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The declaration of attitude to life by students of academy of physical education
Deklarowane postawy życiowe studentów wychowania fizycznego

Summary
Attitude and values are possible to measure via inter alia Charles Morris 'life paths' questionnaire that describes preferences to choose certain 'life paths'. There are three personality traits marked out in the questionnaire: promethean, bacchanal, Buddhist and 13 other life paths. Studies show that in 2001-2012 students full-time and part time at The Physical Education University chose life path number 7 as their favourite. The main aspects of this life path describe inside and outside strength. The students refused the paths number 11,13 and 2 that show extreme and radical principles. Full time students are more active and ready to take the risks included in life path number 12. Postgraduate students were more focused on kind interaction with people and this is shown in path number 3.

Key words: attitude, paths of life, students of Academy of Physical Education, value, declarations

Streszczenie
Postawy i wartości można zmierzyć m.in. za pomocą kwestionariusza „ścieżki życia" wg Charles'a Morrisa, który określa preferencje wyboru drogi życiowej. Wyróżniono w nim trzy podstawowe cechy osobowości: prometejski, dionizyjski i buddyjski oraz 13 dróg życiowych. Badani w latach 2001-2012 studenci studiów dziennych i zaocznych Akademii Wychowania Fizycznego jako najbardziej preferowaną postawę wybrali drogę numer 7, której głównym założeniem jest harmonijne łączenie aktywności wewnętrznej i zewnętrznej. Odrzucili natomiast drogi 11, 13 i 2 prezentujące wartości skrajne i radykalne. Osoby studiujące dziennie większy nacisk kładły na aktywność i ryzyko zawarte w opisie drogi 12 niż jak w przypadku studentów studiów podyplomowych na życzliwe interakcje z innymi ludźmi reprezentowane przez drogę 3.

Słowa kluczowe: postawy, drogi życia, studenci AWF, wartości, deklaracje

Introduction

The work of many authors not just Charles Morris asks questions about life attitudes and values. In everyday language life attitudes and life values are used interchangeably usually with a lack of understanding for their deeper meaning. Many times people

assume that attitudes and values mean the same to describe how individual people behave. However after deeper analysis of these two characteristics we can clearly see a separate meaning and definine each of them. M. Marody (1976) suggested there are problematic aspects of definining attitude and values as mentioned in empirical and theoretical research that does not show any coordination between them.

There is no new distinct definition regarding attitudes and values to confirm a separate meaning. Empirical evidence is in short supply although further research is in process. It is essential to use as much evidence and research as available. W.J Thomas and F.Znaniecki are considered to be originators of an 'attitude' definition in their book 'Polish Peasants in Europe and America'

They present attitudes in terms of values and describe them as 'any fact that has an express meaning within is or may be an object of action' The values are presented among other things as beliefs about states or behaviours that have got influences on decision making skills and characterize structure (Schwartz, Blisky, 1987, s.551).Skills are generally listed in a hierarchy of importance to the individual from the most to the least important. Schwartz and Bliski (1994) as a result of wide ranging research highlighted 10 main values that contain individual types.

The main categories are power that contains success and ambition also hedonism, stimulation, self-drive, globalism, kindness, conformity and safety (Schwartz, Blisky, 1994, s.169).Attitude is described as a tendency for positive or negative evaluation (Wojciszke, 2006, s.180) or judgment (positive or negative) of people, objects and concepts. Characterising this is that attitude always belongs to someone and has a specific direction. Accordingly to what Wojciszke (2006) determines, it is possible to have thousands of attitudes however only a few values. Author also like Nowak (1973) and Madrzycki (1970) pointed to a common definition that contains three components: Emotional relation, Cognitive and Behavioural. Emotional relations to an object or person, Cognition shows internal conviction and Behavioural has got a connection to a chosen tendency.

