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The examination of physical education performance with relation to the social background and nutrition

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ABSTRACT

Borkovits M. The examination of physical education performance with relation to the social background and nutrition. *J. Hum. Sport Exerc.* Vol.8, No. Proc3, pp. S553-S559, 2013. The successfulness of students at school is influenced by how the knowledge is attained. Family, media and the same age groups largely contribute to it. The recent Hungarian practice of home training is not so much attractive. A family is a very complex formation, which is influenced not only by economic possibilities - and habits but many other factors as well. Home training depends on the method of its constitutive thinking and human nature. It is essential if the given subculture recognizes the school performance and erudition. There are a lot of evidences for facilitating or slowing of the improvement of a child by positive or negative effects of its environment. To nurture them, to protect them and to train them is the responsibility of their environment. Measurements up to the present were concentrated on the effects on the childhood development, but the factors that trigger or modify these effects are less concerned about. Development of a child depends on its environment. Theory of demand hierarchy is widespread in pedagogy. According to this theory demands, which inspire men to do activities, can be categorized in five main groups: physiological demand, safety demand, demand for love, competence reputation demand and self-realization. There are physiological demands on the lowest level of the hierarchy. The activity of the individual is driven by the presence of hunger, fatigue and lack of sleep. The one who is hungry and has not varied nutrition habit reacts in a different way on the stimuli coming from its milieu. **Key words:** SOCIAL CONTEXT, PHYSICAL EDUCATION, NUTRITION.



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INTRODUCTION

The concept and meaning of personality is investigated by many arts and sciences. Academies confronted each other for its determination – elucidation of personality is different in phenomenology, existentialism and pragmatism in philosophy. In mental science instead of attempting to make collision of the relevant definitions of personality however, we draw the attention that under Piaget's² approach the social environment affects the personality as well as its physical environment; continuing with that: the inherent genetically encoded material may change to some extent in consequence of the social pressure. A personality image that overemphasizes the inherited factors as a pattern is as distorted as the environment-specializing mentality of classic behaviourists. The most probable is that the personality brings and gets – the previous one is independent of its personal life and the latter one is as a function of its personal life or as a result of its experiences. As a more common determination Piaget emphasizes that the measurement of a particular performance necessarily leads to the function since if a performance is analyzed the function is analyzed simultaneously. School is determinant for the latter course of life of a child. Selection of the school is determined by the level of education and social status of parents, and the place where the family lives. More of the children of parents, who have higher level education, study in schools at the secondary level of education where the final exam is matriculation. A start is given for the children of the parents of higher socio-economical classes. However, most of the families cannot answer the requirements of this challenge and the responsibility relates to this challenge. Especially, the families of marginal class position should be supported by the effective system of institutes of assistance. It is common that nutrition is one of the factors of our life, which has a direct effect on our health. Nutrition of adequate quantity and quality is necessary for the optimal growth and mental development in childhood.

Hypothesis

To complete this task the following axioms are drawn up previously:

1. Mental performance of children correlates with the quality of their nutrition.
2. If the problems of nutrition are successfully resolved (for example by the nutrition of the children is the school dining-halls as a kind of social care) presumably sooner or later the performance of the children increases.

Questions

- I/ Occasional school compensation or improvement of the milieu or level of home training (among others the word-power is the quantity of information) it is in question that how and to what extent?
- II/ It is worth considering the intensive increase of private lessons and raise an issue – in my opinion – to those parents, who cannot cover the costs of private lessons, so to say what can the school do with the students who are restricted from the world of “upper-class” by the reason of impecuniosity but they would need the extra lessons; would it be possible that the solution of this problem is organized and realized by the school?
- III/ We should indicate – I think – the problems of the preparation in kindergarten: whether the child attended to kindergarten if yes for how long and what the school can do for improving the state of the students in regressive situations?
- IV/ Whether the school performance increase is showed up if the quality and quantity of nutrition is managed to equalize?

Results

The socially disadvantaged children show unfavourable image considering their nutrition. They rather eat cheap food with higher energy content than healthy food of plant origin or dairy products. This is the same

with the culture and frequency of meals. One-fifth of them marked that they never have breakfast, they do not eat at a laid table and their parents aren't interested in their school results, even monthly either. In the case of these children mothers have 8 class qualifications while fathers are usually blue-collar workers.

