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State of preparation for the role of a health educator in the opinion of students – research report

Stan przygotowania do pełnienia roli nauczyciela zdrowia w opinii studentów – raport z badań

Summary

Educational transformation in the education system conducted in the last few years requires on-going training and improvement of PE teachers' competence in. Expectations towards the contemporary teacher are focused not only on the area of equipping young men with indispensable knowledge and skills, but primarily on preparing them for active and creative management of their own development and providing them with means ensuring that proper and valuable (coinciding with axiology) goals in life are taken in the future. An innovative look at a problem of physical education is aimed to increase the effectiveness of activities in the area of developing one's system of values and pro-health behaviors in children and adolescents. The teacher of the 21st century should be one of the leading promoters and creators of physical culture at school as well as its outcomes relating to health.

Key words: teacher, health educator, physical education, physical culture, education

Streszczenie

Przeprowadzane na przestrzeni ostatnich lat przemiany edukacyjne w szkolnictwie wymagają ciągłego kształcenia i doskonalenia kompetencyjnego nauczycieli wychowania fizycznego. Oczekiwania wobec współczesnego nauczyciela ogniskują się już nie tylko w obszarze wyposażenia młodego człowieka w niezbędną wiedzę i umiejętności, ale przede wszystkim przygotowania go do aktywnego i kreatywnego kierowania własnym rozwojem oraz wyposażenia go w środki zapewniające podejmowanie w przyszłości właściwych, wartościowych (zbieżnych z aksjologią) celów życiowych. Innowacyjne spojrzenie na problem fizycznej edukacji ma na celu przede wszystkim zwiększenie skuteczności działań w zakresie kształtowania systemu wartości i zachowań prozdrowotnych dzieci i młodzieży. Nauczyciel na miarę XXI w. powinien być jednym z głównych promotorów i kreatorów szkolnej kultury fizycznej oraz jej zdrowotnych efektów.

Słowa kluczowe: nauczyciel, nauczyciel zdrowia, wychowanie fizyczne, kultura fizyczna, edukacja

Introduction

Modern, high quality education of the young generation focused on pupils' development is becoming one of the most important social and individual values as well as a precondition for social development. Active teachers should supplement their

knowledge in a creative manner and become more and more competent, thus absorbing subsequent acquisitions of expertise and continuously modernized principles and methods of teaching. Not only should they be able to use the cultural and scientific achievements provided to them by modern civilization, but also they are to transmit this knowledge and the manner of using it to their pupils. Thus, teacher training should be the continuation of a self-education process commenced during the first year of study programmes and should last for the entire period of teacher's work (Szempruch, 2000).

Educational transformation in the education system conducted in the last few years requires on-going training and improvement of PE teachers' competence in. A creative teacher, according to Maszczak "(...) should take upon him/herself the burden of responsibility for acquiring competence by pupils in terms of the individualized impact on biological development of the body as well as obligations implied by culture in relation to health and physical fitness of children and adolescents (Maszczak, 2009).

Expectations towards the contemporary teacher are focused not only on the area of equipping young men with indispensable knowledge and skills, but primarily on preparing them for active and creative management of their own development and providing them with means ensuring that proper and valuable (coinciding with axiology) goals in life are taken in the future. These expectations are addressed to all educationalists of various professions and subjects, and in particular to PE teachers.

Physical education in the era of consumption takes on a whole new dimension. The phenomenon of physical activity in Polish society that is permanently decreasing, referred to by such scientists as: Drygas, Bielski, Chromiński, Drabik, Osiński (according to: Wolińska, 2000) causes the subject to face new challenges and complete actualistic and prospective objectives contained in the current Core Curriculum. Presently, physical education at school is going through a decline. These classes are perceived as unproductive with hardly any significance for the pupil's future.

An opportunity to reconstruct today's physical education, according to Sulisz (...) is to improve the process of educating teachers for physical culture in various institutions established for this purpose (Sulisz, 2003).

