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## 1 Data collection

The online questionnaire was sent to primary schools in September 2021, who then filled it out and sent it back. The completed questionnaires were processed and statistically evaluated.

## 2 Sample

The questionnaire was completed by 300 primary schools in the Slovak Republic out of a total of 2063.

The total number of children attending the primary schools we monitored was 79,006. On average, 264.23 student attended school  $\pm$  208.93.

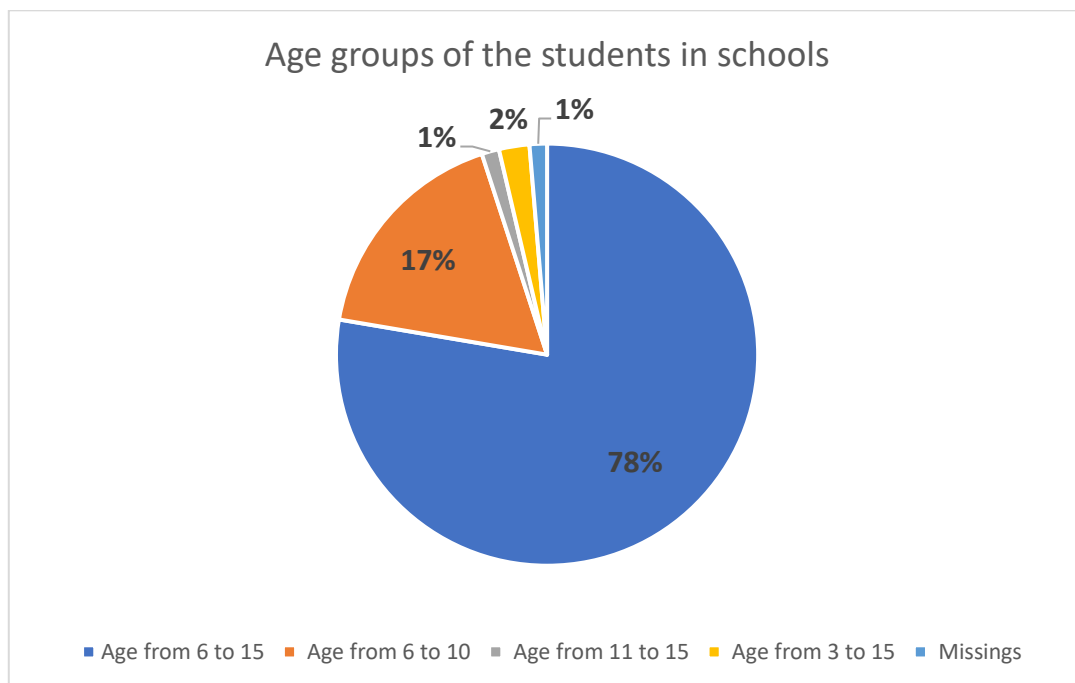


Figure 1 Percentage of age groups of the school (n=300)

Figure 1 shows the percentage of age groups of the monitored primary schools.

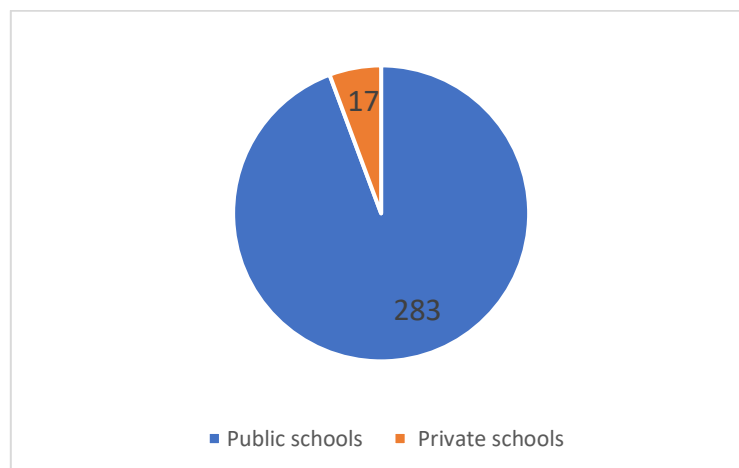


Figure 2 Type of schools (n=300)

State primary schools accounted for 94% and private 6% (Figure 2)

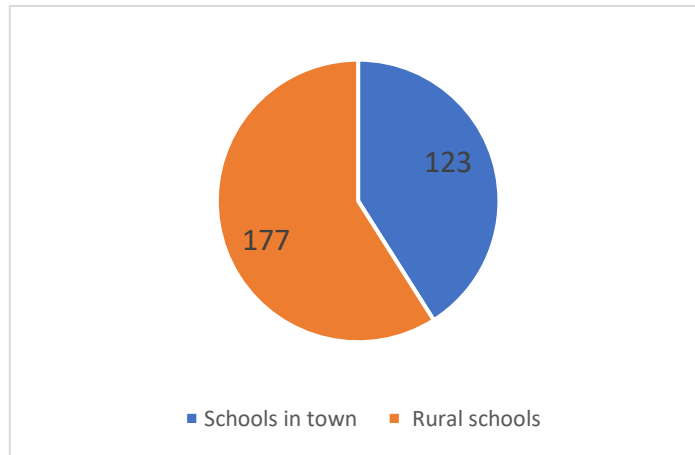


Figure 3 Location of the schools (n=300)

School in town accounted for 41% and rural schools for 59%. (Figure 3)

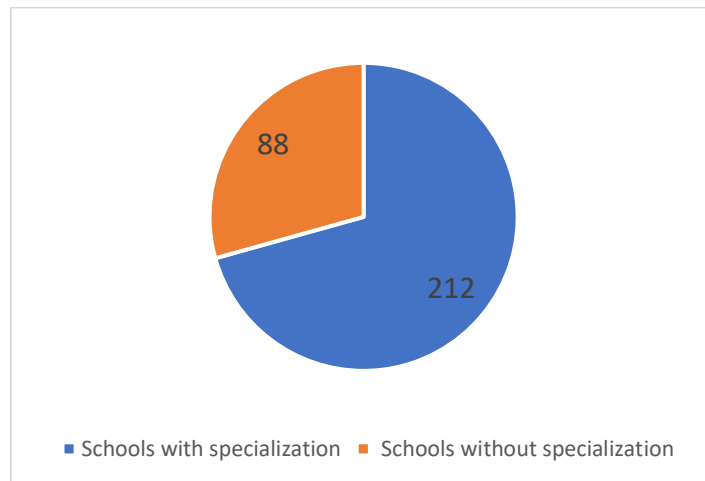


Figure 4 Specialization of the school (n=300)

There were 212 schools (71%) with a specialization in our survey. Most often, primary schools focus on languages and various sports. 29% of participating schools were without a special focus. (Figure 4)

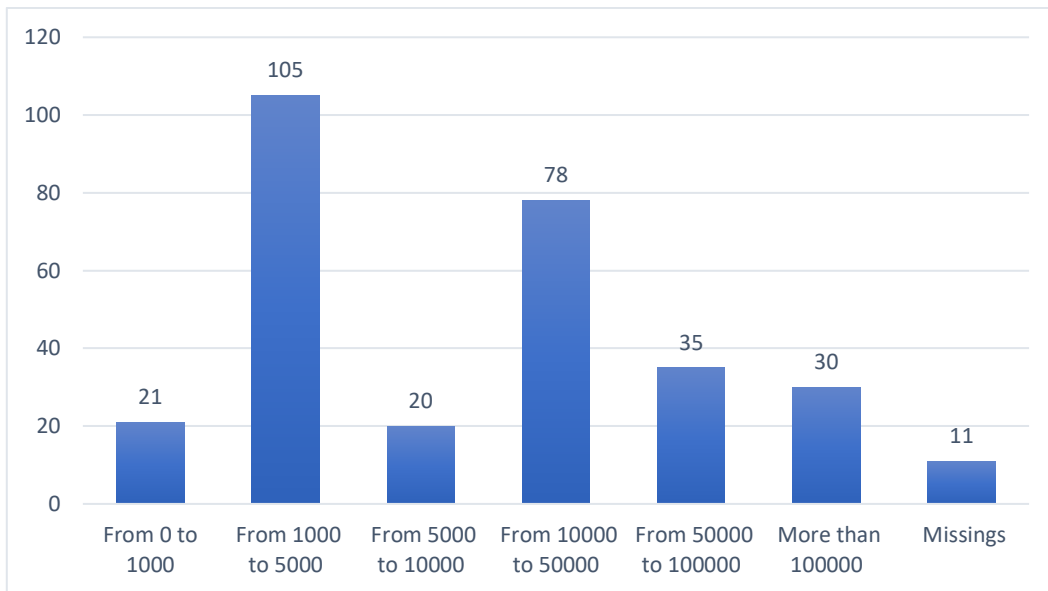


Figure 5 Number of residents of the area where the schools are located (n=300)

Most schools are located in the region with a population of 1000 to 5000 (35%). Least is located in the region with a population of 5,000 to 10,000 (7%).

In primary school, 69% of teachers of physical and sports education have a sports education. (Figure 6)

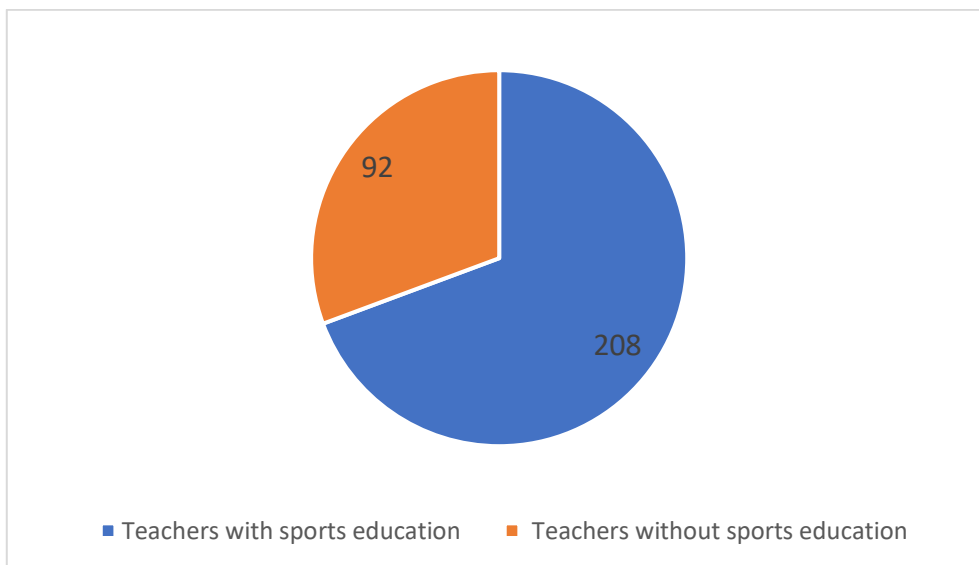


Figure 6 Teachers in schools (age from 6 to 10) with sports education (n=300)

In the second grade, 75% of teachers of sports education have a sports education and 25% of teachers do not have a sports education. (Figure 7)

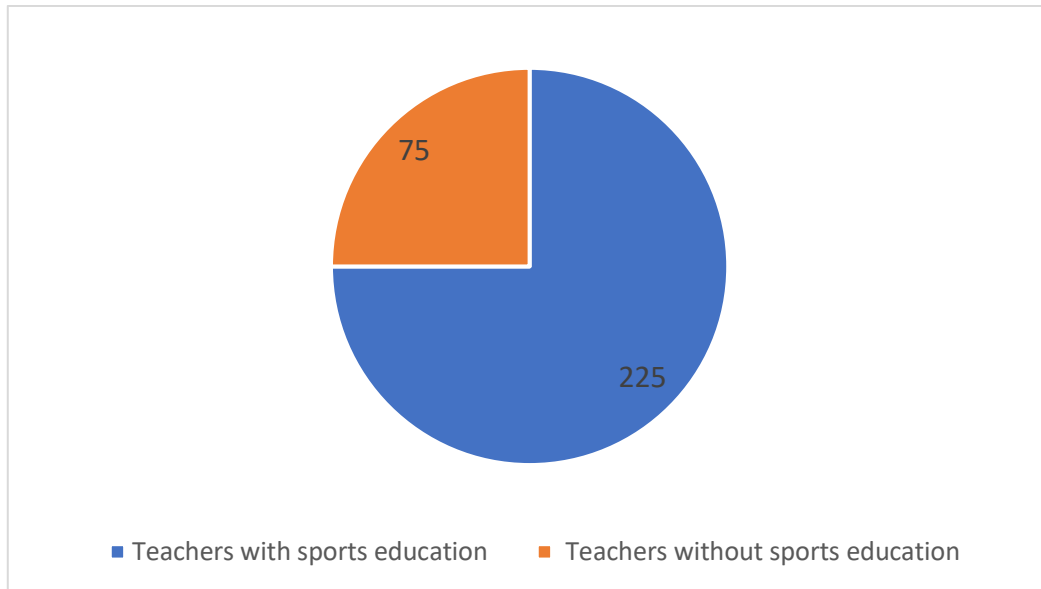


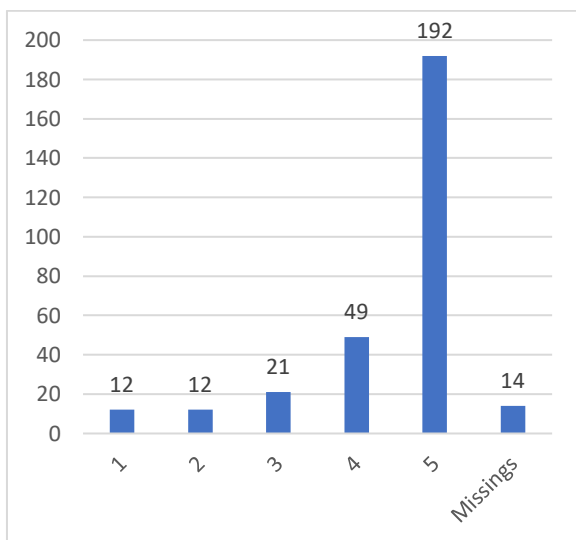
Figure 7 Teachers in schools (age from 11 to 15) with sports education (n=300)

