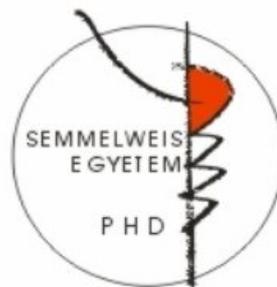


# Effect-Mechanism of Sporting Values in the Sphere of Secondary School and College Students, Vas County

PhD Thesis

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## **INTRODUCTION**

Although health was said to be of a great value, based on an international research, at the beginning of the 1990s in Hungary (Tóth, 1992), nowadays there is no real value of leading a healthy lifestyle nor doing regular exercising (Polgár et al., 2008). Probably health might be the most important value of life in our modern world. Unfortunately the outcome of several studies is that the population of Hungary generally does not lead a healthy and physically active life (Aszmann, 2003; Huszár and Bognár, 2006).

The attitude and behaviour of individuals towards health is unambiguously a dependent of culture, and the system of norms and values of the society shall contribute to it in a great amount (Ferron, 1997). It is acknowledged that the values of health do not apperceive conscious, awakening activity (Hankiss, 1977; Takács, 1989). In other words we do not do much to improve or preserve it. Generally longer time and critical signs of illness are needed to recognize, in fact, that we should do any action against the changes occurred and influence health disadvantageously (Michalkó and Vizi, 2002).

Regular sporting or any exercises have beneficial effect on us physiologically and psychically as well. (Brukner and Brown, 2005). Furthermore recent studies have shown that sporting has beneficial effect on locomotor and cardio-vascular system diseases (Due et al., 2001; Phil, Mastin and Jürimae, 2002). Its efficiency can be evidenced concerning diabetes. What's more, sporting can reduce obesity and habits which are harmful; can increase the power of the muscles and the skeletal structure, can reduce the risk of injury, can modify the general disposition and can increase flexibility (Apor, 2005; Jákó, 2003; Prohaska et al., 2006).

On the other hand regular sporting can also have beneficial effect on stress, anxiety, depression (Urbán and Hann, 2003), alter the self of the young and what they think of their body (Varga, 2002), and stimulate creativity (Gauchard, Jeandel and Perrin, 2001). According to Kopp (1999) regular sporting is one of the most natural health- psychological factors. To sum up, those young who do sport or exercises regularly, have a more favourable life style than those who choose to do something else in their free time (Burke et al., 1997).

Researches concerning life style have established the idea that nearly 30 percent of the Hungarian adults between 15 and 85 do any physical training, and this percentage is about to decrease onward. On the other hand those who have been involved in higher education do more physical training (Gáldi, 2002).

Health care and improvement is the common duty of society, families and schools. It is generally known that learners spend most of their time in schools, so schools' role in education and in socialisation is highly essential. After all, norms, values and models are conveyed via teachers and educational-training system (Eccles-Wigfield, 2000; Laki and Nyerges, 2001; Pál et al., 2005). Physical education in schools has determinant effect on preserving the physical activity and its quality in adulthood (Bognár et al., 2005; Puhl et al., 1990). Prisztóka (1998) takes one step further and stated that physical education has several methods and means such as: factual environment, characteristics, life style, alimentation and natural force.

That adult, who could gain appropriate experience and adventure as a child in the domain of moving, he or she will lead a more active and healthy life later on (Istvánfi, 2004). There is no doubt that gymnasts have a crucial role in the encouragement of developing children' physical activity individually (Harris & Cale, 1998). According to Laki and Makszin (1995) for elementary and secondary school students school is the only source of regular sporting, with which society may be able to affect the on-coming generation's physical development and health.

Besides elementary and grammar school students, the situation does not give a favourable picture of young adults either. According to Mrs. Sebők (1999) 40 percent of college students do not do any sports in their free time. What is important in this issue is that physical education in the universities and in the colleges has become weaker than it used to be. Many institutes ceased physical training, which had been compulsory before that (Mrs Földesi, 1994).