Different factors may have a positive or negative impact. The literature suggests there could also be zero attitude (Nowak, 1973, s.26). Taking into account results of research especially from social psychology it is important to highlight that individual behaviour often depends on situations even though it could be distinctly differently from declared attitudes. The classical concepts of value and attitudes are perceived as relatively constant and lasting. Recently in the light of new research there is a trend to say that they can also have a dynamic as well as flexible character. For that reason it is important what the person who is subject to research is thinking about just before the research starts. The same person can have different versions of a hierarchy of values and attitudes depending on specific information given.

Data & method of research

It is important that future teachers attempt to test their values, priorities, and the way they look at themselves as individuals and the world around them. For example it could be said that a person who is going to work with children and young people should have a stabile vision of themselves in a work environment.

Shalome Schwatz completed an international research project about primary school teacher's values. He chose them as the most representative occupation group because they teach the youngest people about values (Wojciszke, 2006, s.179).

What are the most common attitudes declared by students of Physical Education? Do people who want to become a teacher have a similar personality profile? Is the difference between their values significant? Analysis of this research will help to answer these questions. Research shows that current circumstances may have a big impact on the choice of a particular life path. "The methodological strategies claim that the compatibility of attitude with behaviour is significant even though there is not enough research that can confirm this theory" (Wojciszke, 2006, s.202). Collected research material will first specify the view on values and life attitudes.

Key points to consider when choosing a test hypothesis is the concept of declaration of attitude. We can consider two main research questions Which of the presented life paths is declared as the most representative for Physical Education students? Does the difference between a declared life path (and taking into account the nature of a teacher's job and specific ways of teaching technique, results of research can be a source of interesting analysis) be useful to profile Physical Education students. Research was conducted between the years 2001-2012 at The University of Physical Education (within the Physical Education department) Research was conducted on 478 students in full time or postgraduate study. The questionnaire was anonymous and students did not know what the aim of the research was. The questionnaire 'Life Paths' was developed by Charles Morris and this was used as the main research method. The questionnaire shows a preference for a particular life path and attitude choices for individuals.

Profiles of every life values subject to three main components:

1. Active striving to find a connection with a preferred value. This is a source of pleasure and satisfaction.
2. Anticipation and prediction of a preferred tendency for more pleasure than others.
3. Following common sense during making a decision.

For the needs of designating preferred values the author has distinguished three essential personality traits: Promethean, Dionysian, Buddhist. The first describes manipulative values. The second applies to feelings and passion. The last is connected with balancing endeavour and life desires (Siek, 1986, s. 198) Morris showed at the beginning of his research questionnaire 7 life paths however he soon extended this to 13.

1. Focused on holding the most important human values
2. Focused on finding internal independence, freedom from pressure caused by people and other things
3. Focused on an understanding of people and showing them kindness
4. Focused on sensual and epicurean way to use life
5. Focused on actions and cherishing life with others
6. Focused on consistent changes and creation reality
7. Focused on harmonic connection of actions, feelings and contemplation
8. Focused on careless enjoyment of health and a life of pleasure
9. Focused on passive feelings of stimulation
10. Focussed on self-control and stoic way to cope with adversity

11. Focussed on analysis and meditation of our own internal life
12. Focussed on braver actions and risk taking
13. Focussed on a submission to purposefully engage with cosmic power & nature (Siek, 1986,s.1999).

Author of the questioner describes values as a tendency or capacity of alive creatures to their chose describe object as better and more preferred then other (Morris, 1956, s.10; Siek, 1986).Following of those values exclude prefer of others. In case of student X who picked up path number 7 that describes smooth connection between action and risk taking. In case of future sport and education teachers their chose is explained .Marking process of questioner means of sorting out in order life paths from the most to the least preferred. Respondents are asked to mark paths from 7 to 1 where 7 are the highest and 1 the smallest. Next respondents are asked to mark 3 of the most preferred path (scale from 1 till 0,25)and the least preferred (scale from -1 until -0,25)

Description of research results

The answers given by the research groups about their preferences are pointing to the same life path. The respondents gave the highest mark to path number 7(43% of votes from postgraduate students and the same amount from full time students). This path is talking about focusing on connecting actions with feelings and contemplation. Presented values in path number 7 are the most conductive circumstances to balance life where different styles are valued. The aim of this life path is to keep the right proportion between using, actions and contemplation.

