



Survey 2021 results – Primary schools Austria
Baudis Helmut, Rauch Bernhard and Methlagl Michael



Contact: office@oelv.at



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1 Data collection

An online questionnaire was sent out in October 2021. The schools could join the survey from October 2021 to December 2021.

2 Sample

332 primary schools participated in the survey. Figure 1 shows that most schools which participated in the survey are located in Lower Austria and that the results are not representative for Austria because very few schools from the other federal states participated in the survey. Most schools are located in areas with up to 3000 residents (50.3%) and 3001 up to 15000 residents (36.7% see table 1).

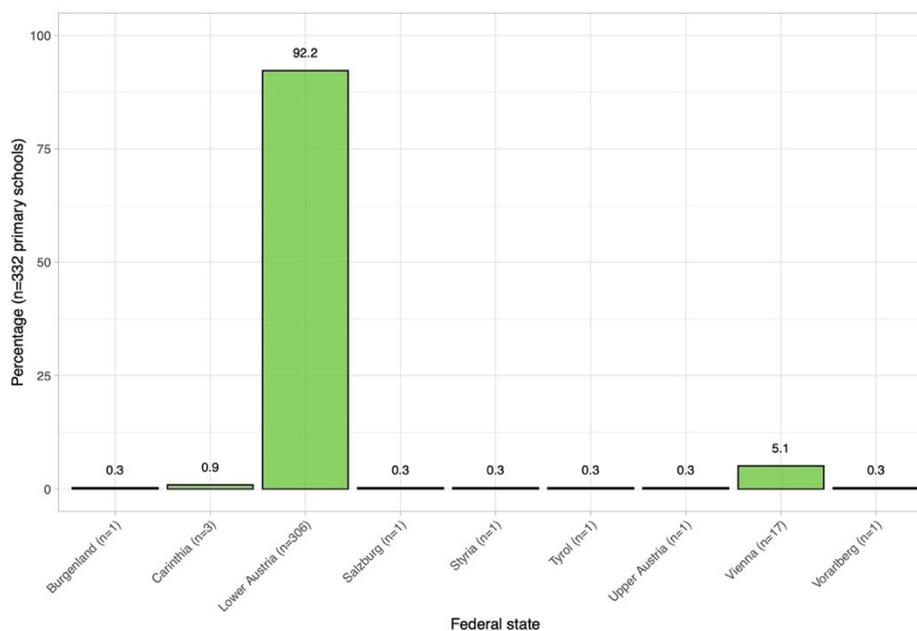


Figure 1: Percentage of the participating primary schools from different Federal states (n=332)

Table 1: Number of residents of the area where the primary schools are located (n=332)

Number of residents of the area where the primary schools are located	Number of participating primary schools and percentage (n=332)
0-3000	167 (50.3%)
3001-15000	122 (36.7%)
15001-100000	30 (9%)
100001-1000000	1 (0.3%)
more than 1000000	12 (3.6%)

16.6% of the sample are all-day schools und most schools are public schools (96.1%). 15.4% of the schools have a sport focus (see table 2). The average student number is 151 ($SD=116$; Minimum=10 students; Maximum=800 students). Most schools teach children between 6 and 10 years (78%) and 6 to 9 years (14.8%) (see table 3).

Table 2: Further characteristics of the primary schools; all-day schools; private vs. public schools; schools with a focus on sports

School	Number of participating primary schools and percentage (n=332)
All-day school	55 (16.6%)
Private school	13 (3.9%)
Public school	319 (96.1%)
School with a focus on sports	51 (15.4%)

Table 3: Age groups of the students; percentage (n=332)

Age groups of the children in the school	Percentage (n=332)
5 to 10 years	0.3%
6 to 10 years	78%
6 to 18 years	0.6%
6 to 11 years	0.9%
6 to 12 years	0.9%
6 to 19 years	0.3%
6 to 8 years	0.3%
6 to 9 years	14.8%
7 to 10 years	0.6%
8 to 10 years	0.6%
8 to 11 years	0.3%
9 to 10 years	0.6%
Missing	1.8%

3 Results

3.1 Sports education of the teachers

38% of the schools report that their teachers have completed some sort of sports education (56% no sports education; 6% missing values). Ski and Snowboard education was mentioned 42 times and Swimming 20 times. Further sports educations which were mentioned rarely are “Bewegungscoach” (Coach for Physical Education in general), fitness &



health, climbing, psychomotricity, ice-skating, tennis, athletics, yoga, dance, ball-sports, trampoline.

3.2 Popularity of different sports among students based on teachers' report

Teachers report that from their point of view the most popular sports among their students are soccer, swimming, floor exercise and apparatus gymnastics. Athletics is rather not popular among students (see table 4; 1=not popular at all, 5= very popular).

Table 4: Popularity of different sports among students (n=323-327)

Sport	How popular are these sports among you students		
	<i>M</i>	<i>SD</i>	<i>Mdn</i>
soccer	4.19	0.949	4
athletics	2.53	1.022	2
handball	2.11	1.251	2
floor exercise, apparatus gymnastics	3.17	1.034	3
swimming	3.48	1.128	4
volleyball/beachvolleyball	2.02	1.11	2
basketball	2.3	1.153	2
rugby	1.15	0.439	1
table tennis	1.82	1.011	1
floorball/unihockey	1.41	0.822	1

notes: *M*=mean, *SD*=standard deviation; *Mdn*= median; n= between 323 and 327 due to missing values; 5-point rating scale; 1= not popular at all, 2= rather not popular, 3= neither popular nor non popular; 4=rather popular, 5=very popular

Table 5: Popularity of different sports among students; percentage

How popular are these sports among you students (teachers view) in % (n=332)						
Sports	not popular at all	rather not popular	neither popular nor non popular	rather popular	very popular	missing value
soccer	1,5	3,3	17,8	28,6	47,3	1,5
athletics	15,7	34,6	28,9	15,7	2,4	2,7
handball	43,1	24,7	13,3	11,7	5,7	1,5
floor exercise, apparatus gymnastics	6,3	16,0	41,3	24,4	10,5	1,5
swimming	5,7	12,7	28,6	31,0	20,2	1,8
volleyball/beachvolleyball	40,4	30,4	14,5	8,7	3,3	2,7
basketball	31,3	25,6	23,8	14,2	3,0	2,1
rugby	86,4	8,4	2,4	0,3	0,0	2,4
table tennis	52,1	19,0	20,8	4,8	1,2	2,1
floorball/unihockey	74,1	11,4	8,4	3,0	0,6	2,4



3.3 Importance of different sports in physical education lessons (teachers' point of view)?

Teachers report that further ball games are very important and athletics rather important in their physical education lessons (see table 6; 1=not important at all, 5= very important). Further important and rather important sports which were mentioned by some teachers (open question) are tennis, skiing/snowboarding, ice-skating, dancing, horse riding, combat sports (judo etc.) and climbing.