One should also give some thought to programs and curriculum content to be transmitted and put into practice in the course of the prospective teacher's stay within the confines of the university. A reflection might be helpful the consequence of which should be an attempt to answer the questions posed by Demela (1998):

- What would (they) prepare for?
- What should be taught?
- How it should be taught?

Since September 2009 a new model of PE realization has been introduced to schools pursuant to the Ordinance of the Minister of National Education dated 23 December 2008 "on core curriculum for pre-school education and general education in individual types of schools" (Journal of Laws 2009 no 4 item 17). An innovative look at a problem of physical education is aimed to increase the effectiveness of activities in the area of developing one's system of values and pro-health behaviors in children and adolescents. The changes that are particularly significant to pupils are introduced in the realization of Physical Education, through combination of physical education with health education.

This means that a PE teacher, by making his students aware of the direct relationship between physical activity and health should be the creator of pro-health attitudes in them.

The importance of these activities is reflected by the fact that in the Preamble to the new Core Curriculum for all types of schools, the following provision has been contained: an important task for the school is also health education, the objective of which is to develop in pupils a habit (attitudes) of caring about one's own and other people's health as well as the ability to create a health-friendly environment (Core Curriculum 2009, Volume 8). New proposals for solutions to a great extent make a pupil become the creator of the educational curriculum offer but one should emphasize the fact that the current core curriculum faces PE teachers with new tasks and is a great challenge to them.

The paradigm of a Physical Education Faculty graduate created in the privacy of research studies is only a theoretical postulate. To make this model come true, academic teachers must play a significant role. The fluctuating role of an educationalist in education cannot omit the highest stage of human education. They should become initiators, who stimulate, encourage and help students to learn. Consequently, the process of education will be based on partnership and cooperation, thus provoking a double-subjective situation (Krajewska, 2004).

The objective of the study presented in this paper is to find out students' opinions concerning the quality of education in their higher education schools and preparation for the role of a health educator in their future professional work. The diagnostic material gathered may be used for the purpose of assessing and restructuring the curricula with a view to better preparation of students for the role of competent teachers.

Materials and methods

The investigated group consisted altogether of 203 students. The study covered 105 students of the 3rd year full-time programme of the first cycle at University School of Physical Education in Wrocław (Faculty of Physical Education) (51 women and 54 men) and 98 students of the 3rd year 1st cycle full-time programme at the University of Physical Education and Sport in Gdańsk (Faculty of Physical Education) (38 of whom are women and 60 men). The study was carried out among students of the final year and final semester of first cycle studies and thus a significant part of the respondents listed in the survey questionnaire has already completed the subjects in question or the completion of these subjects was about to finish, and the students were preparing for the licentiate thesis defense at the end of June and the beginning of July 2012. In accordance with the applicable regulations, all the respondents were included in the same course of study. The investigation was carried out at the end of April and the beginning of May 2012. Selection of investigated groups was made at random with the use of systematic random sampling (Frankfurt-Nachmias, Nachmias, 2001).

Respondents have been informed about the nature and objective of the study and the manner of using the results and about the fact that the answers are anonymous. Each of the respondents had the opportunity to refuse to participate in the research project. The time allocated for completing the questionnaire was unlimited, which enabled the respondents to give well-thought-out answers and in accordance with their beliefs.

For the purpose of the study, the diagnostic survey method was applied and as part of it the questionnaires were used. A survey questionnaire S-NS/ML/2012 developed by the authors was used as a basic research tool. The questionnaire consisted mostly of cafeteria-style questions with closed, half-open but also open questions. The questionnaire was anonymous and its construction was focused on studying the level of student preparation for the role of prospective PE teachers in terms of a health educator.

Discussion of results

The analysis of results in the form of answers to questions listed in the survey questionnaire was carried out while maintaining the division into four reference groups, namely according to gender (women and men) and location of the higher education institution selected by the respondents (Wrocław and Gdańsk). Results presented in this research report constitute a part of a larger research project diagnosing the effectiveness of the curricula in preparation of the potential PE teachers for their professional work.

