THE LEVEL OF THEORETICAL KNOWLEDGE ABOUT PHYSICAL EDUCATION AND PHYSICAL EXERCISE OF SECONDARY SCHOOL FEMALE STUDENTS

Abstract

The research was performed with a goal of determining eventual differences between the effects of continuous planning and realization of programme contents of physical education and the effects of standard planning and realization of physical education programme contents, which is performed in cycles with a determined number of lessons on the level on theoretical knowledge about physical education and physical exercise of secondary school female examinees. The sample included 92 examiners divided into two characteristic sub samples: experimental group with 50 examinees which worked with continuous realization of planned contents of physical education and control group with 42 examinees which worked in cycles. In addition to number and percentage figures the following procedures were applied: multivariant analysis of variance, discriminative analysis and Roy’s test. Parameters of multivariant analysis of variance and discriminative analysis denote statistically significant difference between experimental and control group of examinees only on final measurement in relation to the level of theoretical knowledge about physical education and physical exercise with the level of statistical significance p=.000. On final measurement between experimental and control group there is statistically significant difference in theoretical knowledge about physical education, in knowledge about team sports and in knowledge of individual exercise (sports).

Key words: theory knowledge, physical education, physical exercise, female, secondary school