Table 6: Importance of the sports in physical education lessons (teachers view)

Sports	Importance of the different sports in physical education lessons (teachers view)		
	<i>M</i>	<i>SD</i>	<i>Mdn</i>
soccer	2.53	0.997	2
athletics	3.52	0.926	4
handball	2.18	1.162	2
further ball games	4.63	0.666	5
volleyball/beachvolleyball	1.95	0.98	2
basketball	2.43	0.939	2
rugby	1.12	0.404	1
floorball/unihockey	1.48	0.836	1

notes: *M*=mean, *SD*=standard deviation; *Mdn*= median; n= between 323 and 327 due to missing values; 5-point rating scale; 1= not important at all, 2= rather non important, 3= neither important nor non important; 4=rather important, 5=very important

Table 7: Importance of the sports in physical education lessons; percentage

Sports	Importance of the sports in physical education classes (teachers view) in %; n=332					
	not important at all	rather not important	neither important nor non important	rather important	very important	missing value
soccer	15,1	34,9	34,6	10,8	3,6	0,9
athletics	1,8	10,5	34,6	37,7	13,9	1,5
handball	38,0	22,9	22,6	12,0	3,0	1,5
further ball games	1,2	0	3,0	25,9	68,4	1,5
volleyball/beachvolleyball	40,7	29,8	21,4	5,4	1,2	1,5
basketball	16,9	35,2	36,4	8,1	2,1	1,2
rugby	88,9	7,5	1,8	0,3	0,0	1,5
floorball/unihockey	68,7	16,3	9,3	4,2	0,0	1,5

3.4 Importance of athletics disciplines in physical education lessons (teachers' point of view)?

Teachers indicate that running-sprints, running-relay race, jumps, walking, and throws are the most important (rather important) athletics disciplines in their lessons (see table 8; 1=not important at all, 5= very important).

Table 8: Importance of athletics disciplines in physical education lessons (teachers view)

Athletics disciplines	Importance of the athletics disciplines in physical education classes (teachers view)		
	<i>M</i>	<i>SD</i>	<i>Mdn</i>
running - sprint	3.91	0.836	4
running - hurdles or obstacles	2.88	1.163	3
running- middle and long distance	3.08	1.105	3
running - relay race	3.71	1.071	4
jumps	3.49	0.951	4
throws	3.93	0.914	4
walking	3.36	1.225	3
combined events	1.42	0.73	1

notes: M=mean, SD=standard deviation; Mdn= median; n= between 326 and 331 due to missing values; 5-point rating scale; 1= not important at all, 2= rather non important, 3= neither important nor non important; 4=rather important, 5=very important

Table 9: Importance of athletics disciplines in physical education; percentage

Importance of the athletics disciplines in physical education classes (teachers view) in %; n=332						
Athletics disciplines	not important at all	rather not important	neither important nor non important	rather important	very important	missing value
running - sprint	0,3	4,5	24,4	45,2	25,0	0,6
running - hurdles or obstacles	12,7	26,2	27,7	23,2	8,4	1,8
running- middle and long distance	9,9	18,1	34,6	27,7	9,0	0,6
running - relay race	4,8	8,1	22,6	40,1	24,1	0,3
jumps	2,4	10,8	36,1	35,8	14,5	0,3
throws	1,5	4,2	23,5	41,0	29,5	0,3
walking	9,0	14,8	28,0	26,5	21,1	0,6
combined events	68,4	21,4	6,0	2,1	0,3	1,8

3.5 How important are the following goals in your exercise and physical education classes?

Teachers were asked for their educational goals they follow when teaching physical education classes. All goals presented in table 7 were rated as very important except improvement of sport specific movements and techniques (rather important), preparing children for competitions (rather not important) and preparing children for tests in physical education classes (rather not important) (see table 10; 1 not important at all, 5 very important).

Table 10: Importance of different educational goals in physical education classes (teachers view)

Physical education goals	Importance of the following educational goals in physical education classes		
	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Improvement of general motor skills and abilities (speed, strength, endurance, mobility)	4.75	0.518	5
Promote physical activity, fitness, and health	4.82	0.399	5
Fun in movement	4.97	0.172	5
Promotion of social skills in children	4.82	0.422	5
Improvement of sport-specific movements / techniques	3.9	0.817	4
Preparation for competitions	2.28	0.952	2
Preparation of the children for tests in physical education, which are used for grades	1.88	0.876	2

notes: *M*=mean, *SD*=standard deviation; *Mdn*= median; n= between 327 and 330 due to missing values; 5-point rating scale; 1= not important at all, 2= rather non important, 3= neither important nor non important; 4=rather important, 5=very important

Table 11: Importance of different educational goals in physical education classes; percentage

Physical education goals	Importance of the following goals in physical education classes; in %; n=332					
	not important at all	rather not important	neither important nor non important	rather important	very important	missing value
Improvement of general motor skills and abilities (speed, strength, endurance, mobility)	0,0	0,3	3,0	18,1	78,0	0,6
Promote physical activity, fitness and health	0,0	0,0	0,6	16,6	82,2	0,6
Fun in movement	0,0	0,0	0,0	3,0	96,1	0,9
Promotion of social skills in children	0,0	0,0	1,5	14,8	82,8	0,9
Improvement of sport-specific movements / techniques	0,0	3,6	27,4	43,1	25,0	0,9
Preparation for competitions	21,1	40,7	26,8	8,1	1,8	1,5
Preparation of the children for tests in physical education, which are used for grades	38,9	37,3	19,3	2,7	0,9	0,9

3.6 Which statements apply to children with special needs (children with disabilities, etc.)?

95.8% of the schools reported that children with special needs are not excluded from physical education lessons and that teachers should find ways to include them into physical education lessons (91.9%). Further 67.8% of the schools reported that there are also separate physical activity programs for children with special needs outside the school (medical centres etc.) available (see figure 2).

