

LIFESTYLE EDUCATION, HEALTH EDUCATION, ENVIRONMENTAL EDUCATION, MOVEMENT

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Absrtact

Unfortunately, one of the most popular topics today is the diseases of civilization, for which our changed lifestyle is responsible. It is very important that we educate and teach our children to protect nature, pay attention to their environment, move a lot. The role of the family is very important in passing on these values, so it is important and parents have to pay attention to give a good example for their children.

In our research, we examined the ecological behavior, environmental values, environmental friendly behaviour and movement habits of students using a questionnaire method. The respondents were seventh and eighth grade students from schools in municipalities of different sizes (N=558).

We used different scales in our questions, such as NEP, PRE, APR, PEB1, HB.

To present our results, we used basic statistics and calculated the results of the above-mentioned scales for the type of settlement with the help of SPSS program, analysis of variance (ANOVA).

Our results showed that almost half of children believe that they should not respect the laws of nature, however, 71.9% mostly or completely like to go hiking in nature. Protecting ecological behaviour and environmental values is on the right way for students, but we need to draw their attention to becoming more energy efficient. Unfortunately, our results show, as has been supported by several literature, we live a sedentary, inactive life. 62.7% of students attend training that requires physical activity only once or 1-2 times a week. However, 56.7% of them spend at least 2-4 or more hours in front of the computer and / or use their mobilephone every day. Moreover, 33.3% spend 2-4 or more hours in front of the television every day. As at the HB movement scale, we found a difference in student movement as a function of residential settlements $F_{555,2}=4.458; p=0.012$. If we want our children to live a healthy, quality life, we need to bring up and teach them for that as well.

Keywords: nature, ecological behavior, environmental friendly behaviour, movement

JEL: Z2

ÉLETMÓDRA NEVELÉS, EGÉSZSÉGNEVELÉS, KÖRNYEZETNEVELÉS, MOZGÁS

Összefoglalás

Napjaink sajnós egyik népszerű témája a civilizációs betegségek, melyekért a megváltozott életmódunk nagyban felelős. Nagyon fontos, hogy a gyermekeinket arra neveljük, hogy óvják a természetet, figyeljenek oda környezetükre, sokat mozogjanak. A család szerepe nagyon fontos e értékek átadásában, így oda kell figyelni arra, hogy megfelelő példát mutassanak a szülők.

Kutatásunkban a tanulók ökológiai viselkedésmódját, környezeti értékeit, környezetbarát viselkedését, mozgási szokásait vizsgáltuk, kérdőíves módszer segítségével. A vizsgált személyek hetedik és nyolcadikos osztályos diákok voltak, eltérő nagyságú települések iskoláiból (N=558).

Kérdéseinkben különböző skálákat alkalmaztunk, mint például NEP, PRE, APR, PEB1, HB.

Az eredményeink bemutatásához alkalmaztunk alapstatisztikát, illetve a már említett skálák településtípusra vonatkozó eredményeit SPSS program segítségével, varianciaanalízissel (ANOVA) számoltuk ki.

Eredményeink azt mutatták, hogy a gyerekek majdnem a fele úgy gondolja, hogy nem kell tiszteletben tartani a természet törvényeit, azonban 71,9% többnyire vagy teljes mértékben szeret a természetben kirándulni. Az ökológiai viselkedésmód és a környezeti értékek védelme megfelelő úton halad a diákok tekintetében, de fel kell hívnunk a figyelmüket arra, hogy energiatakarékosabbakká váljanak. Sajnos eredményeink azt mutatják, amit már több szakirodalom is alátámasztott, hogy egy mozgásszegény, inaktív életet élünk. A tanulók 62,7%-a egyszer sem, vagy heti 1-2 alkalommal jár csak fizikai aktivitást igénylő edzésre, ezzel szemben viszont 56,7%-uk minden nap legalább 2-4, vagy annál több órát tölt számítógépezéssel és/vagy telefonozással, illetve 33,3%-uk 2-4, vagy annál több órát tölt egy nap a televízió előtt. A HB mozgás skálát tekintve különbséget véltünk felfedezni a diákok mozgásában a lakótelepülések függvényében $F_{555,2}=4.458; p=0.012$. Ha azt szeretnénk, hogy gyermekeink egy egészséges, minőségi életet éljenek, akkor olyan életmódra is kell őket neveljük.

