

PRESENT ATTITUDES OF PHYSICAL EDUCATION STUDENTS TOWARDS FUTURE EMPLOYMENT IN THEIR PROFESSION

Eligiusz Madejski^{1,2}, Grażyna Kosiba¹, Magdalena Majer¹

¹ Bronisław Czech Academy of Physical Education, Cracow, Poland

² Higher Vocational School, Tarnow, Poland

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OBJECTIVE: The aim of the research was to examine empirically the attitudes of physical education students towards their future profession in physical culture and some of their considerations about the choice of their field of study and their opinion about the course of studies.

METHODS: The research embraced physical education students studying at the Academy of Physical Education in Cracow. The research took place in two stages (May 2005 and 2008). The first part involved first year students (N = 162), the second the same students then being fourth year students, but only those, who passed all semesters on time (N = 103). The students' attitudes towards their future profession were examined by means of a questionnaire worked out by Grabowski and Skrzypiec.

RESULTS: For 45.6% of our respondents the choice of their field of study and prospective profession was determined by positive factors. More than half of the tested students (51.6%) chose physical education as their field of study because of their interests and passion. Salary, stability and terms of work are also significant factors. More than half of the respondents declare their willingness to work in their profession after graduation.

CONCLUSIONS: From among the values preferred while choosing the physical educator's profession, passion was the main choice of the respondents, regardless of gender. The fact that their studies' positive influence on the respondents' attitudes towards their future profession decrease clearly between the first and the last year of studies, is alarming. It would be advisable to do more detailed research in other schools to verify the educational system and the practical preparation of prospective physical education teachers.

Keywords: Motives, studies, teachers' profession.

INTRODUCTION

Choosing their future profession, people, in most cases, decide by motives, normally not just one motive, but a whole group of them. Motives as defined by Duraj-Nowakowa (1984) "are some kind of expression showing one's attitude towards a profession, and also an estimation of one's own possibility to fulfill it". A good choice will depend on a unity of talents, predispositions and interests of the candidate with the profession's requirements (Cieśliński, 2005). The present economic situation and social convictions have caused the fact that the common values preferred while choosing a profession are material profits and stability of work. This opinion is absolutely consistent with Pemmer (2009), who in addition mentions the possibility of one's creative development.

The choice of one's profession and the linked education should be a thoroughly thought out decision, because a wrong choice can bring problems during studying and in later professional work. Research results show, that not well-thought-out decisions are mostly caused by young peoples' lack of knowledge about

professions and by inadequate skills to estimate their own abilities and predispositions useful in professions (Duraj-Nowakowa, 1995).

One reason for failure in the choice of one's main subject are different educational chances: "students (in particular differences in interests, motivation, aspirations, health, etc.), their parents (who are different in education, financial situation, educational awareness, professional prestige, etc.), schools (differences in the grades of educational functions, professional orientation, technical infrastructure, social infrastructure, etc.) childhood background (differences in ecological factors, social and cultural skills, the status of the local community for realizing one's educational aims, etc.)" (Duraj-Nowakowa, 1995).

A simplification in making such important decisions about education, profession or work is to take part actively in professional orientation. Expansion of knowledge is desirable or rather necessary. In the opinion of Duraj-Nowakowa (1995) "factors that cause a change for the right orientation in different professions are knowledge about professions, knowledge of the psycho-physical requirements linked with different professions,

information about the demands of employees in special job groups, knowledge of ways of how to get a job, skills to evaluate oneself for doing a certain kind of work, etc.". According to other authors, one's choice of profession depends on social influence, e.g. family and living conditions, which is the factor that affects us first and most (Beknie, 2006; Heim, 1996; Pemmer, 2009).

There are also those kinds of opinions, that young people decide (by themselves) about where to study at the last possible moment, accidentally, and that parents, teachers and job counselling centers do not play a role in their making this decision (Depta, 1992; Szczepański, 2005).

These considerations show the need for analyzing students' attitudes (in this case physical education students) towards their future profession and their motives for choosing the teacher profession. This special profession requires from its candidates definite characteristics – love of children, emotional stability, empathy, self acceptance, reliability, creativity, etc. (Grabowski, 2000).

