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Original research article

EDUCATIONAL STANDARDS - THE EVALUATION OF THE IMPORTANCE OF PHYSICAL EXERCISE FOR STUDENTS

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Abstract. *This paper examines the achievement of educational standards in the field of physical education at the basic level regarding the importance of the evaluation of physical exercise. In order to check the importance of physical exercise, the scale from the Educational Standards has been applied to a total of 20 items that evaluate several things: opinions regarding physical exercise, interest or motivation for physical exercise, proving or self-actualization in the field of physical exercise and cooperation in the field of sports and physical exercise in general. The aforementioned instrument was applied to a sample of 454 seventh-grade students. Evaluation of physical exercise by students is seen in relation to the style of work of physical education teachers, the intensity of students' sports activities outside school, academic achievement and gender. The results of the study show that the mean (average) value on the overall test is 83.17 of the maximum 100 points. Based on this, it can be concluded that the requirements from the Education Standards that at least 80% of the students positively evaluate physical exercise have been achieved. In addition to this, most students believe that their teachers use democratic work methods. The results of this study show that there are significant differences in the evaluation of physical exercise in relation to the extent and intensity of sports activities and of the teachers' style of work. The difference in mean values for the total test concerning the overall success and gender is not statistically significant.*

Key words: *Educational standards, importance, opinion, motivation, cooperation, proofing.*

INTRODUCTION

Physical education is one of the central areas for the completion of complex tasks that primary education deals with and it is the goal of education in general. In the pedagogical

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sciences, the first level of the realization of the general goal of education is achieved through the components of education: physical, intellectual, moral, aesthetic and work education. Despite the fact that pedagogical literature emphasizes the simultaneous development of personality through the aforementioned components, it is nevertheless emphasized that the proper physical growth and health of the individual constitute the primary basis for the further overall development of the personality (Krulj, Stojanović, & Krulj-Drašković, 2010). In addition to this, at the institutional level, the following goals of basic education are also given: full and balanced intellectual, emotional, social, moral and physical growth of each child and student, in accordance with his age, development needs and interests; development and practice of a healthy lifestyle, awareness of the importance of one's own health and safety, the need for nursing and development of physical abilities (Law on Primary Education, n.d.). In order to raise the overall quality of education, Educational standards after the completion of compulsory education (2009) have been formulated and adopted at the level of the Ministry of Education of the Republic of Serbia. Within this document, the standards for the physical education course have been identified. Educational standards are defined as evidence of basic knowledge, skills and knowledge that students should acquire up to a certain level in education. Standards articulate the most important requirements of school learning and teaching and show them as outcomes visible in students' behavior and judgment (Ibid: 5). The basic purpose of the educational standards is that the objectives and tasks of the teaching subjects are concretized, operationalized and translated into the measurable behavior indicators of students. On this basis, the basic difference between educational goals and educational standards is made. Some of the most important characteristics of the educational standards are: verifiability, focus on basic knowledge, cumulativity, differentiation, comprehensibility, feasibility and commitment for all. Skills and knowledge that pupils need to acquire are identified at three basic levels of academic achievement which are: basic knowledge and skills (80% of the students need to acquire these), medium (it is expected that 50% of the students will be able to achieve or exceed this level), and an advanced level (25% of the students are predicted to be able to reach this level of achievement). The mentioned levels of achievement are identified for all teaching subjects for the end of compulsory education. In a separate document describing in more detail these requirements for physical education, general requirements and standards are described, but the key areas in which the stated levels of achievement are achieved are more precisely explained and presented as a gradation: *skills* (motor skills), *knowledge of physical exercising* and *physical education* and ***importance of physical exercise and physical education to the students*** (validation on the values of physical exercise and physical education). The scope of motor skills is not covered by this document (Repić-Ćujić et al., 2009: 8). This research deals with the achievements of students in the third area, that is, ***importance of physical exercise and physical education*** as a requirement for the basic level of achievement requiring 80% of the students to have a positive attitude about physical exercise and physical education.

Educational standards for physical education as well as individual components for this course are subject to numerous scientific surveys both from a predominantly theoretical but also from an empirical standpoint. The paper presents the analyses that closely correspond with the subject of this research.