### 3 Results

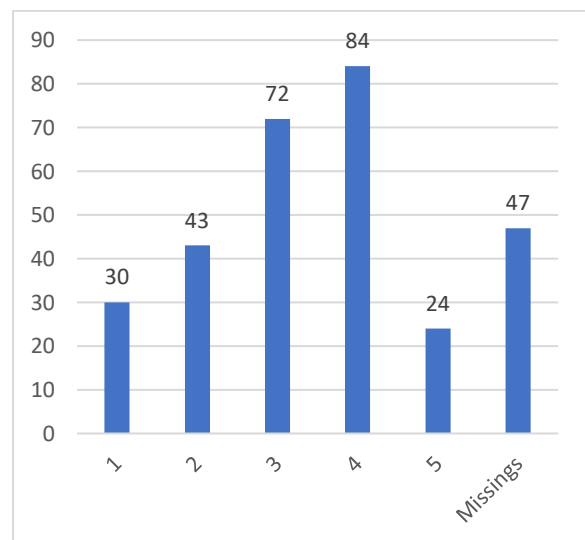
Respondents answered the questionnaire in two forms. The first was a simple answer with yes or no options. The second method was to select a mark from 1 to 5, with 5 being the highest importance, 4 high importance, 3 medium importance, 2 low importance and 1 negligible importance.

#### 3.1 Popularity of different kind of sports in schools

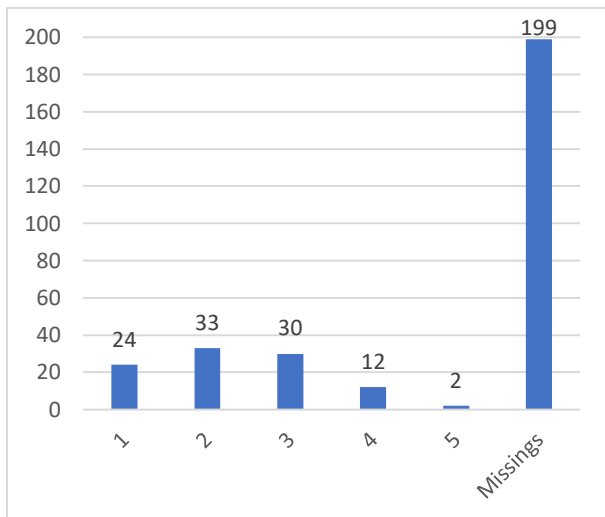
Football is one of the most popular sports in 192 schools, from our point of view it is interesting that in 47 schools there is a missing of athletics and only 24 schools are among the most popular. Rugby and netball in Slovak schools are among the most missing.



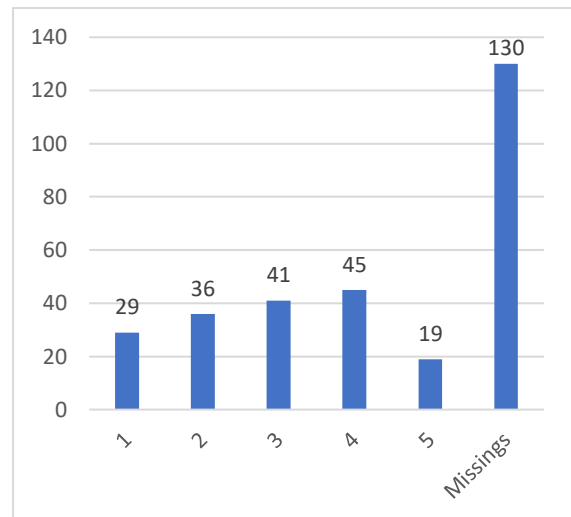
soccer in schools (n=300)



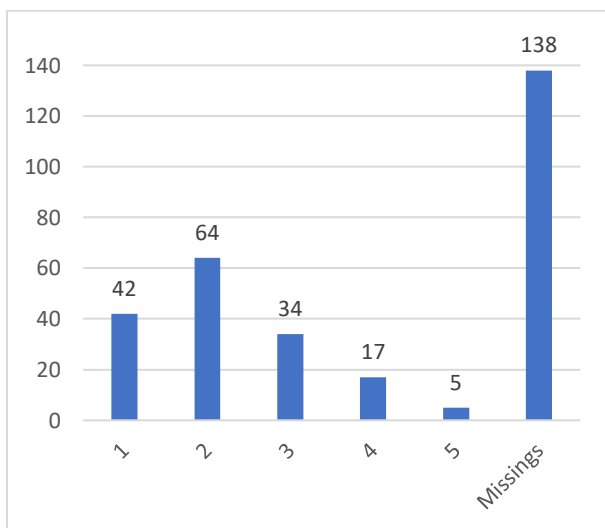
athletics in schools (n=300)



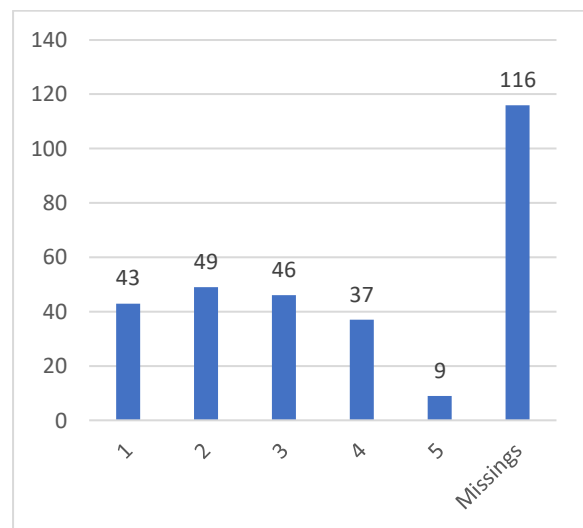
handball in schools (n=300)



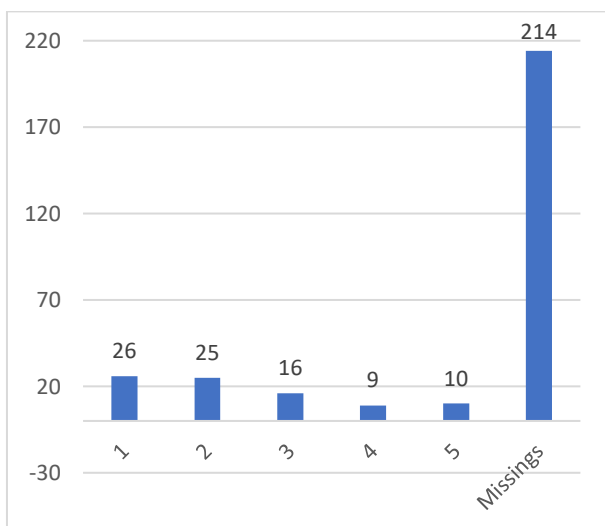
volleyball in schools (n=300)



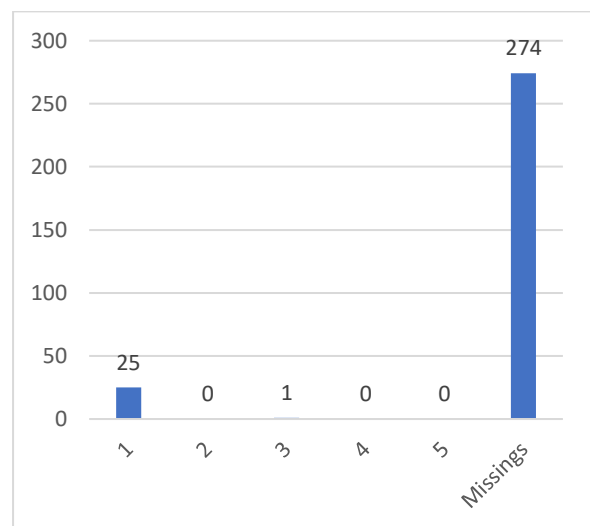
gymnastics in schools (n=300)



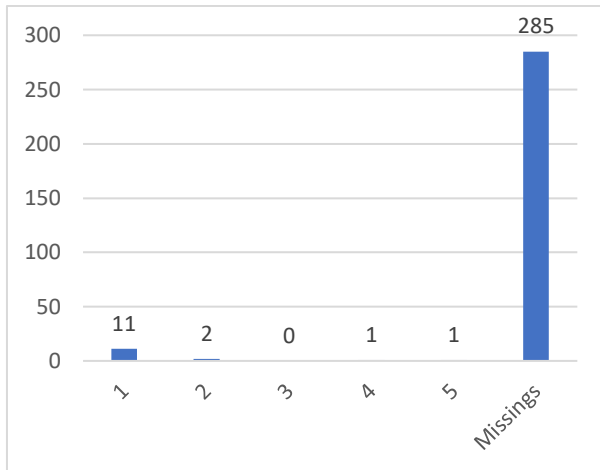
basketball in schools (n=300)



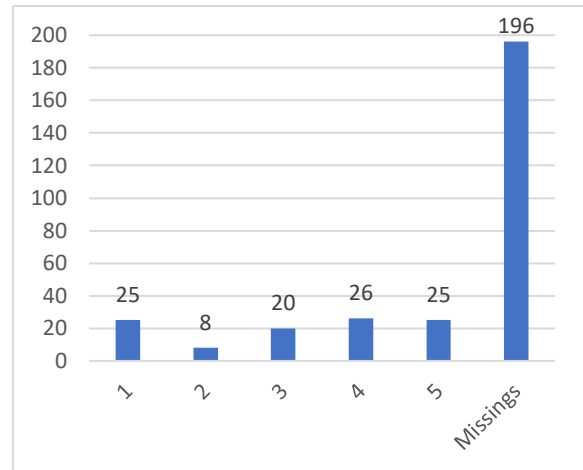
swimming in schools (n=300)



rugby in schools (n=300)



netball in schools (n=300)

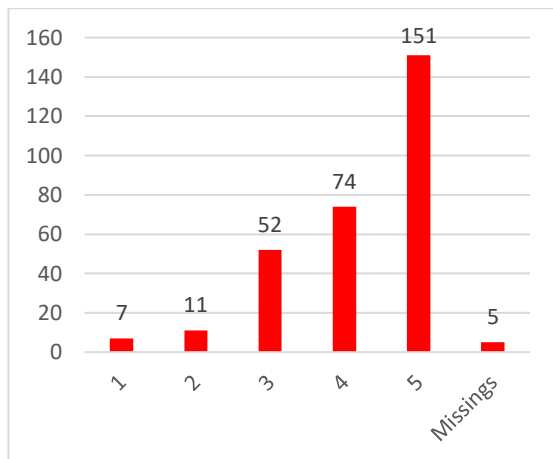


others sports in schools (n=300)

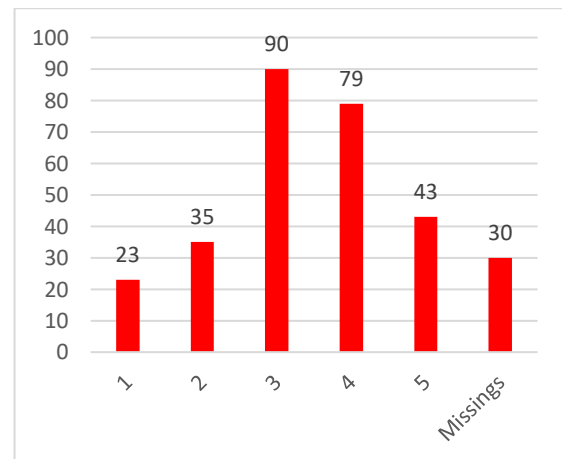
### 3.2 Different sports activities in the schools

In the following answers, respondents were asked to prioritize physical activity in school classrooms, with 5 being the most important and 1 the least important

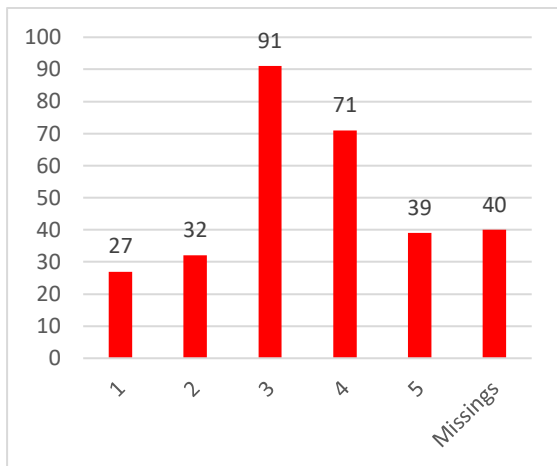
The most common sports activity in physical education is football - up to 151 schools, followed by a discharge of 110 schools, athletics and other (swimming, etc.) 57 schools.