International data call our attention that people tend to achieve different goals with the help of different sporting activities. Healthy, attractive appearance, strong body, enjoyable fatigue, social interactions or relations and loosing weight can be appeared as the main motivation of sport (Matsumo & Takenaka, 2004). It is widely know that regular exercises or training can contribute to a healthy society as Vilhjalmsson and Kristjansdottir conducted (2003). Lack of free time and motivation or objective blocks derived from the environment are considered as main reason behind the neglect of sporty lifestyle (Pluhár et al., 2007; Sallis et al., 1998).

Based on the above points, further researches and studies are needed to clarify the background causes of the state of being physically active or inactive. The type, the values of health and the quality of physical activity of the current age group are those factors which included (Riddoch & Boreham, 1995).

## **PURPOSE OF THE STUDY**

The dominant aim of my theses was to measure and size up what are the connotations of the healthy life and regular sporting; additionally what are those values and activities which occur in the lifestyle or in the daily routine of secondary school and college students in Vas County. Based on the review of relevant literature it can be stated that there are several empirical studies in the domain of the system of values and daily activities separately; on the other hand there are hardly any relevant literature in the comparison of these two (Huszár and Bognár, 2006; Köte, 1998; Pikó, 2007). The situation is the same concerning the characteristics of the value system of age, qualification and sex (Meleg, 2000). There are many studies and researches focusing on the sporting and training habits of the young (Keresztes, Pluhár and Pikó 2003; Pluhár and Pikó 2003; Keresztes et al., 2007). On the other hand there are hardly any empirical studies in Hungary, which focus on the appearance, process and quality of acquisition of sporting values than internationally.

So the main aim of my theses is to discover the system of values concerning healthy life and sporting of young people in Vas County. While publishing the results, I examined the differences between groups, which were formed on the basis of sex, qualification and parents' qualification. Additionally, I have also included those dominant groups (environment) through which lifestyle and life quality modules are being explored. On the other hand I would emphasize the analysis of the recognition of the direct and indirect system of values, which tend towards the depth of acquisition. Furthermore the effects of regular and irregular sporting activities are being under careful examination at the level of system of values.

## **Questions**

Questions occurred during the study of the theme beforehand are the following:

1. What kind of characteristics can be discovered during free time activities in connection with sporting values of the young in Vas County?

2. How does choice appear in the system of values of young people in connection with sporting values under the influence of regular and irregular sporting activity, securing financial coverage, hidden and direct recall?
3. To what extent does the environment contribute to the young people's sporting habits based on their own opinion and what are those exterior factors – family, social environment- which do influence the sporting habits of the young?
4. What are the characteristic features of the analysis of questionnaire which includes sex, level of qualification and the parents' qualification?

### **Hypothesis**

Based on the questions I intend to suppose the following:

1. The sporting values during free time activities show a very low level of interest among secondary school and college students in Vas County. Or rather these values tend to appear only at material level.
2. Securing of financial coverage does not assume conscious action just the behaviour concerned to that, but this is not equal to acquired norms and values. During direct recalls the sporting values are at a satisfying level, and during classification the priority of the values of healthy life is conscious; but there is a huge lack of the young people' – in Vas County- knowledge of real values. This lack may denote the absence of integral knowledge. Regular sporting exercises influence on individuals: conscious knowledge of sporting values is appeared. Whilst irregular sporting supposes an unsatisfying knowledge of these values.
3. School and friends are said to be the part of a broader environment, which is disinterested in sporting habits of the young in Vas County. Whilst family- as the part of a close environment – shows interest in it. So the sporting habits of the young are strongly influenced by the close social environment, where their generation and contemporaries have a definite and crucial influence.
4. Based on the comparison between sexes, it is generally agreed that women do less sport, while those who are elder / college students deflect from regular sporting. Those young people whose parents have higher qualification tend to prefer sporting in a higher degree.

