.51

11	Physical exercise / sport is important to me because of the desire to prove myself in front of friends.	1.57	1.00	5.00	1.01
12	The way a teacher works, encourages me to do physical exercise / sports.	4.09	1.00	5.00	1.19

Legend: arithmetic mean (M), minimum score (Min), maximum score (Max), standard deviation (SD)

The most numerous group of high-value particles consists of 9 out of 12 particles (from 4.09 to 4.71). According to the contents of the mentioned particles, the perception of physical exercise of third grade pupils is emphasized by positive attitudes towards the importance of physical exercise. The contents of particle number 3, which shows lack of motivation for physical exercise and 11, which shows the need to prove it in front of friends, with their low values emphasize the positive attitudes of pupils. The desire to compete as a reason to engage in physical exercise in this sample of respondents is not a priority (3.0) but is present.

Table 5. *Elements of descriptive statistics for fourth graders (N = 63)*

Contents of questionnaire particles		M	Min	Max	SD
1	Do you agree that physical exercise / sport is important to you?	4.59	3.00	5.00	0.53
2	I am very motivated to do physical exercise / sports.	4.19	2.00	5.00	0.84
3	I don't like to do physical exercise / sports, but I do exercise / do sports because of the wishes of my parents / guardians.	1.30	1.00	4.00	0.66

4	I have great support from parents / guardians for physical / sports activities.	4.27	1.00	5.00	0.97
5	Physical exercise / sports is important to me because of my health.	4.63	3.00	5.00	0.60
6	Physical exercise / sports is important to me because of fun.	3.49	1.00	5.00	1.33
7	Physical exercise / sports is important to me because of hanging out with friends.	3.27	1.00	5.00	1.31
8	Physical exercise / sport is important to me because of my active leisure time.	3.90	1.00	5.00	1.09
9	Physical exercise / sport is important to me because I feel better after training.	4.08	1.00	5.00	1.10
10	Physical exercise / sport is important to me because of the desire to compete.	2.95	1.00	5.00	1.36
11	Physical exercise / sport is important to me because of the desire to prove myself in front of friends.	1.68	1.00	5.00	1.08
12	The way a teacher works, encourages me to do physical exercise / sports.	3.84	1.00	5.00	1.12

Legend: arithmetic mean (M), minimum score (Min), maximum score (Max), standard deviation (SD)

The most numerous group of high values from 4.19 to 4.63 consists of five particles. According to the contents of the particles, the perception of fourth grade pupils towards physical exercise is emphasized by positive attitudes towards the importance of physical exercise. The contents of particle number 3 (1.3), which shows lack of motivation to exercise, and 11 (1.7), which describes the desire to prove oneself in front of friends as a reason for exercising, with their low values emphasize the positive attitudes of pupils. The desire to compete as a reason to engage in physical exercise is not a priority (3.0) but is also present as in third grade pupils.

Table 6. *T-test results for independent samples based on place of residence on the whole sample (city N = 74; village N = 76)*

Contents of questionnaire particles		M 1 city	M 2 village	t	df	p
1	Do you agree that physical exercise / sport is important to you?	4.59	4.72	-1.30	148	0.18
2	I am very motivated to do physical exercise / sports.	4.24	4.41	-1.20	148	0.25
3	I don't like to do physical exercise / sports, but I do exercise / do sports because of the wishes of my parents / guardians.	1.42	1.22	1.60	148	0.12
4	I have great support from parents / guardians for physical / sports activities.	4.35	4.33	0.10	148	0.90
5	Physical exercise / sports is important to me because of my health.	4.54	4.82	-2.70	148	0.02*

6	Physical exercise / sports is important to me because of fun.	3.74	3.82	-0.30	148	0.73
7	Physical exercise / sports is important to me because of hanging out with friends.	3.68	3.63	0.20	148	0.84
8	Physical exercise / sport is important to me because of my active leisure time.	3.95	4.22	-1.60	148	0.12
9	Physical exercise / sport is important to me because I feel better after training.	4.08	4.53	-2.70	148	0.02*
10	Physical exercise / sport is important to me because of the desire to compete.	3.15	2.76	1.60	148	0.10
11	Physical exercise / sport is important to me because of the desire to prove myself in front of friends.	1.76	1.49	1.60	148	0.11
12	The way a teacher works, encourages me to do physical exercise / sports.	3.69	4.28	-3.20	148	0.00*

Legend: arithmetic mean (M), t-value (t), degrees of freedom (df), significance level (p)

Based on the results (Table 6), it can be observed that in most variables there are no statistically significant differences in the perception of the importance of physical exercise according to the place of residence. Statistically significant differences were observed in variables 5, 9 and 12. The contents of the mentioned particles refer to exercise for health, "better" feeling and the way teachers and coaches work. All the differences are in favor of pupils from the village who experience health, "better" feeling after exercise and the way teachers and coaches work significantly different from their peers from the city.

