

PRESTIGE OF PHYSICAL EDUCATION TEACHERS AND PHYSICAL EDUCATION AS SCHOOL SUBJECT IN THE CHANGED ENVIRONMENT OF BODY CULTURE

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Abstract: In 2002, one third of the whole population in Hungary thought that teachers and educators have very high influence in how the future of Hungary will be formed in the next decades. Beside the general assessment of the role and situation teachers occupy, which includes the survey of professional prestige of different teachers groups, we especially emphasize the assessment of physical education teachers, which is explained by their significance following the introduction of everyday physical education in 2012- The aim of our survey is to examine what kinds of prestige do physical education teachers and physical education as school subject have in this changed environment; besides, we also aim to know whether there is consensus in connection with the agreement with the introduction of everyday physical education in different fields of education. Our survey was conducted in the spring of 2016 in educational institutions of the Northern Great Plains (Észak-Alföld) region, with the help of a self-made questionnaire (n=230) in connection with the prestige of teachers and educators, and the social acceptance of everyday physical education and other school subjects. Furthermore it can be stated that educators and teachers underestimate themselves when assessing the social acceptance of their profession. Also, the recognition of physical education as school subject and the extent of acceptance of everyday physical education show significant differences among those who teach physical education and those who teach other subjects.

Keywords: everyday physical education, pedagogue, prestige

1. Introduction

The role of physical education (PE) teachers in the schoolwork was confirmed several times. According to the results of the teacher investigations in 2010, Lannert (2010) stated that the role of the teachers becomes bigger and bigger in the knowledge society, however, they are unmotivated because of their low prestige. The success and efficacy of the public education developing interventions (e. g. every physical education which was implemented in September 2012 or the pedagogue career model) were determined significantly by its implementing processes.

The results of Maár (2002) showed that the lower the teaching of the pedagogue is, the lower its appreciation is and the lower its own evaluation of their work is. Szabó (1998) confirmed in his research too that the pedagogues do not feel the financial and societal appreciation of the society. Regarding the prestige investigation, the aim is to measure the appraisal of the physical education teaching profession after the implementation of everyday physical education implemented in 2012. Volkamer (1993) stated that the relation of sport with the pedagogical aims cannot be refused but its realisation and efficacy depends on the teacher and the most important possibility is given by the school for this. Beside these factors, it seems that the attractiveness of the teaching profession shows a decreasing tendency in the developed countries (Imre & Nagy, 2003), the prestige of the teachers is in low level (Nagy, 2001) and the assessment of PE teachers is moderate.

A symbolic image of the ascendancy can be seen with the hierarchic order of the subjects between the pedagogues. This means the ability of the individual to reap value to reach its aims. Ordinary, profession prestige usually means financial and moral (societal) appreciation. The modes which were

developed during the symbolic nature of prestige can be advantageous for the participants, they can modify and they can give chance to form styles and these can be conserved and used for the increase of the prestige (Maár, 2002).

In our research, the state after the implementation of everyday physical education introduced in 2010 in uplink system and the pedagogue career model (and the wage growth because of it) is investigated in the micro environment of the institutions namely the implementing progress in which the pedagogues are working.

2. Theoretical background

2.1. Pedagogue investigations

Regarding educational political aspect, sport means education and the enforcement of its systems. On the other hand, it can be interpreted as the education development concepts of the specific policy where differences can be detected according to ages and societies. The outstanding role and continuous presence of sport in the policy and education did not produce the expected results. The recognition of the serious deficiency can be seen in every age. However, conceptions and strategies were born; the implementation of them couldn't have been made because of the lack of financing (Polónyi, 2008).

Educational investigations are part of the less supported researches almost in all countries. Regarding educational researches, an outstanding consideration should be given to the determination of the cause and effect in which the modelling of the real life situations can be found (Gáti, 2009). The importance of the efficacy of the education, and its effect on economy was confirmed by the results of several studies. Because of this, every government has an incentive to engage into the investigation of the progress and efficacy of the education and into feedback to improve the efficacy (Lannert, 2010).