The aim of the research was to verify empirically students' attitudes towards their future profession in physical culture and some reasons for choosing their field of studies and their opinion about their studies. The analysis of this aim was made after gathering information on the topic and getting answers to the following questions:

1. Which factors decide about the choice of physical education as a field of studies in the students' opinion?
2. Did the respondents' idea of what their studies would be like change during the course of their study program during their time at the academy and how much were the study programs similar to their expectations?
3. What kind of influence does the time of studying have on their attitudes towards their future profession?
4. What kind of work are physical education students interested in after graduating?
5. Which values do students prefer while choosing the physical education teacher's profession?
6. Do the mentioned categories of questions diversify the respondents depending on gender and year of studies?

METHOD

The research was done in two stages. The first involved all first year students ($N = 162$) attending their classes on the research day (May 2005). The second part was done three years later in 2008, the same students (now 4th year students $N = 103$) took part. The different numbers of respondents in the first and second

stage of research can be clarified by the fact, that not all students who started their studies in 2005 were 4th year students in 2008 (TABLE 1).

TABLE 1

Numbers of respondents with details about gender and year of study

Year of studies	Gender	Number of respondents	Total
I	F	80	162
	M	82	
IV	F	50	103
	M	53	

The main research instrument used in our study was a questionnaire with open and closed questions. The questionnaire was worked out according to Grabowski's and Skrzypiec's publications (Grabowski, 1991; Skrzypiec, 1978).

To check their motives for choosing physical education as field of study and prospective profession, the respondents had to answer an open question. The answers were fairly different, but we could establish that there are two factors responsible for the students' field of study choice. One group of motives are internal, related to the students interests and ideas, such as sports as a hobby or the wish to work with children, etc. External motives are related to the motivation by parents and friends, or the failure in other fields of studies, etc. For a deeper analysis of the results we applied (like Grabowski, 1991) a categorization, which helped to create four groups of motives:

1. Positive – e.g. the wish to work with children, interest in the human being as a field of study, the wish to improve the quality of physical education and sport, the possibility of harmonic physical and psychological development, attractiveness of the prospective work, etc.
2. Ambivalent – positive-neutral or positive-negative, e.g. interest in sport, avoiding the army.
3. Neutral – e.g. motivation by friends, the perspective of long holidays, the wish to continue a sports career, etc.
4. Negative – e.g. reluctance to work in an office, avoiding the army, failure in trying to study other main subjects, etc. (Grabowski, 1991).

The measure of satisfaction in making the right choice of education after graduating from high school was surveyed in two questions:

1. Have your expectations of studying in the physical education academy been met in practice?

2. If you were once again in the position you were in while graduating, would you choose the same major?

The aim of the research was also to get answers to the following question: Did your attitudes towards your prospective profession change during your studies? Did studying change your attitude towards your prospective profession? The respondents had to choose one of the following answers: 1. did not change, 2. from negative to positive, 3. from positive to negative, 4. from neutral to positive, 5. from neutral to negative, 6. I attached more, 7. I got a little discouraged. Finally (as in H. Grabowski's research) three categories of influences on students' attitudes towards their future profession were isolated:

1. positive – answers no. 2, 4, and 6,
2. neutral – answer no. 1,
3. negative – answers no. 3, 5, and 7 (Grabowski, 1991).

Another question to be answered by the respondents was: Where do you want to work after graduating? We wanted to verify the students' attitude towards the teacher profession. After allocating the answers into categories (as did H. Grabowski) we got three possibilities of work: 1. in conformity with their field of studies, 2. other work in physical culture, 3. not in physical culture (Grabowski, 1991). There was also a group of students, who did not know where to work after graduating.

The last question was about the students' preferred values for choosing work. The respondents could choose up to three from eight value categories (set by H. Grabowski) or mention their own (Grabowski, 1991).

To make it easier for other scientists to make similar research projects in future, the authors enclosed a particular description of the research tool.

The basis of working out the results was to define the quantity of answers to the particular questions in numerical data and percentage terms. The strength of the relationship between variables was determined with an adjusted contingency coefficient (*C*) based on a chi-square test 2. The value of this coefficient was calculated only for those relationships that were statistically significant at the 0.05 level.

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RESULTS

Despite the different responses it was found that the choice of field of studies was clearly determined by two types of factors: Intrinsic factors, more associated with entrenched interests and considerations, e.g. interest in sport, a willingness to work with children, etc., and ex-

trinsic factors, e.g. a failure to be admitted to a different field of studies, an incentive from their environment, etc.