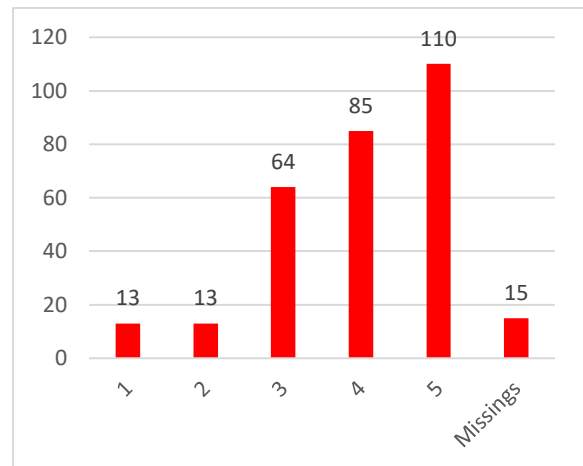
Soccer (n=300)



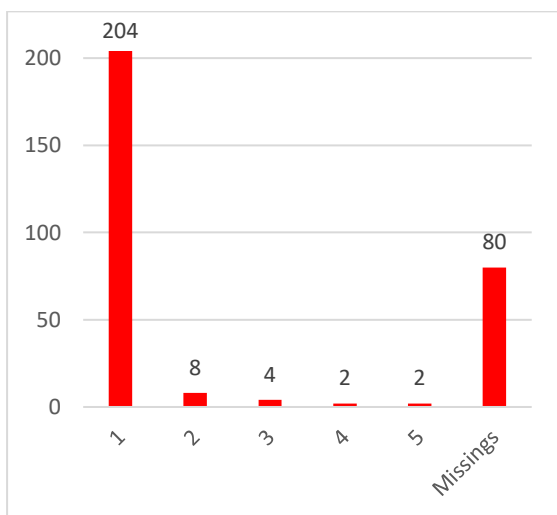
Basketball (n=300)



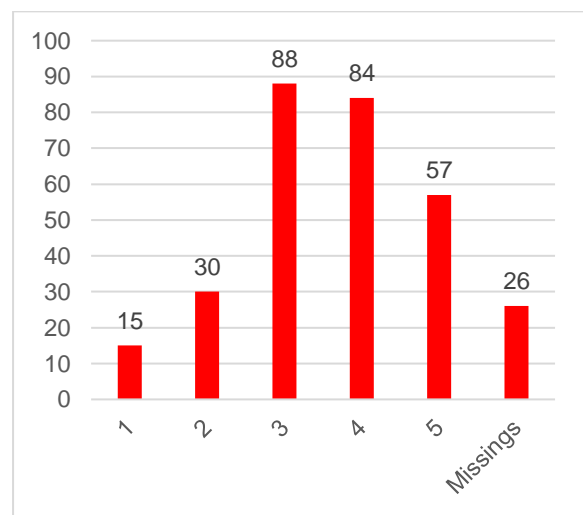
Volleyball (n=300)



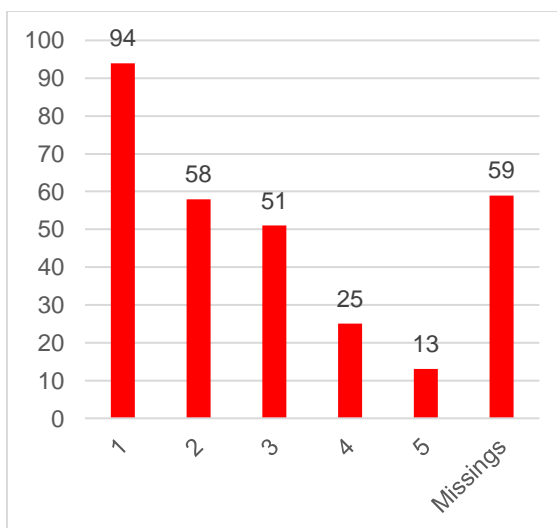
Others team sports (p.e. dodgeball) (n=300)



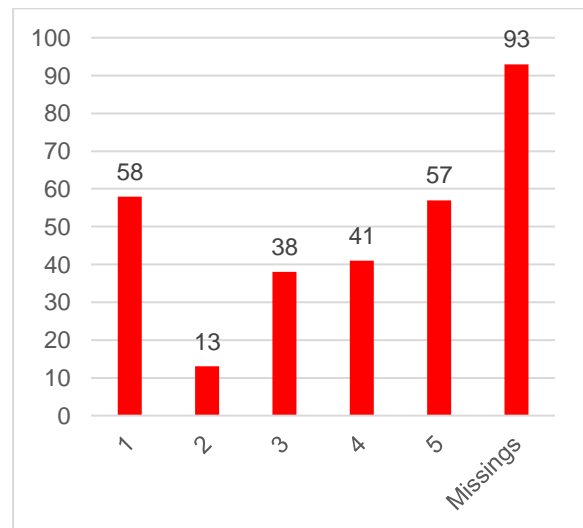
Rugby (n=300)



Athletics (n=300)



Handball (n=300)



Others (n=300)

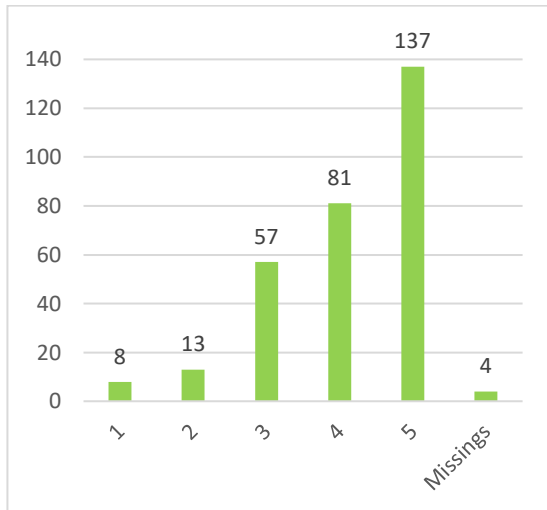
Respondents the most often mention floorball, gymnastics, tennis, softball, outdoor games, badminton, table tennis, fresbee, strengthening, swimming as other sports.



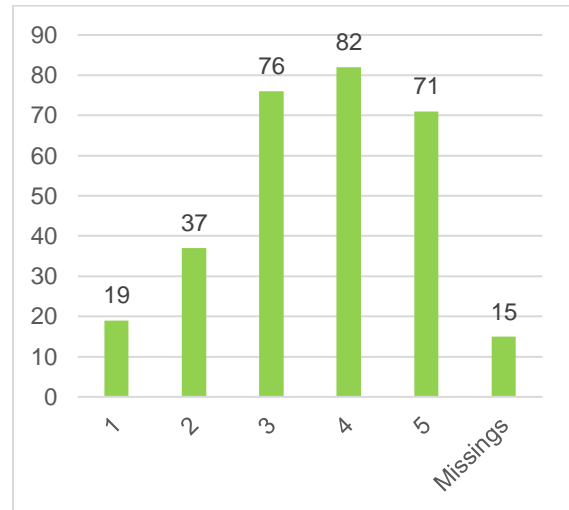
### 3.3 Athletics disciplines priority during physical activity in classes

In the following answers, respondents were asked to indicate their preferred athletic disciplines during physical activity in the classroom, with 5 being the most important and 1 the least important.

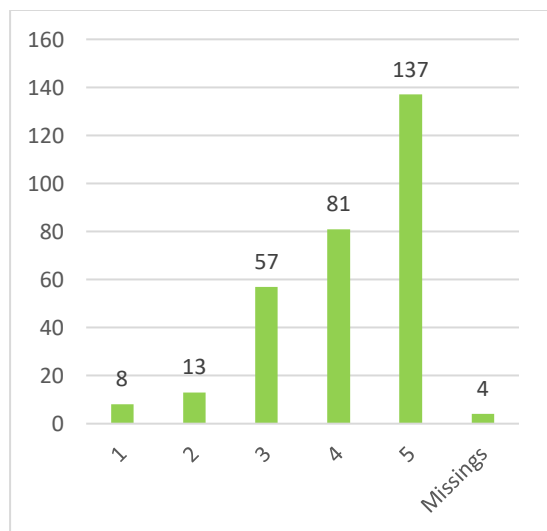
In schools in Slovakia, they are among the disciplines to which students are most involved in sprints and hurdles course among the priorities of up to 137 schools, on the contrary, they are the least involved in heptathlon (etc.) and racewalking.



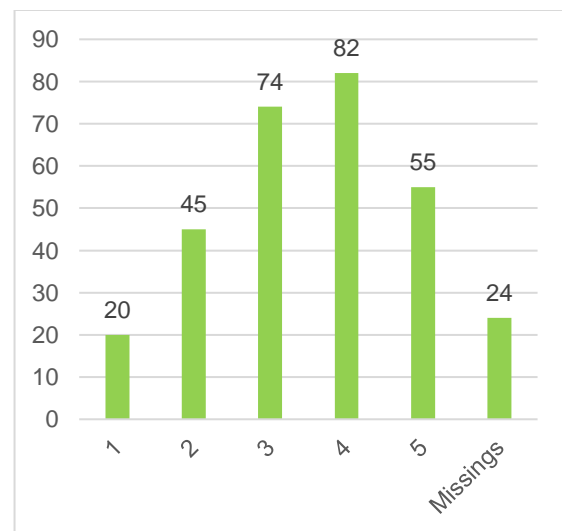
Running – sprints (n=300)



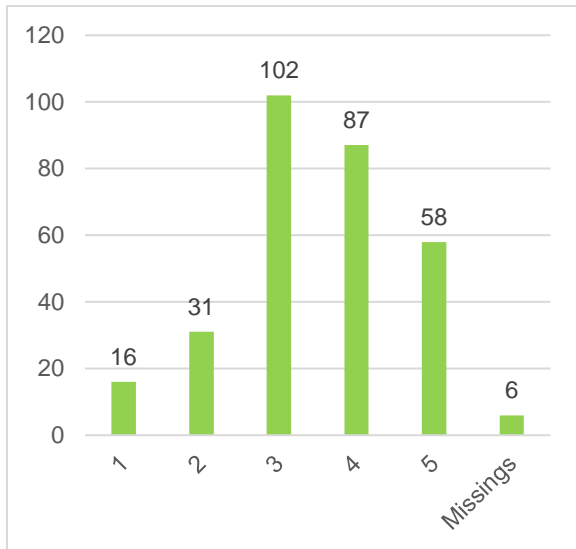
Running – endurance (n=300)



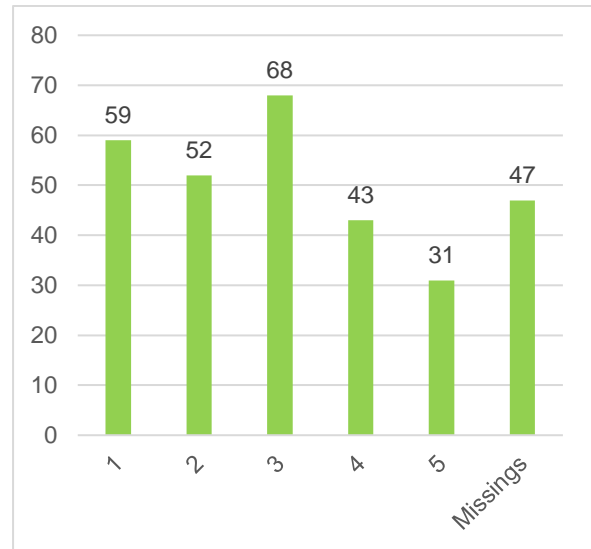
Running – hurdles



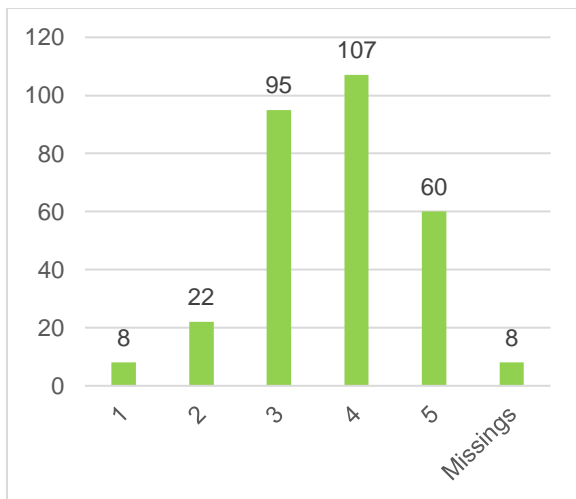
Running – relay (n=300)



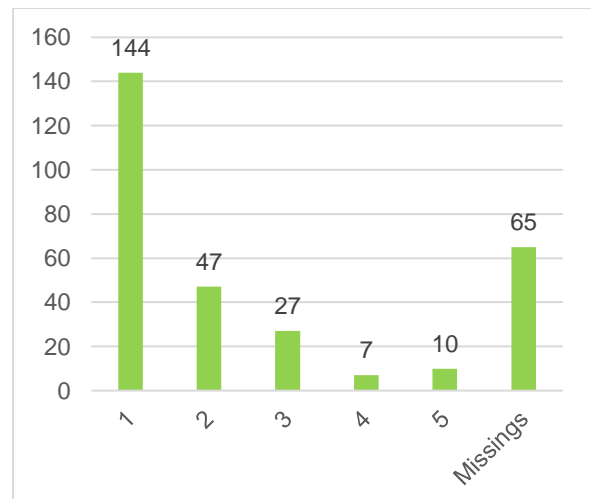
Jumps (n=300)



