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RAZLIKE U STAVOVIMA UČENICA ČETVRTOG I SEDMOG RAZREDA OSNOVNE ŠKOLE PREMA NASTAVI FIZIČKOG VASPITANJA¹

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Apstrakt: Cilj ovog istraživanja je utvrđivanje razlika u stavovima učenica četvrtog i sedmog razreda osnovne škole prema nastavi fizičkog vaspitanja. Istraživanje je transverzalnog karaktera i obavljeno je u Osnovnoj školi „Oktoih” u Podgorici. Uzorak ispitanika čini 50 učenica pomenute osnovne škole. Učenice su podeljene na dva subuzorka prema starosnom kriterijumu, odnosno razredu koji pohađaju. Prvi subuzorak čini 25 učenica četvrtog razreda, a drugi 25 učenica sedmog razreda. U ovom istraživanju upotrebljen je anonimni standardizovani anketni upitnik, prilagođen potrebama ovog istraživanja. Devojkama su podeljeni anketni upitnici i objašnjeno im je na koji način ih popunjavaju. Upitnici su pregledani, a dobijeni rezultati obrađeni deskriptivno i prikazani tabelarno. Hi-kvadrat test ($p < 0.05$) je korišćen za utvrđivanje statistički značajnih razlika u odgovorima između učenica četvrtog i sedmog razreda. Rezultati su pokazali da postoje statistički značajne razlike u omiljenim mestima za izvođenje nastave fizičkog vaspitanja i u zadovoljstvu kvalitetom nastave pomenutog predmeta.

Ključne reči: *nastava, fizičko vaspitanje, učenice, stavovi*

UVOD

Fizičko vaspitanje je sistematski organizovan i planski vođen proces sticanja motoričkih veština, znanja i sposobnosti, jačanja zdravlja i razvoja psiho-fizičkih snaga i sposobnosti učenika (Krulj i sar., 2001). Osnovni cilj nastave fizičkog vaspitanja u školama je da svojim sadržajima kroz vaspitno-obrazovni proces utiče na integralni razvoj ličnosti deteta (Nikolić, 2019). Nastava ovog predmeta ima uticaja na formiranje celokupne ličnosti deteta, što se ogleda i u njenim zadacima, kao što su: podsticanje rasta i razvoja, usvajanje određenih znanja, veština i navika, formiranje moralno-voljnih kvaliteta ličnosti, sticanje i razvijanje svesti o potrebi čuvanja zdravlja i zaštiti prirode i čovekove životne sredine (Višnjic i sar., 2004).

Poznato je da fizičko vaspitanje važi za jedan od omiljenih školskih predmeta, pogotovo među učenicama mlađih razreda osnovne škole (Šekeljić i Stamatović, 2011; Đorđić i Tumin, 2008). Neki od razloga za to svakako jesu prirodna težnja deteta da bude aktivno, igra se i ispolji svoju kreativnost, za šta mu najviše mogućnosti pruža upravo nastava ovog predmeta. Ipak, nemaju svi učenici pozitivne stavove prema nastavi ovog predmeta. U nastavnoj praksi, to najuočljivije postaje u periodu ulaska u adolescenciju, pogotovo kod devojčica. Kod velikog broja adolescentkinja, javlja se pad interesovanja za nastavu ovog predmeta (Dunjić-Mandić, 2007; Arabaci, 2009). Jedan od razloga za izbegavanje fizičkog vaspitanja može biti neprilagođenost nastavnih sadržaja uzrastu, interesovanjima i potrebama devojčica, pa pomenuti predmet počinju da doživljavaju kao „muški predmet” (Arabaci, 2009) i neretko izbegavaju bilo kakvu aktivnost vezanu za isti, što sa sobom nosi mnogo štetnih posledica po njihovo zdravstveno

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stanje. Kako bi adolescenti upražnjavali fizičku aktivnost, a time i osetili pozitivne efekte fizičke aktivnosti i vežbanja, potrebno je razvijanje pozitivnih stavova prema nastavi fizičkog vaspitanja.

Kod adolescenata, stavovi se formiraju i pod uticajem nekih njihovih unutrašnjih predstava i pod uticajem sredine, a time i grupa sa kojima su u interakciji, najviše vršnjaka (Stojaković, 2002). Pogotovo adolescencija važi za period kada mišljenja grupe kojoj pripadaju postaju naročito važna (Koca et al., 2005). Upravo zbog toga, devojčice koje inače imaju pozitivne stavove prema nastavi fizičkog vaspitanja, da bi bile prihvaćene u društvu od strane vršnjakinja, postaju sklone promeni tog svog stava. Činjenica je da stavovi prema ovom predmetu zavise od pola i uzrasta učenika. Fizičko vaspitanje i sport uopšte, tradicionalno se shvataju kao muške oblasti i u škole se uvode najpre za dečake, a po uzoru na njih, krajem XIX veka, i za devojčice (Đorđić i Tumin, 2008). Čak su i učešća na sportskim takmičenjima u početku bila rezervisana samo za muškarce, dok su žene kasnije dobile pravo učešća. Danas se žene takmiče ravnopravno, u mnogim disciplinama i u gotovo svakom sportu. Ipak, kod devojaka u adolescenciji je i dalje prisutno verovanje da je bavljenje sportom, makar samo na časovima fizičkog vaspitanja, kao i sportsko ponašanje uopšte, povezano sa „muškošću” (Arabaci, 2009). Šekeljić i sar. (2012) utvrdili su razlike u interesovanjima i stavovima učenika i učenica, što znači da je potrebna drugačija koncepcija nastave fizičkog vaspitanja u onom segmentu koji se odnosi na nastavne programe. Stav prema nastavi fizičkog vaspitanja na indirektan način može ukazivati na kvalitet realizovane nastave, a pozitivne stavove je moguće formirati i kroz razne zanimljive sadržaje (Dragutinovic & Mitrovic, 2019).