## **MATERIALS AND METHOD**

### *Patterns*

I have chosen the population of Vas County for being analysed. There are 30 secondary schools with 487 classes and 14,847 students altogether. The 9<sup>th</sup> student of each class was chosen to for my analysis to answer the questionnaire. There were 334 accurate, completed questionnaires, boys 48.2% and girls 51.8%.

Vas County has three institutions of higher education with 3006 students in full-time course: Berzsényi Danel College, Szombathely: 2652 students; Campus Savaria of the University of Pécs, Faculty of Health Sciences: 354; Theological College of BDF: 12. Choosing the pattern was done via NEPTUN educational system. Every 10<sup>th</sup> student was asked to do the questionnaire. There were 274 accurate, completed questionnaires, male students 33.9% and female students 66.1%.

### *Indexes of overall pattern were:*

1. male-female ratio: 41.8-58.2 %
2. secondary school students-college students: 54.9%-45.1%
3. mother's qualification: elementary school or less 9.9%, secondary school 48.0%, higher education 42,1%
4. father's qualification: elementary school or less 4.0%, secondary school 66.7%, higher education 29.3%
5. Sporting habits: irregular (twice a week or less) 48.7%, regular (three times a week or more) 51,3%

### *Data gathering*

The pattern chosen by chance (N=608) has done a well-built, pre-designed questionnaire. The questionnaire, which had been used in my previous research (Polgár, 2007), has the following points: demographical questions; to define the frequency and genre of the popular free time activities from the listed ones; to sign the sporting values (hidden recall); based on the list, the appearance and choice of the sporting values (direct recall); personal opinion, the opinion and effect of the environment on the students' sporting activities; approach to sporting or training and workings of chances of doing sports.

All the headmasters of secondary schools and all the three colleges' directors of studies participating in my analysis were contacted. All of them were gladly contributed to my analysis too. Then the questionnaires were handed to the directors of the institutes in order to have them filled with each 9<sup>th</sup> student. I have managed to apply 68,7% of the questionnaires to my analysis. This percentage symbolises the appropriately filled, suitable for a complex statistical analysis.

### *Data analysis*

The analysis of the answer always starts with the analysis of frequency, which then is followed by a non-parametric comparison analysis. This is because the data are situated on a nominal and ordinal scale. So the data was analyzed and compared with the help of Chi<sup>2</sup> and Pearson Chi<sup>2</sup> on the basis of the non-parametric statistic. The level of significance was established at 5% of the level of accident ( $p < 0.05$ ).

At first the database was treated as a united pattern, then I compared and contrasted based on sexes (male or female), degree of qualification (secondary school or college) and the degree of the parents' qualification (elementary or less, secondary school, higher education or above). After that I assimilated the answers to the questions of various sporting values to each other on the account of reliability.

Statistical analysis was conducted by the SPSS 15.0 for Windows programme.

## RESULTS

During my analysis and research firstly I was interested in the frequency of preferred free time activities. As a summary, I could generally assume that the majority of young people rarely go for a trip, do hiking and dance, never do any competitive sport and twice a week they- it was also revealed- do some kind of spare-time sport. If we add together the number of secondary school students and college students, then more than one quarter of them (28.5%) do some exercises on a daily basis.

It seemed crucially important to discover that if the participants were given some financial support (50, 000 HUF) what would change in their system of values. To do this, a list was needed, which contained 22 elements. From this list students had to put these elements into an order, and 10 out of 22 were connected to sport. If students won 50, 000 HUF, they would buy trainers and sports suit, whose percentage would be more than the other categories altogether. Commutation for fitness clubs and swimming pools were also given numerous votes. Statistically there were quiet a few people who categorized every sport equipments. It is quiet interesting that several sport equipments (e.g. exercise bike, ski, skateboard and trampers) were not ranked among the best, their percentage were pretty low. On the other hand if we do not mention the rate of choice, but the fact that what are those elements that became first, second or third; these equipments- mentioned above- got much higher rank and percentage.