Race walking (n=300)



Throws (n=300)

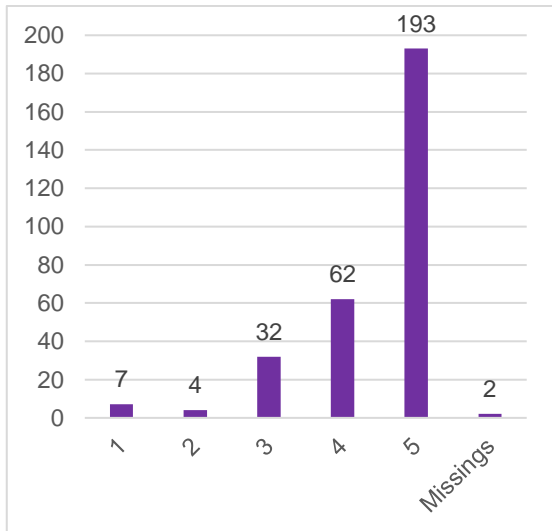


Pentathlon, heptathlon, decathlon (n=300)

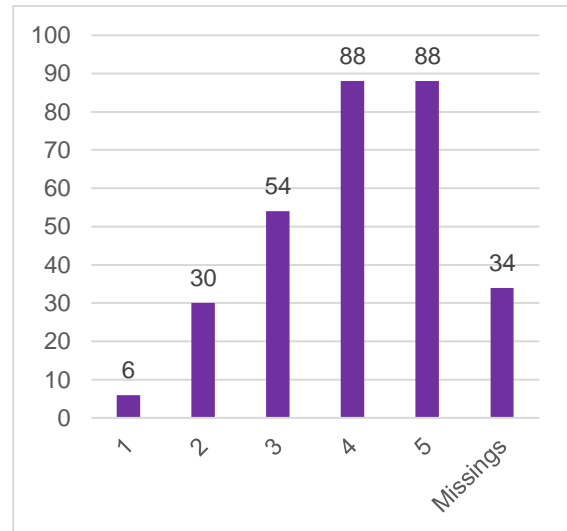
### 3.4 The purpose of athletic activity in schools

In the following answers, respondents were asked to indicate the importance of the purpose of athletic activity in primary schools, with 5 being the most important and 1 the least important.

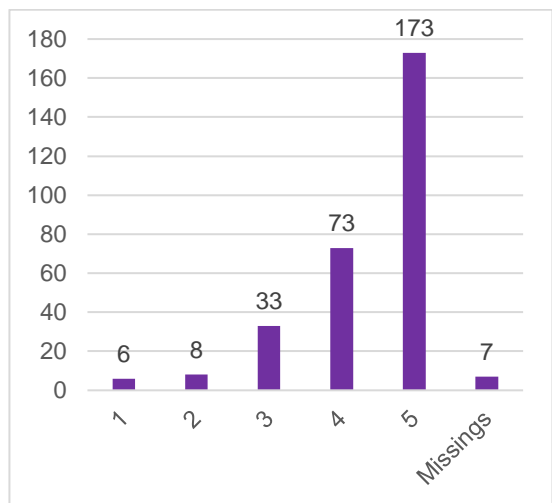
The main purpose of class is focused on improving general movement abilities – 193 schools, for physical activity and health promotion - 173 and for pleasure of children – 201, at least focused for prepare children for physical education tests that are used for grading - 44 and for preparation for the race - 49



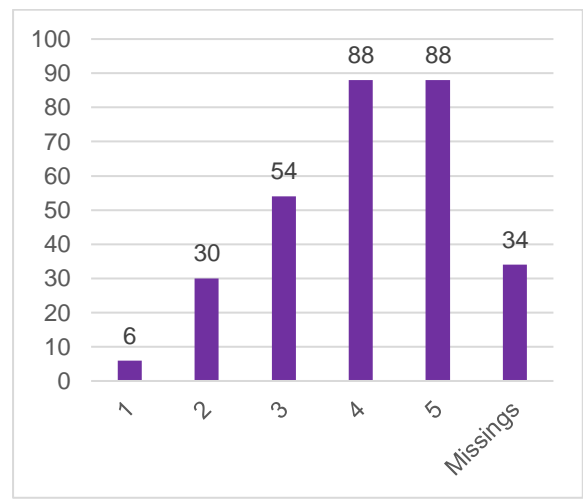
for improvement of general movement abilities (n=300)



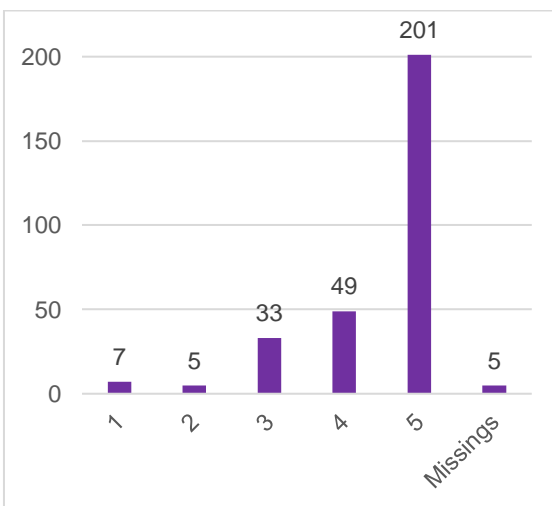
for promotion of social development (n=300)



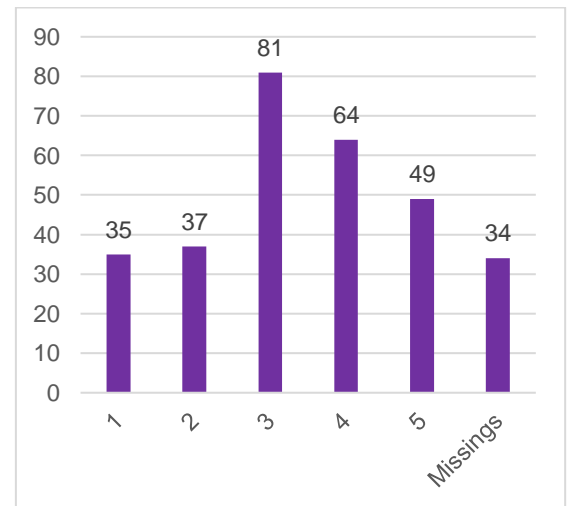
for physical activity and health promotion (n=300)



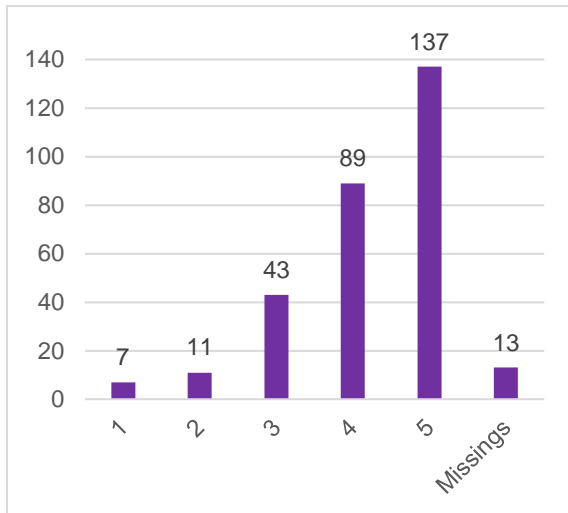
for improving specific athletic movement or technique (n=300)



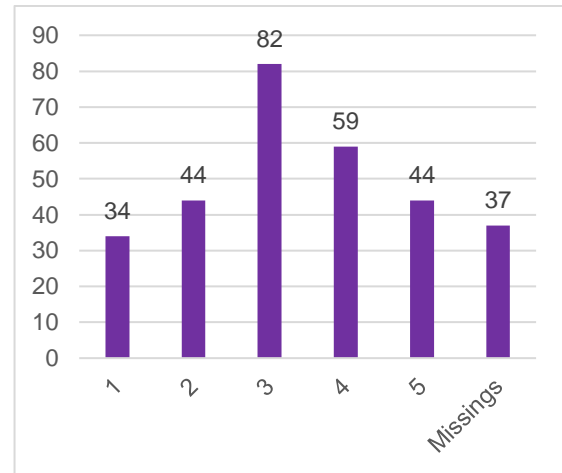
for pleasure of children (n=300)



for preparation for the race (n=300)



for improvement of general fitness (n=300)



for physical education tests that are used for grading (n=300)

### 3.5 Organization and content of physical education classes

In the first question, respondents commented on whether the school accepts an apology from a parent for not attending a physical education or sports class. In primary school (6 to 10 years), up to 297 (99%) schools accept parental apology. In the second grade, there are 274 (91%) schools that accept parental apology. (Figure 42)

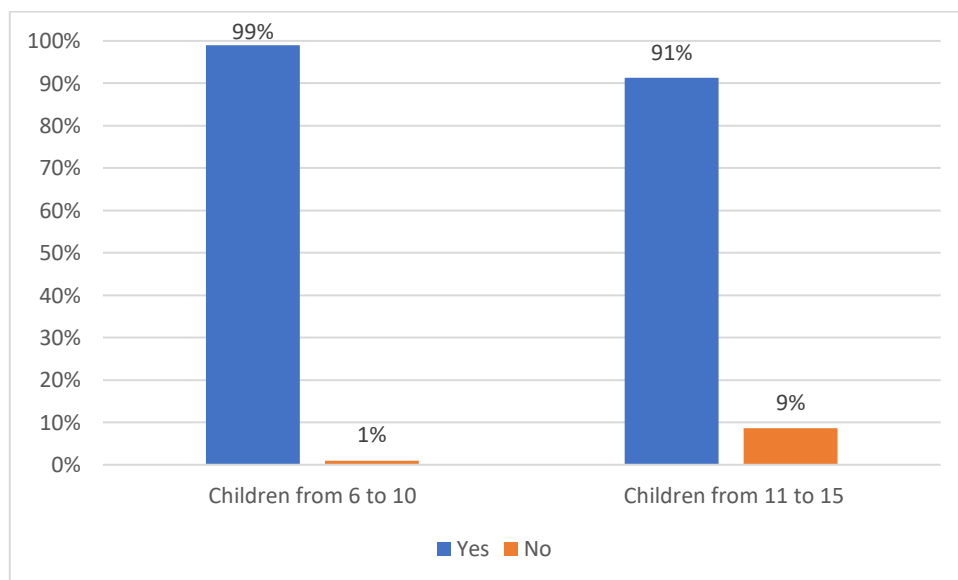


Figure 42 Acceptance from non-participation in the lesson from parents (n=300)

Almost 33% of primary schools, children with special needs are exempted from physical and sports education classes. At 115 primary schools (38%) they follow a special curriculum for children with special needs. Other (62%) schools do not use these curricula. As many as 280 primary schools (93%) have teachers with special needs for children with special needs in their physical activities in class. 36% of respondents state that there are separate physical exercise programs for children with special needs, adapted to specific conditions, outside schools (health centers, physiotherapy gyms, etc.), 193 respondents answered in the negative (64%). They

mostly mentioned a special approach, integration among healthy children, management of activity according to a medical opinion, typhoid exercises (Figure 43).

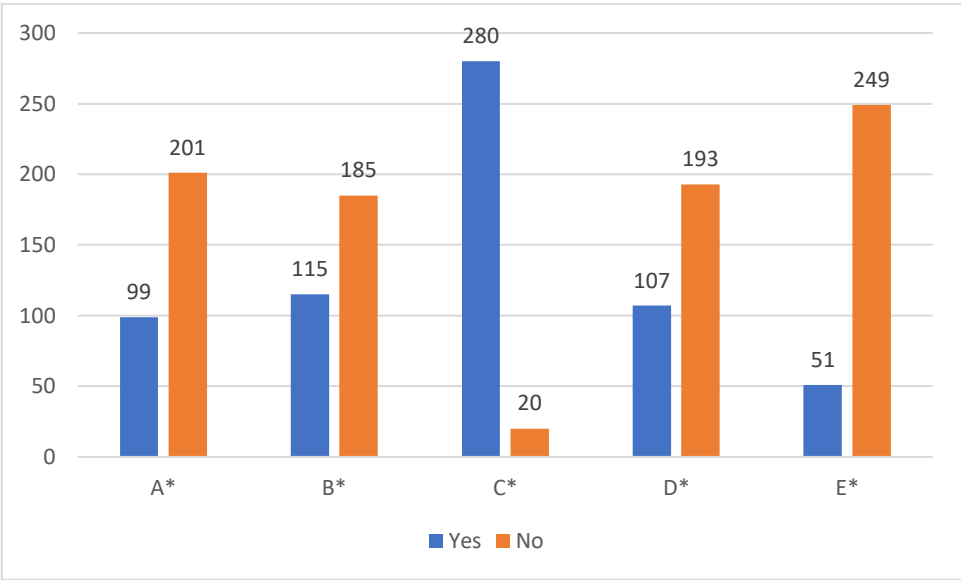


Figure 43 Conditions for children with special needs (n=300)

- \*explanations: A- Children with special needs are exempt from physical education classes
- B- There are special curricula for children with special needs, set by the government (Ministry of Health / Education), which govern schools
- C- It is up to teachers to find a creative way to involve these children in physical activities
- D- There are separate exercise programs for children with special needs, adapted to specific conditions, outside schools (health centers, physiotherapy gyms, etc.
- E- Others

Most teachers (60%) are motivated to acquire new knowledge about teaching sports. (Figure 44)

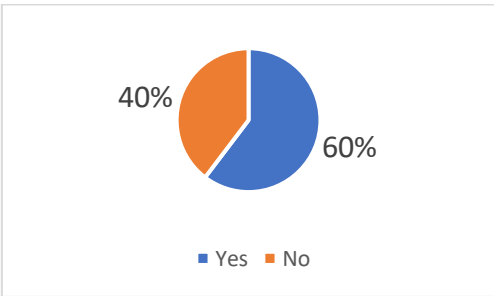


Figure 44 Teachers motivation for learn new knowledge of teaching sports (n=300)

Respondents specify that they acquire this knowledge through advanced training, workshops, professional seminar, lectures, the Internet and scientific publications.