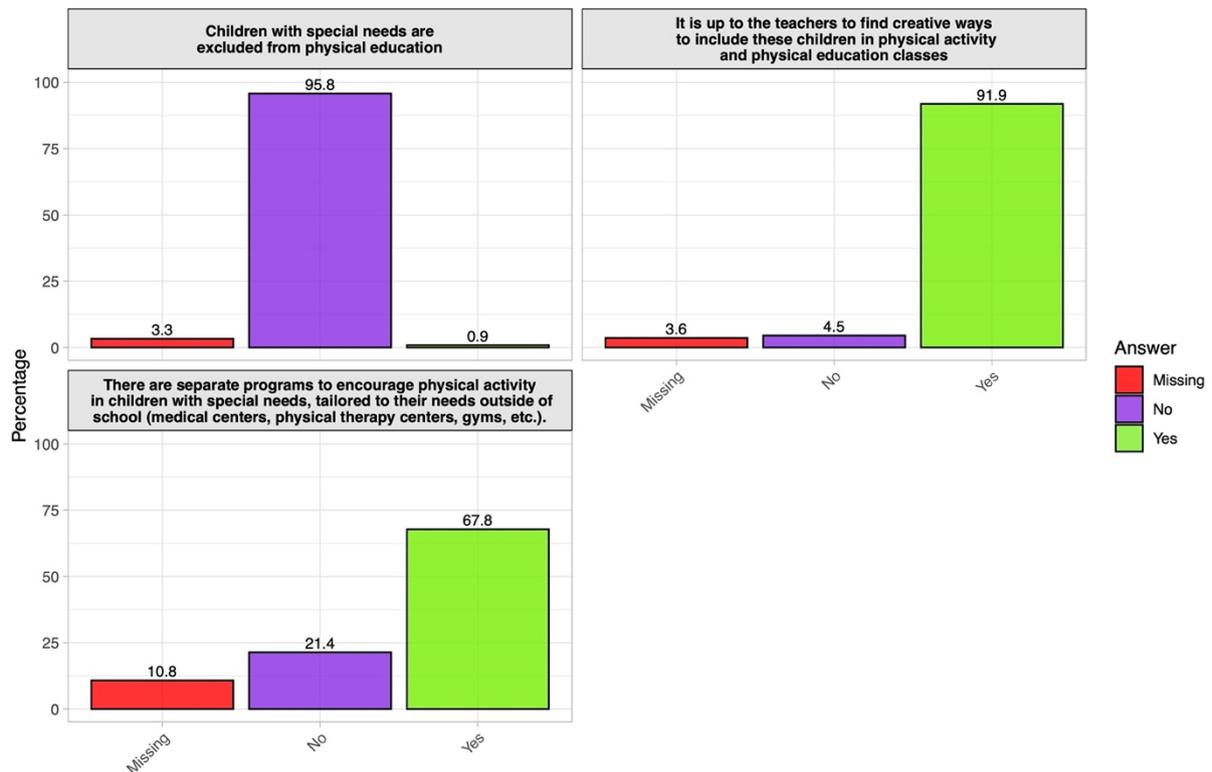


Figure 2: Physical education and students with special educational needs (n=332)

3.7 Teachers interests in further education

84.3% report that they are interested in further education dealing with physical activity and sports in general. 55.7% are also interested in further education in athletics (see figure 3). Participants would prefer further education in the areas of apparatus gymnastics (59 mentions), ballgames (45 mentions), athletics (34 mentions), swimming (21 mentions), new games (26 mentions), dance (21 mentions), cooperative games (20 mentions). These areas have the highest mentions when asking them in which area they would like to have further education. Regarding further education in athletics the highest mentions received following areas: long jump (37 mentions), Throws and throwing techniques (37 mentions), running (31 mentions), sprint (13 mentions), running techniques (11 mentions), hurdles (13 mentions), high jump (16 mentions) and jumps (12 mentions).

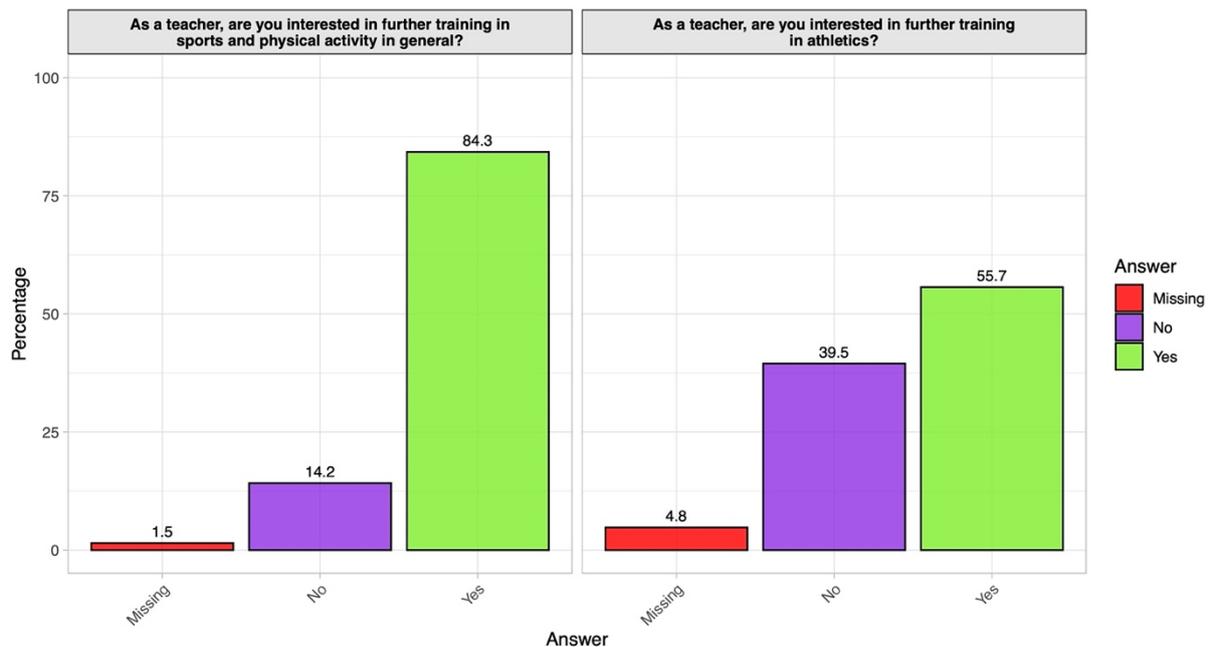


Figure 3: Teachers interest in further education in sports in general and athletics (n=332)

3.8 How often do you use the following sources of information to acquire new skills for teaching athletics?

Most teachers use the internet as a source of information to acquire new skills in teaching athletics (very often: 20.8%; often: 28.3%; occasionally: 28.6%). 39.2% also join trainings, conferences, and courses occasionally. 34.9% use books and 31.3% use magazines occasionally to acquire new skills. A special website with a huge number of videos in teaching physical education (ClipCoach) is not used very often. The brochure of the Austrian Athletics federation is also not used very often by the teachers (see figure 4).