Table 7. *T-test results for independent samples by place of residence - male pupils*

	Contents of questionnaire particles	M city (N=38)	M village (N = 39)	t	df	p
1	Do you agree that physical exercise / sport is important to you?	4.71	4.82	-1.00	75	0.32
2	I am very motivated to do physical exercise / sports.	4.34	4.59	-1.42	75	0.16
3	I don't like to do physical exercise / sports, but I do exercise / do sports because of the wishes of my parents / guardians.	1.39	1.15	1.52	75	0.13
4	I have great support from parents / guardians for physical / sports activities.	4.53	4.33	0.89	75	0.38
5	Physical exercise / sports is important to me because of my health.	4.42	4.92	-3.37	75	0.00*

6	Physical exercise / sports is important to me because of fun.	3.79	3.92	-0.44	75	0.66
7	Physical exercise / sports is important to me because of hanging out with friends.	3.97	3.54	1.51	75	0.14
8	Physical exercise / sport is important to me because of my active leisure time.	4.03	4.36	-1.32	75	0.19
9	Physical exercise / sport is important to me because I feel better after training.	4.29	4.69	-2.04	75	0.04*
10	Physical exercise / sport is important to me because of the desire to compete.	3.26	2.95	0.96	75	0.34
11	Physical exercise / sport is important to me because of the desire to prove myself in front of friends.	1.66	1.59	0.27	75	0.79
12	The way a teacher works, encourages me to do physical exercise / sports.	3.71	4.31	-2.25	75	0.03*

Legend: arithmetic mean (M), t-value (t), degrees of freedom (df), significance level (p)

The analysis of the values of arithmetic means between male pupils from the city and male pupils from the village confirmed a statistically significant difference in three particles that describe the importance of exercise for health, "better feeling" after exercise, training and work of teachers or coaches. The differences were confirmed in favor of boys from rural areas. There were no significant differences in other particles, and a quantitatively better perception of the importance of engaging in kinesiological activities is also on the side of pupils from rural areas.

Table 8. *T-test results for independent samples by place of residence - female pupils*

	Contents of questionnaire particles	M city N = 36	M village N = 37	t	df	p
1	Do you agree that physical exercise / sport is important to you?	4.47	4.62	-0.96	71	0.34
2	I am very motivated to do physical exercise / sports.	4.14	4.22	-0.35	71	0.73
3	I don't like to do physical exercise / sports, but I do exercise / do sports because of the wishes of my parents / guardians.	1.44	1.30	0.79	71	0.43
4	I have great support from parents / guardians for physical / sports activities.	4.17	4.32	-0.66	71	0.51
5	Physical exercise / sports is important to me because of my health.	4.67	4.70	-0.27	71	0.79

6	Physical exercise / sports is important to me because of fun.	3.69	3.70	-0.03	71	0.98
7	Physical exercise / sports is important to me because of hanging out with friends.	3.36	3.73	-1.17	71	0.24
8	Physical exercise / sport is important to me because of my active leisure time.	3.86	4.08	-0.87	71	0.39
9	Physical exercise / sport is important to me because I feel better after training.	3.86	4.35	-1.92	71	0.06
10	Physical exercise / sport is important to me because of the desire to compete.	3.03	2.57	1.36	71	0.18
11	Physical exercise / sport is important to me because of the desire to prove myself in front of friends.	1.86	1.38	2.15	71	0.03*
12	The way a teacher works, encourages me to do physical exercise / sports.	3.67	4.24	-2.23	71	0.03*

Legend: arithmetic mean (M), t-value (t), degrees of freedom (df), significance level (p)

A statistically significant difference in only two items was confirmed between female pupils from the city and female pupils from the village. The content of particle number 11 describes the importance of exercising because of the desire to prove yourself in front of friends, for the benefit of girls from the urban environment. For girls from the village, the work of a teacher is significantly more important, ie a trainer for a positive perception of the importance of physical exercise. There were no significant differences in other particles, but a quantitatively better perception of the importance of engaging in kinesiological activities was also on the side of female pupils from rural areas.