131 respondents (44%) stated that they are motivated to obtain new information about the teaching of athletics (Figure 45). Respondents mention that they obtain information through training, cooperation with various athletic clubs, self-education, courses, the Internet and webinars.

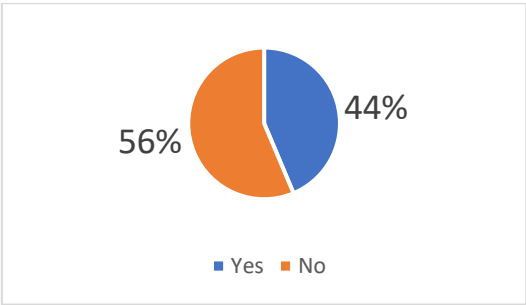


Figure 45 Teachers motivation for learn new knowledge of teaching athletics (n=300)

In the following questions, respondents were asked to indicate the importance of the resources they use to gain new knowledge about teaching athletics, with 5 being the most important and 1 the least important.

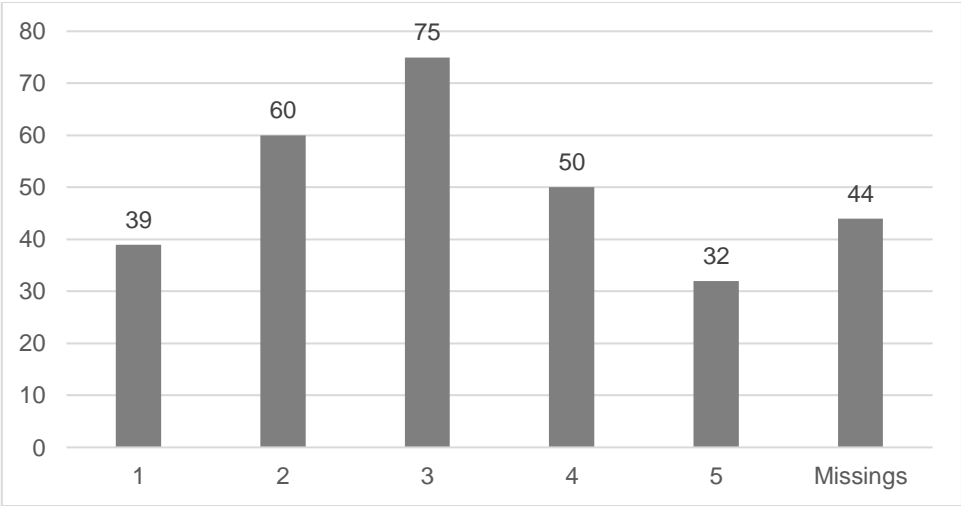


Figure 46 Teachers who use books to gain new knowledge (n=300)

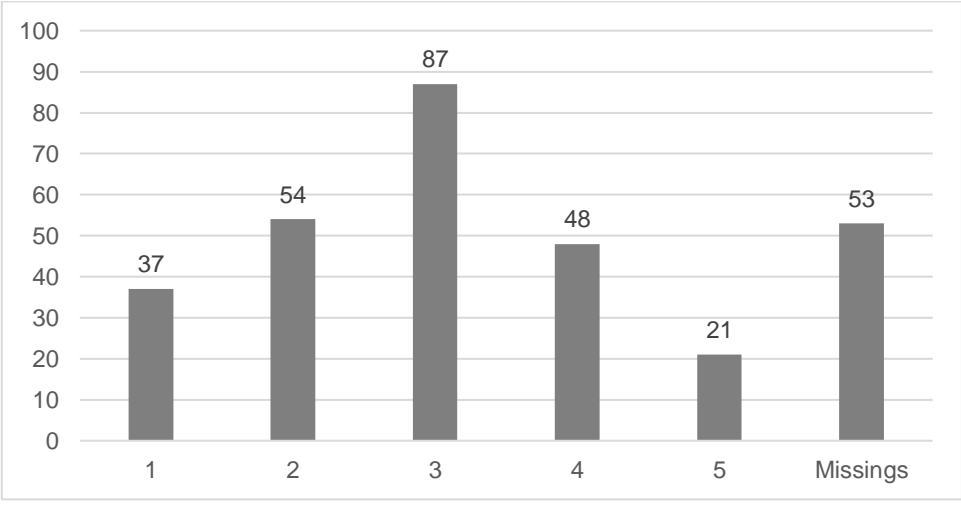


Figure 46 Teachers who use magazines to gain new knowledge (n=300)

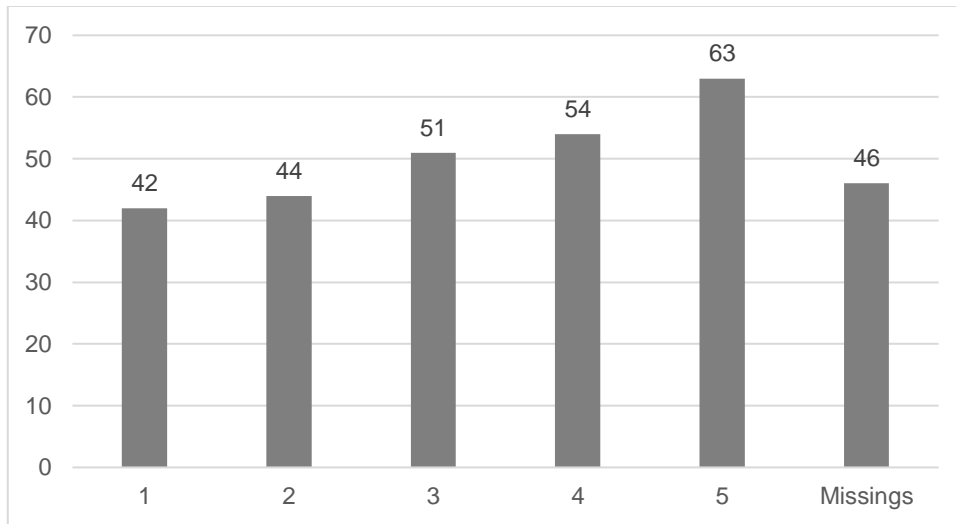


Figure 46 Teachers who use trainings, conferences, courses to gain new knowledge (n=300)

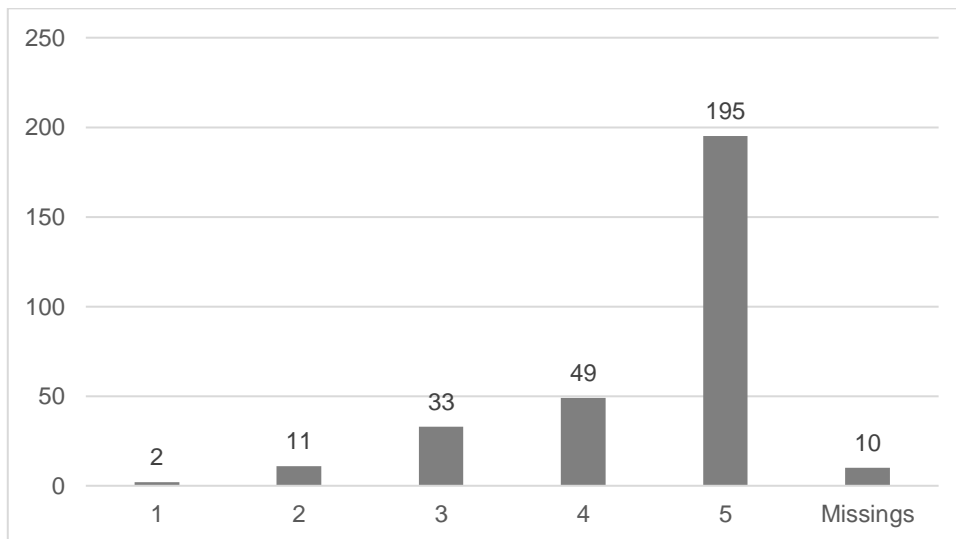


Figure 46 Teachers who use internet to gain new knowledge (n=300)

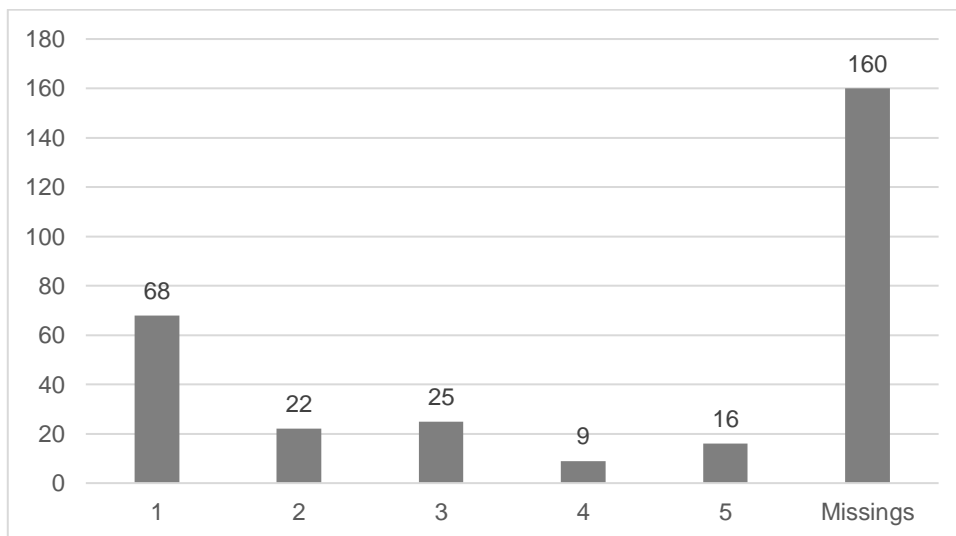


Figure 46 Teachers who use „others“ to gain new knowledge (n=300)

Other respondents mentioned mutual observations of teachers in physical education classes, television, consultations with experts, webinars, exchange of experience between teachers, various events, cooperation with sports organizations and cooperation with clubs.

According to the survey, physical education can be combined more with other subjects in the first stage of primary schools. As many as 92 respondents indicated that such a possibility existed (Figure 47).

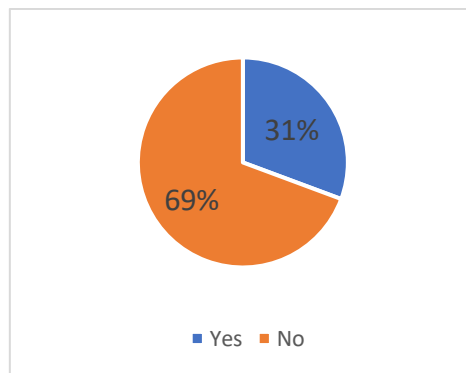


Figure 47 There is a possibility to combine physical activity lessons with teaching other subjects (6-10 years) (n=300)

According to the results of the survey, it is more difficult to combine the teaching of physical education with the teaching of other subjects in the second stage. Only 77 respondents answered that there are ways to combine these subjects. (Figure 48)

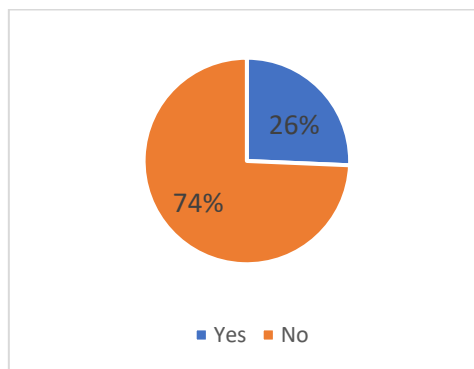


Figure 48 There is a possibility to combine physical activity lessons with teaching other subjects (11-15 years) (n=300)



### 3.6 Athletics in the classes of physical education

In the first stage 215 respondents (72%) organize athletic competitions. (Figure 49)

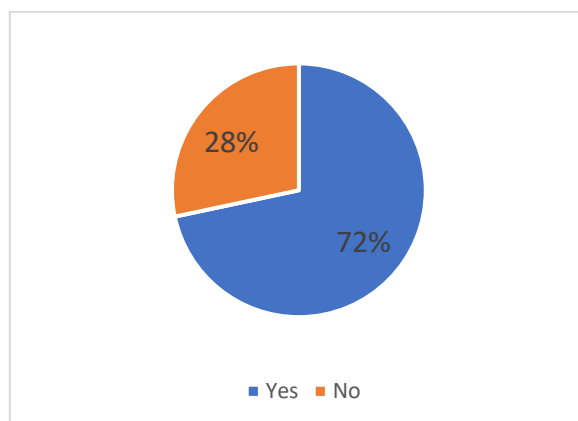


Figure 49 Organization of athletic competitions for children from 6 to 10 years (n=300)

In the second stage, 210 respondents (70%) organize competitions. Figure 50

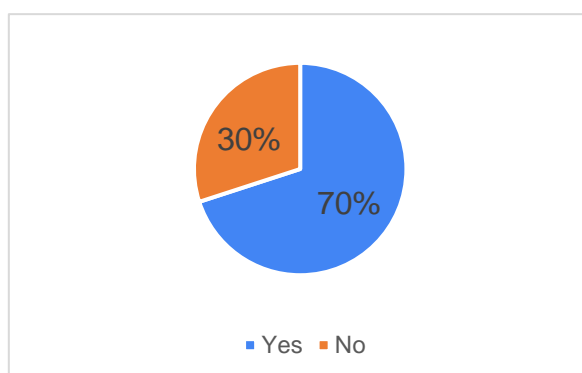


Figure 50 Organization of athletic competitions for children from 11 to 15 years (n=300)

In Figure 51, we can see that up to 87% of respondents said they participate in local athletics. 76% of respondents take part in regional races. 104 schools (35%) have the least participation in national races.