On the basis of the answers presented in (TABLE 2) it was deduced that, for a majority of the students examined (45.6%), the choice of academic education and career was influenced by positive conditions, e.g. the wish to work with children or the attractiveness of the future profession. The diversification of these conditions within genders was slight and amounted to just 1.3%. The reason for this lies in government changes in the last twenty years.

TABLE 2

Consideration of main subject choice in %

Consideration	Year of studies		
	I		
	F	M	Total
Positive	45.0	46.3	45.6
Ambivalent	40.0	46.3	43.2
Neutral	13.8	7.4	10.6
Negative	1.2	0.0	0.6

In the second, a large group of respondents (43.2%) on the question of further education decided based on ambivalent conditions, which means, e.g. an interest in sports or avoiding military service. Because of neutral (such as encouragement by friends, the perspective of long holidays, the will to continue a sports career) these reasons were almost one in ten of the examined who settled on this major. Among the males examined, no negative conditions were observed. The results of the research proved that the choice of this major for most of those examined was not coincidental, but based on well thought out decisions.

The answers for the consecutive question (in which one could underline more than one answer), where the motives for choosing physical education studies were strictly assigned, it was even more pronounced that the decisions were not made accidentally. The main motive for choosing physical education as field of studies was the interest in and passion for the teacher's profession (51.6%), and next the possibility of doing sports (11.8%) and work with children (11.2%). The values of the mentioned motives were slightly higher within the female group than the males (TABLE 3).

The expectations of their studies (which the respondents had before studying) in confrontation with their later experience in reality were met for 34.1% of students finishing their first year of education (TABLE 4). In this group women were more disappointed than men. At the end of the fourth year of education this percentage de-

TABLE 3

Motives of choosing physical education as main subject in %

Category of answer	Year of studies		
	I		
	F	M	Total
Teacher's/Trainers profession	3.7	6.1	4.9
Interests, passion	53.7	49.4	51.6
Work with children	12.2	10.2	11.2
Dream	4.9	1.1	3.0
Continuing sports career	6.1	3.4	4.8
Development in sports	4.9	5.3	5.1
Sports	12.4	11.2	11.8
I don't know	10.8	9.6	10.2

Legend:

Attention! It was possible to choose more than one answer, so the total can be more than 100%

TABLE 4

Conformity of expectations with reality in %

Category of answer	Year of studies					
	I			IV		
	F	M	Total	F	M	Total
Absolutely yes	28.0	40.1	34.1	32.1	29.8	30.9
Partly yes	68.3	48.4	58.4	62.3	52.6	57.5
A little	2.4	11.5	6.9	5.6	17.6	11.6
Absolutely no	1.3	0.0	0.6	0.0	0.0	0.0

creased slightly to 30.9%. Also gender did not make up any diversification of the examined feelings ($F = 32.1\%$; $M = 29.8\%$). The answers to the second question suggest that the readiness to re-choose the same major significantly diverges from the practical verification of students' expectations about education in confrontation with reality. If those examined had, after high school, chosen once again their further education, almost half of them would have settled on the same major, which is physical education. This kind of answer was given by 57.3% of the first year students and 50.1% after their fourth year of education (TABLE 5). In accordance with gender, little diversity of results in the group of fourth year students was noted ($K = 54.7\%$, $M = 45.4\%$) and extraordinary accordance was noticed within students finishing their first year of studies ($F = 57.3\%$; $M = 57.3\%$).

The presented situation can be explained by the students' motives, which were chosen most – interests and passion (TABLE 3). The analysis of this fact shows that

TABLE 5

Declared readiness to choose the same main subject of studies again in %

Category of answer	Year of studies					
	I			IV		
	F	M	Total	F	M	Total
Absolutely yes	57.3	57.3	57.3	54.7	45.4	50.1
Rather yes	24.4	28.1	26.2	30.2	22.3	26.3
Difficult to say	17.1	12.4	14.8	11.3	14.0	12.7
Rather no	1.2	2.2	1.7	3.8	13.0	8.3
Absolutely no	0.0	0.0	0.0	0.0	5.3	2.6

this choice was mainly made by students who are sure about the right choice of their field of study and also show a strong emotional bond to their future profession.