Table 9. *T-test results for independent samples by place of residence - third graders*

	Contents of questionnaire particles	M city N = 44	M village N = 42	t	df	p
1	Do you agree that physical exercise / sport is important to you?	4.61	4.81	-1.45	84	0.15
2	I am very motivated to do physical exercise / sports.	4.32	4.55	-1.22	84	0.23
3	I don't like to do physical exercise / sports, but I do exercise / do sports because of the wishes of my parents / guardians.	1.41	1.26	0.85	84	0.40
4	I have great support from parents / guardians for physical / sports activities.	4.52	4.26	1.22	84	0.23
5	Physical exercise / sports is important to me because of my health.	4.57	4.86	-2.05	84	0.04*

6	Physical exercise / sports is important to me because of fun.	3.77	4.19	-1.62	84	0.11
7	Physical exercise / sports is important to me because of hanging out with friends.	3.95	3.88	0.27	84	0.79
8	Physical exercise / sport is important to me because of my active leisure time.	4.05	4.38	-1.43	84	0.16
9	Physical exercise / sport is important to me because I feel better after training.	4.36	4.57	-1.04	84	0.30
10	Physical exercise / sport is important to me because of the desire to compete.	3.14	2.71	1.31	84	0.19
11	Physical exercise / sport is important to me because of the desire to prove myself in front of friends.	1.75	1.38	1.71	84	0.09
12	The way a teacher works, encourages me to do physical exercise / sports.	3.73	4.45	-2.95	84	0.00*

Legend: arithmetic mean (M), t-value (t), degrees of freedom (df), significance level (p)

Pupils of third grade from urban and rural areas in this sample differ significantly only in the perception of the importance of physical exercise for health and in the way teachers or coaches work, in favor of third grades from rural areas. There were no significant differences in other particles, but there was a quantitatively better perception of the importance of engaging in kinesiological activities on the part of third graders from rural areas, except that pupils from the city expressed greater parental support and greater desire to compete.

Table 10. *T-test results for independent samples by place of residence - fourth grade students*

	Contents of questionnaire particles	M city N = 30	M village N = 34	t	df	p
1	Do you agree that physical exercise / sport is important to you?	4.57	4.62	-0.38	62	0.70
2	I am very motivated to do physical exercise / sports.	4.13	4.24	-0.49	62	0.63
3	I don't like to do physical exercise / sports, but I do exercise / do sports because of the wishes of my parents / guardians.	1.43	1.18	1.57	62	0.12
4	I have great support from parents / guardians for physical / sports activities.	4.10	4.41	-1.30	62	0.19
5	Physical exercise / sports is important to me because of my health.	4.50	4.76	-1.79	62	0.08

6	Physical exercise / sports is important to me because of fun.	3.70	3.35	1.04	62	0.30
7	Physical exercise / sports is important to me because of hanging out with friends.	3.27	3.32	-0.17	62	0.87
8	Physical exercise / sport is important to me because of my active leisure time.	3.80	4.03	-0.84	62	0.40
9	Physical exercise / sport is important to me because I feel better after training.	3.67	4.47	-3.13	62	0.00*
10	Physical exercise / sport is important to me because of the desire to compete.	3.17	2.82	1.00	62	0.32
11	Physical exercise / sport is important to me because of the desire to prove myself in front of friends.	1.77	1.62	0.55	62	0.58
12	The way a teacher works, encourages me to do physical exercise / sports.	3.63	4.06	-1.53	62	0.13

Legend: arithmetic mean (M), t-value (t), degrees of freedom (df), significance level (p)

Fourth graders from urban and rural areas in this sample differ significantly only in their perception of the importance of physical exercise due to a better feeling after training in favor of "rural" classes. This indicates a high similarity in the perception of the importance of dealing with kinesiological activities in both environments. There were no significant differences in the other particles, but there was a quantitatively better perception of the importance of kinesiology activities on the side of fourth graders from rural areas, except that pupils from the city expressed a greater perception of the importance of fun, competition and proving to friends.