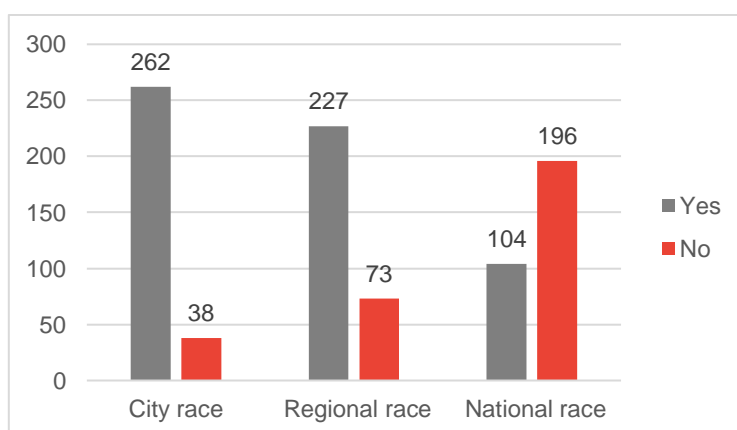


Figure 51 Participation of schools in races of different levels (n=300)

61% of respondents organize athletic body testing in the first stage and 56% in the second stage. (Figure 52)

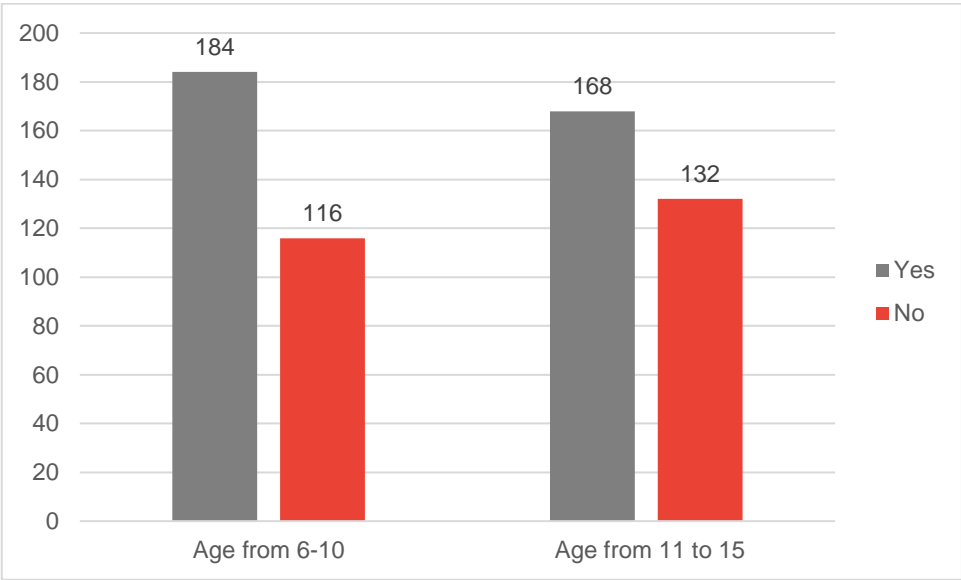


Figure 52 Organization of athletics physical examination (n=300)

Only 7% (20 schools) of respondents stated that their primary school has its own athletic club. (Figure 53)

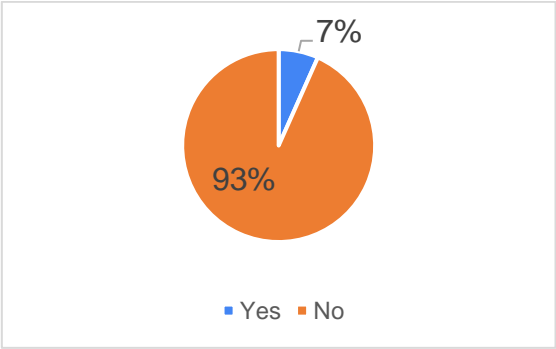


Figure 53 Own athletics club in the school (n=300)

There were 232 schools without any sports club. 68 schools have their own sports club. Respondents mentioned volleyball, football, basketball, tennis, hockey, handball, chess and swimming clubs as the most common.

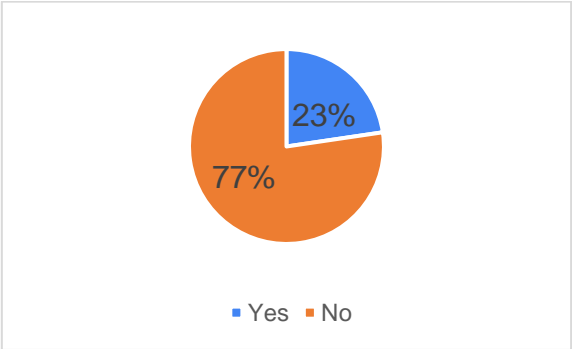


Figure 54 Own sports club in the school (n=300)

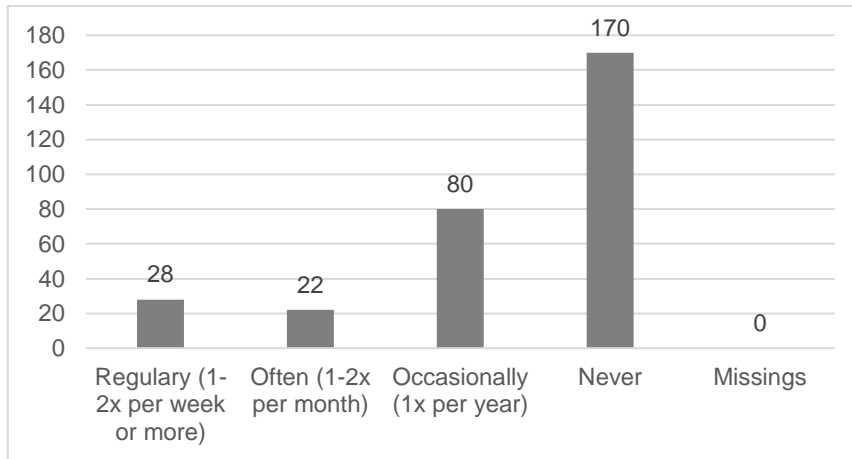


Figure 55 Collaboration with local athletics clubs (n=300)

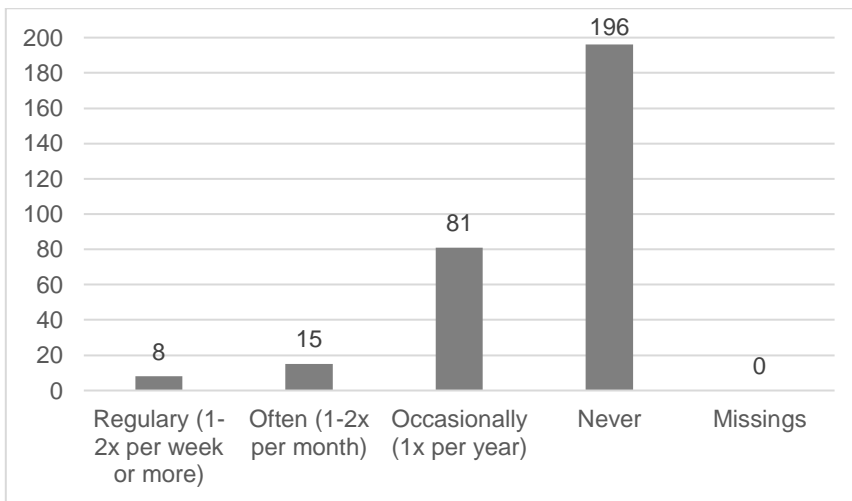


Figure 56 Collaboration with regional athletics clubs (n=300)

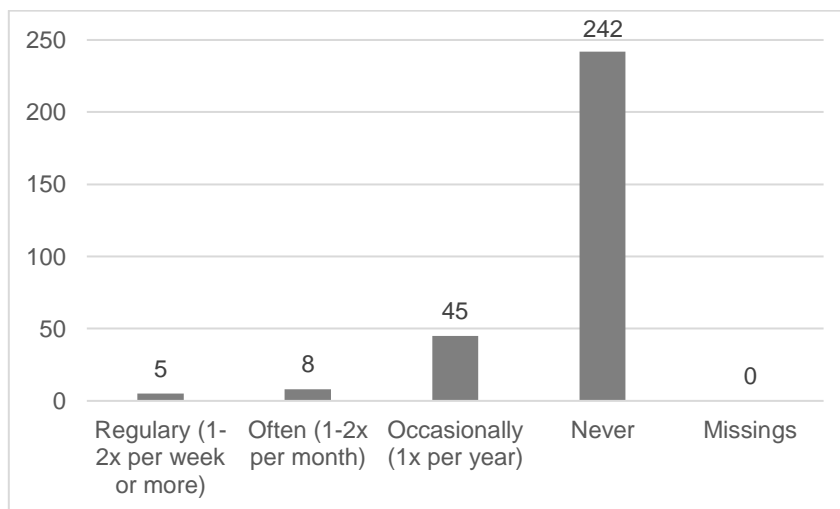


Figure 57 Collaboration with national athletics clubs (n=300)

If the respondents answered Regular, they most often mention that the subject of cooperation is the organization of trainings, competitions, seminars, webinars and circles. (Figure 55, Figure 56 and Figure 57)

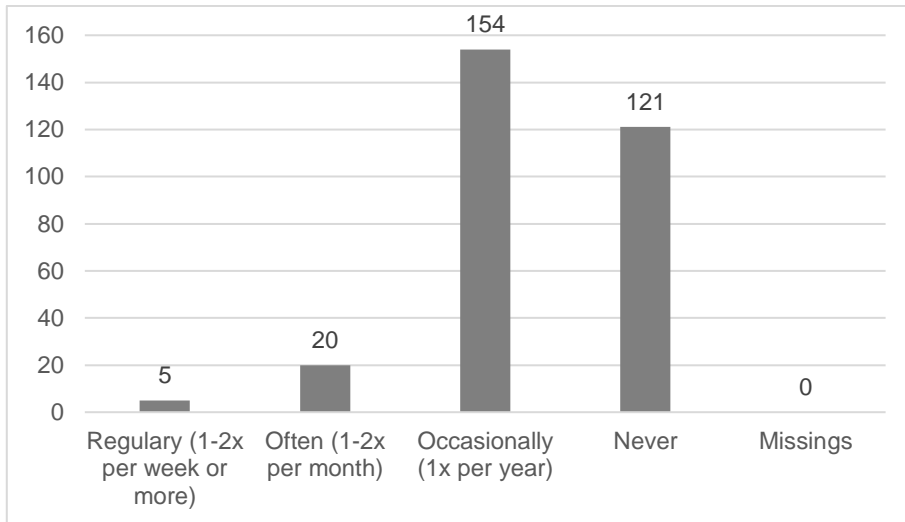


Figure 58 Collaboration with parents (e.g. organization of race) (n=300)

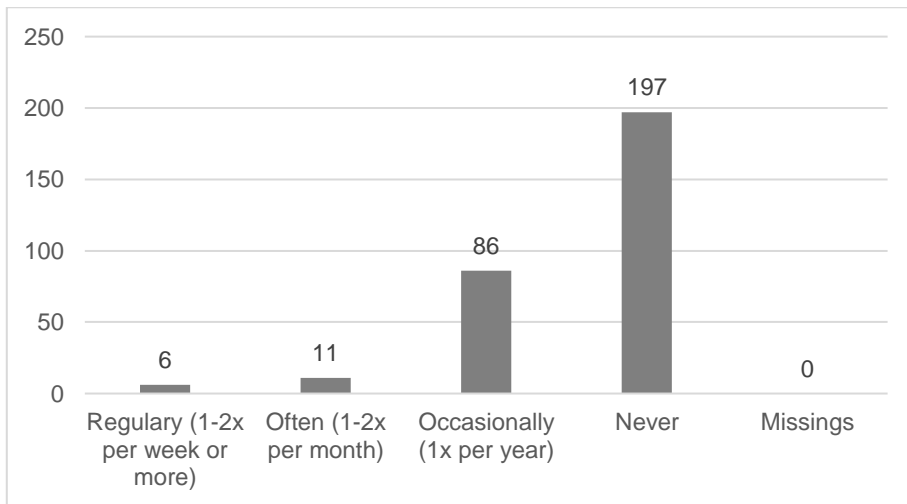


Figure 59 Collaboration with parents (e.g. help with coaching) (n=300)