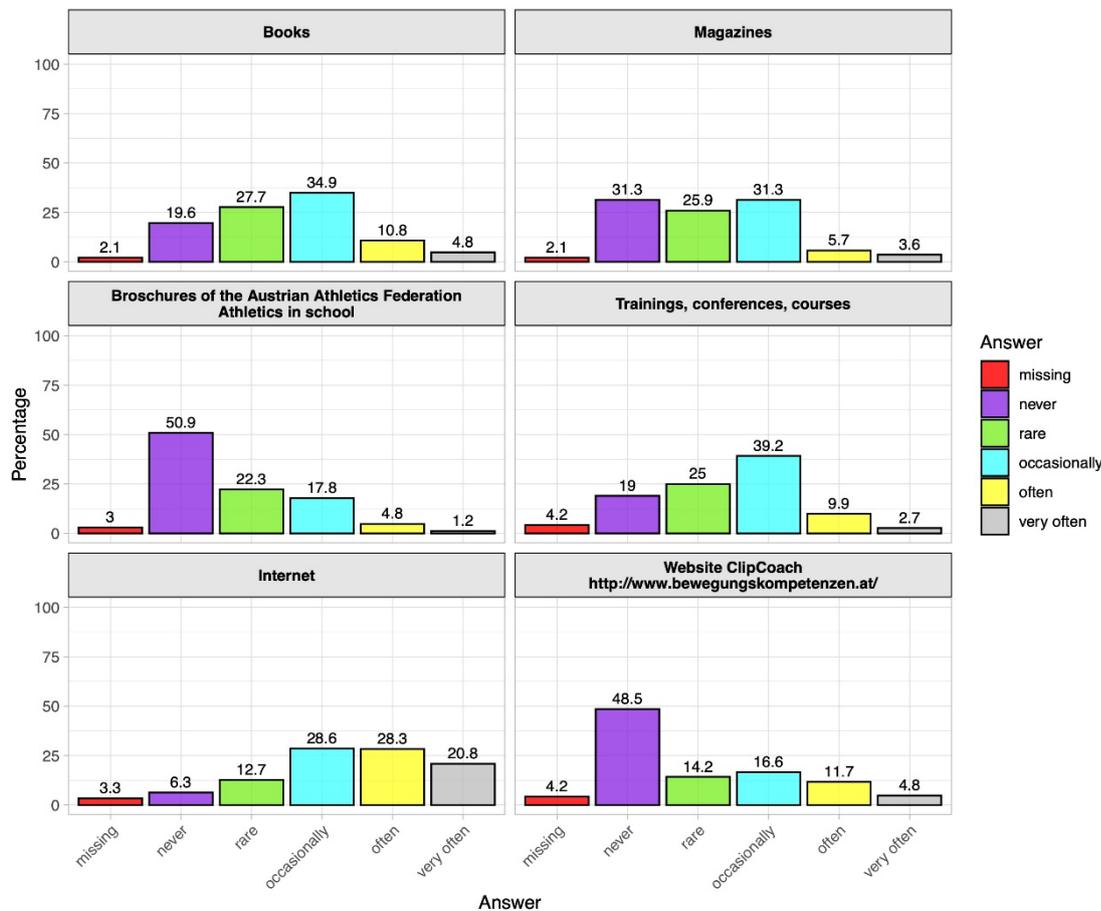


Figure 4: Sources of information used by teachers to acquire new skills in teaching athletics (n=332 schools)

3.9 Is there a way to combine physical education with other subjects?

71.4 % report that a combination of physical education with other subjects is possible.

3.10 Organization of and participation in competitions and sport tests

Results show that 45.5% of the schools organize in-school competitions or sporting events. 64.8% of the schools participate in local competitions and 52.7% in regional competitions. Most schools (92.8%) did not participate in national competitions and 84.9% did not organize sport tests in school (see figure 5). 11 schools reported that they participate in the “Bewegungschampion” project, and 12 schools reported that the children could complete a swimming badge.

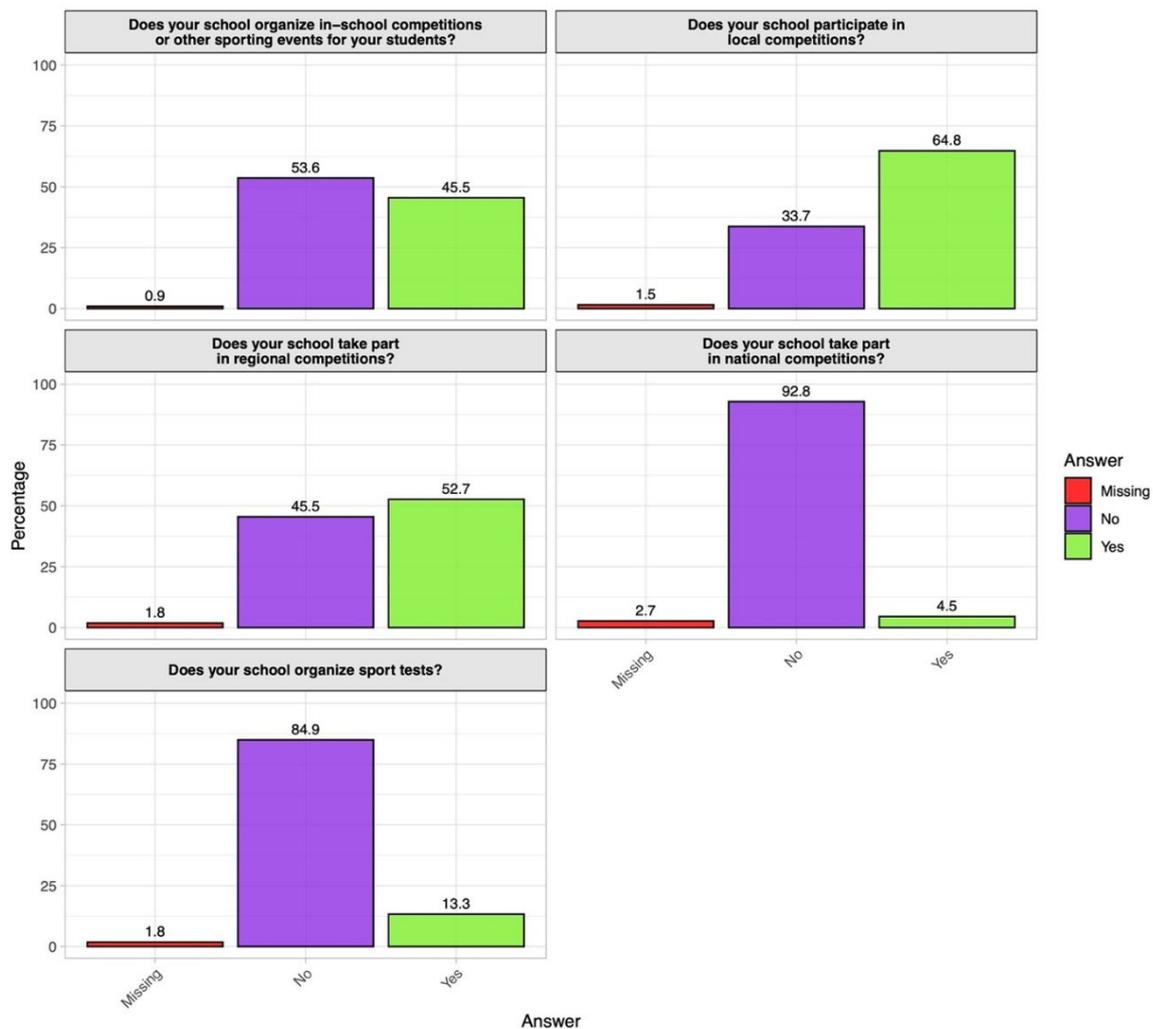


Figure 5: Organization and Participation in competitions and sport tests (n=332 schools)

3.11 School-sports club cooperations

62.3% of the schools cooperate with sport clubs but only 13% have a cooperation with an athletics club (see figure 6). Figure 7 shows that the frequency of school cooperations with athletics clubs and federations is very low.