The prestige of the teachers was investigated by several researchers. Fónai and Dusa (2014) showed too that the teachers' status generally decreases regarding the financial position and the social prestige as well. The incongruence between the knowledge which is necessary for the profession, the obtainable income, the achievable professional success and prestige is characteristic for the paradoxical social status of the pedagogues. According to the results of Ingersoll (2001), it can be claimed that important problems are (beside the low salary) the problems of the local and central governance, the low level of motivation of the students and the quantitatively and qualitatively bigger disciplining problems. Polónyi (2015) started its study with the statement that a relationship can be detected between the development of the economy and the quality of education. Thus the achievement of the educational system of a country has an influence on its economical results. From the elements determining the quality of the educational system, one is highlighted with absolute certainty namely the role of the pedagogue, furthermore, the connection between the salaries and the prestige of the professions. Regarding the historical retrospection, it can be stated that the salary of the pedagogues teaching in primary education can be seen among the last salaries. It can be detected in the last 30 years as well that the teachers' wage rate has been deteriorating in comparison with other professions. A small improvement could be seen in 2002 but the deterioration in earnings has been continuing. As the wage rates go together with the prestige of the profession, the decrease in the prestige of the pedagogues could be declared which has an influence on the quality of the education as well. Galasi (2004) stated that the stability of the employment is a selecting and incentive factor because of the weakness of the motivation with the salary among pedagogues. Verroszta (2015) investigated the patterns of leaving work among teachers and the measured whether the influences on the labour market are different or not. The income of people working on the field of physical education and health promotion is above the average. It can be stated that it is worth leaving the teacher career as the prestige, the income, the equipment and the personal conditions are better for the teachers leaving their profession regarding other professions. Concerning the causes, differences can be observed in the appreciation among the different specialisations. Regarding the physical education teachers, better income and allowance and a higher satisfaction with work conditions can be seen. Nagy (1998)

published about the specifics of the pedagogues' prestige. The top of the prestige rank means the stronger correlation between the hierarchy of the pedagogues teaching on different educational levels and the knowledge. Meanwhile, the author showed regarding the relation between financial and social appreciation that the public opinion evaluates the financial appreciation in low level while the social appreciation in higher level. The biggest difference between the two rates was shown in case of the teacher profession. Györi (2004) surveyed the pedagogues, parents and students regarding the prestige of the subjects. The highest mean could be detected regarding English language while the lowest could be seen in case of the Music.

2.2. The prestige of the PE teachers and the evaluation of the PE subject

The researches before the nineties claim that the quality of the pedagogue's work is significant regarding school effects (Andorka & Simkus, 1983). Trencsényi already stated in 1988 that physical education teachers have an important support role, despite they evaluate their prestige lower than the desired level in the teacher staff according to Elbertné (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 the coping of successes and failures (Csepela, 2000). Kocsis (2000) showed in its research that students assess physical education subject as one of the most favourite subjects. The most important determinant of the PE subject is the representation of values and interests in the local curriculum as the pedagogues 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 (Rétsági & H. Ekler, 2004). The empirical study of Bognár and Kovács (2007) states that the vast majority of upper secondary students believe that the PE subject is particularly important at school. However, it is worth mentioning in case of this study that significantly more student of female PE teachers mentioned PE lesson important than the students of male PE teachers. Bognár et al (2008) claimed that the prestige of the PE teachers is good contrary to the beliefs and research results. The vast majority of the 564 participants of the investigation think that their work is appreciated by the participants of the school. In our previous research, a nationally representative study was made among the adult population (parents) (Borbély, 2014) to measure how important is the implementation of everyday physical education in their opinion and what kind of role do they attribute to the PE teachers regarding the patterns of their children's sport frequency, furthermore, it was investigated how important is the children's liking of PE lessons for them. 70 % of the interviewed people agreed with the necessity of the implementation of everyday physical education thus the adult population (potentially the parents) felt it necessary to implement it. The parents assessed the effect of the PE teachers on sport frequency and appreciation of PE subject (73,5%) important.

2.3. Everyday physical education

The investigation of our paper focuses on the school environment in which changes were happened in the school body culture with the implementation of everyday physical education. Body culture means the sum of the values which forms with the movement knowledge, the physical abilities, the fitness of the body and the strengthening of health during the development of the humanity. This contains body care, physical education and sport and the organisations and institutions in connection with them, additionally, the training of the specialists, the making of medical procedures and equipment in relation with physical education and sport, furthermore, theoretical works, researches and results in connection with these (Bély-Kálmánchey 1967).

According to Takács (2009), body culture is an umbrella term which contains the theoretical knowledge and material apparatus in relation to movement and the concepts such as physical education, sport, gymnastics, body drilling and recreation. The appearance of the concept in the changed aims of the field of the physical education and sport of the National Syllabus 2012 means the changed body environment which can be seen in the educational institutions after the implementation of everyday physical education as it brought a new challenge for the PE teachers. The desired aim is to fulfil the raised number of lessons with meaningful and suspenseful, and the realisation of the novel

body drilling from the different kind of sports which corresponds to the interest of the students. The framework curricula contribute to this with fundamentally professional, colourful and novel content and the insurance of the eligibility. Its methodical proposals take into the regard the principals of student-orientation and the differentiated education strengthens the positive attitude toward physical activity (Rétsági 2014).