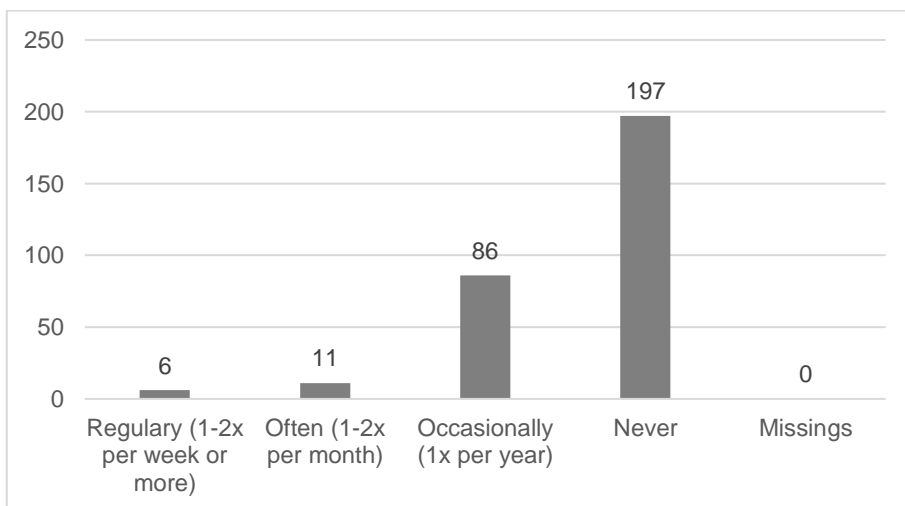


Figure 60 Collaboration with parents (e.g. volunteering during sporting events) (n=300)

Only 66 respondents said they invited top athletes or local stars as motivational speakers or examples for students in physical education classes. (Figure 61)

Those who answered that they cooperate with famous people stated that it takes place occasionally, 1-2 times a year. The most common sources of contact with celebrities are after acquaintances or through the Athletic Association. Many famous athletes work with a given primary school because they are graduates. In organizing such activities, primary schools most often cooperate with the Slovak Athletic Association, the Matej Tóth Academy, specific cities and leisure centers.

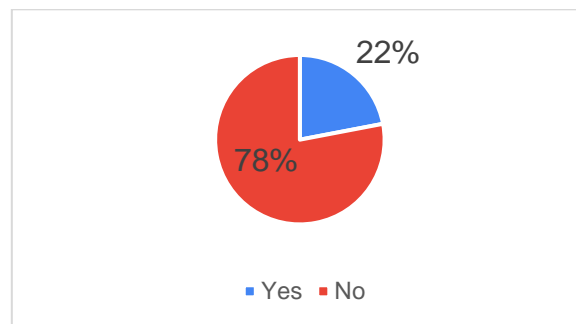


Figure 61 Schools collaborating with famous athletes or local famous persons like motivational speakers (n=300)

### 3.7 School infrastructure and athletic equipment

44 schools have access to their own stadium, 131 schools have sports facilities, only 23 schools have an indoor multisport hall, up to 229 schools have a gym. (Figure 62)

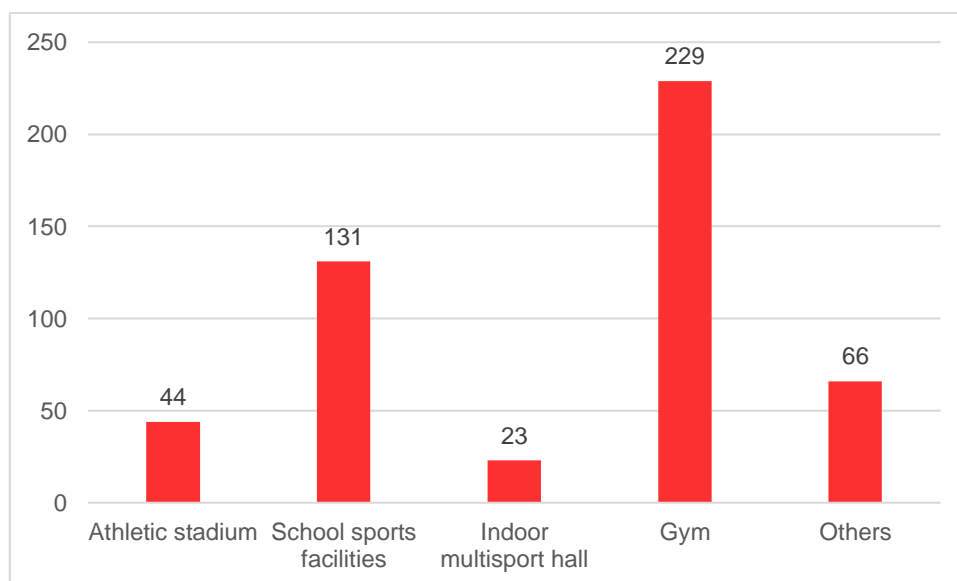


Figure 62 Number of schools that have their sports infrastructure by the area (n=300)

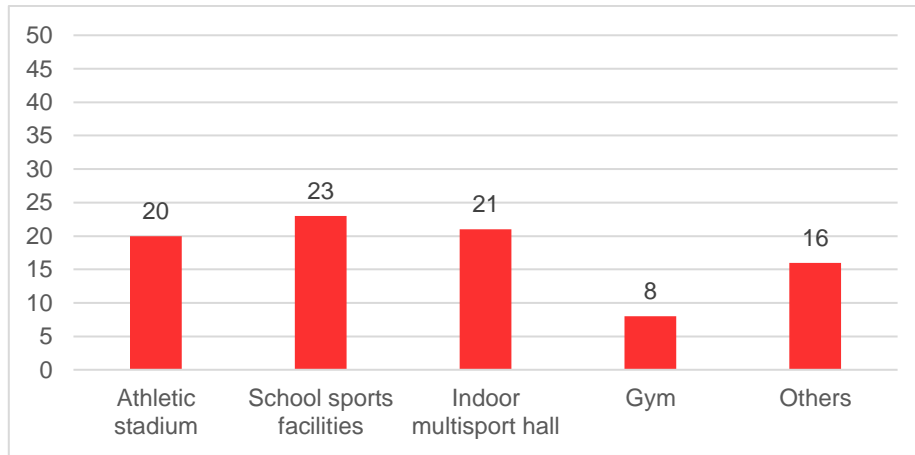


Figure 63 Number of schools that have their sports infrastructure out of the area (distance < 1km) (n=300)

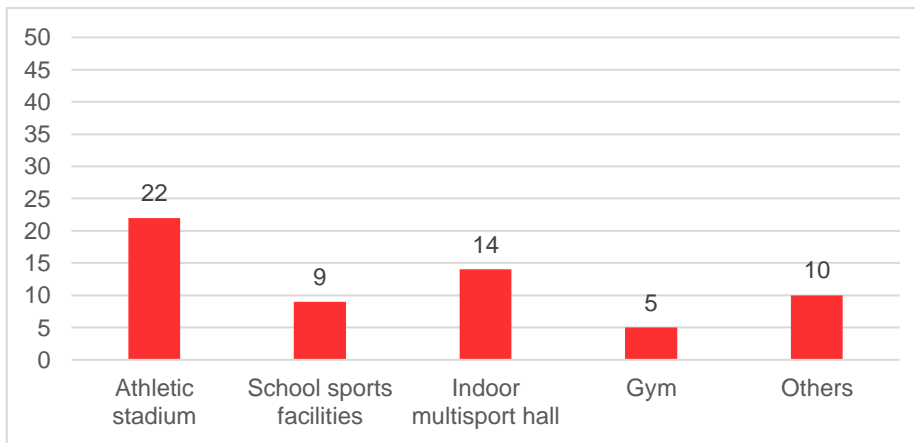


Figure 64 Number of schools that have their sports infrastructure out of the area (distance is from 1km to 10km) (n=300)

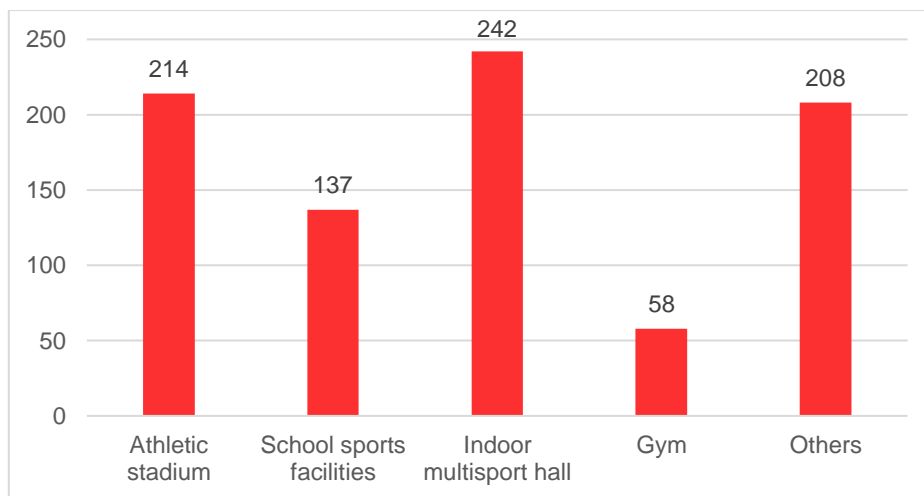


Figure 65 Number of schools that have not their sports infrastructure (n=300)

If the respondents answered others (Figure 62, Figure 63, Figure 64), they most often mentioned multifunctional playgrounds, tennis courts, a swimming pool, an athletic running track, and a gym.

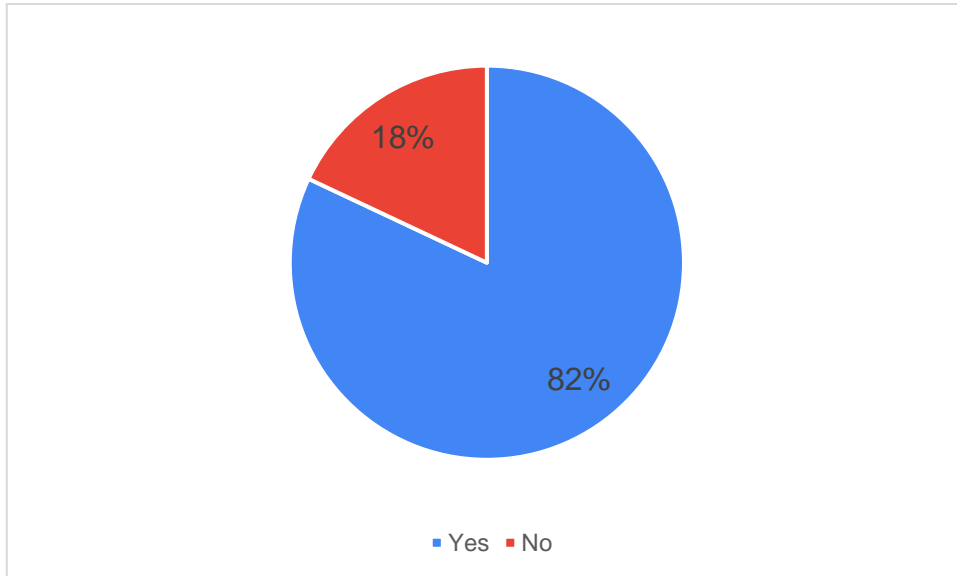


Figure 66 Schools with their own dressing rooms (n=300)

246 respondents (82%) mentioned that they have their own changing rooms.

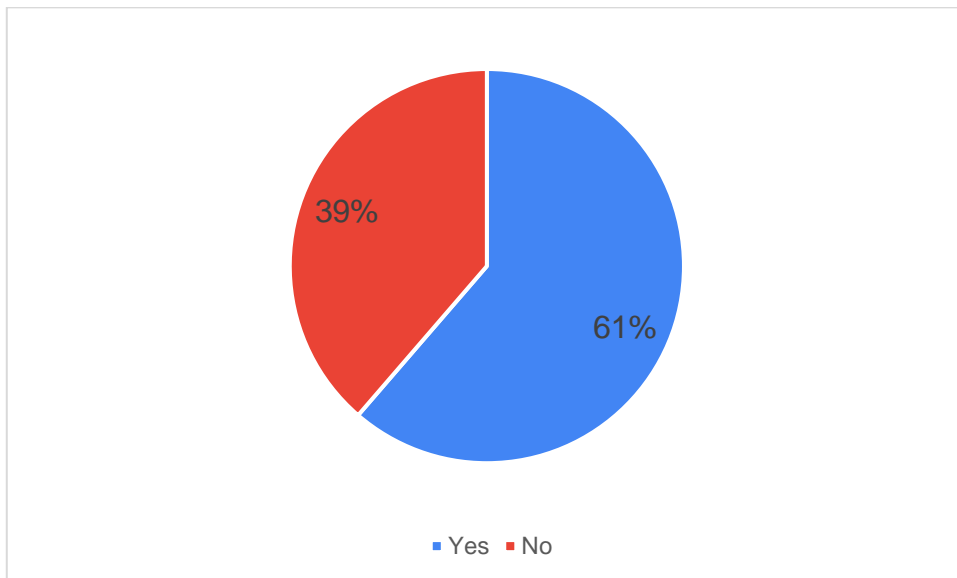


Figure 67 Schools with their own dressing rooms and showers (n=300)

184 primary schools have their own changing rooms with showers.