Positivni stavovi prema nastavi fizičkog vaspitanja doveli bi i do češćeg upražnjavanja fizičke aktivnosti, što bi uticalo na skladnost fizičkog i mentalnog razvoja devojčica i adolescentkinja. S obzirom na to, predmet ovog rada jesu upravo stavovi učenica četvrtog i sedmog razreda osnovne škole prema nastavi fizičkog vaspitanja. Osnovni cilj ovog rada je da se utvrde razlike u stavovima učenica četvrtog i učenica sedmog razreda prema nastavi ovog predmeta, kao i da li te razlike zavise od uzrasta. Da bi se to postiglo, ispitaćemo da li devojčice sa zadovoljstvom odlaze na časove fizičkog, šta najviše vole da rade na tim časovima, da li su zadovoljne nastavom pomenutog predmeta u svojoj školi, koje igre im se posebno dopadaju i tome slično.

METOD

Cilj

Cilj ovog rada je utvrditi razlike u stavovima učenica četvrtog razreda i učenica sedmog razreda prema nastavi ovog predmeta.

Zadaci

Iz navedenog cilja proističu sledeći zadaci:

- Utvrditi stavove učenica četvrtog razreda prema nastavi fizičkog vaspitanja
- Utvrditi stavove učenica sedmog razreda prema nastavi fizičkog vaspitanja

Hipoteze

U skladu sa navedenim ciljem i zadacima istraživanja, postavlja se jedna glavna (Hg) i dve sporedne (H1 i H2) hipoteze:

Hg -Pretpostavlja se da postoje razlike u stavovima učenica četvrtog razreda i učenica sedmog razreda prema nastavi ovog predmeta

H1 -Pretpostavlja se da učenice četvrtog razreda imaju pozitivne stavove prema nastavi fizičkog vaspitanja

H2 -Pretpostavlja se da učenice sedmog razreda imaju negativne stavove prema nastavi fizičkog vaspitanja.

Uzorak

Uzorak u ovom istraživanju sačinjen je od 50 ispitanica, učenica Osnovne škole „Oktoih” u Podgorici, a isti je podeljen na dva subuzorka. Prvi subuzorak sačinjava 25 učenica četvrtog razreda, a drugi 25 učenica sedmog razreda pomenute osnovne škole. Istraživanje je transverzalnog karaktera i sprovedeno je u jednom danu, početkom juna 2021. godine.

Tehnike

Od istraživačkih tehnika upotrebljena je tehnika anketiranja. Anketiranje je bilo anonimno. Kao instrument, upotrebljen je standardizovani anketni upitnik (Dzibric et al., 2011; Dragutinovic & Mitrovic, 2019), koji je modifikovan i prilagođen istraživanju (Anketni upitnik 1). Ovaj upitnik se sastoji od osam pitanja i sva pitanja su zatvorenog tipa. Devojkicama su podeljeni anketni upitnici i objašnjeno im je na koji način ih popunjavaju.

Anketni upitnik 1

Ovo je anonimni anketni upitnik koji služi u svrhe izrade naučnog rada. Čitaj pažljivo, odgovori iskreno i ne upisuj ništa što bi moglo da otkrije tvoj identitet (NE UPISUJ ime, prezime, odjeljenje niti bilo šta slično).

Pol **M Ž**

Razred **IV VII**

1. Da li sa zadovoljstvom odlaziš na časove fizičkog vaspitanja?

a) Da b) Ne

2. Šta najviše voliš da radiš na časovima fizičkog vaspitanja?

a) Trčim b) Igram igre c) Vježbam

3. Koliko si zadovoljan/a nastavom fizičkog vaspitanja u svojoj školi?

a) Potpuno b) Djelimično c) Nezadovoljan sam

4. Da li misliš da vježbanje i igranje na časovima fizičkog vaspitanja pozitivno utiče na zdravstveno stanje i razvitak učenika?

a) Koristi zdravlju b) Ne koristi zdravlju c) Šteti zdravlju

5. Da li bi više volio/voljela da imaš:

a) Lijepu i modernu odjeću b) Zdravo i razvijeno tijelo

6. Šta je za tebe važnije?

a) Da pravilno izvodim vježbe iz fizičkog b) Da tačno rješavam zadatke iz matematike

c) I jedno i drugo

7. Koje igre ti se posebno dopadaju?

a) Igre u učionici b) Igre u dvorištu c) Igre u sali

8. Kada bio/la u prilici da nešto promijeniš u nastavi fizičkog vaspitanja, mijenjao/la bi?

a) Ništa b) Uslove c) Program

Nakon sprovedenog postupka anketiranja, upitnici su pregledani, a dobijeni rezultati su obrađeni deskriptivno i prikazani tabelarno (u procentima). Statistički značajne razlike u varijablama s obzirom na uzrast utvrđene su Hi-kvadrat testom sa nivoom značajnosti od $p < 0.05$.

REZULTATI

U Tabeli 1 prikazani su odgovori učenica četvrtog razreda na pitanja postavljena priloženim anketnim upitnikom. Vrednosti rezultata su prikazani brojčano i procentualno.