41 schools reported in the open question (where they were asked to give more detailed information about their cooperation) that there is a cooperation with a tennis club, 37 schools cooperate with a soccer club and 36 cooperate with a handball club (Basketball: 15 mentions, gymnastics: 10 mentions, volleyball: 9 mentions, etc.). Cooperations with athletics clubs are not mentioned very often (athletic: 5 mentions; running: 3 mentions). 35 schools cooperate with the “Sportunion”, 7 with “ASKÖ”. 23 schools report that there are one day activities with the clubs where children could try out a specific sport. 19 schools report that there are more frequent cooperations (ranging from weekly to 2-3 times per year. Further

school cooperate regularly with clubs in physical activity programs (“Hopsi Hopper”: 12 schools; “Kinder gesund bewegen”: 14 schools, “Bewegte Klasse”: 6 schools).

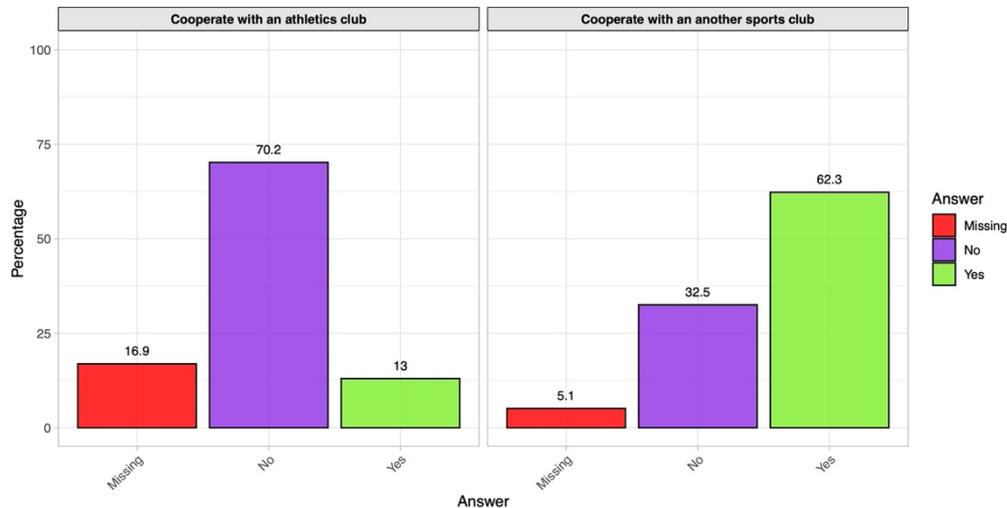


Figure 6: School cooperations with sports clubs and athletic clubs (n=332 schools)

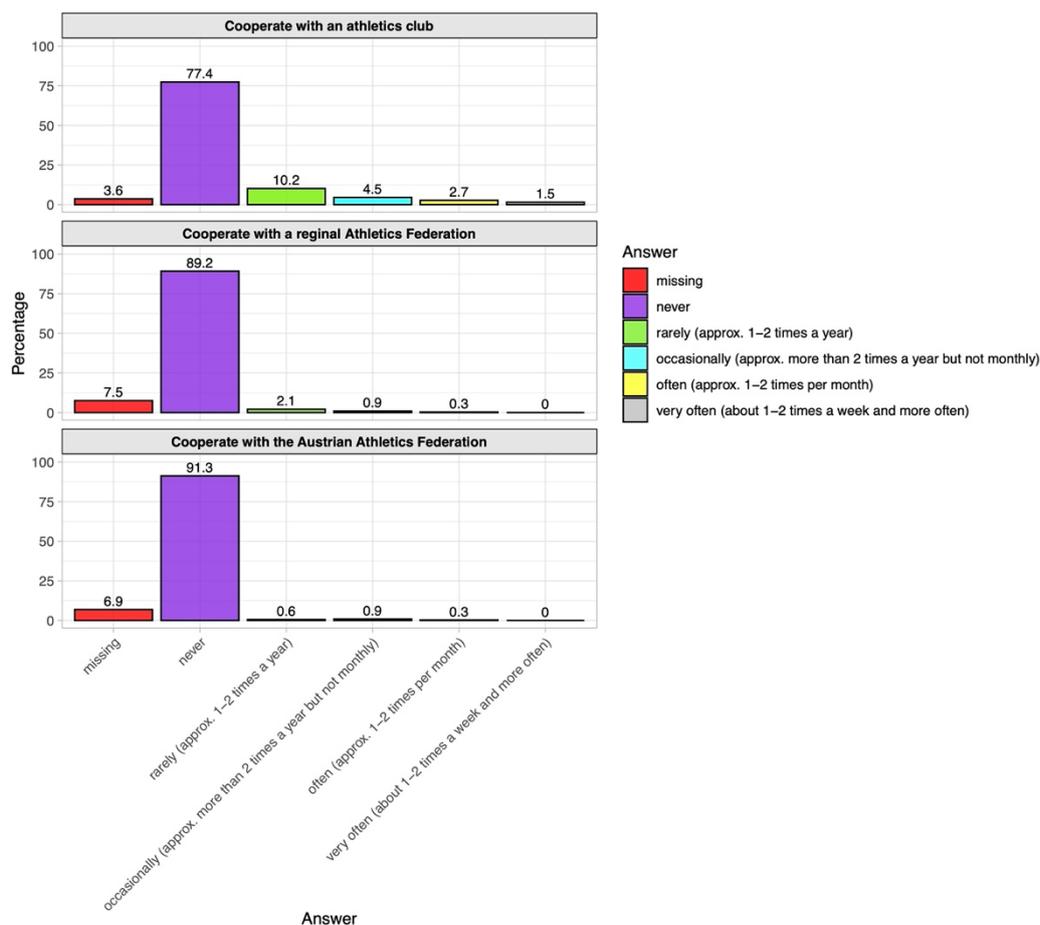


Figure 7: Frequency of school-athletics cooperations (n=332)



3.12 Parental Support

Results show that there is less parental support in conducting competitions, providing coaching support and assistance with sport events (see figure 8).