Comparison shows that, in 60.2% of cases, studying has a positive influence on first year students' attitude towards the teacher profession. Unfortunately this result decreases significantly during the four years of studies (28.1%), the percentage distribution shows that the neutral influence is the dominating one (TABLE 6, Fig. 1). In this case there was an average correlation between the effects of studies and the students' attitude towards their future profession ($\chi^2 = 31.39$; $p < 0.05$; $C = 0.325$). We should search for the reasons for such significant differences between the answers at the beginning and the end of their education in the fact that students' educational experience is growing. The results can suggest a kind of interdependence, which means the higher the year of studies, the smaller the probability of subjective opinions towards the issue. This theory can be supported by the fact that first year students take part in theoretical subjects, which does not give them a deeper insight into their future profession. In later stages their theoretical knowledge is enriched by practical experience. That happens, among others, by taking part in pedagogical practice at schools. So, for having mature and objective opinions, students need that kind of experience. A lack of their studies' influence on their attitudes towards

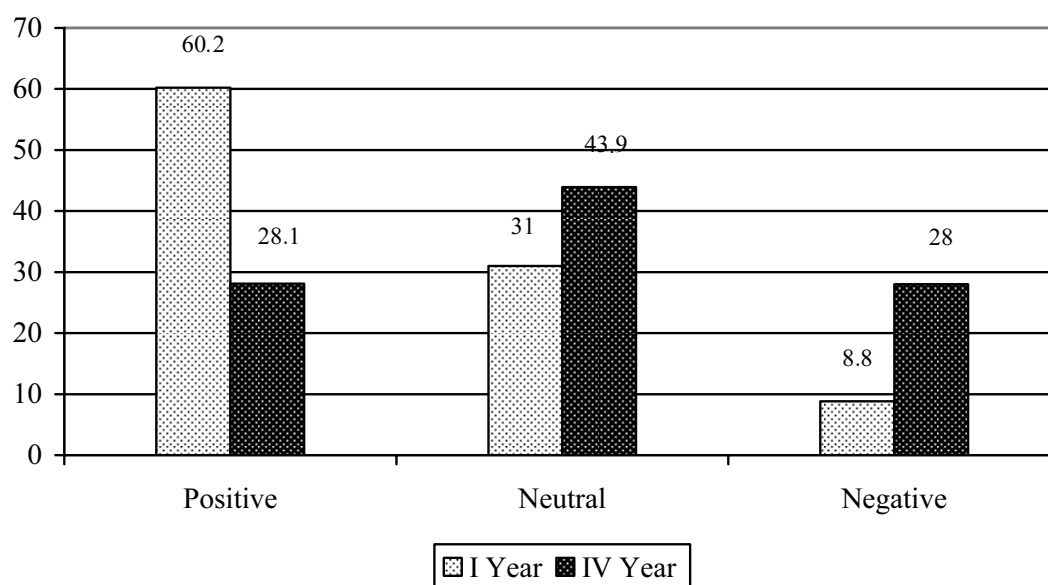
TABLE 6

The respondents' opinion about the studies influence on their attitudes towards their future profession in %

Kind of influence	Year of studies					
	I			IV		
	F	M	Total	F	M	Total
Positive	59.8	60.6	60.2	26.4	29.8	28.1
Neutral	35.3	26.8	31.0	52.8	35.1	43.9
Negative	4.9	12.6	8.8	20.8	35.1	28.0

Fig. 1

Studies influence on students attitudes towards their prospective profession – first and fourth year of studies – total



their prospective profession was chosen more often by women than by men, and that was similar throughout first ($F = 35.3\%$; $M = 26.8\%$) and last year respondents ($F = 52.8\%$; $M = 35.1\%$). The situation was in reverse in cases of negative influence.

More than half of the respondents want to work in conformity with their qualifications (TABLE 7). This conviction grows by 16.3% between the first and last year of studies. Depending on the respondents' gender, a larger difference was recorded in women (23.5%) than in the male group (8.9%). The number of respondents declaring willingness to start other work in physical culture decreased by 5.8%, the number of undecided was 12.2%. In the final year of studies, male respondents hesitate more about where they want to work after graduation (26.3%). This situation can be influenced by the high requirements set for teachers and the low salary.

TABLE 7

Preferred kind of work after graduation in %

Kind of work	Year of studies					
	I			IV		
	F	M	Total	F	M	Total
As teacher or coach	59.3	42.0	50.6	82.8	50.9	66.9
Another in physical culture	13.6	12.5	13.1	7.7	7.0	7.3
Not in physical culture	4.9	11.4	8.1	3.8	15.8	9.8
I don't know	22.2	34.1	28.2	5.7	26.3	16.0

Apart from that in recent years there is an explicit tendency towards feminization of the teachers' profession.