Tabela 1. Stavovi učenica četvrtog razreda prema nastavi fizičkog vaspitanja

| Pitanja | Odgovori | Broj | Procenat |
|--|---|------|----------|
| 1. Da li sa zadovoljstvom odlaziš na časove fizičkog vaspitanja? | a) da | 22 | 88% |
| | b) ne | 3 | 12% |
| 2. Šta najviše voliš da radiš na časovima fizičkog vaspitanja? | a) Trčim | 5 | 20% |
| | b) Igram igre | 13 | 52% |
| | c) Vježbam | 7 | 28% |
| 3. Da li ste zadovoljni nastavom fizičkog vaspitanja u vašoj školi? | a) Potpuno | 15 | 60% |
| | b) Djelimično | 8 | 32% |
| | c) Nezadovoljan/a sam | 2 | 8% |
| 4. Da li misliš da vježbanje i igranje na časovima fizičkog vaspitanja pozitivno utiče na zdravstveno stanje i razvitak učenika? | a) Koristi zdravlju | 22 | 88% |
| | b) Ne koristi zdravlju | 3 | 12% |
| | c) Šteti zdravlju | 0 | 0% |
| 5. Da li bi više volio/voljela da imaš: | a) Lijepu i modernu odeću | 4 | 16% |
| | b) Zdravo i razvijeno tijelo | 21 | 84% |
| 6. Šta je za učenika bolje? | a) Da pravilno izvodi vježbe iz fizičkog | 7 | 28% |
| | b) Da tačno rješava zadatke iz matematike | 7 | 28% |
| | c) I jedno i drugo | 11 | 44% |
| 7. Koje igre ti se posebno dopadaju? | a) Igre u učionici | 5 | 20% |
| | b) Igre u dvorištu | 8 | 32% |
| | c) Igre u sali | 12 | 48% |
| 8. Kada biste bili u prilici da nešto mijenjate u nastavi fizičkog vaspitanja, mijenjali biste? | a) Ništa | 12 | 48% |
| | b) Uslove | 5 | 20% |
| | c) Program | 8 | 32% |

Posmatrajući Tabelu 1, uviđamo da je većina učenica četvrtog razreda (88%) na prvo pitanje odgovorila da sa zadovoljstvom odlazi na časove fizičkog vaspitanja. Ostatak devojčica je izrazio negativan stav prema časovima ovog predmeta (12%). Ono što najviše vole na časovima jesu igre – njih 52% odgovorilo je da su im to omiljene aktivnosti, dok su vežbanje (28%) i trčanje (20%) aktivnosti koje interesuju manji broj devojčica iz četvrtog razreda. Što se tiče zadovoljstva nastavom fizičkog vaspitanja, većim delom su zadovoljne organizacijom ovih časova (60%), ali postoje i one koje su delimično zadovoljne (32%) i one koje su nezadovoljne (8%). Da su devojčice ovog uzrasta svesne o značaju ovog predmeta za zdravlje i sveukupan razvoj, ukazuju odgovori koje su učenice dale na četvrto i peto pitanje. Njih 88% shvata da nastava fizičkog vaspitanja pozitivno utiče na zdravlje, dok je manji deo njih odgovorio da nastava ovog predmeta ne doprinosi zdravlju (12%), a nije bilo onih koje misle da šteti zdravlju (0%). Peto pitanje takođe ukazuje da veći deo devojčica razume važnost pravilnog razvoja i rasta, pa je tako njih 84% odgovorilo da želi zdravo i razvijeno telo, dok bi 16% njih izabralo lepu i modernu odeću. Odgovorom na šesto pitanje, učenice četvrtog razreda izjednačile su značaj pravilnog rešavanja zadataka iz matematike i pravilnog izvođenja vežbi na časovima fizičkog vaspitanja (po 24%), dok je njih 44% odgovorilo da je i jedno i drugo podjednako važno. Što se tiče najpogodnijeg ambijenta za izvođenje nastave fizičkog vaspitanja, većina devojčica izabrala je fiskulturnu salu (48%). Igre u dvorištu izabralo je 32%, a igre u učionici 20% učenica

četvrtog razreda. Celokupno zadovoljstvo nastavom ovog predmeta iskazano je odgovorom na poslednje pitanje. Dvanaest devojčica (48%) odgovorilo je da ne bi menjalo ništa u nastavi ovog predmeta, osam (32%) bi menjalo program, a pet (20%) bi menjalo uslove.

U Tabeli 2 prikazani su odgovori učenica sedmog razreda na pitanja postavljena priloženim anketnim upitnikom. Vrednosti rezultata su prikazani brojačno i procentualno.

Tabela 2. Stavovi učenica sedmog razreda prema nastavi fizičkog vaspitanja

| Pitanja | Odgovori | Broj | Procenat |
|--|---|------|----------|
| 1. Da li sa zadovoljstvom odlaziš na časove fizičkog vaspitanja? | a) da | 15 | 60% |
| | b) ne | 10 | 40% |
| 2. Šta najviše voliš da radiš na časovima fizičkog vaspitanja? | a) Trčim | 5 | 20% |
| | b) Igram igre | 14 | 56% |
| | c) Vježbam | 6 | 24% |
| 3. Da li ste zadovoljni nastavom fizičkog vaspitanja u vašoj školi? | a) Potpuno | 9 | 36% |
| | b) Djelimično | 10 | 40% |
| | c) Nezadovoljan/a sam | 6 | 24% |
| 4. Da li misliš da vježbanje i igranje na časovima fizičkog vaspitanja pozitivno utiče na zdravstveno stanje i razvitak učenika? | a) Koristi zdravlju | 19 | 76% |
| | b) Ne koristi zdravlju | 6 | 24% |
| | c) Šteti zdravlju | 0 | 0% |
| 5. Da li bi više volio/voljela da imaš: | a) Lijepu i modernu odjeću | 9 | 36% |
| | b) Zdravo i razvijeno tijelo | 16 | 64% |
| 6. Šta je za učenika bolje? | a) Da pravilno izvodi vježbe iz fizičkog | 6 | 24% |
| | b) Da tačno rješava zadatke iz matematike | 9 | 36% |
| | c) I jedno i drugo | 10 | 40% |
| 7. Koje igre ti se posebno dopadaju? | a) Igre u učionici | 0 | 0% |
| | b) Igre u dvorištu | 3 | 12% |
| | c) Igre u sali | 22 | 88% |
| 8. Kada biste bili u prilici da nešto mijenjate u nastavi fizičkog vaspitanja, mijenjali biste? | a) Ništa | 10 | 40% |
| | b) Uslove | 3 | 12% |
| | c) Program | 12 | 48% |