Theoretical considerations of educational standards for physical education, in addition to, in particular, affirmative observations, point to certain elements that need to be improved in

the next period of development. Firstly, the emphasis is on specifying the level of achievement in the above areas for the early stages of education, in order to continuously and in a timely manner influence the course of the educational process (Radojević, 2011: 71). For example, educational standards for the first cycle of elementary education have not been specified for physical education. The same source compares the goals and tasks of physical education with educational standards. Pointing to a higher level of operability and measurability concerning educational standards, the importance of clear evaluation mechanisms for theoretical knowledge about physical exercise is particularly emphasized. In this regard, educational standards also offer specific tests for the examination of theoretical knowledge of sport and activities that are carried out within physical education courses from the 5th to the 8th grade.

Some of the key terms in this field of educational standards are *beliefs* and *appreciation*, which psychological literature mentions as significant components of attitudes (Žiropadja, 2016: 234). Based on this, there is justification in discussing opinions about physical exercise and physical education in this field. Given that opinion is defined as the disposition for certain behavior for or against an object (Trebješanin, 2010), opinions regarding physical exercise and physical education are the subject of numerous research and analysis. We only mentioned some, which based on certain methodological characteristics are similar to the research presented in this paper.

A survey conducted in three primary schools in Belgrade in the 6th, 7th and 8th grade shows that students have a moderately positive opinion about physical education (M=78,48; maximum score 100). A similar percentage of the mean values in relation to the maximum score was also obtained on subtests for *enjoyment* (M=38.66; max=50) and *observed usefulness* (M=39.81; max=50) (Lazarević, Orlić, Lazarević, & Radisavljević-Janić, 2015: 91). This research has shown that male students have a more positive opinion about physical education than female students. The difference in opinions about physical interaction between students who are involved in some sport and those not involved in organized sports activities is not statistically significant.

An earlier study (Radisavljević-Janić, Milanović, & Lazarević, 2012) investigated the intensity of physical activities of older elementary school children and secondary school students. The existence of gender differences regarding physical activity in both age groups was determined in favor of male adolescents (Petterson & Faucette, 1990).

A more recent survey that was carried out with students of the Teacher-Training Faculty in Vranje (Momčilović & Momčilović, 2016) learnt that there are no significant gender differences in the opinions about physical education, while students of different years at university differ in their opinion of physical education. The results of this study show a tendency of a declining of positive attitude in their final years of study. The research of the opinions of students of different ages is the subject of many studies and papers written worldwide. The purpose of the research carried out at the San Diego State University (1990) was to determine whether there were differences in opinions regarding physical activities between students taught by specialized teachers of physical education and between those who were taught by regular teachers. The survey showed that 57% of the respondents who were taught by specialized physical education teachers had a more positive opinion on physical activity. The conclusion is that a teacher shapes students' opinions on physical activity to a lesser extent. It was recommended that whether other factors might influence the opinion about physical exercise should be studied. Similar studies show a decline in interest in physical activity with higher levels of education

(Kamtsios, 2011). The results of another study show that respondents aged 12, 13 and 14 generally have a positive opinion regarding physical education, but that the opinions of younger students are more positive compared to older students (Subramanian & Silverman, 2007: 602-611). Other studies show a link between sports activities and opinions on physical education (Zeng, Hipscher, & Leung, 2011).

The main goal of this research was to determine the percentage of students who positively value physical exercise and physical education.

METHODS

The evaluation of importance of physical exercise was made based on the *opinion students have about the importance of physical exercise; interest or motivation for physical exercise; readiness to prove oneself in the field of physical exercise, and the assessment of the impact physical and sports activities have on the development of cooperation and collaboration.* For the purpose of data collection, the five-point Likert-type scale was used (from the document Educational Standards for the End of Compulsory Education-Physical Education). The scale contains a total of 20 items or opinions with a maximum score of 100. Subscales that examine the stated aspects of the evaluation of physical exercise consist of a different number of questions. The reliability of the integral scale is 0.79 (Cronbach's Alpha=0.798). Issues related to the variables selected in this paper were added to this scale. Based on brief descriptions of a democratic, authoritarian and indifferent (Laissez-faire) teaching style of teachers, students assessed the style of their physical education teachers.

The evaluation of importance of physical exercise within the standards was specified for the basic level that requires that 80% of the students have a positive opinion about physical exercise. In accordance with this, and based on the analogy of school grades, the gradation of the instrument was done. Thus, the interval of points from 91 to 100 was said to reflect an *extremely positive opinion about physical exercise*, from 81 to 90 points would reflect *a positive opinion,* and from 71 to 80 – a *moderately positive opinion*. Similarly, the gradation of subtests based on the stated criteria for the evaluation of importance of physical exercise was also done.