The percentage index is shown in preferred values for choosing a profession in TABLE 8. Of the mentioned values for choosing work, passion won the most recognition (regardless of gender and year of study) for the future profession. This relates certainly to (how Grabowski, 1991 says) acknowledged, not realized values. According to our respondents' salary (1st year

TABLE 8

Preferred values for choosing work in %

Value category	Year of studies					
	I			IV		
	F	M	Total	F	M	Total
Passion	89.0	94.4	91.7	100	91.2	95.6
Stability of work	40.2	31.5	35.9	28.3	28.1	28.2
Salary	58.5	64.0	61.3	60.4	64.9	62.7
Social recognition	9.8	7.9	8.9	5.7	14.0	9.9
Terms of work	47.6	41.6	44.6	45.3	38.6	41.9
Free time	15.9	22.5	19.2	15.1	19.3	17.2
Possibility to promote	20.7	15.7	18.2	22.6	14.0	18.3
Attractive city	1.2	3.4	2.3	1.9	0.0	0.9
Others	0.0	0.0	0.0	0.0	0.0	0.0

Legend:

Attention! It was possible to choose more than one answer, so the total can be more than 100%

61.3%; 4th year 62.7%) and terms of work (1st year 44.6%; 4th year 41.9%) are significant. High marks were given to stability of work (1st year 35.9%; 4th year 28.2%) and chances for promotion (1st year 18.2%; 4th year 18.3%). Depending on the year of their studies, the differences in research results progress as follows: fourth year students were convinced about passion, salary, the possibility of promotion and social acceptance. First year students were convinced about the terms and stability of work, free time and the attractiveness of the workplace. The most different values between first and fourth year students were recognized in stability of work (7.7%), the least in the possibility of promotion. According to gender in both years of studies, the higher values concern women, the lower concern men. The highest and least differences between female and male respondents' values were recorded among fourth year students. The highest difference refers to passion (8.8%), the lowest to stability of work (0.2%). It is important to mention that, for all women taking part in the research at the end of their studies, passion is the most important value. On the other hand any male respondent finishing his studies chooses the attractiveness of the workplace as a value. These numbers are considerably higher than in previous research. That means that values got a new meaning after regime changes.

DISCUSSION

At the present time, continuing education after secondary school is generally treated as a natural process. So the decision about studying is not seen as an extraordinary thing. But the motives of students' field of study choices are noteworthy.

In Polish research (Brojek, 2008; Cieśliński, 2005; Grabowski, 1991; Kosiba, 2003; Madejski & Majer, 2005; Rakowski, 2000; Skiert & Buchta, 2008; Włostowska, Zajkowska-Magier, & Wasilewski, 1999; Wojtaś, 2007) scientists tried to clarify why secondary school graduates want to become physical education teachers. Similar research in this field was done abroad (e.g. Beknie, 2006; Depta, 1992; Dewar & Lawson, 1984; Heim, 1996; Hutchinson, 1993; Pemmer, 2009; Spittle, Jackson, & Casey, 2009; Templin, Woodford, & Mulling, 1982).

However, as we can read in the work of M. Spittle (Spittle, Jackson, & Casey, 2009) they mostly concentrate on the socialization process rather than on motives (Belka, Lawson, & Lipnickey, 1991; Moreira, Fox, & Sparkes, 2002; Richardson & Watt, 2006).

According to M. Spittle "motives for teaching physical education are rarely measured in accordance with the theory of self determination and in spite of its constant development, not many scientists point out those types

of motives, that are specific for physical education students" (Spittle, Jackson, & Casey, 2009).

These are mostly different conditions that have an influence on the choice of ones' field of study. Usually positive motives dominate, like the wish to work with children and youths. This result has been confirmed in this research and that of others (Brojek, 2008; Grabowski, 1991; Kosiba, 2003; Spittle, Jackson, & Casey, 2009; Włostowska, Zajkowska-Magier, & Wasilewski, 1999).

To compare the results to H. Grabowski's research which was held in the first phase of political changes in Poland (Grabowski, 1991) a growth of 15.3% of positive motives can be observed. This progress is probably the result of the mentioned changes, which took place over the last twenty years. The thorough reforms of the educational system also had an influence. It includes the reform of the general school system, but also of teachers' education and their promotions. Besides that, the choice of ones' field of studies often depends on individual and long-term interests in the profession.