Furthermore I intend to examine that how does the choice of sporting values and the reason behind them appear. My analysis was to focus on whether students were able to comprehend the listed values or not. Among these chosen values, the “shape your body”, “strengthen the bone and muscle structure” and the “boost your performance” became 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> gaining 50% majority. At the bottom of the rank were the “minimize the aptitude for drug abuse” and the “minimize the impetus to alcoholic drinks”. Among the mentioned values, the “shape your body” was given the highest rank, while the “strengthen the bone and muscle structure” and the “boost your performance” values were given only lower rank. Additionally, the “improve your health” and the “improve your strength of will” were also considered as low ranked values.

After all these results, I became curious that what kind of results does the hidden recognition show concerning students' recognition of values. To get to know this, students had to identify

hidden values within 3 texts and they had to underline them. From its analysis it became clear that students were not able to recognize the majority of those seven values hidden in the first text (e.g. “acquiring technical elements”, “motion experience”, “artistic-like motion”, “good timing”, “actions in the open air”). Additionally they could only recognize two values: the “joy of game” and the “increase in articular agility”. In the second recognition block I hid 16 values in the text, among which only one has been signed as important (e.g. “support the others”, “team spirit”: 70.5%). The majority of the 16 values have not been recognized or have been left blank because probably they did not know them (e.g. “movement literacy”, “power of will”, “stamina”, “common exercise settlement”, “adherence of rules”, “be modest when you win” etc.). In the third recognition block none of the 9 hidden values in the text has been discovered, all of them remained hidden (e.g. “secure of physical improvement”, “be in training”, “improve and help circulatory system and respiratory organs”, “improve the love of moving”, “enrich the quality of life”, etc).

Allow me to reveal that to understand the whole; it is highly necessary to get to know that to what extent the participants know the most important values. Therefore I asked the students to define the followings: health, being fit, physical performance, movement literacy, sport-recreation, sport, body-building, extreme sports and physical education. Results confirm that participants were not able to define none of them completely, even at the most basic level ( $p < 0.05$ ).

After all these, I asked their own personal concern that what was the opinion of their environment concerning the sporting activities of the young people and what were those external elements which had motivated them in doing any physical training. Based on the answer it is clearly stated that the broader environment (family doctor, friends, teachers, gymnasts, coaches, principals) show favourable attitude towards sporting than the close environment (mother, father, brother or sister). On the other hand students often classified friends into that broader environment, which motivated them in a great amount. It is quite interesting that there was more choice upon personal characters than factual ones. The highest rank was given to the mother, father, friends, and gymnasts; while the lowest rank was given to the internet, newspapers, books, teachers and relatives.

After the complex analysis of questions I intend to continue my analysis to search for differences in the field of sexes, degree of qualification and parents' qualification.

### *Frequency of sporting*

In the frequency of sporting it is understandable that who does sport regularly, that person probably goes for a trip, goes hiking or does spare-time activities more often. On the other hand sporters – or those who does sports regularly – do not go for a trip or go hiking very often than the previous group.

Those who do not do any sports regularly, significantly, they would not buy only sport suit if they won 50, 000 HUF; than the sporters or those who do sports regularly. In the group of regular sporters commutation for fitness club and exercise bike gained significantly higher rank.

Furthermore regular sporters signed that sport is very important, because it has a great role in prevention of the organs of locomotion. In the question of why sport is so important, there is only one significantly estimable difference between regular sporters and non-regular sporters among the young in Vas County. The non-regular sporters evaluated the “shape your body” value as the highest rank opposite to the regular sporters.

The hidden recognition’s first and second blocks did not show any difference between regular sporters and non-regular sporters. Those who do sports regularly say that friends, coaches and gymnasts like sports. They significantly revealed that friends, gymnasts and coaches influenced them to take up sports.

### *Sex differences*

Examining the distribution of sporting in the field of sexes, those women, who do sport regularly, significantly are less than those who do not do any sport regularly. The situation is the same in the men. Moreover women – except going for a trip – tend to be more inactive than men, because they significantly do less sports such as go for a trip, dance, do spare-time activities and competitive sports.