Full time students (23% votes) chose path number 12 in 2nd place. This life path discusses brave action and risk taking. Path number 12 is very different to path number 7. In this case it is important to adapt to risky and brave circumstances. Actions taken by individuals are focused on external life that should bring enjoyment. In contrast postgraduate students (24%) gave a high mark to path number one. That path tells about looking for freedom and independence. All actions taken by individuals must be lead by calmness and moderation. Temperance and intelligence are characteristics for this path.

Choice and the diversity of answers can be caused by the age difference. Full time students belong to an age group between 19-24 and want to find risk and they are more inherently brave. Freedom and independence is also important for them. This seems to be supported by the research and their life path choice. The life path that talks about freedom and independence has been marked 3rd. Postgraduate respondents in 3rd position marked the path that tells us about showing and giving respect to others.

Extended research questions

1: Choose the most and least prefered life path by postgraduade students

2: Choose the most and least prefered life path by full time students

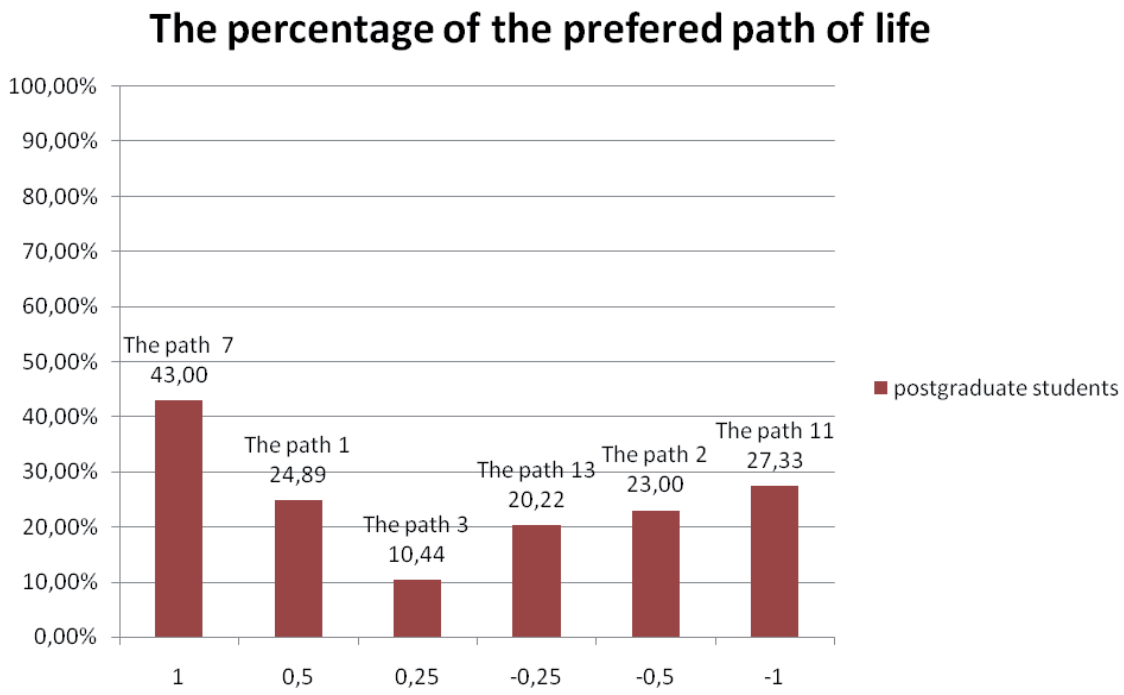


Fig. 1 Selection of the most and least preferred paths of life by postgraduate students