The necessity of the changes in the curriculum was determined not only by the sociopolitical and other factors but by the experiences of the researches of school efficacy. The National Syllabus was introduced in the schoolyear 1989/90. Paragraph 41 of the law stated the measurement of the students' physical status mandatory with which 45% of the teachers fully agreed while 47% of them partly agreed. Paragraph 52 (9) requires to create the conditions of everyday physical education for the students and the institute. According to the results, it can be seen that the opinion of the PE teachers is that everyday physical education is necessary (91%). Contrary, one third of them said that this cannot be implemented with the present infrastructural conditions.

The law amendment in 2006 takes care of the professional and not professional education in the 5th and 6th year and of the everyday physical education. 77% of the PE teachers don't agree with the fact that not PE teachers only with bachelor degree could teach PE in the 6th year. At the same time, PE teachers were obliged to participate in further education if they wanted to teach physical education from 1st to 4th year. Two third of the teachers refused this decision. 'This disposal contributed to the decrease of the appreciation of the physical education subject as well!' (Elbert, 2010: 62).

The National Syllabus which was accepted in 2012 regards the school physical education as a special part of health promotion and it makes the implementation of everyday physical education obligatory at the 1st, 5th and 9th years from the schoolyear 2012/13 which means that five lessons per week have to be introduced. The implementation of everyday physical education is a significant turning point in physical education, the professional preparations and the results of the researches of the previous decades contributed to its implementation. Besides the regular physical activity, liking the PE teachers has a determining role in the engagement with sport which has a positive effect on the academic achievement of the students (Mikulán, 2013).

3. Empirical investigation

3.1. Methods

Our research was made in 2016 spring in the institutions of The North Grate Plain with a self-made online questionnaire (n=230). During the data processing, the connections and frequencies were measured as well. The pedagogues' questionnaire contained questions about the appreciation of primary school subjects, statements about the implementation of everyday physical education, about the social appreciation of the subjects and professions and about the realisation of the aims of everyday physical education beside the personal questions.

3.2. Sample

In the investigated region, 4648 participants was member of the population. The sample is representative regarding the county and the type of the settlement. In the last step of the data collection, randomised collecting was used to select the schools and their pedagogues in the settlements. Thus the answers of 230 pedagogues were investigated from 15 institutes of the three counties. Regarding the distribution of the genders (female=74,8%; male=25,2%), a similarity can be seen with the central informational database. In this, the distribution of PE and not PE teachers was measured as well. It can be stated that 63,8% of the male participants is PE teacher while this ratio is only 22,6% among females. The result fits to the results of the central statistical data.

3.3. Research question

Our primary research question was to measure the inclusiveness of the pedagogue regarding the implementation process of everyday physical education, their evaluation of its role and the assessment of their profession and subject as parts of the micro level. Namely, present study investigates how the prestige of PE teachers and the subject corresponds to the expectations of the implementation of everyday physical education.

After the implementation of some of the most important alteration namely the implementation of the pedagogue carrier model, the increase of the income because of it and the implementation of everyday physical education, the increase of the prestige going together with the increase of the wages is expected in which the differences between the school levels can be detected as well (Polónyi, 2015; Maár, 2002). In addition, the agreement with the implementation of everyday physical education and the better appreciation of the PE subject is hypothesized as PE teachers have institutional role regarding health-conscious behaviour, lifestyle, sport frequency and academic achievement (Papacharisis, 2003; Rétsági & Ekler, 2004; Fintor, 2013; Kovács, 2015).

3.4. The hypotheses:

H1: No differences can be detected in the agreement of the implementation of everyday physical education regarding the participants with different specialisation.

H2: The mean of the appreciation of PE subject surpasses the mean of the whole mean of the subjects and differences can be detected regarding specialisation.

H3: Regarding the social appreciation of the professions, the appreciation of teaching professions will be lower than the whole mean.

3.5. Results

In our first hypothesis, the agreement of the implementation of everyday physical education was measured (Table 1). It can be stated that 55,9% of the interviewed teachers agreed with the necessity of implementation of everyday physical education, furthermore, a significant difference could be seen between PE teachers and not PE teachers ($p=0,000$). The full acceptance of the not PE teachers is 17,8% which is quite low, furthermore, the rate of agreement and disagreement is almost the same (49,3% - 49,4%). Regarding PE teachers, full acceptance shows a high rate (59,5%) and the agreement is outstanding as well (76,1%).

Table 1: Agreement with the implementation of everyday physical education (N=277). Source: own investigation

	Not PE teacher (81,8%)	PE teacher (18,2%)
Absolutely not true (17,7%)	20,8%	9,5%
Rather not true (23,4%)	28,6%	11,9%
Rather true (28,6%)	31,5%	16,6%
Absolutely true (27,3%)	17,8%	59,5%

Our hypothesis that no differences can be detected regarding the specialisation of the teachers couldn't be confirmed as the rate of full acceptance was significantly lower among not PE teachers. 55,9% of the sample said that it was necessary to implement which is lower than the result of previous researches.