Furthermore it is agreed that if men won 50, 000 HUF they would buy exercise bike or sport suit, so they consider them more significant than women. On the other hand for women a commutation for fitness club seems to be more attractive alternative for sporting.

Opposite to the men’s choice of values, women tend to see more importance in these six values: “shape your body”, “you will become resistant to diseases”, “prevention of locomotive diseases”, “secure the healthy improvement of the body”, “relaxation”, “ease you up”, “improve vascular system”. During the hidden recognition the majority of women signed at least three values than men (“artiste-like movements”, “increase the articular agility”, “actions in the open air”).

Men concerned that friends like sports, women think family doctors like sports. Women tend to sign that mother, newspapers, books, TV, radio and the internet are those elements, which motivated them to take up sports. Men ranked the influence of the father much higher than women.

#### *Degree of qualification*

I was not able to find significant difference between college students and secondary school students concerning sporting habits. It is the fact that secondary school students go for a trip, dance, go hiking or do competitive sports more often. So this age group is significantly more active – except spare-time activities – than college students. If the college students won 50,000 HUF very small amount of them would buy trainers, sport suit or skateboard, but they would choose to buy trampers than the secondary school students.

The majority of secondary school students chose the “shape your body”, “relaxation”, “ease you up” and there are significantly less of them who signed the values of “strengthen the bone and muscle structure”, “boost your performance”, “boost your ability to work” and “minimize the impetus to alcoholic drinks”. Apart from college students, they did not give high rank to the “shape your body” value, but they did in the case of “prevention”, “improve your health”, “strengthen the bone and muscle structure” and “secure the healthy improvement of the body”.

In the recognition of hidden values college students significantly signed the “having a good rhythm”, the “team spirit”, the “support of the others” than the secondary school students. There was no difference in other categories.

According to college students, friends and family doctors like and love sports; while secondary school students thought that mother, father, brother or sister, relatives, friends, TV, radio, internet and gymnast love and like sports. In this question secondary school students put the father’s influence higher than the gymnast’s.

#### *Parents’ degree of qualification*

Neither the father’s nor the mother’s qualification provided significant difference in the question of regular and non-regular sporting. In the case of the mother I did not find any convincing difference in choosing any of the forms of activities. But it became evident that the more qualified the father, the more spare-time activities will the children do.

If the young people won 50,000 HUF those, whose mother has higher qualification, would buy a tennis racket. The higher qualification the father has, the far better the participants will

buy a skateboard. The exercise bike is a typical choice of those, whose father has less qualification.

According to children, whose mother has elementary qualification, the parents do not keen on the idea of sporting. In the case of the father, who has elementary qualification, the brother – or sister – and the father are not very keen on sporting. While fathers with secondary qualification are disinterested in their children' sporting. Children's opinion - whose mother has low qualification – shows significantly far less motivation than children, whose mother has higher qualification. Fathers' qualification seems to be not so influential. It can be added that the higher the mother's qualification, the higher rank was given to friends. Furthermore the higher the father's qualification, the more influential will the role of the gymnast be.

The children of mothers' with higher qualification marked the "improve the power of will" significantly higher compared to secondary school students. While children with less qualified mothers marked the "prevention of locomotor diseases and deflections" and the "improvement of condition" as high values. During the recognition of hidden values students, whose mother has university or college degree did not rank "artiste-like movements" as crucially important. Those children, whose father has university or college degree, marked the "joy of game", the "adventure of the game" and the "having a good timing" much more times than those, whose parents' have lower qualification. Those children, whose father has elementary qualification or less, they marked the "team spirit" and the "support of the others" values even fewer times.

## **CONCLUSION**

Based on the received results, it is generally concluded that the vast majority of the young in Vas County do only a little amount of sport. This is true even the patterns show that a quarter of them do sport regularly, on a daily basis. As far as I am concerned the question is how frequently they do any sport and are they do it consciously.