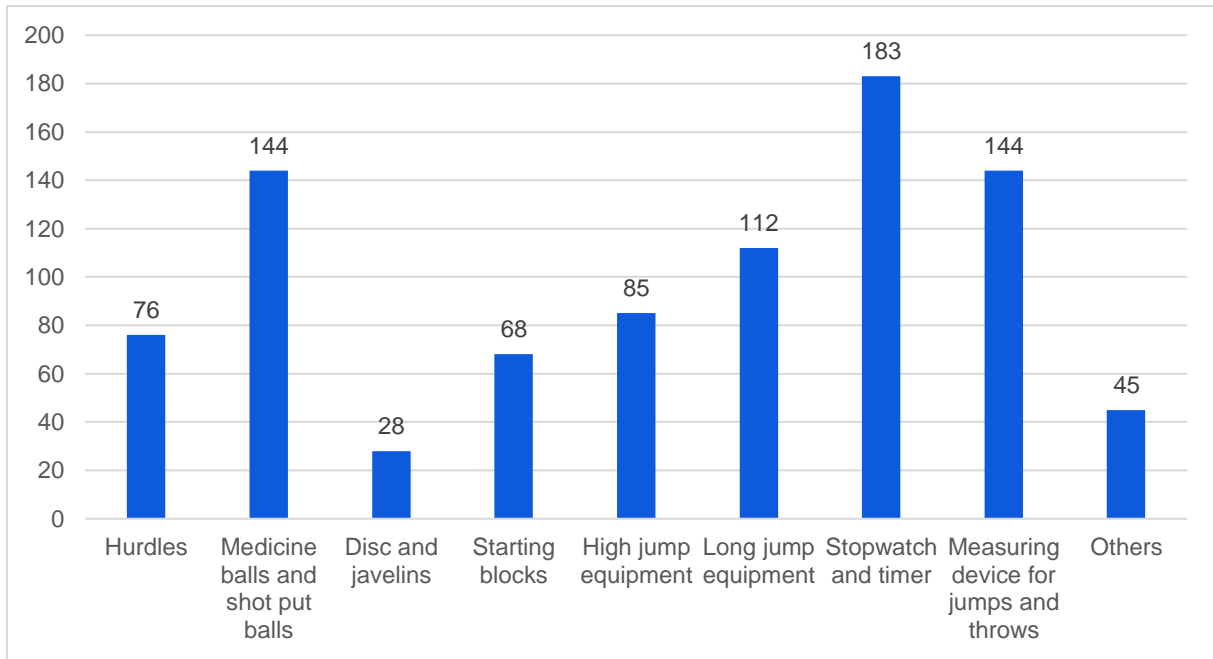


Figure 68 Schools with different equipment – yes they have enough athletic equipment (n=300)

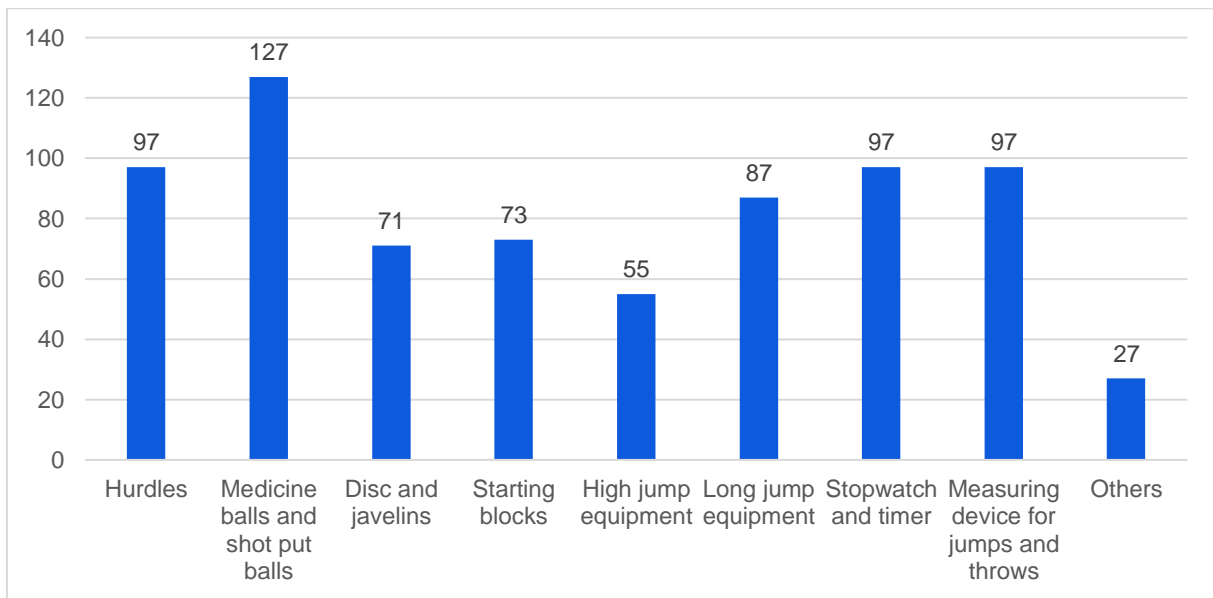


Figure 69 Schools with different equipment – yes, but they have not enough athletic equipment (n=300)



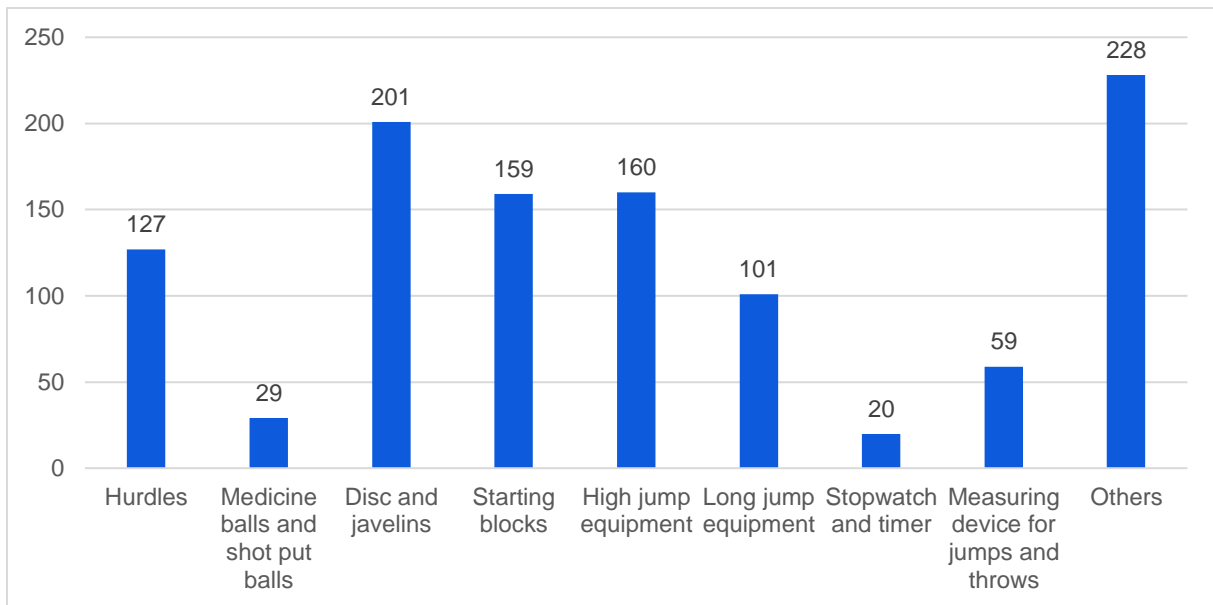


Figure 70 Schools with different equipment – no, they have not athletic equipment (n=300)

If the respondents answered Others (Figure 68, Figure 69), they then mentioned equipment such as frequency ladders, relay pins, fit balls, cones, spikes, starting pistol, grenades.

### 3.8 Financial issues: Source of income

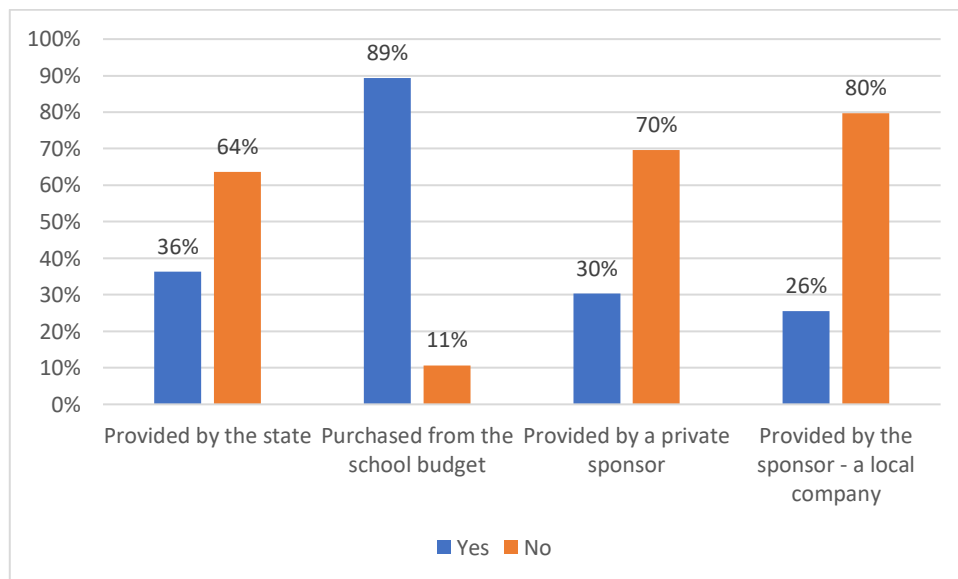


Figure 71 Type of provision of athletic equipment in percentage (n=300)

The source of athletic equipment at 109 (36%) is provided by the state. 268 (89%) schools have athletic equipment purchased from the school budget. Only 91 (30%) schools bought it from sources obtained from a private sponsor. 26% (61 schools) have it from a local sponsor or company.

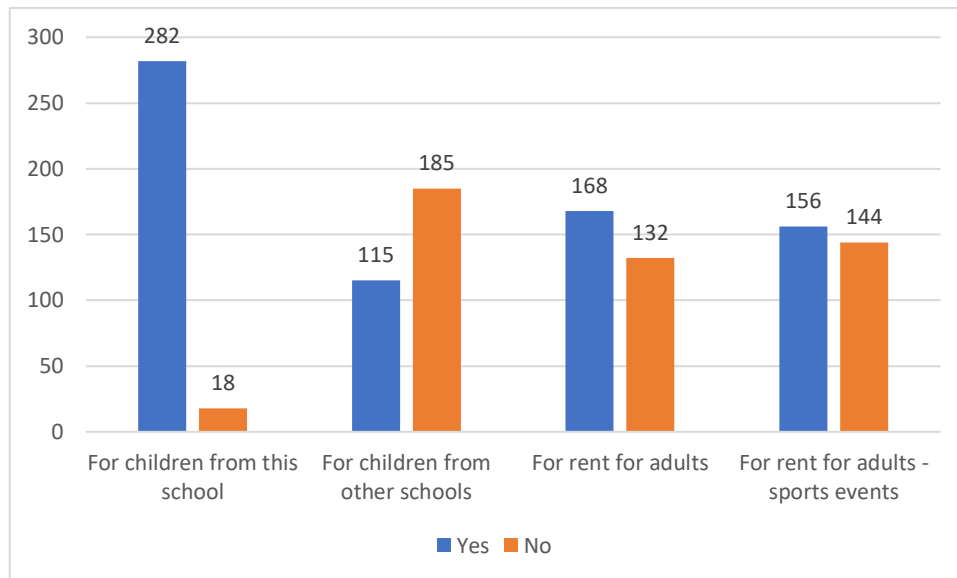


Figure 72 Availability of school sports equipment and infrastructure (n=300)

282 (94%) schools provide their equipment for children from their school outside the teaching process. For children from other schools it is 38% (115) schools, for rent for adults 168 schools and 156 (52%) schools provide them for rent for sporting events for adults.

#### 4 Summary

1. Athletics along with swimming are among the 3 most popular sports in schools right after football and volleyball.

2. Schools are interested in organizing athletic competitions, as evidenced by fact that in the first stage 215 respondents (72%) organize athletic competitions and in the second stage, 210 respondents (70%) organize competitions

3. Schools are also active in testing students, as 61% of respondents organize athletic body testing in the first stage and 56% in the second stage.

1. Schools do not have enough athletic equipment, which is a problem that concerns not only athletic equipment but also equipment for teaching physical education classes. The issue we should address ministry of sport.

2. Only 7% of schools have their own athletics club

3. Only 22% of schools work with well-known athletes to motivate children to do sports in their free time.