The variables that were emphasized in this paper and that are used to evaluate the importance of physical exercise for students are: *teachers' work style*, *the intensity of sports activities outside school*, *the overall academic achievement* and the *respondents' gender*. Based on the above variables, the main research tasks were identified and specified.

Examine the importance of physical exercise in relation to:

- the intensity of sports activities outside school,
- teachers' work style,
- academic achievement and
- gender.

Sample of respondents

The research involved 454 seventh graders from Vranje, Surdulica, Niš and Negotin.

Table 1 Structure of the sample of respondents

Gender	Frequency	Percentage
Boys	238	52.4
Girls	216	47.6
Total	454	100

Statistical procedures

Descriptive statistics (Mean, Standard Deviation, Percent), as well as statistical conclusion on the procedures (t-test and ANOVA method, multiple regression analysis) were used for data processing (Pallant, 2007). The results were analyzed by the statistical program SPSS-17.

RESULTS

The results of the research are presented and structured based on the research tasks. Firstly, the results referring to all 20 items from the assessment scale for the evaluation of the importance of physical exercises are presented. Since this is a five-point scale, the maximum score is 100. The interval of points from 91 to 100 was said to reflect an *extremely positive opinion about physical exercise*. The range from 81 to 90 points would reflect *a positive opinion,* and from 71 to 80 – a *moderately positive opinion*.

Table 2 Percentage of students with positive evaluation intervals of physical exercise

Score Intervals	Frequency	Percent	Cumulative Percent
Extremely positive opinion 91-100	112	24.7	24.7
Positive opinion 81-90	188	41.4	66.1
Moderately positive opinion 71-80	100	22.0	88.1

Table 1 shows that 24.7% of students have an *extremely positive opinion about physical exercise*, 41.4% have *a positive opinion* about physical exercise, which is a cumulative percent of 66.1%. If the scores between 71 and 80 are accepted as a positive evaluation of physical exercise, then a total of 88.1% of the students positively evaluate physical exercise.

The following tables present the results that refer to individual standards within the overall evaluation.

Table 3 Percentage of students who have a positive opinion about physical exercise

Score Intervals	Frequency	Percent	Cumulative Percent
Extremely positive opinion 27-30	323	71.1	71.1
Positive opinion 23-26	97	21.4	92.5
Moderately positive opinion 19-22	26	5.7	98.2

The results in the table show that as many as 92.5% of the students have a positive opinion about the impact of physical exercise. If we take into account the milder criterion, (the interval of scores from 19-22), then it is 98.2% of the students.

Table 4 Percentage of students who are interested in physical exercise

Score Intervals	Frequency	Percent	Cumulative Percent
Extremely interested 23-25	144	31.7	31.7
Interested 20-22	110	24.2	55.9
Moderately, positively interested 17-19	106	23.3	79.3

The results in Table 4 show that, cumulatively, 55.9% of the students show an interest in physical exercise or have a positive motivation towards physical exercise. Considering the percentage of the students in the interval identified as moderately positive interest (17-19 points), then 79.3% of the students show interest in physical exercise.

Table 5 Percentage of students who have a positive attitude towards self-actualization through physical exercise

Score Intervals	Frequency	Percent	Cumulative Percent
Extremely positive opinion 18-20	183	39.7	40.3
Positive opinion 15-17	116	25.2	65.9
Moderately positive opinion 12-14	81	17.6	83.7

The percentage of students who have a positive opinion about self-actualization or proving themselves through physical exercise is 65.9% (Table 5). With an interval of scores (12-14, moderately positive opinion), 83.7% of the students have a positive opinion about self-actualization or proving themselves in the field of physical exercise.

Table 6 Percentage of students who have a positive attitude towards cooperation during the completion of physical education tasks

Score Intervals	Frequency	Percent	Cumulative Percent
Extremely positive opinion 23-25	148	32.1	32.6
Positive opinion 20-22	137	29.7	62.8
Moderately positive opinion 17-19	111	24.1	87.2

A total of 62.8% of the students have a positive opinion about cooperation during the completion of physical education tasks (Table 6). Cumulatively, with scores between 17 and 19, which reflects a moderately positive position, 87.2% of the students have a positive opinion regarding cooperation and of team spirit when working on physical education tasks.