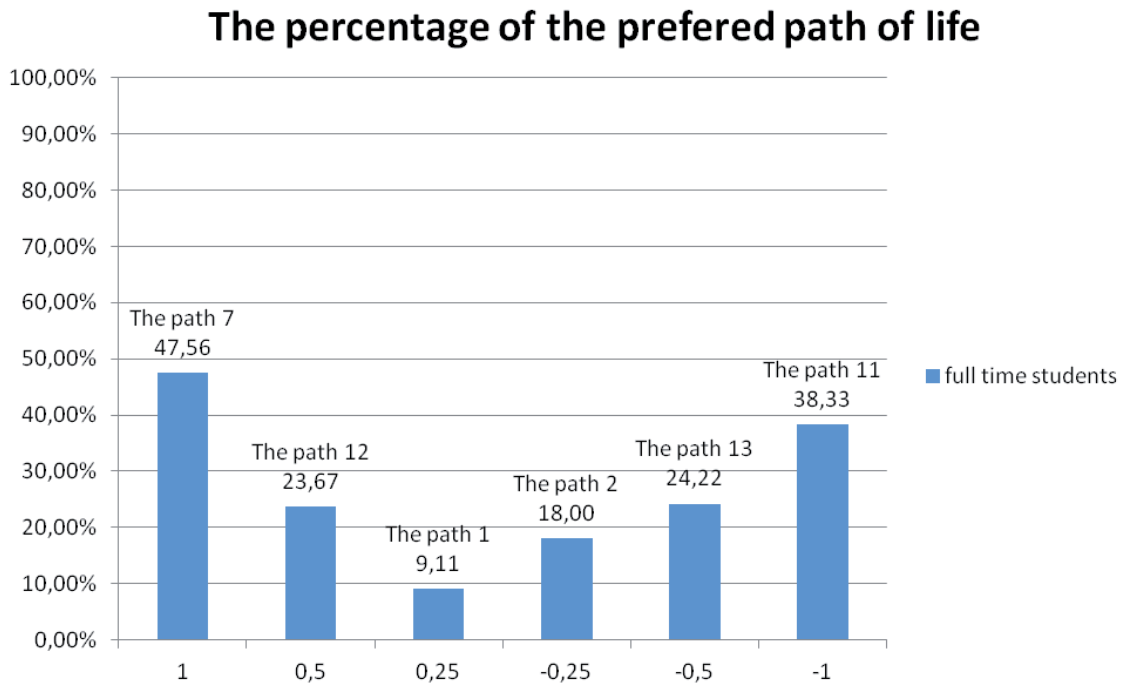


Fig. 2 Selection of the most and least preferred paths of life by full-time students

