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ANALYSIS OF THE RESULTS OF THE QUESTIONNAIRE ON THE FACTORS OF INCREASING THE LEVEL OF PHYSICAL ACTIVITY OF SCHOOLCHILDREN

The article presents an analysis of the results of a survey on the factors of increasing the level of physical activity of schoolchildren among teachers. The purpose of the scientific article is to identify the key factors that contribute to increasing the level of physical activity and patriotic education of schoolchildren, based on the analysis of the results of a survey of pedagogical staff. The survey was conducted to collect the results of a survey of pedagogical staff on the key areas of popularization of physical activity among schoolchildren in the context of modern challenges and threats. The results of the survey of pedagogical staff showed the importance of a comprehensive approach to increasing the level of physical activity among schoolchildren, including various methods to improve physical and patriotic education. The findings also emphasize the need to adapt educational programs to current challenges and threats, which will increase their effectiveness in the context of strengthening the state's defense capabilities. The most effective measures to increase physical activity and patriotic education are the organization of school sports sections, clubs and patriotic circles, as well as regular sports competitions and patriotic events.

Key words: physical activity, schoolchildren, teachers, patriotic education and the state's defense capability.

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1. GENERAL STATEMENT OF THE PROBLEM AND ITS CONNECTION WITH IMPORTANT SCIENTIFIC OR PRACTICAL TASKS

Healthy and protected children are the main goal of any state in today's environment. Current events and realities of life lead to significant health problems among schoolchildren (including displaced children and children with special educational needs). Due to military operations on the territory of Ukraine and the effects of the COVID-19 pandemic, schoolchildren do not carry out the necessary physical activity, which negatively affects their health [2, 5]. The world has never faced such problems before, so the modern generation needs social support, help in adapting to current living conditions, and solving physical and psychological problems, which will help relieve stress and anxiety [10, 11]. Schoolchildren, including internally displaced persons, are one of the most vulnerable groups of the population that need social and psychological support [6, 8].

Currently, we observe a variety of psychological and physical problems among schoolchildren that require urgent solutions [12, 13]. One of the methods to solve the above problems related to the state's defense capability, prevention and mitigation of the consequences of the COVID-19 pandemic is to increase the level of physical activity of schoolchildren,

highlighting the importance and necessity of an optimal motor regimen [3, 4, 7].

Organizational principles on the importance of motor activity, dynamics of physical training, morphological and functional state, popularization of different sports, and formation of patriotism are covered in works [1, 9]. Proved the importance of physical culture for the physical and psychological development of schoolchildren, in particular in the context of combating the consequences of the COVID-19 pandemic.

2. LINKAGE OF THE RESEARCH TO SCIENTIFIC PROGRAMMES, PLANS AND TOPICS

The study was conducted in accordance with the research work of Yuriy Fedkovych Chernivtsi National University, "Active Nation: a Modern Model of Increasing the Level of Physical Activity of Schoolchildren as a Strategic Element of the State's Defense Capability" (2024-2026). State registration number: 0124U000877.

3. FORMULATING THE OBJECTIVES OF THE ARTICLE

The purpose of the article is to identify the key factors that contribute to increasing the level of physical activity and patriotic education of schoolchildren, based on the analysis of the results of a survey of teachers.

4. PRESENTATION OF THE MAIN RESEARCH MATERIAL WITH FULL JUSTIFICATION OF THE SCIENTIFIC RESULTS OBTAINED

The survey was conducted to collect the results of a study of teachers on the key areas of promoting physical activity among schoolchildren in the context of modern challenges and threats. The structure of the questionnaire consists of several thematic blocks: general information about the respondents, assessment of factors influencing the level of physical activity, identification of priority

measures to increase it, and analysis of the possibilities of integrating national-patriotic education into the physical education of schoolchildren. The obtained results are used to develop a digital model aimed at increasing schoolchildren's level of physical activity as a strategic factor in the state's defense capability. The logo of the research project, "Active Nation" symbolizes the strategic importance of increasing schoolchildren's level of physical activity as a key factor in the formation of physically fit, conscious, and patriotic youth (Fig. 1).