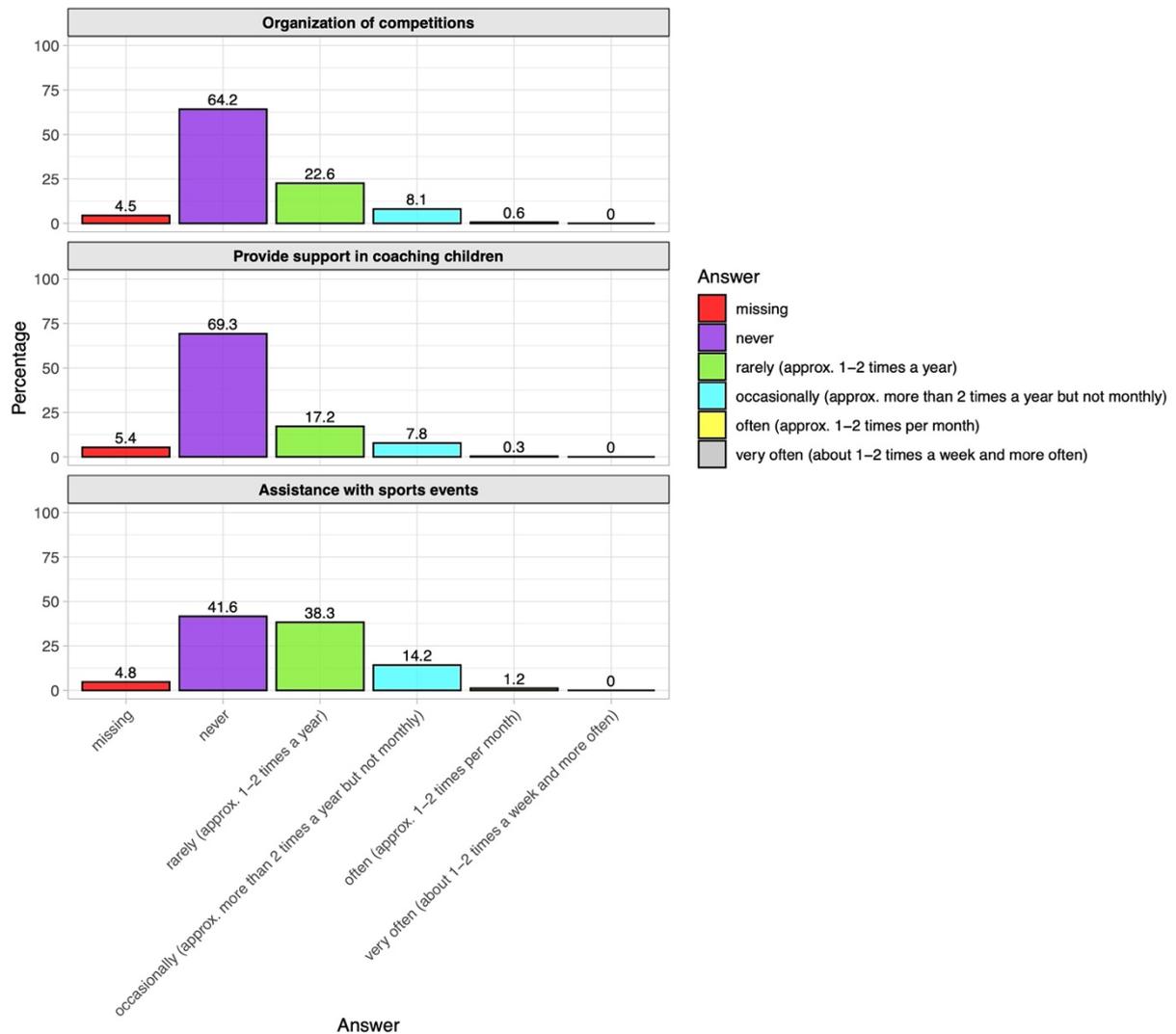


Figure 8: Frequency of school-parent cooperations (n=332)

3.13 Invitation of elite athletes to the school

9.6% of the schools invite elite athletes to the school to foster motivation of the children.

3.14 Access to athletics infrastructure

Most schools (78.9%) have no access to athletics facilities with a 400m track or special athletics halls with tartan track (94.9%). 23.8% of the schools have individual athletics facilities on the school ground and 16.3% near the school (<1km). Most schools (91.3%) have access to halls or gyms (see figure 9). Most children (64.8%) have access to locker rooms with showers and 58.7% report that they have access to locker rooms without showers.