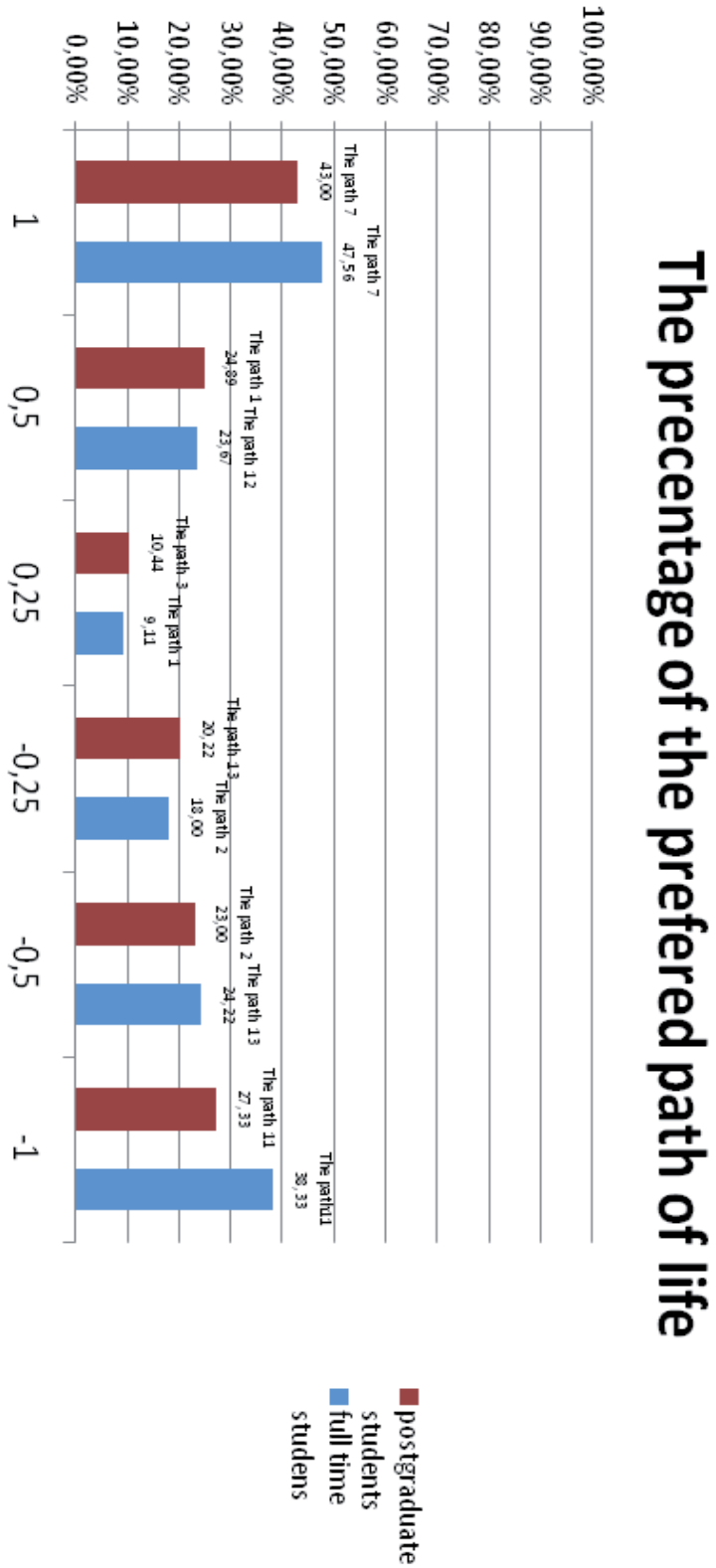


Fig. 3 Selection of the most and least preffered paths of life by full-time students and postgraduate students

Fulltime and postgraduate students gave the lowest mark to life path 11 (Full Time 38% and Postgraduates 27%) where certain values are analysed. The main theme of life path 11 is contemplation of internal life deprived of any external influences and also aspirations for a peaceful internal life. The next two life values have been rejected by both group respondents however in the opposite order. Full time students evaluated path number 13 as second from the end (24% full time students and 20% postgraduate students). The results show that respondents are not convinced to align natural power to outer-space. Path number 13 has a certain character and shows respect for values such as modesty and dedication. The core theme is connected with being close to people and nature and that makes people feel secure. Students who study fulltime do not think about internal independence as a priority in their life because of their experience and chosen values. Therefore the 2nd path has been marked as third from the end. (13% of votes) The main value suggests the 2nd path is an aspiration to become independent from external influences. Each individual should lead their own life. Postgraduate students give this path 23%.

Discussion

The main aspects of Morris's 'life paths' have been utilised in the Kulmatycki and Bukowska report 'Life attitudes and coherence between students of Special Needs in Physical Education' (2006) The results of this research are very similar. There is no difference between physical activity students of two profiles: teachers and teachers who work with people with special needs who have chosen the same live path as in the Bukowska and Kulmatycki report (2006, s.168). The respondents of both groups have chosen the life path number 7.