Fig. 1. The logo of the Active Nation research project which reflects the importance of physical activity for the state's defense capability"

Teachers with varying experience levels were involved in evaluating the questionnaire results. Depending on their work experience, teachers were divided into the following categories: less than 5 years, 5 to 10 years, 11 to 20 years, and more than 20 years. This made it possible to consider the opinions of both young professionals and experienced teachers and analyze the peculiarities of their assessments according to the specified criteria. The total number of teachers who participated in the study is $n = 68$.

The results of the analysis of teaching experience were distributed as follows: the most numerous groups comprise teachers with less than 5 years of experience - 32.4 % of respondents. A somewhat smaller share comprises teachers with 11 to 20 years of experience (25 %) and those with more than

20 years of teaching experience (22.1 %). Teachers with 5 to 10 years of experience comprise the smallest group of teachers – 17 people, which is 20.5 % of the total respondents (Fig. 2). This distribution allows the study to take into account the beliefs of both junior specialists and teachers with significant professional experience.

The analysis of professional specialization shows that the most significant respondents are physical education teachers and leaders of sports and patriotic clubs (55.8 %). Representatives of the administration of educational institutions make up an influential part of the sample - 19.1 %. Classroom teachers (5.8 %) and practical psychologists (2.9 %) are less represented. Other pedagogical workers, grouped into the category "Other profession", make up 16.4 % of the total number of survey participants. This composition

of survey participants of teaching staff allows for a comprehensive assessment of the problem under study from various pedagogical positions.

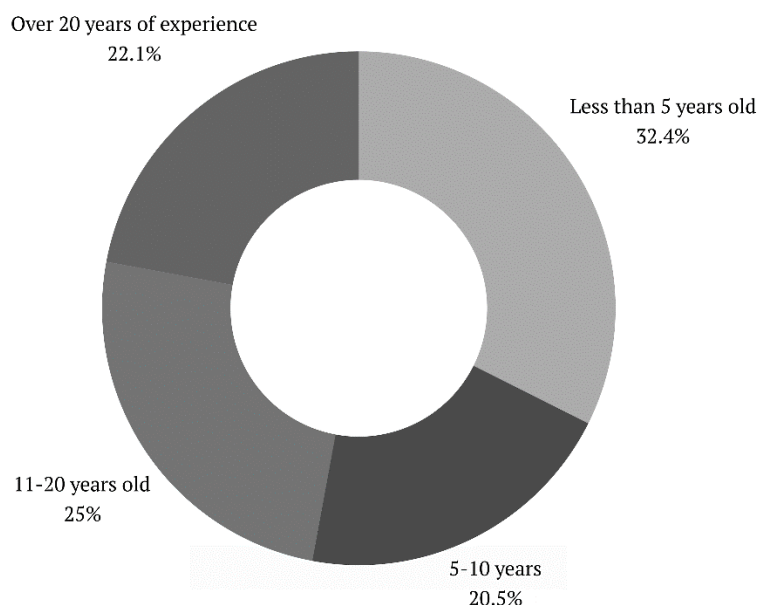


Fig. 2. Distribution of teachers by length of teaching experience (%)

The analysis of the types of educational institutions represented in the sample of teachers showed that the vast majority of teachers are from lyceums and gymnasiums - 55.9 %. The next largest group is represented by representatives of educational institution administrations - 19.1 %. Less represented categories include classroom teachers (5.9 %) and practical psychologists (4.4 %). Other educational institutions not included in the top three most common categories were grouped into the 'Other type' category, accounting for 14.7 %. This diversity of institutions allows us to ensure the objectivity of the expert assessments and highlight the views of representatives of different types of educational institutions.

The next block of questions included questions where teachers had to rank the factors according to their priority for increasing the physical activity of schoolchildren and strengthening the defense capability of the state (1 - the most important, 5 - the least important), 'Expanding the number of physical education lessons' was assessed by teachers ambiguously: the highest level of importance (1 point) was noted by 21 respondents (30.9 %), 2 points were given by 13 people (19.1 %), the average level of importance (3 points) was noted by 18 teachers (26.5 %), 4 points were determined by 10

respondents (14.7 %), and the lowest score - 5 points - was given by only 6 teachers (8.8 %).