Kod odgovora na prvo pitanje, broj i procenat učenica sedmog razreda koje sa zadovoljstvom odlaze na časove fizičkog vaspitanja znatno je drugačiji u poređenju sa učenicama četvrtog razreda. Petnaest učenica (60%) odgovorilo je *da*, a deset (40%) *ne*. Tolika razlika se može pripisati upravo tvrdnjama koje idu u prilog pretpostavci da kod devojčica s ulaskom u adolescenciju slabi interesovanje za časove fizičkog vaspitanja (Arabaci, 2009; Đorđić i Tumin, 2008; Rowland, 1999). Kao i kod učenica četvrtog razreda, najviše učenica sedmog razreda voli igre tokom ovih časova (56%), a vežbanje (24%) i trčanje (20%) nešto manje. Odgovorom na treće pitanje, učenice sedmog razreda su iskazale da nisu u potpunosti (tj. da su delimično) zadovoljne organizacijom nastave ovog predmeta (40%), u potpunosti je zadovoljno 36%, a nezadovoljno čak 24% (što je čak triput više nego kod učenica četvrtog razreda). Njihovi odgovori vezani za uticaj ovog predmeta na zdravlje i razvoj, dali su uvid u to da i učenice sedmog razreda znaju za benefite koje upražnjavanje fizičkih aktivnosti donosi sa sobom. Na četvrto pitanje njih 76% odgovorilo je pozitivno, dok ostatak (24%) misli da fizička aktivnost ne doprinosi zdravlju. One su i kod petog pitanja, gde je trebalo da odluče između zdravlja i mode, većinom odgovorile pozitivno (64%), dok je njih 36% prioritet dalo lepoj i modernoj odeći. Prilikom odgovaranja na šesto pitanje, učenice sedmog razreda prednost daju rešavanju zadataka iz matematike (36%), dok je 24% izabralo pravilno izvođenje vežbi iz fizičkog. Ipak, najviše njih smatra da je i jedno i drugo podjednako važno (40%). Na sedmo pitanje je čak 88% učenica

sedmog razreda odgovorilo da najviše voli igre u sali, dok ostale (12%) preferiraju igre u dvorištu. Ova razlika je očekivana i može se pripisati tome da je uobičajena praksa da se nastava fizičkog vaspitanja u višim razredima osnovne škole dosta retko održava u dvorištu, a gotovo nikad se ne održava u učionici, što je i razumljivo, zbog složenosti sadržaja koji se u tim razredima obrađuju. Kod osmog pitanja, čak 48% sedmakinja je odgovorilo da bi u nastavi fizičkog vaspitanja menjalo program, što ide u prilog pretpostavci da su sadržaji viših razreda nedovoljno prilagođeni devojkama.

U Tabeli 3 su dati rezultati Hi kvadrat testa za male i nezavisne uzorke sa statističkom značajnošću $p < 0,05$.

Tabela 3. Rezultati Hi kvadrat testa za male i nezavisne uzorke

| Varijable | Sig. |
|--|------|
| 1. Da li sa zadovoljstvom odlaziš na časove fizičkog vaspitanja? | .009 |
| 2. Šta najviše voliš da radiš na časovima fizičkog vaspitanja? | .830 |
| 3. Da li ste zadovoljni nastavom fizičkog vaspitanja u vašoj školi? | .059 |
| 4. Da li misliš da vježbanje i igranje na časovima fizičkog vaspitanja pozitivno utiče na zdravstveno stanje i razvitak učenika? | .127 |
| 5. Da li bi više volio/voljela da imaš: | .111 |
| 6. Šta je za učenika bolje? | .967 |
| 7. Koje igre ti se posebno dopadaju? | .002 |
| 8. Kada biste bili u prilici da nešto mijenjate u nastavi fizičkog vaspitanja, mijenjali biste? | .365 |

Legenda: Sig.– Značajnost razlike Hi kvadrat testa

Ono što se može zaključiti na osnovu Tabele 3 jeste da se statistički značajne razlike među učenicama četvrtog i učenicama sedmog razreda javljaju u odgovorima na prvo (*Da li sa zadovoljstvom odlaziš na časove fizičkog vaspitanja?*) i sedmo pitanje (*Koje igre ti se posebno dopadaju?*). Što se tiče prvog pitanja, statistički značajne razlike se javljaju u korist devojčica iz četvrtog razreda. Sa druge strane, sedmo pitanje je vezano za ambijent u kojem se održavaju časovi fizičkog. Tu kod oba subuzorka preovladavaju igre u sali, s tim da je procenat učenica četvrtog razreda koje su se odlučile za taj odgovor 48%, a učenica sedmog razreda za 40% veći (88%).