Discussion

Based on the obtained results, it can be concluded that the surveyed group of pupils has a positive attitude towards engaging in kinesiological activities, which is consistent with the research of Juranić (2012). Positive perception was expressed through the understanding of the importance of physical exercise and sports for the individual, high motivation to exercise, parental support for exercise or sports, and especially the importance of exercise for health (4.68). In addition to the above, a positive perception is contributed by active leisure time, "better" feeling after exercise, the way teachers and coaches work, participate in physical exercise without coercion, not according to the wishes and persuasion of parents or guardians. Slightly lower values had particles that describe the perception of the importance of physical exercise for fun and socializing with friends which may indicate that pupils do not necessarily have a circle of friends with whom to socialize and have fun within the groups in which they train. Exercise due to competition was not particularly important in forming a positive perception of pupils towards kinesiological activities.

The results of the t-test according to the place of residence in the entire sample showed statistically significant differences in three variables in favor of male and female pupils from rural areas. Pupils from rural areas differ in significantly better perception of the importance of kinesiology activities in the elements of understanding the importance of physical exercise for health, "better feeling" after training and the way teachers or coaches work. Research conducted by Juranić (2012) also showed that pupils from rural areas have a more positive attitude towards engaging in kinesiological activities. One of the possible reasons for a more positive perception of dealing with kinesiological activities of pupils in rural areas may be more favorable atmospheric conditions that allow a longer stay in the fresh air (Petrić and Novak, 2008). The importance of the work of teachers and trainers for the benefit of pupils from rural areas can be explained by better mutual knowledge of trainees and teachers or trainers in smaller communities, but also greater motivation for teachers of Physical Education (Hlušička, 2016). Given the existing statistically significant differences in a total of 3 variables out of a possible 12, the set hypothesis is partially accepted.

The results of the t-test according to the place of residence of boys from urban and rural areas show completely identical results as the testing of differences on the whole sample. Significant differences were observed in the perception of importance for health, "better feeling" after training and the way teachers or coaches work. According to the above, it seems very likely that a group of boys defines significant differences between the perception of male and female pupils from urban and rural areas.

Unlike boys, female pupils differ in their place of residence in only two variables. Significant differences were confirmed in the particle describing the importance of the desire to prove oneself in front of friends in favor of female pupils from the city. In contrast, students from rural areas emphasized the importance of the work of a teacher or trainer in conducting kinesiological activities. This confirms the kinesiological rule that a good expert, even in more modest working conditions, can eliminate some limiting factors (Prskalo, Sporiš, 2016) and can achieve significant results by personal approach and example. Accordingly, students from urban and rural areas have a very similar positive perception of the importance of engaging in kinesiological activities.

The results of the t-test for third-graders according to place of residence show significant differences in only two variables. Third-graders from rural areas perceive statistically significantly the importance of engaging in kinesiological activities because of their importance for health and because of the way coaches or teachers work, which can be an incentive to participate in kinesiological activities.

Fourth-graders from urban and rural areas differ significantly only in their perception of the importance of feeling better after training or physical exercise. For this result, the contents of the exercise that is performed can be important, but also the atmosphere and environment in which the exercise or training is performed. The results confirm a high similarity in the perception of the importance of engaging in kinesiological activities in all fourth grades regardless of place of residence.

In both, the third and fourth grades, the hypothesis of no differences between grades according to place of residence can be partially rejected in the perception of the importance of health, coaching and "better feeling" after training, which are significantly more important for rural pupils.

It can therefore be concluded that in this sample of respondents, a positive perception of the importance of physical exercise prevails regardless of place of residence. Significant differences were observed only in some variables, so it can be said that the hypothesis of no difference in place of residence can be accepted in most elements, or partially rejected.

Elements of differences in the urban environment are expressed by very high values of particles, which shows that they are for them an important factor in the perception of the importance of dealing with kinesiological activities.