Their choice of sporting values are differ in, first of all, the fact that unfortunately hardly any sporting activity become inner and conscious. In their decisions fashion is the dominant and actuating factor (e.g. tennis and skateboard), and in the case of buying equipments like exercise bike, commutation for fitness clubs does not connote any sporting activity.

Recalling the sporting values I discovered only average values with general information, passive and inconsiderable sporting activity. The degree of the hidden recall is beneath

contempt, because the values hidden within the text is equal to zero. The situation is roughly the same concerning definitions. Participants were not able to tell at least the basic values with their own words. Even though these values are part of the intelligence of the ordinary man and belong to the curriculum of secondary schools.

The comparison of direct or intentional and the hidden values is a vital element in my research, because they would point at the bases of the complete, health conscious behaviour. Because of the unambiguous result that the conscious sporting values of the young in Vas County is not a characteristic feature. Consequently the healthy lifestyle could not be realized. The lack of the impulsive and close environment shows that the prior place of socialisation does not strengthen the basic health and sporting values. The broader environment's contribution to socialization points out – roughly the same – that the confirmation of values happens through indirect and weak channels. The exception is the age of contemporaries, which has a highly influential effect in the case of teens and young adults. Probably it is so, because their attitude towards sport neglects consciousness.

Athletes – or those who does sports regularly - choice of values is more conscious, though it does not meet our expectation, there is no significant difference. Additionally, athletes - or those who does sports regularly – feel the advantageous outcome (minimize discomfort and any locomotor diseases); while those who does not do sports regularly feel only the shell (e.g. “shape your body”). Contemporaries and those who deals with sports regularly have effect on sporting activities, so they are not conscious nor spontaneous.

Women tend to be more inactive in sporting activities than men, though women are more conscious in recognizing and defining the definitions. Consequently they are really interested in their families and their own health. On the other hand men are more interested in the opinion of their environment, while women couple health and sport with the family doctor.

Secondary school students unequivocally do much more sport than college students, but they are rather concerned with shells in connection with values. As far as I am concerned they tend to do more for their health than college students, but it is not clear whether it can be thanked to the effect of schools or to the gene type.

Based on our hypothesis that it seems to be acknowledged that these sorting values of the young generation in Vas County has a low level of interest towards them. Every participant significantly chose sporting in a fewer time. On the other hand the values appeared among the young people in Vas County basically were at material level, and that can be discovered in their ranking. This part of my hypothesis has also been acknowledged, because the choice of different sport equipments is not connect directly to the amount of regular sporting. In other words there are more who just would like to buy one of them rather than use them in any types of sports.

My second hypothesis was that securing the coverage did not suppose the health conscious life style or behavior. Furthermore it was also proved that it was not equal to acquired norms too. That part of my hypothesis, according to which during direct recall the amount and level of sporting is satisfying, because during the ranking the majority of values concerning healthy life have been proved and acknowledged. But during the indirect recall of values I managed to discover some lack of the young people' knowledge of these values, which denotes the absence of the consciousness of integrated knowledge.

My third hypothesis, which was said to examine the link between the young's sporting habits and their environment. It was revealed that the broader environment (school and friends, while the closer environment showed interest. On the other hand the opinion of contemporaries was crucial and vividly important, which partly became acknowledged. At the level of disinterest of the broader environment has only slight difference between the closer environment. Furthermore it is also acknowledged that the closer environment has a huge influence on the sporting habits of the young people, but even there is a great influence of the contemporaries too. This could be seen in their rankings proportionally.

My last hypothesis has not been approved, according to which the effect of regular sporting is consciousness concerning knowing the values; while the non-regular sporting supposes lack of consciousness of these values. The second part of my hypothesis seems to be acknowledged, so the comparison based on the sexes shows that women tend to do less sporting. On the other hand the elder generation's neglect of sporting is a dependent factor from the degree of qualification degree of qualification (college or secondary school). How parents' higher degree of qualification contributes to the bigger amount of sporting did not gain any certainty.

## **PUBLICATIONS**

### **International publications connecting to the thesis:**

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