DISKUSIJA

Stavovi devojaka prema nastavi ovog predmeta se menjaju kako im se uzrast povećava, što pokazuju i neke studije (Arabaci, 2009; Smoll & Schutz, 1980). Učenice četvrtog razreda uglavnom imaju pozitivne stavove prema fizičkom vaspitanju (Šekeljić i Stamatović, 2011; Šekeljić i sar., 2012), što je pokazano i ovim istraživanjem. Sa druge strane, učenice viših razreda uglavnom imaju negativne stavove prema ovom predmetu (Arabaci, 2009). I ovo istraživanje je pratilo trend pogoršanja stavova prema nastavi fizičkog vaspitanja s povećanjem uzrasta – veći broj učenica četvrtog razreda ima pozitivne stavove prema nastavi pomenutog predmeta, dok je broj takvih učenica u sedmom razredu manji. Ovo se može pripisati ulasku u adolescenciju učenica sedmog razreda, nedovoljnoj prilagođenosti sadržaja njihovim interesovanjima i potrebama, kao i njihovoj želji da se što bolje uklope u grupu vršnjaka. Zabrinjavajući su podaci da čak 40% ispitanih učenica sedmog razreda ne odlazi sa zadovoljstvom na nastavu fizičkog vaspitanja, a zapostavljanje fizičkog vaspitanja umanjuje kvalitet obrazovanja i ima negativne posledice po javno zdravlje i zdravstveni budžet u budućnosti (Đorđić i Tumin, 2008). To može biti uslovljeno nekim njihovim uverenjima o nastavi pomenutog predmeta. Žena se posmatra kao intuitivno, saosećajno i nežno biće, usmereno na brak i zasnivanje porodice i veruje se da „muško” bavljenje sportom narušava njenu ženstvenost (Đorđić i Tumin, 2008), pa je moguće da su pojedine učenice sedmog razreda pod uticajem sredine stekle takva uverenja. Sa druge strane, nezadovoljstvo učenica nastavom fizičkog vaspitanja može zavisiti i od nastavnika, tj. njegove spremnosti i inovativnosti (Martinović i Branković, 2012).

Sadržaji koji se obrađuju u nastavi fizičkog vaspitanja prema Predmetnom programu za osnovnu školu (2011) naizgled su prilagođeni uzrastu i polu učenika, ali nastavna praksa pokazuje da se fudbal mnogo više obrađuje i

igra nego moderni plesovi, recimo. Verovatno je da fudbal neće biti naročito zanimljiv devojkama, ali zato bi valjalo povećati broj časova na kojima se rade moderni plesovi ili nešto drugo za šta se ispostavi da im je zanimljivo. Tome u prilog ide i činjenica da je 48% učenica sedmog razreda odgovorilo da bi, kada bi imale priliku da nešto menjaju, promenile program.

U ovom radu utvrđene su razlike u stavovima učenica četvrtog razreda i stavovima učenica sedmog razreda osnovne škole prema nastavi fizičkog vaspitanja. Rezultati su pokazali da postoje statistički značajne razlike u omiljenim mestima za izvođenje nastave fizičkog vaspitanja i u zadovoljstvu kvalitetom nastave pomenutog predmeta.

ZAKLJUČAK

Značaj ovog istraživanja ogleda se u informisanju nastavnika o stavovima učenica prema nastavi fizičkog vaspitanja. Dobijeni rezultati mogu dati uvid nastavnicima u trenutno stanje koje se tiče stavova učenica prema nastavi fizičkog vaspitanja, te tako doprineti unapređivanju vaspitno-obrazovne prakse.

Nastavni predmet koji može uticati na pravilan mentalni i fizički razvitak dece i mladih svakako je fizičko vaspitanje. Kvalitetna nastava fizičkog vaspitanja, adekvatan izbor nastavnih sadržaja i pozitivni stavovi prema nastavi fizičkog vaspitanja osnov su za bavljenje fizičkom aktivnošću i sportom, ne samo u detinjstvu i adolescenciji, već i tokom čitavog života. Izbor i strukturu nastavnih sadržaja fizičkog vaspitanja u osnovnoškolskom uzrastu trebalo bi prilagoditi uzrastu, interesovanjima, potrebama i polu deteta. Zbog toga je važno da nastavnici prilagode sadržaje i učine nastavu zanimljivijom učenicima oba pola, kako bi učenici (a naročito učenice viših razreda) razvili pozitivne stavove prema nastavi fizičkog vaspitanja i tako shvatili da ovaj predmet u velikoj meri utiče ne samo na njihov izgled, već i na njihovo zdravlje.

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Original scientific paper

DIFFERENCES IN ATTITUDES OF FOURTH GRADE AND SEVENTH GRADE FEMALE STUDENTS TOWARD PHYSICAL EDUCATION CLASSES¹

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Abstract: The main aim of this research was to determine the differences in the attitudes of female students of fourth and seventh grade of elementary school toward Physical Education classes. The research has the transversal character and it was conducted at the elementary school "Oktoih" in Podgorica. The sample consisted of 50 students from the mentioned elementary school. Students were divided into two subdivisions, according to the age criteria and the grade they attended. The first sub-sample was composed of 25 female fourth grade students and the second was composed of 25 female seventh grade students. Anonymous standardized questionnaire survey, adapted to the needs of this research, was used. Questionnaire surveys were given to the girls who were explained how to fill them in. The questionnaires were observed and the received results were processed in a descriptive way and shown in a tabular way. Chi-squared test ($p < 0.05$) was used to determine statistically meaningful differences between fourth grade and seventh grade female students' answers. The results have shown the existence of statistically significant differences considering favorite places of conducting Physical Education classes and pleasure in terms of the quality of Physical Education classes.