Both research groups refused the same paths of life. Respondents did not prefer life paths number: 2, 11 and 13. The report's analysis showed that there is no difference in answers when we look at the sex, age and profile of studies. In physical activity students the most negatively assessed values were connected with looking for happiness and inner fulfilment (strivings about contemplation and meditation) Research shows that they do not prefer things concerned with the spirits. On the other hand physical activity students assessed very positively life paths which are equivalent to contemplations, actions and usage.

The students who were studying during the day and post graduate students emphasized a similar path of life which they like. Interestingly it is the fact that the actual research groups are pretty much the same as was shown (with the psychical activity student profile of special needs) in 1999-2003. It could suggest that the most preferred paths of life have universal values. Taking into account and looking at the most preferred path of life (number 7) it shows equality and harmony due to a desire for an exploratory life style. Among interviewed students the highest marked value is the possibility of connecting an active lifestyle with contemplation and self – awareness.

The students refuse paths which show extreme and radical principles. The negatively marked paths of life are concentrated on inner life and self-analysis (the path number 11). Also the paths number 2 and 13 are refused. The aim of these paths is feelings of independence and politeness. Looking for the freedom from the world and people as well as keeping it all to nature were the least chosen paths of life. Research shows that students do not like radical attitudes. This is the same result as in earlier research.

Conclusion

Looking at the report's key notes, which were presented in the first part of this report, is worth thinking about a students real attitudes. Is it possible to measure them, using their imagination? There are a variety of things that could have a big influence for a chosen attitude at one moment in time. This is to consider that student values are the same in their real life. However, research shows that students who mark the most positively chosen paths and is an important indicator of their true life preferences.

Charlie's Morris questionnaire shows the tendency of preferred paths of life. Research of other authors shows that 'Individual mindset and lifestyle preferences are not the base values when decisions of the educational profiles are been completed' (Bukowska, Kulmatycki, 2006). However this could suggest a preference for an organizational style of occupational physical activity for students. Taking into account that interviewed students both who have been studying during the day and postgraduate students choose path of life number 7 as the most preferred. Their main aim is connecting inner and outer activity in harmony.

Research shows that refusing 2, 11 and 13 paths may say a lot about a lack of tendency during taking radical principals. There is only one important difference among preferred paths of life. This was that students who were studying during the day were more active and ready to take risks. Students who were studying during the day interact more. Post graduate students prefer interactions between different people (Path life number 13). The result of the research correlates to earlier research showing the similarity of the student groups at the University of Physical Activity. There was no difference between profiles and organizational things (like daily or postgraduate studies).

Analysing the research is it worth to consider if decelerated values are real preferred in the interviewed students life? Or rather they would like to live like that and taking those points. Even if the research was anonymous the results may show a desire rather than actual current life situations. When interviewed people are forced to think relatively deeply about their values and attitudes, then you will have auto concentration (self awareness) at this moment interviewed people may take the opinions of different people around them or virtual and social links. It could be that the most aware of the research group manifest these attitudes that society accepts and advocates.

This is easier to show values corresponding with life path 11 which promotes the top of people values. This life path was in the 2nd place (with postgraduate students) and 3rd place with daily students. The truth could be different. It is hard to admit that you prefer pleasure like epicureans do. Interestingly is the fact that mainly the day time students do not prefer life paths number 5 and 8. Daily students usually are more active because they are younger than post graduate students. Being active and having a happy life with others (path number 5) or carefree about health and life pleasures (path number 8) look as they are suitable for young students.

Nevertheless students who were studying during the day chose path number 12. This 'life path' represents bold actions and risk taking principals. This value is not linked with life paths number 5 and 8 which we covered earlier. Generally speaking students prefer social types of values than individual benefits. The results of research show that being direct to understanding people and giving them kindness were pointed as the most important principals (for postgraduate students). The choices show that people who take particular life paths have noble imaginations about their life and the role of their life.

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