SUMMARY

I would like to make a description for the age-group involved, in the case of students belonging to my sample with the survey of the social background of their families and with the registration of the role of P.E. lesson: regarding the possibilities of its development and the level of physical- and mental readiness. My task is to diagnose and prognoses. It is a proven fact that the family pattern affects the nutrition habits of the children. Incomplete dining or starvation has effects on the performance of the students in schools and this way on their future life as well. According to the answers given for the survey, it became clear that people don't pay enough attention to the family dining. More and more families let the child go to school without having breakfast at home. The family sport activities after school are totally missing, no matter to the financial situation of the family. The change of the family model has a great impact on the individuals, as the family members spend less and less time together and even if they do, it is usually only in front of the television (Kiss, 2004). As a matter of fact, the educator role of the family is overtaken by the television. It is difficult to determine the social-economical background because researches, that were made in the adolescence (taken into consideration the profession of the parents), got the result that this stage of life is free from the healthcare differences related to the social situation of the grown ups. Meleg (2002) considers the idea in his article that the sickness and death figures, based on the social cultural background, are strongly connected to each social group's biological property. Common sense rather tells us that in a relationship between adolescent and parent, the actual social situation of the parent doesn't determine what health parameters does the adolescent has at the present, but it determines what health status the individual is going to have as an adult. A certain type of time delay is considered. It is evident that the strength ability of the adolescent shapes the health status of the adult. It is also a fact that a wealthy environment doesn't warrant better, healthier food supply, because these adolescents eat more sweet (fast food restaurants). The children's life path is modified by the fact where they do their studies. This place shows the educational status of the parents, their social background and also where they live. Higher income of the family shows a relation with the size of the city they're living in and the employment-unemployment rate of the parents.

FACTORS THAT AFFECT HEALTH

What and how often the child eats depends on the parents and the government until the adolescence. Afterwards the parental control decreases and the influence of the friends increase: eating habits might evolve that involve insufficient/improper dining (eating regularly in fast food restaurants). Bad habits can evolve, such as nibbling-snacking. Snacks can substitute the main meals and generate consumption of unhealthy, fatty food on a regular basis. A significant number of children do not have breakfast in the morning and teenage girls skip dinner as well. Boys eat more than girls in adolescence as well. Getting back to the adolescence-adult comparison, the regular physical activity in adolescence decreases the chances of early death, control the overweight. In the case of adults, sport activity moderates, the chance of chronic diseases. But what does it mean, regular physical activity? A half an hour of physical activity, at least two times a week (Urbán és Hann, 2003).

Unfortunately, it's a fact that the older the child is, the less physical activity he does. It's true for the boys and for the girls as well. 21% of the boys and 34.4% of the girls are doing only a little daily physical activity,

32.5% of the boys and 39.5% of the girls spend enough time sporting on a daily basis. (The rest of the percentage spend a lot of time on daily sport activity) (Aszmann, 2000).

Batta (2004) states in his research that there was no significant difference in the personality between those who do sports on a regular basis and those who don't. Only the case of neuroticism shows us a close value to the statistical significance level. We can only evaluate a tendency when the value is close to the statistical significance level of the active group.

A COUPLE OF FACTS ABOUT THE INACTIVE ADOLESCENTS

Watching TV and using the computer is very useful but it has many side effects that are harmful for health. Of course, the watched program's quality and quantity matters, but it is a premonitory sign that the abuse of television is more and more threatening among the young. The escape to the virtual world is a real menace. In one year, kids and teenagers spend more time on watching television than on any other activity besides sleeping (Tiggemann, 2002). The media plays a central role in the life of youngsters - its social effect is beyond dispute (Vajda és Kósa, 1998). According to many researchers, there is a relationship between thin models broadcasted by the television and eating disorders, or body unsatisfaction during the young ages (Stice, 2001).

It is well known that eating disorders are complex illnesses, so there are more than one root causes. Besides the media, other social factors, such as family and friends environment, but also psychological and genetic factors might have an effect on how we see ourselves (Túry és Pászthy, 2008).