In our next hypothesis we measured the social appreciation of the subjects (Table 2). The responders had to evaluate the subjects on a scale from 1 to 10 where 1 meant the less appreciated and 10 meant the most appreciated subjects.

The mean of English language (7,16), mathematics (6,44), Hungarian language (6,33), history (5,78) (namely the A-level exam subjects) and informatics (6,64) was higher than the mean of all the subjects. The lowest status had the music (3,55) and technics (3,78) but the mean of chemistry (4,72) and physics (4,74) was lower than the whole mean. Regarding the subject with the highest and the lowest prestige, similar results could be detected as the results of the investigation of Győri in 2004. The appreciation of PE subject is lower than the mean (4,91).

Table 2: The means of the social appreciation of the subjects (N=230). Source: own investigation

SCHOOL SUBJECTS	MEAN
English language	7,16
Informatics	6,64
Mathematics	6,44
Hungarian	6,33
History	5,78
MEAN	5,32
Biology	4,94
Physical education	4,91
Geography	4,81
Physics	4,74
Chemistry	4,72
Technics	3,78
Music	3,55

We measured whether any difference can be detected regarding the specialisation of the responders. It can be detected that every participant evaluates the own specialisation better over the whole means. No significant difference can be seen in the evaluation of the different subjects between PE teachers and not PE teachers. Regarding the agreement of the implementation of everyday physical education, no significant difference can be seen in the social appreciation.

Our second hypothesis was not confirmed as the appreciation of the PE subjects is lower than the mean of the subjects and no significant difference could be seen regarding the specialisation means. However, the pedagogues overvalued their own specialisation in comparison with other specialisations as it can be seen in the literature review as well.

Testing the third hypothesis, the social appreciation of the profession was investigated (Table 3). The responders had to evaluate the professions on a one to ten scale where one meant the less appreciated while ten meant the most appreciated value.

Table 3: The means of the social appreciation of the professions (N=230). Source: own investigation

PROFESSION	MEAN
Doctor	7,56
Barrister	7,50
Lawyer	7,38
Economist	7,28

Engineer	7,22
Computer scientist	6,72
Pharmacist	6,61
University teachers	6,49
MEAN	5,96
Clergyman	5,61
Journalist	5,56
Sport trainers	5,14
Secondary school teachers	5,04
Early childhood educators	4,34
Primary school teachers	4,26
Teachers with bachelor degree	4,25
Librarian	3,86

The prestige of the pedagogues (except the university teachers) was evaluated lower than the journalist, pharmacist and clergyman. No differences could be experienced regarding the specialisation, the gender and the status which shows the full agreement of the evaluation of the prestige. The most disappointing result regarding the pedagogues is that the average value of a doctor, lawyer or engineer is over 7,20 while the means of the teachers are between 5,04 and 4,25.

Regarding the different school levels, no linear connection can be seen as the value of the early childhood educators is higher than the value of the teachers with bachelor degree and primary school teachers. However, the undervaluation of the pedagogues is obvious which shows an overall agreement with the results of Nagy (2012). It can be stated that accordance can be detected with the results of Maár (2002) as the social prestige of teachers is low after the period of the implementation of the everyday physical education in 2012.

4. Summary

Pedagogues and physical education teachers play a key role in the implementation of the educational aims of physical education determined by the government. In these, increasing physical activity, improving the knowledge of sports, the assessment of the students and health education can be found. The role of the pedagogue is not only to organise and give the PE lessons but to help to form the necessary abilities, to support healthy lifestyle, to increase sport motivation and to involve the students into more kind of sport. To reach this, it is important to create continuous professional innovative possibilities and the environment in which they can be motivated and they can accept their prestige.

The social appreciation of the pedagogues, physical education teachers and subjects and the opinions about the implementation of everyday physical education were measured after the education political alterations implemented in 2012 (the implementation of pedagogue carrier model and everyday physical education).

It can be stated that the prestige of the pedagogues is still low among the investigated professions namely their social status has not increased and the order of the values according to the hierarchy has changed. No significant differences could be detected according to the measured variables (specialisation, age, gender) which confirm that the pedagogues have a concordant opinion on the social appreciation of their profession. The appreciation of physical education subject is below the whole mean of the subjects where a significant difference could be detected between PE teachers and not PE teachers. However, it can be claimed that each pedagogue overvalue their own specialisation.

55,9% of the participants agreed with the implementation of everyday physical education but the acceptance rate of not PE teachers is lower than the results of the previous researches (17,8%).

It is worth focusing on the contradiction which prevails between the prestige of the subject and the prestige of the teachers of the subject. This shows that the teachers perceive the positive changes of the assessment of subjects sooner than the effects of the changes on their own situation.

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