Tab. 1. Distribution of answers to the question: What were you inspired (guided) by when selecting your course of study?

Possible answers	AWF Wrocław				AWFiS Gdańsk			
	F		M		F		M	
	n	%	n	%	N	%	n	%
Willingness to work with children	51	100	50	92,5	32	84,2	41	68,4
Interest in sports	24	47,0	34	63,0	25	65,7	40	66,7
Family traditions	14	27,5	3	5,6	6	16,0	3	5,0
Coincidence	4	7,8	17,3	31,5	11	29,0	20	33,3
Other	4	7,8	4	8,4	6	16,0	5	8,3

The analysis of results shows that in all investigated groups the most frequently indicated motivation to study is willingness to work with children and adolescents and this factor was marked by 51 female respondents studying in Wrocław, which accounts for 100% of respondents. Such choice may be observed at a similar level in the group of students from Wrocław University School of Physical Education, as 92,5 % of the respondents stated that upon selection of the programme of study they were inspired by willingness to work with children and adolescents. As regards female students from Gdańsk, such factor has been declared by 84,2 % respondents, yet the lowest percentage of respondents showing interest in working with children may be observed in a group of males respondents from Gdańsk and it is equal to 68,4 % of the investigated group. In response to these questions all respondents had a possibility to match another factor they have been guided by when selecting their field of study and in this case characteristic consensus may be observed as well. It is the factor that has been defined as “interest in sports”. The highest percentage of matches for this motive is observable in the group of students from Gdańsk and amounts to 66,7 %. At a similar level “interest in sports” was the key element when taking up a course of study for 65,7 % of female respondents from Gdańsk and 63,0% respondents from AWF Wrocław. In the

group of female students from Wrocław, the factor in question referred to 47% women, which means that it is the lowest of all the observed groups. A part of these students reported also that the determining factor upon selection of the field of study pertained to family traditions and such factor was stated most frequently by female respondents from AWF Wrocław (27,5%), whereas family traditions occurred to be least significant in the male group from the Gdańsk school (5%). Considering the fact that graduates after having successfully passed their Licentiate examination acquire their teaching qualification and thus they have a possibility to work with children and adolescents, what might give rise to concern may be the fact that a considerable percentage of respondents reported that the selection of their course of studies was coincidental. This fact pertains particularly to the investigated male groups, both from the university in Gdańsk (33,3%), and Wrocław (29%). An insignificant percentage of respondents stated also other reasons for taking up a study programme at the universities in Gdańsk and Wrocław and among those the most frequently enumerated are: (as) the second (alternative) field of study, willingness (or imperative) to be a member of Academic Sports Association (AZS), a possibility /to be qualified as an instructor or coach (tab.1)

Tab. 2. Distribution of answers to the question: Where are you planning to start working after you have completed your studies?

Possible answers	AWF- Wrocław				AWFiS - Gdańsk			
	F		M		F		M	
	n	%	n	%	n	%	n	%
Primary school	16	31,4	13	24,1	16	42,1	3	5,0
Secondary school	6	11,7	4	7,4	7	18,4	3	5,0
Sports club	14	27,5	19	35,2	7	18,4	14	23,3
Fitness club	5	9,8	5	9,3	4	10,5	6	10,0
Unknown	3	5,9	5	9,3	1	2,6	17	28,3
Other	7	13,7	8	14,8	3	7,9	17	28,3

All respondents who have taken up a course of studies in teaching at the Faculty of Physical Education and after having passed their Licentiate examination obtain the qualification authorizing to work with children and adolescents as a teacher. Considering the fact that generally the most matches to the question (What inspired you to choose your field of study?) pertained to the option: “willingness to work with children and adolescents”, it should be expected that a primary or secondary school will be indicated far more often by respondents as their future workplace. The analysis of obtained results proves however, that most frequently women from both universities are planning to work at school. Most often, female students from Gdańsk indicate their workplace as a PE teacher at a primary school and it refers to 42,1 % respondents. Among the female students from Wrocław, such statement has been given by 31,4 % (primary school), yet by far less, that is only 24,1% of male respondents from AWF Wrocław, declared their willingness to work as a PE teacher. As regards students from the University of Physical Education and Sport in Gdańsk, 5% made a declaration to work at school and this applies to both stages of education. Both investigated groups of men (35,2% - Wrocław and 23,3% - Gdańsk) and women from AWF