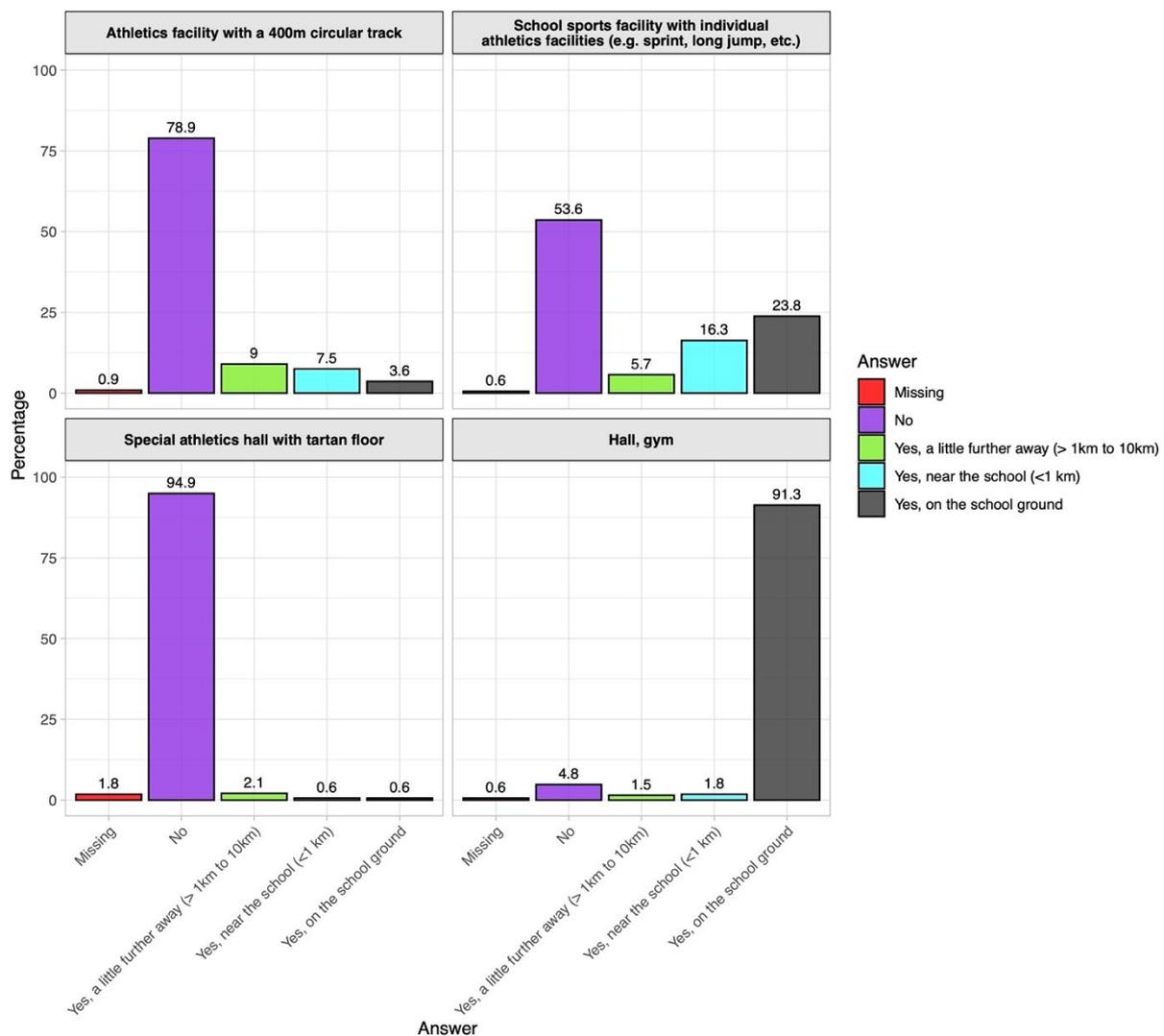


Figure 9: Access to athletics facilities (n=332)

3.15 Availability of athletics equipment

Most schools do not have hurdles (62.7%), vortex arrows (81.9%), Bullets, disks, javelins (89.8%), starting blocks (87.7%), long jump equipment (52.1%) or electronic timing equipment (90.7%). Most schools have medicine balls, stop watches and measuring tapes (see figure 10).

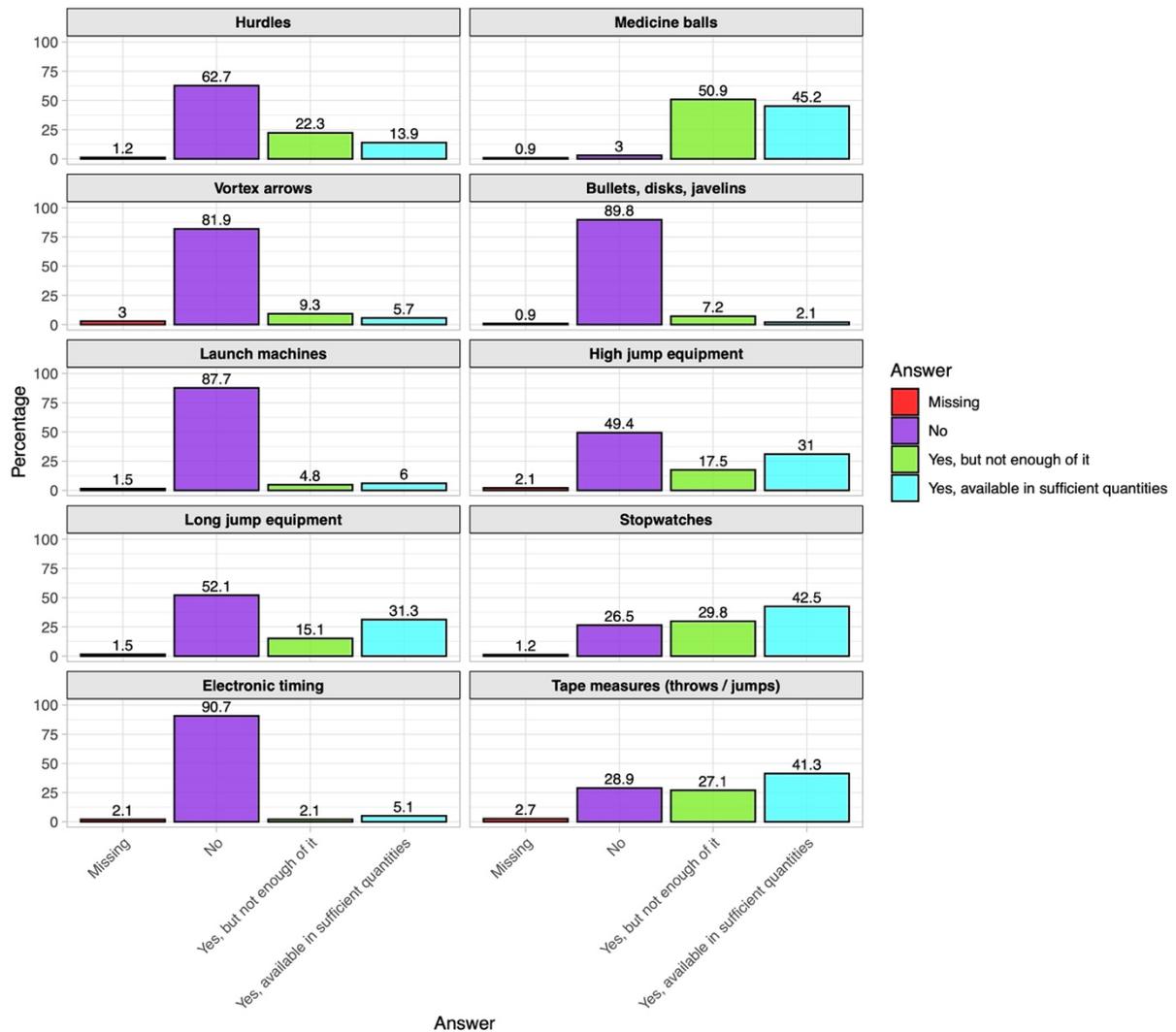


Figure 10: Availability of athletics equipment (n=332)

3.16 Athletics equipment in schools is funded by...

71.1% of the schools report that their equipment is funded by city, state or federal governments. 25% of the schools have a special school budget for equipment. Most schools don't get financial support from private individuals (79.8%) or companies (78%) (see figure 10).