In the second part of the research, the obtained results were analyzed in relation to the previously identified variables: *teachers' work style*, *the intensity of sports activities outside school*, *the overall academic achievement* and *respondents' gender*.

The largest number of students assessed the work style of their physical education teacher as democratic. At the same time, the results of this group of students fall into an interval indicating a positive evaluation of physical exercise (81-90). The difference between the obtained mean values was also statistically significant ($F=7.421$; $p<0.01$, Tukey HSD-test). A significant difference in mean values exists between the category of students who saw the work style of their teachers as *democratic* and those who considered their teachers to be *indifferent* (Mean Difference=8.789, $p<0.01$).

Table 7 Teachers' work style and the evaluation of physical exercise by the students

Teachers' Work Style	N	Mean	Std. Dev.	Min	Max.
Democratic	375	83.73	10.099	43	100
Authoritarian	32	80.06	13.018	39	99
Indifferent	17	74.94	9.031	62	91
Total	424	83.10	10.460	39	100
Missing	37				

Table 8 Sport playing and evaluating physical exercise

Sport Playing	N	Mean	Std. Dev.	Min	Max.
Active in sports club	168	86.80	8.596	49	100
Active recreation	95	84.53	7.881	62	100
Occasional recreation	100	80.64	9.116	51	100
Rare recreation	49	76.78	13.474	43	100
Almost never	7	70.43	14.140	48	91
Total	419	83.37	10.080	43	100

Firstly, it is noticed that most of the students surveyed are actively engaged in sports within a sports clubs. Also, a large number of students are actively involved but only in recreational sports. These categories of students also have the highest mean values in the overall physical exercise importance evaluation test. In this case too, the difference in mean values is statistically significant ($F = 17.523$, $p < 0.01$, Tukey HSD-test) in favor of the first two categories of respondents (*active in a sports club*, *active recreation*), as shown in the following table.

Table 9 The difference in mean values and levels of significance

	Active in sports club		Active recreation		Occasional recreation		Rarely, recreation		Almost never	
	M.dif.	Sig.	M.dif.	Sig.	M.dif.	Sig.	M.dif.	Sig.	M.dif.	Sig.
Active in sports club	/		2.271	.325	6.158*	.000	10.02*	.000	16.36 *	.000
Active recreation					3.886*	.032	7.751*	.000	14.09 *	.001
Occasional recreation							3.864	.127	10.211*	.044
Rarely, recreation									6.347	.449
Almost never										

Table 10 shows that students with better achievement in school more positively value physical exercise and physical education. The obtained F value indicates that the difference is not statistically significant ($F=0.789$, $p>0.05$, Tukey HSD test).

Table10 School success and evaluation of physical exercise importance

School Success	N	Mean	Std. Dev.	Min	Max.
Satisfactory	23	80.48	11.008	39	94
Good	50	82.14	8.711	60	100
Very good	126	83.62	10.117	43	100
Excellent	254	83.37	10.773	48	100
Total	453	83.16	10.390	39	100

The following table shows the results of evaluating the importance of physical exercise based on gender.

Table 11 Evaluation of the importance of physical exercise and respondents' gender

	Gender	N	Mean	Std. Dev.
Total	male	238	83.84	10.400
	female	216	82.44	10.344

The value of the t-test shows that the difference between statistical means within the overall evaluation of the importance of physical education is not statistically significant (t=1.428, df=452, p>0.05).

In the further course of the research, it was necessary to investigate the joint influence of independent variables, as well as their individual contribution to the explanation or prediction of the dependent variable. This is why a multiple regression analysis was used where *the evaluation of physical exercise* was seen as a criterion variable, while the others (gender, school achievement, style of teaching and doing sport) were the predictor variables. Results of the multiple regression analysis are shown in the table below. This analysis seeks to find out the percent of variance or individual differences within the criterion variable which can be explained by the linear combination of the selected predictor variables, as the contribution of all the independent variables in the explanation of the dependent variable.