Results of Austrian research on first year students, made in five universities (in Graz, Innsbruck, Klagenfurt and two in Vienna) partly confirm this relationship. In the opinion of 64.3% of the respondents, their choice of studies was influenced by their interest in the subject, but for the most part (66.4%) the main motive was a good existence in the profession (Depta, 1992).

All research dealing with secondary school graduates' motives for their choice of studies show a great variety of motives. The main motives in this research were interests and passion. The same motive was found in the results of other research projects (Brojek, 2008; Wojtaś, 2007). Motives for choosing physical education studies were, e.g.: fulfilling one's dreams (Wojtaś, 2007), the possibility of further development and acting in sports (Brojek, 2008; Heim, 1996; Pemmer, 2009; Spittle, Jackson, & Casey, 2009; Wojtaś, 2007). Physical education studies were also chosen by people, whose favorite school subject was PE, and those who associate physical education and sports with positive emotions (Heim, 1996; Pemmer, 2009).

In M. Spittles' research the respondents' motives for choosing a physical education academy were the facts, that they would like to work at school and want sports and physical activity to be a part of their work (Spittle, Jackson, & Casey, 2009).

One of the cognitive aspects of our research was to find out how the respondents' notion of studies changed during the years of studies and how their ideas of what it would be like fit in with reality. A little regression between how they imagined it before the beginning of their studies and the end show that the respondent's knowledge about their future studies was incomplete.

Comparing, on the other hand, the results of this research to the results of international research done

in the early nineties, in which students from five physical education academies took part (Budapest, Prague, Sofia, Lviv and Cracow) it turned out, that they are most similar to the results of students from Budapest and higher than results from students from Prague and Cracow (Grabowski, 1991).

Research results show that the motives for choosing a field of study correlate with the motives for choosing the teachers' profession. The respondents in the first place prefer such values as: passion (Grabowski, 1991; Kosiba, 2003), interest in sports and sports passion – 34.8% (Brojek, 2008; Heim, 1996; Pemmer, 2009; Włostowska, Zająkowska-Magier, & Wasilewski, 1999), and the will to work with children and youth (Cieśliński, 2005; Rakowski, 2000). Some of the respondents chose the teachers' profession, because it is known from their school days. In their opinion this knowledge minimizes their fears, which appear while choosing any profession, which is not known to them before they have to decide (Pemmer, 2009).

For present students and teachers, important factors for choosing a profession are also: salary, stability and terms of work (Cieśliński, 2005; Heim, 1996; Kosiba, 2003). A similar structure of these three values was noted in the research of Grabowski in the early 90's (Grabowski, 1991). The values in this present research are higher than before, which means that they got more and more important after recent political changes. Another important value is also the fact of having more free time in comparison with other professions (Heim, 1996; Pemmer, 2009).

The factor of stability of work grows a lot because of the changing situation in the economy and growing numbers of unemployed persons. In H. Grabowski's research held in the early 90's, stability of work was a preferred value only for 11.1% of students (in total). Besides students from Lviv – 19.1%, the schedule in other Academies was similar: Budapest – 7.6%, Prague and Sofia – 9.2%, Cracow – 9.8% (Grabowski, 1991). Comparing these results with our present students, this factor has grown by almost three times up to 28.2%. For teachers teaching subjects other than physical education, the factor of stability is more important. In G. Kosiba's research as many as 55.1% of the respondents answered this way (Kosiba, 2003).

An interesting fact is that in spite of the long time of studies there is no large difference in the students' preferred kind of work after graduating. More than half of our respondents declared the will to work in their profession in future (TABLE 7; Grabowski, 1991; Madejski & Majer, 2005; Skiern & Buchta, 2008; Wojtaś, 2007). This is probably that group of students, who have stable and definite professional attitudes, who prepare well for their profession, who got good grades and succeed during pedagogical practice at school and whose interests are clearly in common with their future work (Duraj-Nowakowa, 1995).

Certainly a good preparation for work depends on the quality of teachers' education. The quality of work in academies and universities in many European countries has been severely criticized (Prucha, 2003).

CONCLUSIONS

Because this research was carried out in only one academy, the results cannot be used to formulate general conclusions. However, they can be used as advice and inspiration for doing that kind of research in more than one academy.