The questions regarding 'Increasing extracurricular sports and military-patriotic activities' were distributed as follows: the highest level of importance (1 point) was determined by 15 respondents (22 %), the second level (2 points) was given by 20 people (29.4 %), the middle level (3 points) was chosen by 16 teachers (23.5 %), the fourth level (4 points) was selected by 9 teachers (13.3 %), and the lowest level of importance (5 points) was noted by 8 teachers (11.8 %).

As for the question 'Modernization of sports and military-sports (national-patriotic) infrastructure of the school', teachers assessed it heterogeneously but generally highly. Thus, 27 respondents (39.7 %) gave this factor the second rank, 9 respondents (13.2 %) gave it the third rank, 12 teachers (17.6 %) gave it the fourth rank, 11 respondents (16.2 %) gave it the fifth rank, and 9 teachers (13.3 %) gave it the fifth rank (the least important). The findings suggest that this factor is highly relevant for increasing the level of physical activity of schoolchildren and raising the level of motivation for the state's defense capability.

The results of the question 'Motivation and encouragement of pupils to physical activity and patriotic education' show a significant degree of

importance given by the respondents. The highest level of importance (1 point) was identified by 33 teachers (48.5 %). Only 6 respondents (8.9 %) indicated the second level (2 points), 5 (7.3 %) - the third level (3 points), 6 (8.8 %) - the fourth level (4 points), and 18 teachers (26.5 %) consider this factor to be the least significant (5 points).

'In-service training of teachers in physical education and patriotic education' showed significant support among teachers. The highest level of importance (1 point) was noted by 26 teachers (38.2 %), the second level of importance (2 points) was indicated by 10 respondents (14.7 %), and the third level (3 points) was noted by 8 people (11.7 %). At the same time, the fourth level of importance (4 points) was chosen by 11 (16.1 %), and the lowest rating (5 points) was given by 13 respondents (19.1 %). These

results indicate a relatively high assessment of the importance of professional development for teachers.

Assessments of the factor 'Integration of national and patriotic education into the process of physical education of schoolchildren' demonstrate powerful support from the teaching community but with noteworthy differences in opinion. The highest level of importance (1 point) was identified by 21 respondents (30.8 %). The second level (2 points) was indicated by 14 (20.6 %), the third level (3 points) by 8 (11.7 %), the fourth level (4 points) by 10 teachers (14.7 %), and the lowest level (5 points) was given by 15 (22.2 %). These results demonstrate overwhelming support for integrating patriotic education into physical education (Fig. 3).