Kulcsszavak: természet, ökológiai viselkedésmód, környezetbarát viselkedés, mozgás

JEL: Z2

Introduction

In today's world, it is essential to talk about health education, environmentally conscious and environmental protection. Today, a healthy lifestyle, quality of life, nature conservation and environmental protection must play an important role, as it can be said that, unfortunately many people struggle with some kind of civilizational disease for which a changed lifestyle can be blamed (Müller – Bácsné, 2018). An increasingly holistic approach to the interpretation of health, in which various factors determine our health, such as the environment, lifestyle, health care system, social relationships or genetics, are also reflected.

Quality of life is a difficult concept to define. We can read in several studies that quality of life “encompasses all aspects of the human experience” which can provide the mental, physical, and social elements for an individual's well-being (Káló – Péntek, 2005; Mészáros, 2006). Because of many diseases, there is a huge need to improve people's quality of life, which has been highlighted in previous studies (Campbell, 1976; Daniels – Harris, 2000). Several domestic and international researchers deal with quality of life, happiness and well-being studies (Campbell, 1976; Cobb – Rixford, 1998; Hegedés, 2001; Müller – Kerényi, 2009; Michalkó, 2010; Bujdosó, 2016, Lengyel et al., 2019).

It is obvious that people want to live in a good quality of life, they need it, which is a prime research topic not only among healthy people, but also among people who have disease or illness (Mészáros, 2006; Müller – Kerényi, 2009; Müller et al., 2011; Kith et al., 2014; Balázs-Földi – Dajnoki, 2016; Müller et al., 2018, Bácsné et al., 2018; Devita-Müller, 2019). Some research emphasizes a holistic approach to health, where are physical activity and sport as primary factors, (Balogh, 2019) but also emphasizes that nutrition is a key and important factor (Szakály et al., 2019, Kiss et al., 2019).

It is very important to pass on to our children in early childhood a lifestyle which has appropriate values and example, because this will influence their later lifestyles. In the life and habits of the child, education is extremely important and essential as well (Busi, 2004). The family is a primary medium that is a significant influencing factor in children's lives (Bodonyi et al., 2006; Csepeli, 2006; Koós – Herpainé, 2019), as they take the routines from here, which they incorporate into their lives later, which includes exercising regularly (Bognár et al., 2006, Herpainé et al., 2017; Bíró, 2018, Szépné et al. 2018).

Research reveals such deplorable facts although the health status of the Hungarian population has been continuous but moderately improving trend since the mid-1990s, but it can be considered very unfavorable in international comparison (Orosz – Kollányi 2016; Uzzoli, 2020). In our sedentary lives, we have a protective factor that we often neglect. We do not deal with it. Sport is a leisure activity which supports health and it is a protective and preventive tool (Gabnai et al. 2019; Bíró, 2018; Lenténé et al. 2019; Molnár, 2019; Fehér et al. 2019; Boda et al. 2019). This protective factor affects almost all areas of life (Bize et al., 2007) and has a number of positive effects, which are supported by several researchers (Váczi, 2015; Dobay et al. 2017; Müller – Bácsné, 2018; Lenténé et al. 2018; Bendíková et al. 2018). A lot of people struggle with some kind of endemic, and stress is present in the daily lives of many people. Sport can be a kind of protective factor, means of prevention, which is confirmed by home and international specialized literature (Honfi, 2009; Boros – Kalmárné, 2011; Apor, 2011; Petrika, 2012; Iski – Rurik, 2014; Bujdosó–Dávid, 2015; Pfau, 2015; Juhász et al., 2015; Pfau – Domonkos, 2016; Dobay et al., 2017; Hidvégi et al., 2017; Ding et al., 2017; Bendíková et al., 2018; Simon et al., 2018; Balogh – Bácsné, 2020, Dajnoki et al., 2020).