STUDYING

In Hungary, the education in schools is based on the passive reproduction. Learning is a reflection of physically inactive reality, but it is true that it can develop the young individuals in the most effective, adequate way. Girls usually study more than boys. They go to faculties more often as well. This might be an expectation, pressure from the parents and the result of the different tasks between the two sexes. Studying at home requires a lot of time. Children between the age of 10-14 spend 1 hour 27 minutes per week studying, and in the weekends they sacrifice 1 hour 56 minutes on learning- the average of the 13 years old kids is 1 hour 43 minutes, we receive the average by adding the time of the boys, who spend a little bit less time on studying than girls (Nagy, 2002). The consequence of this part is: the component of the non physical area and the time spent on them involves an overwhelming physical passiveness. The decrease of this effect should be the first priority of the Education.

SOCIAL FACTORS

It is worth noting that many researches and epidemiological data prove, there is a relation between the unfavourable social status of the individual and the healthy living. It's true for the most developed countries as well, that wealthy people suffer less from illnesses and live longer than poors. The increase of the social-economical differences is a tendency, not only in the less developed but also in the developed, rich countries (Aszmann, 2003).

Firstly, we have to define what does it mean 'subjective well being'. It is different from social-economical status and objective health status. It can be divided to affective (positive-negative emotions, moods) and cognitive components. In case of the human body, the healthy living is a combination of biological-

psychological and social components. This cooperation among factors can be damaged by the regular partnership change during teen age. Somatic symptoms can appear, depression might develop, and people can be unsatisfied with their physical appearance, self-esteem problems can also develop. To sum up, the figures of subjective well being are far behind the optimal, desired figures (especially for girls) (Aszmann, 2000).

FAMILY, FRIENDS AND SCHOOL AS AN EDUCATOR ENVIRONMENT

Sociologists and representatives of educational studies agree that the family and the social environment have a crucial impact on the socialisation process. They also agree that the second most important factor is the school. To receive the order, logical, educational and statistical proofs are also taken into consideration (Ferge, 1980).

The structure of the social network changes during teen age, the relation towards parents and sister and brothers changes. In this „transmission” the role of the same age groups are overrated in this phase of life. The integration in the school becomes more and more important for the teenagers. Based on today's Hungarian pedagogical requirements, in my research, I have focused on the countability. Afterwards, the next goal is to improve the quality of the public childhood food support in schools, but also the development of sport and health program that gives a new approach for the future generation.

HYPOTHESE

- Quality of nutrition determines the physical/mental performance of the students.
- The qualification of the parents shows a relation to the sport performance in school.

THE METHOD OF THE SURVEY

- The environmental conditions of studying survey (prepared by the team of University of Szeged who examine the different abilities for school).
- The nutrition habits survey prepared by myself.
- The results of the physical condition of the student's examination.

The population of the survey are primary school students from Békés, Csongrád és Jász- Nagykun – Szolnok county. In these schools, the rate of poor families is higher than in the other areas of the country. In the survey, 232 students took apart. (127 (55,5%) female és 102 (44,5%) male) 3 people did not specified the sex. The average of their notes is 3,62 (SD=0,92)

The evaluation of the data was by the SPSS program.