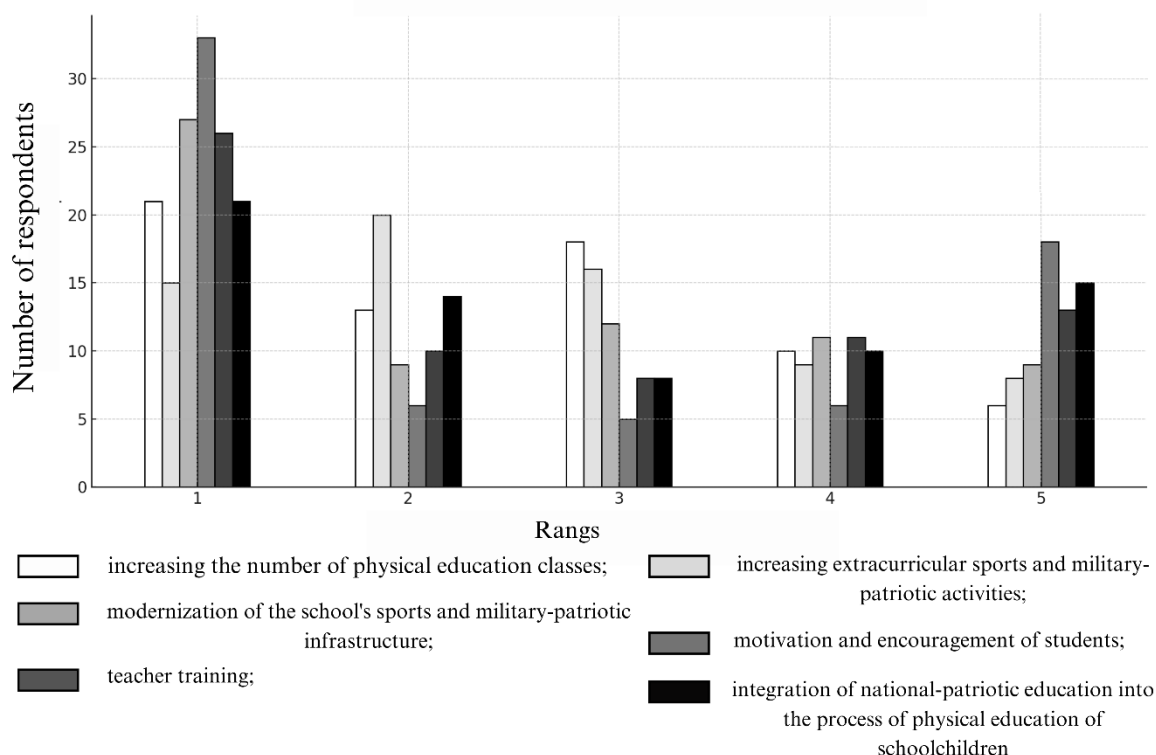


Fig. 3. Distribution of respondents' (n = 68) assessments of the importance of factors for increasing schoolchildren's physical activity and strengthening the state's defence capability (rangs, where 1 - critically important; 2 - very important; 3 - moderately important; 4 - unimportant, 5 - lowest)

The next section of the questionnaire assessed the respondents' agreement with several statements related to the relationship between physical activity, patriotic education and the state's defense capability. Teachers were asked to express their position on a five-point scale (where 1 - disagree entirely, 2 - rather disagree, 3 - neutral, 4 - rather agree, 5 - completely agree).

The analysis of the survey of teachers showed a high level of support for the statement about the strategic importance of increasing the level of physical activity and patriotic education of schoolchildren to strengthen the state's defense capability. In particular, 41 respondents (60.3 %) fully agree with this thesis, and 16 teachers (23.5 %) rather agree. A neutral position was

taken by 7 respondents (10.3 %). At the same time, 1 respondent (1.5 %) expressed doubts about this statement, and 3 teachers (4.4 %) completely disagreed. The findings confirm that most teachers consider physical activity and patriotic education fundamental to state policy in education and national security.

The question of the adequacy of the school curriculum for students' physical and patriotic development shows mixed results. The sufficiency of the school curriculum for students' physical and patriotic development demonstrates mainly critical assessments of teachers. These results indicate the need to improve the school curriculum to meet society's current challenges and needs. A significant number of respondents – 23 teachers (33.8 %) - believe that the curriculum is more conducive to physical and patriotic education, while 21 respondents (30.9 %) took a neutral position. Complete agreement with the sufficiency of the current curriculum was expressed by 15 teachers (22.1 %), while 6 respondents (8.8 %) said that it rather did not meet modern requirements, and 3 (4.4 %) completely disagreed with its effectiveness. The findings underscore the need to revise program approaches, expand the integration of physical and patriotic education into the educational process, and introduce innovative and modern methods that will help increase students' motivation to be physically active and develop civic awareness.

An analysis of the survey of teachers on the impact of integrating military-patriotic education into physical education on students' motivation to engage in regular physical education, sports and service in the Armed Forces of Ukraine (AFU) shows mostly skeptical assessments. Only 24 teachers (35.3 %) fully agree with this statement, and 19 respondents (27.9 %) rather agree. A neutral position was taken by 12 teachers (17.6 %), which indicates the lack of a clear opinion on the effectiveness of this approach. At the same time, the majority of teachers disagreed: 7 (10.3 %) believe that this connection is not sufficiently pronounced, and 6 teachers (8.8 %) completely disagree with the statement.