Keywords: *teaching, Physical Education, female students, attitudes*

INTRODUCTION

Physical Education is a systematically organised and planned process of acquiring fine motor skills, knowledge and abilities, strengthening the health, and developing students' neuro-physical strengths and the abilities (Krulj et al., 2001). The basic aim of Physical Education classes in schools is that its content, using the educational process, affects the integral development of the personality of a child (Nikolić, 2019). This subject affects the development of the entire personality of the child, which is reflected in its aims, such as: boosting growth and development, acquiring specific knowledge, skills and habits, creating moral guidance and moral leadership qualities of students' personalities, acquiring and developing the awareness of the need to protect their health, the nature and the human environment (Višnjic et al., 2004).

It is known that Physical Education is considered one of the favorite school subjects, especially amongst younger grades of elementary school (Šekeljić & Stamatović, 2011; Đorđić & Tumin, 2008). Some of the reasons for that are certainly the natural urge of the child to be active, to play and to show its creativity, and this subject provides the biggest opportunities for that. However, not all students have positive attitudes towards this subject. In the teaching practice this becomes the most obvious during the period of entering adolescence, especially among girls. It is shown that the interest for attending these classes drops among a big number of the adolescent girls (Dunjić-Mandić, 2007; Arabaci, 2009). One of the reasons to avoid Physical Education classes could be the fact that the content of the subject is not adapted to the age, interests and the needs of the girls, so they start perceiving the

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subject as the "male subject" (Arabaci, 2009) and they often avoid any type of the activity connected to the subject, which carries a lot of bad consequences for their health. In order to persuade adolescents to practice physical activity and to feel its positive effects, it is necessary to develop positive attitudes towards Physical Education classes.

Adolescents' attitudes are also formed by the influence of some their internal judgements, through the effect of their environment, the groups they interact with and mostly by their peers (Stojaković, 2002). Particularly the adolescence is considered to be a period when the attitudes of the group we belong to become especially important (Koca et al., 2005). Because of it, the girls who normally have the positive attitudes towards Physical Education, show the tendency to change their attitude in order to be accepted among their peers. It's a fact that attitudes towards this subject depend on the gender and the age of students. Physical education and sports in general are traditionally considered as male areas and in the schools they were first introduced for male students and then, only in the late 19th century, for female students, too (Đorđić & Tumin, 2008). Even participation at sports events was reserved for men only, while women received their right to participate only later. Today women are competing equally, in many disciplines and in almost every sport. However, with adolescent females, the belief that sports career is related with "manhood", at least in terms of PE classes, is still present (Arabaci, 2009). Šekeljić et al. (2012) found differences in interests of boys and girls, meaning that a different concept of Physical Education is needed in terms of the curriculum. The attitude toward Physical Education, can indirectly indicate the quality of the realised curriculum and positive attitudes are possible to form through various interesting programs (Dragutinović & Mitrović, 2019).

Positive attitudes toward Physical Education would contribute to the physical activity happening more often, which would affect the balance of the physical and mental development of younger and adolescent girls. In relation to that, the subjects of this work are precisely the attitudes of the students of the fourth and the seventh grade of elementary school toward Physical Education classes. The main aim of this research is to determine the differences in the attitudes of the fourth and the seventh grade female students toward Physical Education classes and also to see if those differences depend on the age. To achieve that, we researched if the girls enjoy attending Physical Education classes, what they prefer to do at those classes, if they are satisfied with the presentation of Physical Education in their school, which games they find particularly interesting, etc.

METHOD

Study aim

The main aim of this paper is to determine the differences in the attitudes of the fourth and seventh grade female students toward this subject.

Study objectives

Objectives are concluded from the presented aim:

- Determine the attitudes of the fourth grade students towards Physical Education
- Determine the attitudes of the seventh grade students towards Physical Education

Study hypothesis

According to the given aim and objectives of the research, there are one main (Hm) and two auxiliary (H1 and H2) hypotheses:

Hm - It is presumed that the differences between the female students of the fourth and the female pupils of the seventh grade toward Physical Education exist.

H1 - It is presumed that female students of the fourth grade have positive attitudes toward Physical Education lessons.

H2 - It is presumed that female students of the seventh grade have negative attitudes toward Physical Education lessons.

Examinee sample

The sample in this research comprised 50 female respondents, students of the elementary school "Oktoih" in Podgorica. This sample was divided in two sub-samples. The first sub-sample was composed of 25 fourth grade

female students and the second sub-sample was composed of 25 seventh grade female students from the mentioned elementary school. This research has the transversal character and it was conducted in a single day at the beginning of June 2021.

Study techniques

Anonymous survey was used as the research technique. Standardised survey questionnaire (Dzibric et al., 2011; Dragutinović & Mitrović, 2019) was used as the research instrument. The research instrument was modified and adapted to this research (Survey questionnaire 1). This questionnaire involved 8 close-ended questions. Survey questionnaires with the explanation how to fill them were given to the girls.

Survey questionnaire 1

This is an anonymous survey questionnaire used for the purpose of making a scientific paper. Read it carefully, answer honestly and do not write anything that could reveal your identity.

(DO NOT WRITE your first name, last name, class number or anything similar.)

Gender M F Grade IV VII

1. Do you enjoy attending Physical Education classes?

a) Yes b) No

2. What do you prefer doing at Physical Education classes?

a) Running b) Playing games c) Exercising

3. How satisfied are you with Physical Education classes in your school?

a) Completely b) Partially c) Not at all

4. Do you think that exercise and the physical activity during PE classes have a positive effect on your health and development?

a) It contributes to my health b) It does not contribute to my health c) It is bad for my health

5. What would you prefer to have:

a) A nice and modern outfit b) A healthy and strong body

6. What is more important to you:

a) To execute PE exercises correctly b) To solve Mathematics problems correctly c) Both

7. Which games do you particularly like?

a) Classroom games b) School yard games c) Sports hall games

8. If you could change something in your PE classes, what would it be:

a) Nothing b) The conditions c) The curriculum

In the end, the survey questionnaires were reviewed. The received results were treated in a descriptive way and shown in a tabular form (in percentages). Statistically significant differences between the variables considering the age criteria were determined by the Chi-squared test with significance level $p < 0.05$.