Table12 Predictors of the evaluation of physical exercise – the results of the multiple regression analysis

Predictors	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	sig
School achievement	.096	.545	.008	.177	.860
Doing sport	-3.498	.425	-.383	-8.240	.000
Style of teaching	-3.249	1.053	-.142	-3.086	.002
Respondent gender	-.961	.962	-.047	-.999	.318
		R Square = 0.174			
		F=20.575, p<0.000			

The coefficient of multiple determination (R Square=0.174) shows that 17.4% of the variance or individual differences in the criterion variable (*the evaluation of physical exercise*) can be explained or predicted with a linear combination of the aforementioned predictor variables. The significance of the F statistic (F = 20.575, p<0.000) indicates that the coefficient of determination for the population is different from zero and that it is justified to use this model to explain the situation in the population. The values in the sig column show which of these variables gives a significant unique contribution to the prediction of the dependent variable or criterion variable. These values need to be less than 0.05. In the sig column, the variable *style of teaching* (beta=-0.142, sig=0.002) and the variable *doing sport* (beta=-0.383, sig=0.000) have got such values. Beta values show that the *doing sport* variable has the largest contributes to explaining the variability of the dependent or criterion variable. The contribution of other predictor variables is not statistically significant. The minus sign before the numbers indicates that, in the case of

doing sport, the reduction in the volume and intensity of physical activities, which are indicated with higher nominal values on the scale (1 - active in a sports club, 2 - active recreationally, 3 - occasionally recreationally, 4 - rarely, and 5 - almost never) contributes to the lowering of the overall score on the scale that is used to track how much the students value physical exercise. The same ratio of determination exists for the variable *style of teaching* (1 - democratic, 2 - authoritarian and 3 - indifferent). This means that the authoritarian and indifferent (uninterested) style of teaching leads to less appreciation of the importance of physical exercise by the students.

DISCUSSION

The results of this research show that over 80% of the students surveyed have a positive opinion about physical exercise and physical education, which is in line with the requirements within educational standards for the basic level of achievement. It should be emphasized that this percentage also includes those respondents whose score is seen as a moderately positive opinion about physical exercise. This means that there is room for more pedagogical activity in this field of physical education.

The results in this paper were examined in relation to certain factors that were said to be independent variables: teachers' work style, the intensity of sports activities outside school, the overall academic achievement and respondents' gender. This research has shown that the largest number of students (N=375, 82.59%) assessed the work style of their physical education teachers as democratic. This group of students also has a higher mean compared to those students who said that the work style of their teachers is authoritarian and indifferent. A significant difference exists between the first (democratic style of work) and the third group (indifferent style of work). This supports the general pedagogical and didactic stance that the democratic style of teaching contributes to higher teaching efficiency. Greater teaching efficiency stems from the increased engagement of students based on the general cooperation climate, respect for the students' initiative and opinions, respect for their personality, and the emphasis on the meaning and purpose of teaching activities. With this teaching style, democratic teaching will be respected. Therefore, teaching based on these principles has a greater overall efficiency.

In this research, the level and intensity of physical activities outside the school significantly determines how important physical exercise for students will be. The students who are active in some sports club or who are active but recreative have the highest mean values on the scale for the evaluation of the importance of physical exercise. It can be said that the highest percentage of respondents can be found in those categories that are more engaged in physical activity. These results can be explained by the fact that students who do sports in an active, organized or recreative way, have the opportunity to directly experience positive effects of physical activity, not only concerning health and development of certain motor skills, but also in other segments of personality development.

Starting from the assumption that educational tasks of physical education can be seen in the evaluation of physical exercise, this paper considered respondents' scores on the overall scale of evaluation in relation to academic achievement. Although the students with excellent and very good success had the most positive opinion about physical exercise and physical education, this difference is not statistically significant.

When it comes to differences in opinions from the gender standpoint, boys have higher mean values compared to girls, but this difference is very small and not statistically significant. However, in similar studies which observed this phenomenon based on age (Lazarević et al., 2015), there was a significant difference in opinions depending on gender.

Although the analysis of variance indicates that the selected independent variables are important for the evaluation of physical exercise, the results of a multiple regression analysis give a more accurate picture of the joint and individual effects that these predictor variables have on the evaluation of physical exercise as a criterion variable. The coefficient of multiple determination (R Square=0.174) shows that the linear combination of the selected variables explains or predicts 17.4% of the criterion variable variance. The variable *doing sport* has the highest predictive value (-.383), while *style of teaching* has a significantly lower value (-.142). Other variables do not have a significant specific contribution in explaining and predicting the evaluation of physical exercise by the students. Rearwards, 82.6% of the variance of the predictor variable can be attributed to some other factors. These can be sought and investigated in various ways, primarily starting from the evaluation of the efficiency of all important elements of physical education teaching and other physical and sports activities within physical education as a teaching subject in school. Moreover, it is also possible to check how other anthropological characteristics of students could influence their evaluation of physical exercise.