Wrocław (27,5%) mentioned also sports clubs as their future workplace. The alarming fact is that a considerable part of respondents does not know where they would like to work in the future and this is the case in 28,3 % students from Gdańsk included in the survey. For this question respondents had an opportunity to mark another workplace (besides the listed ones) and most frequently the following employers have been mentioned: uniformed services (police, army), own sports and business activity, a high school, a job in self-government and political structures (Tab.2).

Tab. 3. Distribution of answers relating to evaluation of one's preparation for a teaching job as a PE teacher at two stages of education: at primary school and secondary school

I assess my preparation for a teaching job as a PE teacher as:	AWF - Wrocław				AWFiS – Gdańsk			
	F		M		F		M	
	Primary School	Sec. School	Primary School	Sec. School	Primary School	Sec. School	Primary School	Sec. School
	%	%	%	%	%	%	%	%
Very good	6,7	0,0	0,0	0,0	13,3	13,3	4,2	10,3
Good	6,7	13,3	0,0	0,0	26,7	6,7	16,7	2,2
No opinion	0,0	6,7	5,0	25,0	6,7	6,7	12,5	12,5
Sufficient	40,0	66,7	75,0	45,0	46,7	66,7	20,8	45,8
Insufficient	46,6	13,3	20,0	30,0	6,7	6,7	45,8	29,2

The respondents were requested to make self-assessment of their preparation for the role of a PE teacher at the two stages of education, namely in the primary and secondary school. A detailed analysis of results shows that in the investigated group of respondents the majority of answers concerning the issue in question indicated a sufficient or insufficient level. In this group, female students from Wrocław consider themselves insufficiently prepared for the role of a teacher (46,6%), so is the case with men studying in Gdańsk (45,8%). The remaining groups most frequently claimed that they were prepared sufficiently for the role and as regards women from the university in Gdańsk, so was the case in 46,7 % of subjects, whereas in the group of respondents from Wrocław the percentage is 75%. The biggest number of matches pertaining to “very good” preparation for the role of a PE teacher in primary school has been observed among female respondents from Gdańsk and it equals 13,3 %, yet in the other groups, this figure is definitely lower (6,7 % women from AWF Wrocław and 4,2 % students from AWFiS Gdańsk) or even equals 0 % (similarly to students from Wrocław). As for self-assessment at a “good” level, in two groups, a similar distribution of matches has been noted (so was the case for a “very good” level) and it pertains to male and female students from Wrocław and equals 6,7 % and 0 %, respectively.

Respondents from Gdańsk graded their preparation as definitely higher (in the analysed category), since women declare their self-assessment at 26,7 %, whereas among men good preparation for the teaching job as a PE teacher in primary school has been indicated by 16,7 % subjects (Tab.3)