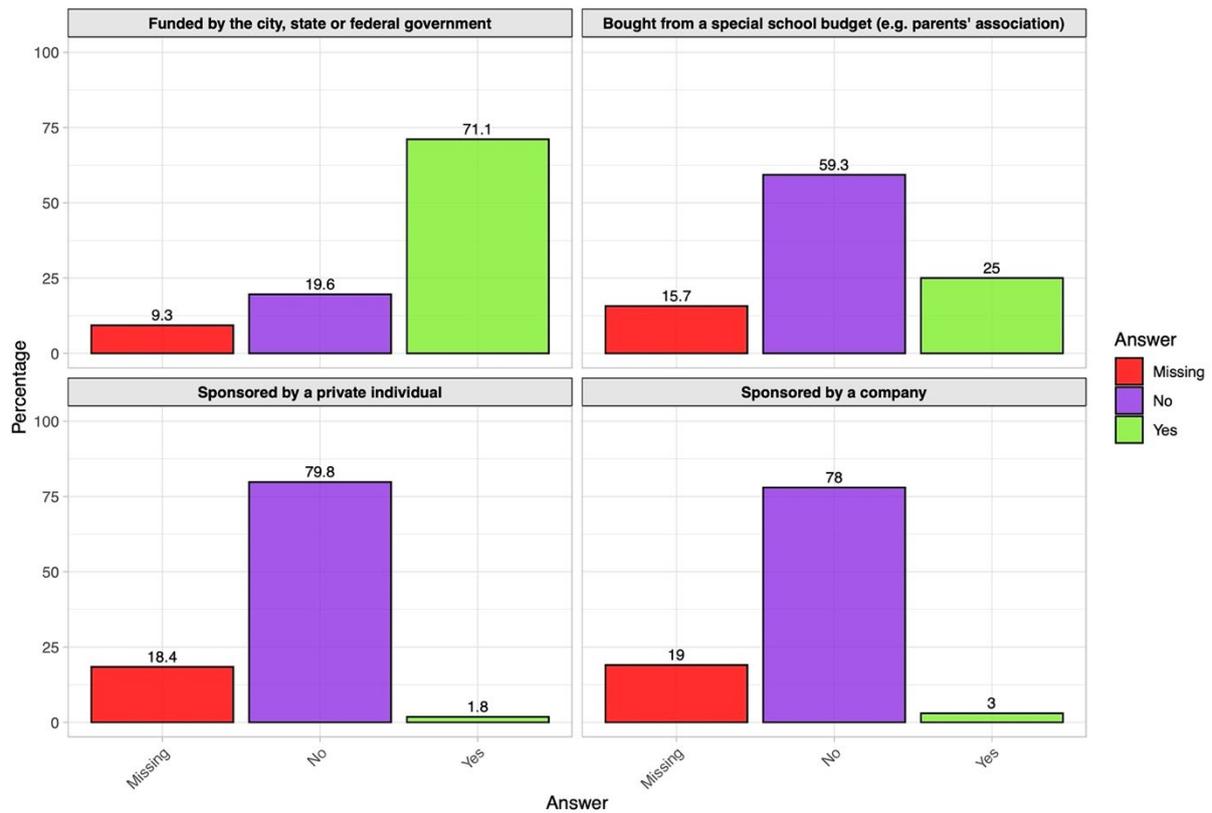


Figure 11: Athletics equipment in schools is funded by... (n=332)

3.17 Accessibility of sport infrastructure in the schools for different groups of persons outside physical education lessons?

41% of the schools report that the sport infrastructure of the schools is also accessible outside physical education classes for children of the school. Most schools (68.4%) report that there is no access for children of other schools. 82.8% of the schools report that their infrastructure is for rent for external groups and 44.3% report that the infrastructure is for rent for events (see figure 12).

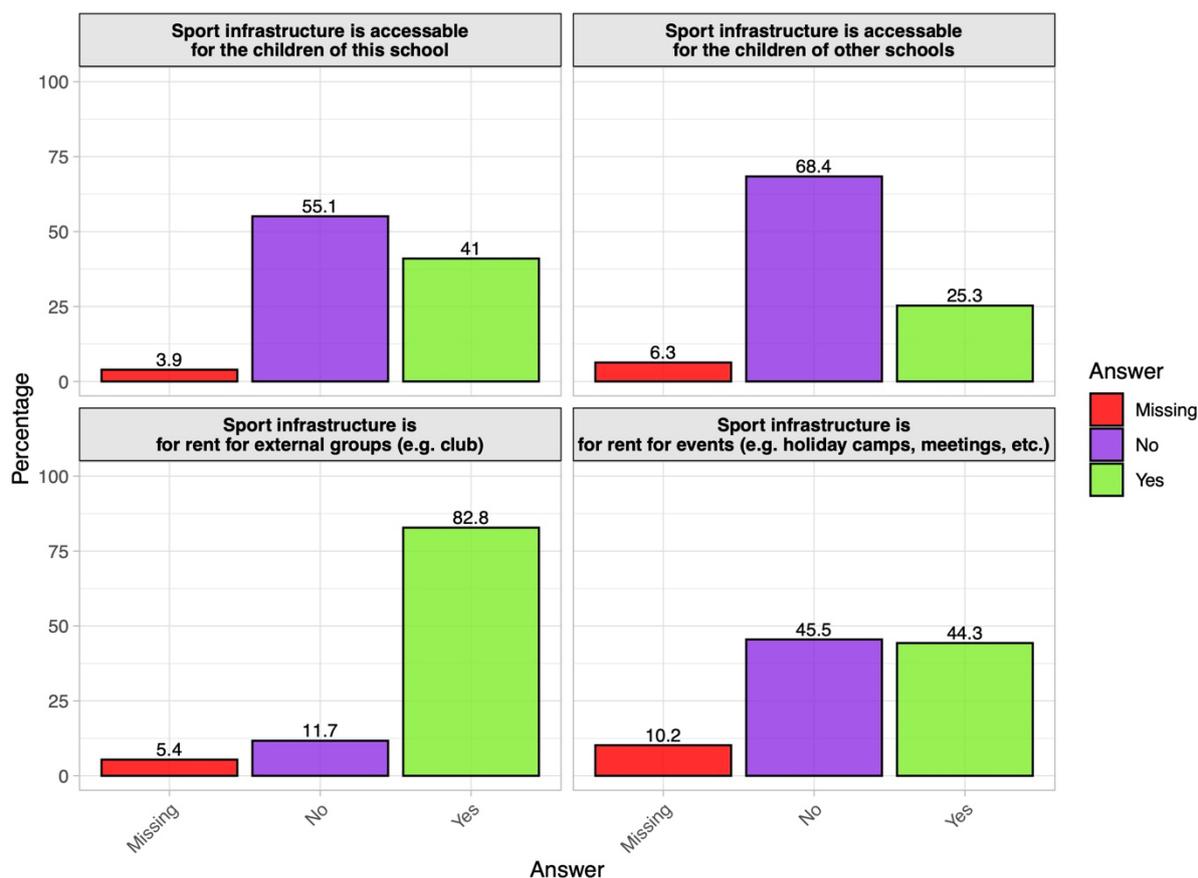


Figure 12: Accessibility of sport infrastructure of the school (n=332 schools)

4 Appendix

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