The results reveal the need for further research into the effectiveness of integrating military-patriotic education into the physical education system and developing approaches and

mechanisms that would help expand students' motivation to be physically active and serve in the Armed Forces.

The analysis of the impact of involving veterans and military personnel in events on raising patriotic education and motivation to improve the state's defense capability showed significant differences in respondents' opinions. Twenty-four educators (35.3 %) fully agree with this statement, while another 19 respondents (27.9 %) believe this practice contributes to these processes. A neutral position was taken by 12 teachers (17.6 %), which may indicate the lack of an unambiguous assessment of the effectiveness of such measures or insufficient awareness of their implementation. At the same time, 7 educators (10.3 %) expressed the opinion that the involvement of military personnel and veterans rather does not affect the level of patriotic education, and 6 respondents (8.9 %) completely disagree with the effectiveness of this approach.

The findings demonstrate the need for a deeper analysis of the effectiveness of involving veterans and military personnel in the educational process. This would form students' patriotic consciousness and increase their motivation to defend the state.

According to the results of the survey of teachers, the most effective measure to increase the level of physical activity and patriotic education of schoolchildren was 'Organization of school sports sections, clubs and patriotic circles', which was supported by 77.9 % of respondents. Many experts also noted the importance of 'Holding regular sports competitions, military sports games, and tournaments' and 'Holding patriotic events' (57.4 % each). Less popular, but still significant measures were 'Introduction of additional hours of physical education and patriotic education' and 'Use of digital technologies in education' (45.6 % each). The lowest support was given to 'Cooperation with local military units and sports organizations,' which was recognized as sufficient by 22.1 % of teachers.

The results indicate the priority of measures that directly involve students in physical activity and patriotic initiatives and also point to the need for further development of digital technologies in this area (Fig. 4).

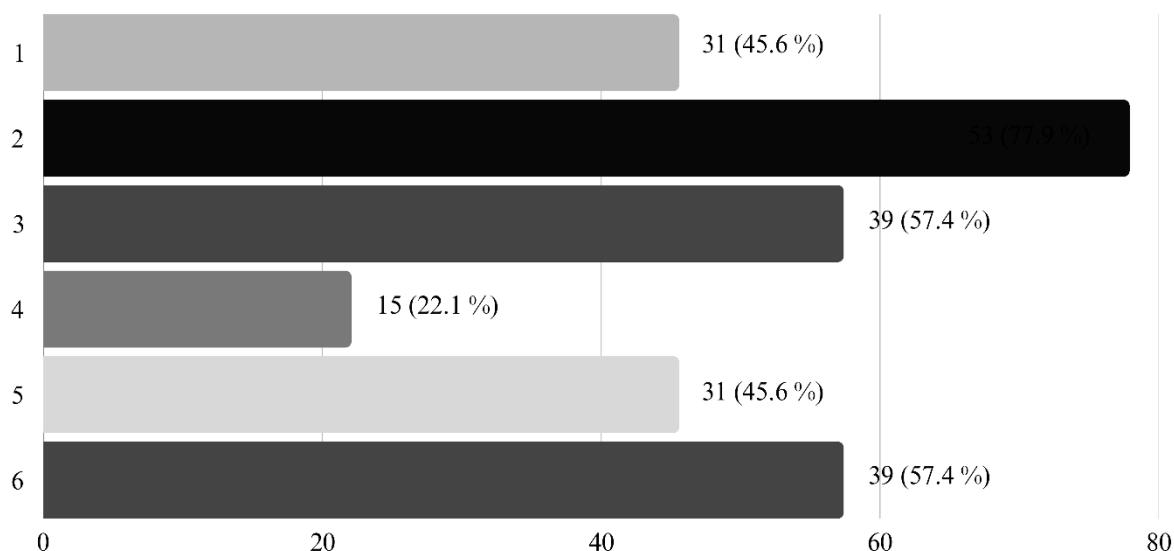


Fig. 4. Quantitative and percentage results of the selection of priority measures for the development of physical activity and patriotic education of schoolchildren, where 1 - introduction of additional hours of physical education and patriotic education (curricular and extracurricular); 2 - organisation of school sports sections, clubs and patriotic circles; 3 - holding regular sports competitions, military sports games and tournaments; 4 - cooperation with local military units and sports organisations; 5 - use of modern digital technologies and equipment in