All respondents have been requested to assess their preparation for the role of a PE teacher at the third stage of education, namely in the secondary school. A detailed analysis of results shows that in all four groups included in the survey characteristic consensus of opinions may be observed. All four groups declare most frequently that their preparation falls into the accepted category referred to as “sufficient” and the number of matches is similar considering the gender of the respondents. In both investigated groups of women, in terms of statistics, a similar percentage of female respondents declared most often that their preparation for the PE teaching job in a secondary school is ranked by them as sufficient and it equals 66,7%. A similar level in relation to each other has been indicated by men as well, as students from Wrocław constitute a group representing 45%, whereas students from Gdańsk - 45,8%. Students (both male and female) from AWF Wrocław, rate their preparation for the job in a secondary school as very low (as for primary school, likewise), since none of the respondents assessed their preparation as very good (0 % matches). Only the women from the University in Gdańsk (13,3 %) stated that they were very well-prepared and slightly fewer matches may be observed in the group of male students from Gdańsk, as this percentage amounts to 10,3%. Surprisingly, the considerable part of male students included in the survey (and it pertains particularly to men 25% - Wrocław and 12,5% - Gdańsk) claim that they do not have any opinion concerning their preparation. It is worth mentioning, that in a few months they are likely to acquire their qualification to work as PE teachers and from the perspective of this role, it may be a source of concern. Analysing the level of “insufficient” preparation, far more matches can be observed in male groups than in female groups. As many as 30% students from AWF in Wrocław declare the lowest level of preparation and also students from Gdańsk classify themselves at a similar level of matches (29,2 %) in this respect. Both groups of female respondents seem to be by far less critical in this regard, as 13,3 % women from the university in Wrocław assessed their preparation as “insufficient”, whereas in the group of female respondents from Gdańsk this figure is equal to 6,7 % (Tab.3).

Tab. 4. Assessment of usefulness for individual academic subjects for the role of a health educator in the opinion of respondents.

Subjects helpful for the role of a HEALTH EDUCATOR	men AWF - Wro- cław		men AWFiS - Gdańsk		women AWF - Wro- cław		women AWFiS -Gdańsk	
	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s
Anatomy	3,22	0,81	3,23	1,37	3,63	1,15	3,65	1,21
Anthropology	3,43	1,10	3,43	1,25	3,16	1,09	2,70	1,18
Biochemistry	2,12	1,36	3,33	1,39	2,61	1,07	3,39	1,17
Biomechanics	2,32	1,43	3,48	1,28	3,09	0,97	3,32	1,25
Physiology	3,61	1,16	3,63	1,31	3,77	1,02	3,28	1,25
Psychology	3,04	1,14	3,36	1,44	3,41	1,39	3,07	1,38
Pedagogy	2,27	1,16	2,08	1,08	2,30	0,95	2,53	1,10
Health education	4,02	0,83	3,26	1,41	4,23	0,68	3,49	1,37
Theory of physical education	3,07	1,19	2,81	1,29	3,35	1,27	3,42	1,30
Methodology of physical education	3,74	1,03	3,45	1,17	4,25	1,07	3,02	1,26
Sports games	3,66	1,05	3,36	1,19	4,03	0,89	3,42	1,51
Eurythmics and dancing	2,83	1,19	2,73	1,11	3,17	1,27	3,26	1,42
TEAM SPORTS GAMES-basketball	3,49	1,03	3,76	1,12	3,44	1,27	3,26	1,55
TEAM SPORTS GAMES-volleyball	3,51	1,01	3,35	1,58	3,47	1,30	3,15	1,48
TEAM SPORTS GAMES-handball	3,49	0,94	3,38	1,46	3,47	1,27	3,28	1,41
TEAM SPORTS GAMES-football	3,74	1,20	3,41	1,31	3,41	1,29	2,47	1,36
Athletics	3,81	0,99	3,41	1,27	3,78	1,18	3,31	1,52
Physical exercises	3,79	1,03	3,63	1,22	3,76	1,27	3,73	1,44
Physiotherapy exercises	4,13	1,06	4,61	1,09	4,37	0,97	4,36	0,88

Legend:

s – value of standard deviation

 $\bar{x}$ – arithmetic mean

xxx – value showing very high rank of the subject on the accepted scale

xxx – value showing high prestige of the subject on the accepted scale

xxx – value showing low prestige of the subject on the accepted scale

The applied survey questionnaire contained a list of academic subjects which constitute the essential minimum curriculum and are carried out in a similar number of hours at Wrocław University School of Physical Education [AWF we Wrocław] and University of Physical Education and Sport in (AWFiS) in Gdańsk. Respondents have been requested to identify the subjects and the extent to which they helped them to acquire knowledge and skills useful or even indispensable to play the role of a health educator. The students undergoing the interview assessed how useful these subjects and classes are by assigning a grade on a scale from 1 to 5 to individual subjects (where 5 is the highest grade whereas 1 – is the lowest grade). In this part, for the purposes of analysing the obtained results, two indicators were used, that is the arithmetic mean ($\bar{x}$) and coefficient of standard deviation(s). In the accepted grading scale of specific subjects “0” has not been included, which means that each of the enumerated subjects will have its grade expressed by means of a specific numerical value. For the accepted grading scale, the mean value assigned to a given subject fluctuates between ≈ 3 and 3,5 (for value of standard deviation not exceeding 1,0). This means that to all subjects, which have been given a grade close to or exceeding 4,0, the respondents have given a high and very high grade, whereas the subjects which obtained mean value not exceeding 3,0, have been given a low value with regard to the analyzed issue.

The analysis of obtained results was carried out with a view to indicating those subjects which, according to the respondents, to a greatest and lowest extent contributed to dissemination of knowledge and practical skills enabling the performance of the health educator role in the future. Analysis of statistical calculations collected in the Table proves that for three subjects all three groups of respondents are unanimous. The subjects which have been graded highly among all respondents, both from the higher education institution in Wrocław and Gdańsk University are physical exercises (gymnastics) and physiotherapy exercises. In all groups of respondents the arithmetic mean assigned to physical exercises exceeded 3,5, whereas value of standard deviation is between 0 - 1,5. The highest grade in all groups included in the survey was given to physiotherapy exercises, as values of the arithmetic mean in this case are by far more than 4,0 and values of standard deviation remain within the range from 0,88 to 1,09. In the analysed case, the highest grade was given to physiotherapy exercises within the group of students from Gdańsk university, since value of the arithmetic mean calculated for this group is 4,61, yet standard deviation for this mean is 1,09. The subject which does not meet the criteria imposed according to all the respondents is pedagogy (teaching). This subject was rated by respondents below the arithmetic mean of the accepted grading scale and it pertains to all groups included in the survey irrespective of gender and university.

A detailed analysis of results shows that considering one of the assumed criteria of the division into experimental groups, such as gender of the respondents, consensus is observed with regard to two subjects. Both groups of female students value highly anatomy, placing it above the accepted mean arithmetic value, yet male groups indicated eurhythmics and dance as the subject which in their opinion, does not fulfill their role in the process of preparing them for the future work as a health educator.

Considering the other criterion, that is the location of the university, partial consensus may be deduced only with regard to students from Wrocław and it pertains to a few subjects, namely: health education, methodology of physical education, sports games and light athletics. The respondents from AWF Wrocław evaluated all these subjects highly, thus

confirming the fact that the contents / knowledge transmitted as part of these classes and skills they acquire during those classes, considerably contribute to the role of a health educator in the future. From the above mentioned subjects, only health education in both groups of respondents from Wrocław school was rated at more than 4,0. With regard to women, the arithmetic mean of grades in the analysed subject equals 4,02, whereas coefficient of standard deviation is 0,83, thus confirming considerable consensus pertaining to the grade given. In the group of men from Wrocław school, the arithmetic mean concerning the grade given to health educations is 4,23, yet coefficient of standard deviation remains at the level of 0,63. In the other subjects, namely methodology of physical education and sports games, the arithmetic mean of the grade given is slightly higher in the groups of women included in the survey and is equal to 4,25 ($s = 1,07$) and 4,03 ($s = 0,89$), respectively. The last of the subjects highly graded by both groups representing Wrocław University is light athletics and in this case the arithmetic mean of the grade is at a level of 3,81 ($s=0,89$) in the group of male students, yet among women it is 3,78 with coefficient of standard deviation equal to 1,18.

A detailed analysis of the obtained results shows that among male and female respondents, from AWFIS [Gdańsk University of Physical Education and Sport] in Gdańsk, such consensus of opinions in evaluation of individual subjects is non-existent. (Tab.4).