On the basis of the research results the following conclusions were drawn:

1. The choice of their field of study and prospective profession of most of our respondents was determined by positive factors, like the wish to work with children, interests, possibility of personal development, and the will to improve physical education and sport in our society. These kinds of conditions are recommended and particularly desired in the teachers' profession.
2. It turned out that the respondents' notions before the beginning of studies were definitely similar to reality only for 1/3 of the respondents and partly similar for more than half of them.
3. In the time between the beginning and end of their studies a regression of their studies' influence on students' attitudes was marked. On the other hand, negative influence grew almost three times. It would be important to do more specific research about the reasons for this alarming phenomenon.
4. More than half of the respondents plan to work in their profession after graduating (work as physical education teachers). That confirms the rightness of their decision about their future profession.
5. From the mentioned values, which are preferred while choosing work, passion was the most important, regardless of gender and year of study. Other important values were salary, terms and stability of work.
6. The research results were slightly differentiated by gender in almost all categories of answers. Only in the first year were the same numbers of male and female respondents sure to choose the same studies for another time. Higher percentage terms were noted by women than men. This can be a sign of the greater determination of women's attitudes towards the teachers' profession. Conducting this kind of research is extremely important, not only because of cognitive factors, but also for creating a relevant strategy for recruitment, especially to pedagogical subjects. It is also important to mention that the motives for choosing the teaching profession develop not only during their studies, but also in their first years of professional work. So it would be advisable

to explore the influence of motives on teaching results and also the relationship between motives for studying and motives in the teachers' profession, which is also the subject of other research projects (Moreira, Fox, & Sparkes, 2002; Spittle, Jackson, & Casey, 2009).

It seems that in the present situation a systematical modification of the teacher education system is needed. The conformity to present terms and social expectations are important.

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**SOUČASNÉ NÁZORY STUDENTŮ TĚLESNÉ
VÝCHOVY NA JEJICH BUDOUCÍ ZAMĚSTNÁNÍ
V TÉTO PROFESI**
(Souhrn anglického textu)

CÍL: Cílem výzkumu bylo empiricky posoudit názory studentů tělesné výchovy na jejich budoucí zaměstnání v tělesné výchově a některé z důvodů, proč si vybrali tento studijní obor, a jejich názory na průběh studia.

METODY: Výzkum se zabýval studenty tělesné výchovy na Akademii tělesné výchovy v Krakově. Výzkum se konal ve dvou fázích (květen 2005 a 2008). První část zahrnovala studenty prvních ročníků (N = 162), druhá pak tytéž studenty ve čtvrtém roce studia, ale pouze ty, kteří splnili své studijní povinnosti (N = 103). Názory studentů na jejich budoucí profesi byly zkoumány pomocí dotazníku, jehož autory jsou Grabowski a Skrzypiec.

VÝSLEDKY: U 45,6 % respondentů byl výběr studijního oboru a potenciální profese determinován pozitivními faktory. Více než polovina zkoumaných studentů (51,6 %) si tělesnou výchovu jako svůj studijní obor vybrala kvůli svým zájmům a nadšení. Dalšími významnými faktory jsou také plat, stabilita a pracovní podmínky. Více než polovina respondentů vyjádřila svou ochotu pracovat v této profesi po ukončení studia.

ZÁVĚRY: Mezi hodnotami, jež vedly k výběru profese učitele tělesné výchovy, respondenti nejčastěji uváděli nadšení, a to bez ohledu na pohlaví. Znepokojivé je to, že pozitivní vliv, jaký má studium na názory respondentů, pokud jde o jejich budoucí profesi, mezi prvním a čtvrtým rokem studia evidentně klesá. Bylo by vhodné provést podrobnější výzkum v jiných školách, aby bylo možné ověřit vzdělávací systém a praktickou přípravu potenciálních učitelů tělesné výchovy.

Klíčová slova: motivy, studium, učitelská profese.

Doc. Dr. Eligiusz Madejski



Academy of Physical Education
Al. Jana Pawła II 78
31-571 Cracow

Education and previous work experience

Education – Bronisław Czech Academy of Physical Education, Cracow.

1983–2003 teacher of physical training, elementary school.

Since 1992 an assistant in Chair of Physical Education Theory and Methodology, Bronisław Czech Academy of Physical Education, Cracow.

Since 1997 an adjunct in Chair of Physical Education Theory and Methodology, Bronisław Czech Academy of Physical Education, Cracow.

Since 1999 a lecturer in Health Sciences Department, Higher Vocational School in Tarnow.

Since 2009 a docent in Health Sciences Department, Higher Vocational School in Tarnow.

First-line publications

Until now published 37 articles and 5 books.