RESULTS

Table 1 shows the answers of the fourth grade female students to the questions presented in survey questionnaire. The values of the results were shown numerically and by percentage.

Table 1. Attitudes of fourth grade female students toward Physical Education

| Questions | Answers | Number | Percentage |
|--|--------------------------------------|--------|------------|
| 1. Do you enjoy attending PE classes? | a) Yes | 22 | 88% |
| | b) No | 3 | 12% |
| 2. What is your favorite activity during PE classes? | a) Running | 5 | 20% |
| | b) Playing games | 13 | 52% |
| | c) Exercising | 7 | 28% |
| 3. How satisfied are you with Physical Education classes in your school? | a) Completely | 15 | 60% |
| | b) Partially | 8 | 32% |
| | c) Not at all | 2 | 8% |
| 4. Do you think that exercise and physical activity during PE classes have a positive effect on your health and development? | a) It does | 22 | 88% |
| | b) It does not | 3 | 12% |
| | c) It is harmful | 0 | 0% |
| 5. What would you prefer to have? | a) A nice and modern outfit | 4 | 16% |
| | b) A healthy and strong body | 21 | 84% |
| 6. What is more important to you? | a) To execute PE exercises correctly | 7 | 28% |
| | b) To solve Math problems correctly | 7 | 28% |
| | c) Both | 11 | 44% |
| 7. Which games do you particularly like? | a) Classroom games | 5 | 20% |
| | b) School yard games | 8 | 32% |
| | c) Sports hall games | 12 | 48% |
| 8. If you could change something in your PE classes, what would it be? | a) Nothing | 12 | 48% |
| | b) The conditions | 5 | 20% |
| | c) The curriculum | 8 | 32% |

By looking at the Table 1, we can see that the majority of the fourth grade female students (88%) responded to the first question saying that they enjoy going to their PE class. The rest of the girls expressed a negative attitude towards PE classes (12%). Games are what they like the most about the classes - (52%) of them said that those are their favorite activities, while exercise (28%) and running (20%) are the activities that are interesting to fewer of the fourth grade girls. When it comes to enjoyment in Physical Education classes, most examinees are satisfied with organization of these classes (60%), but there are those who are partially satisfied (32%) and those who are dissatisfied with it (8%). Girls of this age are aware that physical education classes have a positive impact on their health and growth, which can be seen in the answers that they gave to the fourth and the fifth question. 88% of them understand that physical education positively affects their health, while fewer of them responded that physical education does not contribute to their health (12%) and none thought that it is bad for the health (0%). The fifth question also shows

that most girls understand the importance of healthy growth and development, so 84% of them answered that they want a healthy and strong body, while 16% of them would choose nice and modern clothes. By answering the sixth question, the fourth grade students considered solving math problems correctly and correct execution of exercises as equally important (28% each), while 44% of them answered that both are equally important. Considering the best environment for conducting PE classes, a majority of girls opted for a sports hall (48%). School yard games were chosen by 32% of them, and classroom games were chosen by 20% of the fourth grade female pupils. The overall satisfaction with PE classes was shown by the answer to the last question. Twelve girls (48%) answered that they wouldn't change anything, 8 (32%) would change the curriculum and 5 (20%) would change the conditions.

Table 2 shows the responses of the seventh grade students to the questionnaire. The values of the results were shown numerically and by percentage.

Table 2. *Attitudes of the seventh grade female students toward Physical Education*

| Questions | Answers | Number | Percentage |
|--|--------------------------------------|--------|------------|
| 1. Do you enjoy attending PE classes? | a) Yes | 15 | 60% |
| | b) No | 10 | 40% |
| 2. What is your favorite activity during PE classes? | a) Running | 5 | 20% |
| | b) Playing games | 14 | 56% |
| | c) Exercising | 6 | 24% |
| 3. How satisfied are you with Physical Education classes in your school? | a) Completely | 9 | 36% |
| | b) Partially | 10 | 40% |
| | c) Not at all | 6 | 24% |
| 4. Do you think that exercise and physical activity during PE classes have a positive effect on your health and development? | a) It does | 19 | 76% |
| | b) It does not | 6 | 24% |
| | c) It is harmful | 0 | 0% |
| 5. What would you prefer to have? | a) A nice and modern outfit | 9 | 36% |
| | b) A healthy and strong body | 16 | 64% |
| 6. What is more important to you? | a) To execute PE exercises correctly | 6 | 24% |
| | b) To solve Math problems correctly | 9 | 36% |
| | c) Both | 10 | 40% |
| 7. Which games do you particularly like? | a) Classroom games | 0 | 0% |
| | b) School yard games | 3 | 12% |
| | c) Sports hall games | 22 | 88% |
| 8. If you could change something in your PE classes, what would it be? | a) Nothing | 10 | 40% |
| | b) The conditions | 3 | 12% |
| | c) The curriculum | 12 | 48% |