Thus, the results of the survey of pedagogical workers who participated demonstrated the importance of a comprehensive approach to increasing the level of motor activity of schoolchildren, which includes both traditional and innovative methods of physical and patriotic education. The factors identified during the study serve as the basis for the development of new modern methodological approaches and models to form a healthy, physically active, and patriotically conscious nation. The data obtained also emphasize the need to adapt educational programs in accordance with modern challenges and threats, which will increase their effectiveness in the context of strengthening the state's defense capability. Nowadays, more attention should be focused on integrating modern digital technologies into the educational process and involving veterans and military personnel in activities with schoolchildren.

5. CONCLUSIONS FROM THIS STUDY AND PORPECTS FOR FURTHER RESEARCH IN THIS AREA

The results of the survey of teachers confirm the high level of awareness of how important

physical activity and patriotic education of schoolchildren are for strengthening the state's defense capability. At the same time, there is a critical assessment of the adequacy of the school program for the physical and patriotic education of students, which indicates the need for its improvement. Teachers' views regarding the effectiveness of integrating military-patriotic education into physical culture and involving veterans and military personnel in the educational process were divided, indicating the need for further research in this area. The organization of school sports sections, clubs, and patriotic circles, as well as holding regular sports competitions and patriotic events, are among the most effective measures to increase physical activity and patriotic education.

Further research in this scientific direction should aim to study the mechanisms that prevent the implementation of practical approaches to increasing the level of physical activity and patriotic education in schoolchildren's education. It is also worth focusing on expanding research to find new forms and methods of engaging students in regular physical activity, in particular through integrating digital technologies into the learning and education process.

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Анотація

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АНАЛІЗ РЕЗУЛЬТАТІВ АНКЕТУВАННЯ ЩОДО ФАКТОРІВ ПІДВИЩЕННЯ РІВНЯ РУХОВОЇ АКТИВНОСТІ ШКОЛЯРІВ

В статті представлено аналіз результатів анкетування щодо факторів підвищення рівня рухової активності школярів серед педагогічних працівників. В анкетуванні прийняли участь n = 64 освітян з різним педагогічним стажем від 1 до понад 20 років. Основу дослідження склали респонденти, які є вчителями фізичної культури та керівники гуртків спортивно-патріотичного спрямування – 55,8 %.

Метою наукової статті є визначення ключових факторів, які сприяють підвищенню рівня рухової активності та патріотичного виховання школярів, на основі аналізу результатів анкетування педагогічних працівників.

Результати проведеного анкетування було проведено з метою збору результатів анкетування педагогічних працівників щодо ключових напрямків популяризації рухової активності серед школярів в умовах сучасних викликів та загроз. Структура анкети містить кілька тематичних блоків: загальні відомості про респондентів, оцінка чинників, що впливають на рівень рухової активності, визначення пріоритетних заходів для її підвищення, а також аналіз можливостей інтеграції національно-патріотичного виховання у фізичне виховання школярів. Результати анкетування педагогічних працівників, засвідчили важливість комплексного підходу до підвищення рівня рухової активності школярів, що включає різного роду методи для підвищення фізичного та патріотичного виховання. Фактори, що були визначені в ході проведеного дослідження можуть слугувати основою для розробки нових

сучасних методичних підходів і моделей, які будуть спрямовані на формування здорової, фізично активної та патріотично свідомої нації.

Отримані дані також підкреслюють необхідність адаптації освітніх програм відповідно до сучасних викликів та загроз, що дозволить підвищити їхню ефективність у контексті зміцнення обороноздатності держави. Найбільш ефективними заходами для підвищення рухової активності та патріотичного виховання визначено організацію шкільних спортивних секцій, клубів та патріотичних гуртків, а також проведення регулярних спортивних змагань та патріотичних заходів.

Ключові слова: рухова активність, школярі, педагогічні працівники, патріотичне виховання та обороноздатність держави.

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