All in all, this research shows that students have a positive opinion on the importance of physical exercise, but that given the percentage of students with a moderately positive opinion, there is considerable room for enhanced pedagogical activity in this field of physical education.

CONCLUSION

The significance of this research can be analyzed from a practical, research and methodological standpoint. First of all, in can serve to check the accomplishment of teaching through the evaluation of the importance of physical exercise and physical activity for students. In this respect, it can be said that physical education teachers have the opportunity to validate in practice the achievements of students in this field and compare their results with the results presented in this paper. In this way, the complex and subtle field of stances, opinions and attitudes towards physical exercise become more specific, more operative and measurable. This will ultimately contribute to the increased attention of educators to personality development and not only education, meaning the skills in various sports and development of motor skills. Moreover, this kind of survey in the 7^{th} grade provides an opportunity to correct and improve things in order to improve and fully implement the stated requirements until the end of compulsory education. A relatively lower level of scale reliability may indicate the need to adjust individual scales to students of a younger school age.

Given that the Educational Standards indicate the need for a periodic review and revision of the requirements specified in this document, this research and others similar to it but with a larger sample can contribute to the improvement of the scale for the evaluation of the importance of physical education for students. This type of surveys at different levels of primary school education can contribute to adapting the stated requirements and specially specifying them for the 5^{th}, 6^{th} and 7^{th} grade.

The results of the regression analysis create an opportunity for more detailed research of the connection between the level of evaluation of physical exercise and others concerning all relevant factors of the teaching process and the overall activities in schools which offer physical and sports activities. In addition to this, it is possible to look for the connection between the dependent variable and other aspects of achievement in physical education, as well as other anthropological traits of students.

When sports activities are used to explain the evaluation of physical exercise as a predictor variable, there are certain methodological and pedagogical implications. These are mostly related to the more intensive and detailed physical education lesson program contents where certain sports games should be included, as well as the greater scope and intensity of sports activities during students' leisure time in school. Moreover, it is necessary to both methodically and pedagogically encourage and support students to do more sports and physical activities outside school too, because activities other than these are predominantly passive. In this way, recreational goals of physical education, as an important and the initial component within the overall development of students' personality would be fulfilled.

General conclusions from this paper and identification of possible directions for further research in this field will contribute to raising the quality and the overall efficiency of physical education teaching.

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OBRAZOVNI STANDARDI - PROCENA ZNAČAJA FIZIČKOG VASPITANJA ZA STUDENTE

Ovaj rad ispituje postizanje obrazovnih standarda u oblasti fizičkog vaspitanja na osnovnom nivou u pogledu važnosti procene fizičkih vežbi. Da bi se proverila važnost fizičkog vežbanja, skala iz obrazovnih standarda primenjena je na ukupno 20 predmeta koji vrednuju nekoliko stvari: mišljenje o fizičkim vežbama, interesovanje ili motivaciju za fizičko vežbanje, dokazivanje ili samo-aktuelizaciju u polju fizičkog vežbanja i saradnju u oblasti sporta i fizičkih aktivnosti uopšte. Navedeni instrument je primenjen na uzorku od 454 učenika sedmog razreda. Evaluacija fizičkog vežbanja od strane učenika ogleda se u odnosu na stil rada nastavnika fizičkog vaspitanja, intenzitet sportskih aktivnosti učenika izvan škole, akademskog postignuća i pola. Rezultati istraživanja pokazuju da je srednja (prosečna) vrednost na ukupnom testu 83,17 od maksimalnih 100 bodova. Na osnovu ovoga može se zaključiti da je zahteve iz obrazovnih standarda postiglo najmanje 80% studenata koji pozitivno ocenjuju fizičko vaspitanje. Pored toga, većina učenika veruje da njihovi nastavnici koriste demokratske metode rada. Rezultati ovog istraživanja pokazuju da postoje značajne razlike u proceni fizičkog vaspitanja u odnosu na obim i intenzitet sportskih aktivnosti i način rada nastavnika. Razlika u srednjim vrednostima za ukupan test koji se tiče ukupnog uspeha i pola nije statistički značajna.

Ključne reči: *obrazovni standardi, važnost, mišljenje, motivacija, saradnja, ispitivanje*