Conclusion

The research was conducted with the aim of presenting the perception of the importance of dealing with kinesiological activities in third and fourth grade pupils in primary education according to place of residence. The positive perception of the importance of dealing with kinesiological activities was expressed by the high agreement with the content of the questionnaire particles. The results of the t-test with respect to the place of residence showed more similarities in the perception of the importance of engaging in kinesiological activities than differences. Significant differences were observed only in some variables, which are also expressed in the urban environment by very high values of particles, which shows that they are an important factor in the perception of the importance of dealing with kinesiological activities. It can therefore be concluded

that the hypothesis can be accepted or overwhelmingly rejected. The results of this and future similar research can serve as an incentive for teachers and trainers to influence the positive perception of participation in kinesiological activities and raise awareness of the importance of their role in conducting them.

References

Anić, P., Švegar, D., & Đonlić, V. (2018). Motivacija za tjelesnim vježbanjem: važnost objekata otvorenog tipa. In V. Babić (ed.), *Zbornik radova 27. Ljetne škole kineziologa Republike Hrvatske – Primjeri dobre prakse u područjima edukacije, sporta, sportske rekreacije i kineziterapije* (pp. 272–277). Zagreb: Hrvatski kineziološki savez.

Badrić, M., Prskalo, I., & Kvesić, M. (2011). Važnost kineziološke aktivnosti u formiranju slobodnog vremena djece. In V. Findak (ed.), *Zbornik radova 20. Ljetne škole kineziologa Republike Hrvatske – Dijagnostika u područjima edukacije, sporta, sportske rekreacije i kineziterapije* (pp. 400–405). Zagreb: Hrvatski kineziološki savez.

Čižmek, A., Vrbik, I., & Jenko Miholić, S. (2013). Roditeljska potpora odbojkašicama, streličarima i streličarkama. In V. Findak (ed.), *Zbornik radova 22. Ljetne škole kineziologa Republike Hrvatske – Organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije* (pp. 113–119). Zagreb: Hrvatski kineziološki savez.

Džibrić, Dž., Pojskić, I., Ferhatbegović, A., Ganić, E., Hasanbegović, S., & Terzić, A. (2011). Efekti nastave tjelesne i zdravstvene kulture na bazično-motoričke sposobnosti učenica. In V. Findak (ed.), *Zbornik radova 20. Ljetne škole kineziologa Republike Hrvatske – Dijagnostika u područjima edukacije, sporta, sportske rekreacije i kineziterapije* (pp. 239–246). Zagreb: Hrvatski kineziološki savez.

Findak, V., & Neljak, B. (2006). Kvaliteta rada u područjima edukacije, sporta i sportske rekreacije. In V. Findak (ed.), *Zbornik radova 15. Ljetne škole kineziologa Republike Hrvatske – Kvaliteta rada u područjima edukacije, sporta i sportske rekreacije* (pp. 16–23). Zagreb: Hrvatski kineziološki savez.

Greblo, Z., & Lorger, M. (2006). Roditeljska potpora djeci u momčadskim i ostalim sportovima. In V. Findak (ed.), *Zbornik radova 15. Ljetne škole kineziologa Republike Hrvatske – Kvaliteta rada u područjima edukacije, sporta i sportske rekreacije* (pp. 115–120). Zagreb: Hrvatski kineziološki savez.

Hlušička, V. (2016). *Odabir, mogućnost sudjelovanja i prepreke u kineziološkim aktivnostima učenika osnovnih škola ruralnih i urbanih područja Istarske županije.* (Master's thesis). Zagreb: Kineziološki fakultet sveučilišta u Zagrebu.

Jenko Miholić, S., Hraski, M., & Juranić, A. (2015). Urbano i ruralno razlike u bavljenju kineziološkim aktivnostima i provođenju slobodnog vremena učenika primarnog obrazovanja. In I. Prskalo, V. Horvat, M. Badrić (eds.) *Istraživanja paradigmi djetinjstva, odgoja i obrazovanja, Kineziološka edukacija sadašnjost i budućnost* (pp. 136–145). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.

Jurakić, D. (2015). Promocija tjelesne aktivnosti – javnozdravstveni prioritet današnjice? In V. Findak

(ed.), *Zbornik radova 24. Ljetne škole kineziologa Republike Hrvatske – primjena i utjecaj novih tehnologija na kvalitetu rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije* (pp. 192–195). Zagreb: Hrvatski kineziološki savez.