RESULTS

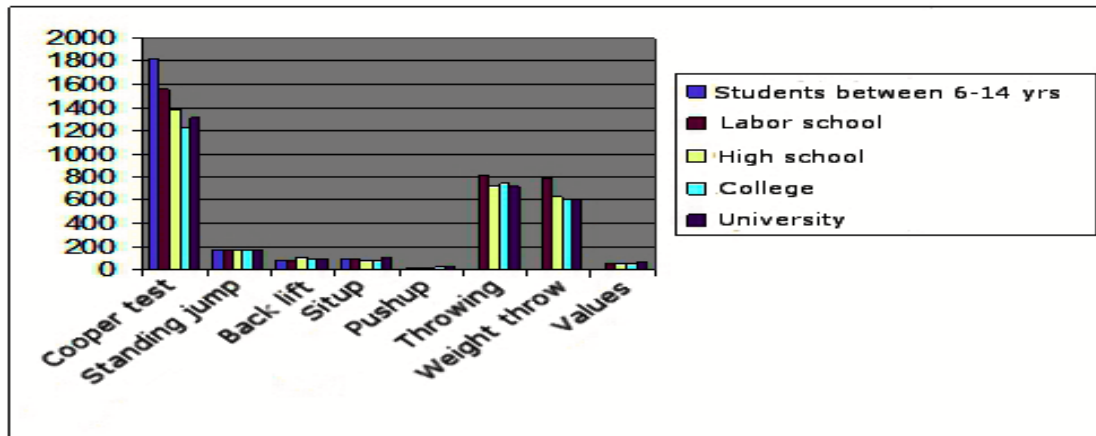


Figure 1. The diagram of the relation between the education of the parents and the school performance of the student (Fisher-test, $p < 0,001$)

We can see on the diagram, those students, coming from a poorer family environment, show better results in aerobic performance, although their results in power and coordination exercises are worse. It can be explained by the fact that in this stage of life, the genetic abilities influence the performance. Bad dining and inappropriate lifestyle has an effect on later years. The financial background, in its self, doesn't influence in which sportclass the student belongs to, either his or her result on the Cooper-test. Financial situation of the family has an impact on the quality of nutrition of the child, because those who snack more can't stand long-term workload so well, but they perform better with the power exercises.

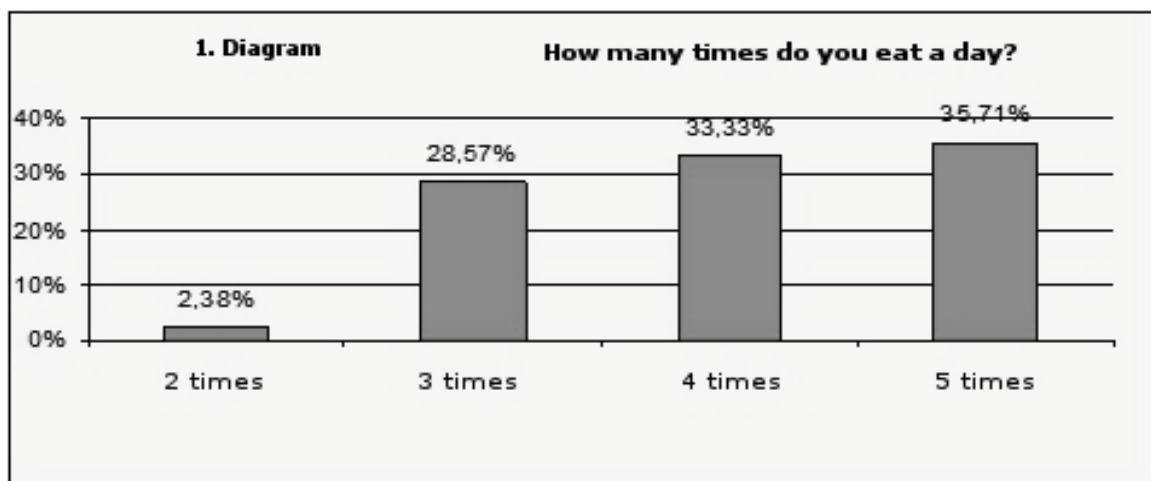


Figure 2. Regularity of eating per day

The students in the survey eat 5 times a day. Based on the answers, children prefer the traditional Hungarian cuisine and they consume unhealthy drinks. The eating habits are formed by paternal pattern. 2,38% of the families has the chance only for breakfast and dinner. The reason, in case of poor families, is

financial, and in case of wealthy families, is the irregular eating habit. The kid is not hungry in the main mealtime.

CONCLUSIONS

The results of the responses for the survey are the following:

Examining the social background of the families, the poorer families were determining. The education of the parents is in relation to the children's performance in school and to their social status. Children coming from good conditions can go to private after school activities, while the others can't afford to pay extra for sport activities. Family isn't a role model to the children concerning healthy lifestyle. It is an actual and important task for teachers to make the students interested in doing sports, and to have the need for regular sporting activity. Teachers should help children to find the correct dining habits and to keep these habits for their whole life.

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