Discussion

The dilemma of the contemporary pedagogy pertains to questions on the meaning and sense of education in the contemporary world. Should education maintain its original purpose of supporting humans, developing their talents and emotions, building the world of human values, where another man is seen not as a rival but as a partner, and with whom they create not an organization but a community? For many years a pedagogic objection has been intensified against the culture of competition which contributes to the image of our morals, imposes the rules of individual proceedings and creates the methodology of education from the kindergarten to university studies. Such questions (and attempts to answer them) are posed in their studies by such authors as: Bereźnicki 2006, Denek 2003, Koszczyc 2007, Lewandowski 2001 and others. Pedagogy is tossed between doubts: whether it should serve the man or the idea of progress? These objectives are not consistent, but how to combine them, on what foundation of truths and values?

The teacher of the 21st century should be one of the leading promoters and creators of physical culture at school as well as its outcomes relating to health. A broad and at the same time new understanding of the PE teacher's role was contained in his novel concept of physical culture by Pawłucki, who perceives this culture as the culture of the body. In view of physical culture perceived and understood in this manner – a teacher of body culture is supposed to be an expert of various meanings of the value of the body (Pawłucki, 1994, p.8). A teacher who entirely becomes a part of his idea, is referred to as an axioteacher by Pawłucki (Pawłucki, 1994, p.92).

The model of educating PE teachers proposed by Pawłucki is undoubtedly the project of the future. This model presents a whole range and variety of professional roles to be taken by an axioteacher. Consideration for this concept and full acceptance of such dimension of perceiving the PE teacher's role was the basis of and reason for the present study and for the report based on it.

The analysis of results provides concrete answers to the posed research questions, which in most part will be formulated as final conclusions, but a part of the answers given by respondents may provoke reflection and sometimes astonish or even concern.

The higher education schools selected by the subjects (and the field of study in particular) are teaching studies and therefore the majority of respondents might be expected to indicate willingness to work with children and adolescents as their basic motivation for such choice of their professional career. Research results show that these expectations turn out to be true to a great extent but only among women. Male respondents have been inspired more frequently by their interests in sports thus treating the university as a place where they could improve their motor skills or acquire new skills. The fact that a significant number of respondents (which refers to both male groups) declares that they selected this field of study by chance and at the same time they claim that they are not going to combine their professional career with working at school is even more alarming.

Considering the fact, that soon these persons (after they have passed their licentiate examination) acquire teaching qualifications and thus they will have a possibility to work with children and adolescents, there may be hope that years spent at university are not wasted and these persons will be aware of the responsibility that potentially rests with them. The results of the research show however, that future teachers do not feel well-prepared for the role of a PE teacher, which implies that without self-education or a properly –selected curriculum in the course of the complementary master degree studies, they will never feel fulfilled in the contemporary roles of a PE teacher.

Conclusions

1. Respondents assess their preparation for the role of a PE teacher at the stage of primary and secondary school at a low or very low level. Some of them even claim that they are not prepared for this role. As for the discussed issue, none of the mentioned factors (location of university and gender) diversifies the subjects.
2. From the list of proposed subjects which have been considered useful or even indispensable by the respondents in the process of preparation for the role of a health educator, all four groups of respondents selected two of them, namely physical exercises (gymnastics) and physiotherapy exercises. Physiology was ranked equally high in three groups (except for the women from Gdańsk who evaluated this subject at a medium level).
3. Complete consensus of opinions in all investigated groups has been achieved in relation to pedagogy/ education, the subject that was low-rated in the context of playing the role of a health educator.
4. In the groups included in the survey diversity at an insignificant level was reported in the assessment of subjects with a view to the assumed factor, as only groups of men indicated eurhythmics and dancing as a subject which does not meet the accepted criteria. If the factor connected with the location of university is taken into consideration, it should be emphasized that both women and men from University School of Physical Education in Wrocław referred to health education and methodology of physical education as subjects meeting the assumed criteria at a high and very high level.

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