Juranić, A. (2012). *Kineziološka aktivnost i slobodno vrijeme učenika u primarnom obrazovanju.* (Master's thesis). Zagreb: Učiteljski fakultet sveučilišta u Zagrebu.

Koršić, M., Kasović, M., & Vlašić, J. (2005). Dobrobiti i pravila redovitog tjelesnog vježbanja starijih osoba. In V. Findak (ed.), *Zbornik radova 14. Ljetne škole kineziologa Republike Hrvatske – Informatizacija u područjima edukacije, sporta i sportske rekreacije* (pp. 306–309). Zagreb: Hrvatski kineziološki savez.

Lorger, M., & Bosnar, K. (2006). Mjerna svojstva skale roditeljske potpore u sportu učenika osnovne škole. In V. Findak (ed.), *Zbornik radova 15. Ljetne škole kineziologa Republike Hrvatske – Kvaliteta rada u područjima edukacije, sporta i sportske rekreacije* (pp. 162–167). Zagreb: Hrvatski kineziološki savez.

Mišigoj - Duraković, M. et al. (2018). *Tjelesno vježbanje i zdravlje*. Zagreb: Znanje.

Neljak, B., Ajman, H., & Podnar, H. (2012). Razina tjelesne aktivnosti za vrijeme tri tipa sata tjelesne i zdravstvene kulture. In V. Findak (ed.), *Zbornik radova 21. Ljetne škole kineziologa Republike Hrvatske – Intenzifikacija procesa vježbanja u područjima edukacije, sporta, sportske rekreacije i kineziterapije* (pp. 223–228). Zagreb: Hrvatski kineziološki savez.

Pavičić, D. (2016). Nastava tjelesne i zdravstvene kulture u školama ruralnih krajeva. In V. Findak (ed.), *Zbornik radova 25. Ljetne škole kineziologa Republike Hrvatske – Kineziologija i područja edukacije, sporta, sportske rekreacije i kineziterapije u razvitku hrvatskog društva* (pp. 678–681). Zagreb: Hrvatski kineziološki savez.

Petrić, V., & Novak, D. (2008). Interes za sportske aktivnosti učenika i učenica ruralnih sredina. In M. Andrijašević (ed.) *Kineziološka rekreacija i kvaliteta života* (pp. 105–110). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.

Prskalo, I., & Sporiš, G. (2016). *Kineziologija.* Zagreb: Školska knjiga.

Percepcija važnosti bavljenja kineziološkim aktivnostima prema mjestu stanovanja

Sažetak

Cilj istraživanja bio je utvrditi razlike u percepciji važnosti bavljenja kineziološkim aktivnostima u primarnoj edukaciji prema mjestu stanovanja. Istraživanje je provedeno na uzorku od 150 učenika trećih i četvrtih razreda u dvije osnovne škole od kojih se jedna nalazi u ruralnoj, a druga u urbanoj sredini. Za potrebe istraživanja konstruiran je novi upitnik od 12 čestica čiji su sadržaji opisivali razloge bavljenja kineziološkim aktivnostima. Rezultati su pokazali da učenici trećih i četvrtih razreda bez obzira na mjesto stanovanja pozitivno percipiraju važnost bavljenja kineziološkim aktivnostima. Rezultati t-testa s obzirom na mjesto stanovanja pokazali su više sličnosti u percepciji važnosti bavljenja kineziološkim aktivnostima nego razlika. Značajne razlike uočene su samo u česticama čiji se sadržaji odnose na važnost vježbanja za zdravlje, vježbanja zbog ,,boljeg'' osjećaja nakon treninga i načinu rada učitelja/ice ili trenera/ice i to kod učenika i učenica sa sela. Osim navedenog, djevojčice iz grada su potencirale važnost želje za dokazivanjem pred prijateljima kao bitnog faktora pozitivne percepcije bavljenja kineziološkim aktivnostima. Može se stoga zaključiti da se postavljena hipoteza o nepostojanju statistički značajnih razlika u percepciji važnosti bavljenja kineziološkim aktivnostima prema mjestu stanovanja može u djelomično odbaciti.

Ključne riječi

grad; selo; tjelesno vježbanje, učenice; učenici

Revizija #12
Stvoreno 7 studenoga 2022 20:08:22 od Janko
Ažurirano 13 siječnja 2023 11:21:15 od Valentina Gučec