When we talk about the first question, the number and percentage of the seventh grade female students who enjoy attending Physical Education classes is significantly different from the number and percentage of the fourth grade female students. Fifteen pupils (60%) answered YES, and 10 pupils (40%) answered NO. Such a difference can be attributed precisely to the claims that support the assumption that girls' interest in PE classes weakens at the beginning of their adolescence (Arabaci, 2009; Đorđić & Tumin, 2008; Rowland, 1999). The fourth grade female students and the majority of seventh grade female pupils like playing games during these classes (56%), exercising (24%) and running a bit less (20%). Answering the third question, the seventh grade female students expressed that they are not completely satisfied (meaning that they are partially satisfied) with the organization of this class, whereas 36% are completely satisfied, and up to 24% are dissatisfied (which is about three times more than fourth

grade students). Their answers in relation to the influence of this subject on health and their growth, indicated that the seventh grade female students are also aware of the health benefits of carrying out physical activity. The fourth question was answered positively by 76% of the examinees, while the rest of them (24%) think that physical activity doesn't contribute to the health. Even with the fifth question, where they had a choice between health and fashion, they mostly answered positively about health (64%), while 36% of them gave the priority to nice and modern clothes. While answering the sixth question, the seventh grade students gave the priority to solving math problems (36%), while 24% chose correct execution of physical exercises. Nevertheless, most of them think that both are equally important (40%). When we talk about the seventh question, as much as 88% of the seventh graders answered that they prefer sports hall games, while the others (12%) preferred school yard games. This difference is expected and can be attributed to the usual practice that Physical Education classes in the higher grades of elementary schools is very rarely conducted in the school yard and almost never in the classroom, which is understandable considering how complex the teaching content of that subject is. With the eight question, as much as 48% of the respondents answered that they would change the curriculum for their PE classes, which contributes to the assumption that the content for the higher grades is not adapted for the girls.

Table 3 contains the results of the Chi-squared test for the small and independent samples, with the statistical significance of $p < 0,05$.

Table 3. *Chi-squared test results*

| Variables | Sig. |
|--|------|
| 1. Do you enjoy attending PE classes? | .009 |
| 2. What is your favourite activity during PE classes? | .830 |
| 3. How satisfied are you with Physical Education classes in your school? | .059 |
| 4. Do you think that exercise and physical activity during PE classes have a positive effect on your health and development? | .127 |
| 5. What would you prefer to have? | .111 |
| 6. What is more important to you? | .967 |
| 7. Which games do you particularly like? | .002 |
| 8. If you could change something in your PE classes, what would it be? | .365 |

Legend: Sig. – Importance of Chi-squared test difference

What we can conclude based on Table 3 is that the statistically meaningful differences between the fourth and the seventh grade female students are noticed in the answers to the first and to the seventh question. In terms of the first question, statistically significant differences are presented in favour of the fourth grade students. On the other hand, the seventh question was connected to the venue where Physical education classes take place. In case of that question, hall games are predominant with both sub-samples, namely 48% of fourth graders, and 88% of seventh grade students selected that answer.

DISCUSSION

Girls' attitude toward PE classes are changing with their age, which is proven by some other studies (Arabaci, 2009; Smoll & Shutz, 1980). Fourth grade female students mostly have got the positive attitudes toward Physical Education classes (Šekeljić & Stamatović, 2011; Šekeljić et al., 2012), which was proved by this research, too. On the other hand, students of higher grades have got negative attitudes toward this subject (Arabaci, 2009). This research also followed the trend of deterioration of positive attitudes toward Physical Education classes with increasing age – a large number of the fourth grade female students had positive attitudes toward PE classes, while the number of the seventh grade female students proved to be smaller. This could be credited to the beginning of adolescence of the seventh grade girls, insufficient adjustment of the content to their interests and needs, as well as to their desire to fit better in the group of peers. What is highly concerning is that as much as 40% of the surveyed seventh grade

students do not enjoy attending PE classes, and the neglect of this subject is reducing the quality of the education and has a negative effect on the public health and health budget in the future (Đorđić & Tumin, 2008). That can be conditioned by some of their beliefs about these classes. Woman is traditionally seen as an intuitive, compassionate and gentle creature, focused on marriage and founding a family, and it is believed that "male" sports activities could ruin her femininity (Đorđić & Tumin, 2008), so it is possible that some seventh grade students have such beliefs because of the influence of their social environment. On the other hand, the dissatisfaction of the students with PE classes may depend on the teacher, their ability and innovativeness (Martinović & Branković, 2012).

Contents that are covered by PE classes, according to the Subject Curriculum for Elementary Schools (2011) are only apparently adapted to students' age and gender, but practice shows that football is much more practiced and played than modern dances, for example. Football will highly unlikely be particularly interesting to girls, but it would be good to increase the number of classes of modern dance or something similar that might interest them. In favour of this fact, 48% of the seventh grade female students responded that they would, when given the opportunity to change something, change the curriculum.

This paper pointed to the differences in the attitudes of the fourth grade and seventh grade female students of elementary school toward Physical Education classes. The results showed that there are significant statistical differences by the favorite venue for PE classes, and in terms of the satisfaction by the quality of PE class realisation.

CONCLUSION

The significance of this research is reflected in informing teachers about the students' attitudes toward Physical Education. The received results may provide an insight to the teachers about the present state, considering the students' attitudes toward Physical Education, and thereby contribute to the improvement of the teaching-education practice.

Physical Education is a subject that may influence healthy mental and physical development of children and young people. Quality Physical Education classes, an adequate selection of teaching content and positive attitudes toward Physical Education classes form the basis for engaging in physical activity and sports, not only in childhood and adolescence, but also throughout life. The choice and the structure of Physical Education contents at elementary school age should be adapted based on the age, interests, needs and gender of a child. Because of it, it is important that teachers adapt the content and make the lesson interesting to students of both genders, so that they (and especially female pupils in higher grades) could develop positive attitudes toward PE classes and thereby understand that this subject affects not only their looks, but also their health.

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