Covid-19 has brought some changes which transformed our way of life. This pandemic period did not only affect our daily activities, our usual daily works, but also our well-being and mood (Jakopánecz, 2021). Research has also been carried out during the pandemic period, which highlighted the marginalization of social activities can also have an impact on the deterioration of

mental health (Grünhut – Bodor 2020). In their study, Kovács and Uzzoli (2020) pay attention to the fact that an increase in the proportion of chronic diseases and / or avoidable deaths is expected in Hungary in the medium term due to the treatment of background diseases during the pandemic.

The period of different tightening and quarantine, although suddenly have a negative impact on humans, but it has positive changes in nature and environment, such as spectacular improvements in air quality, reduced carbon emissions, remote visibility of the Himalayas and the 'emergence' of wildlife (Farkas – Kovács, 2020).

Molnár (2015) explains that environmental education is a kind of culture, a worldview and a way of life, a pedagogical process focusing on conscious natural and environmental values. Environmental education transmits value and at the same time strengthens the role that is needed to use natural resources efficiently. It draws our attention to take care of our environment and keep it in the best condition, and if it is necessary we correct and prevent future environmental problems. In environmental education the social environment plays a very important role where children are.

It is important for the children in the family and in public education, parents and teachers to get to know the beauty of wildlife and its diversity, love nature and take responsibility in order to protect and respect their environment as adults (Wersebe, 2005; Kós, 2019). This will also affect their quality of life.

A Hungarian study observed the values of parents of children attending “Green” kindergartens and “non-Green” kindergartens (N=214). Research has shown that a high level of commitment to sustainability and environmental awareness is more pronounced in the value preference of parents who choose a “green” kindergarten than in those who go to a “non-green” kindergarten, and the transfer of these values is considered important in their children’s up-bringing (Laoues et al., 2019).

In addition to environmental education, we must mention environmental protection, which according to Kerényi (2006), is a community action aimed at protecting the biosphere and healthy development in ways that protect our wildlife from polluting, harmful, damaging effects. We need to shape our artificial environment in a way that is in balance with our natural environment and we do not exceed its tolerance by any human action.

If we want to live a balanced, happy life and then provide the same for the growing generation, we cannot ignore the concepts discussed above because they all play an important role in quality of life, as the WHO put it in 1994: „Quality of life is an individual’s perception of their place in life as influenced by their culture, value systems, and their own goals, expectations, models, and relationships. A broadly understood concept that intricately encompasses an individual's physical health, mental state, extent of independence, social relationships, personal belief, and relationship to essential phenomena in the environment.

Materials and Methods

We used a questionnaire in our research. Our target group was 7th and 8th grade students from schools in different size locations. The total number of our respondents is 558.

The questions in the questionnaire were grouped and we analyzed them. We used the New Ecological Paradigm Scale (NEP), an environmental attitude survey that measures the effectiveness of environmental education. With the help of the NEP, we can learn about the efficiency and effectiveness of environmental education in education. We used a two-dimensional scale (PRE) of the two main environmental values, which is a dimension of conservation. This method describes the ecological behavior and the protection of environmental values. Our questionnaire included Admiration of Nature, also known as APR, which, according to the responses to the questionnaire, assessed the beauty of the environment and the quality of its attitudes. It included 7 questions. We also used the Environmentally Friendly Behavior scale, also known as the PEB1 scale, to measure environmentally conscious behavior. We asked 11 questions here, based on our own questions. Using the Healthy Behavior Scale, also known as the HB Scale, we observed healthy eating and exercise standards. HB nutrition was calculated from 21 questions and HB movement was calculated from 5 questions according to their own questions.

We downloaded the results to Excel. The mentioned scales' results for the type of settlement were analyzed by using SPSS softwer with ANOVA, analysis of variance.

Results and evaluation

More than half of the students, 53.2% (287 people) from small towns, completed the questionnaire. Of the remaining 46.8% of the village / village / farm, 26.4% (147 people) and 20.4% (114 people) took part in the research.

In our first questions, we analysed what respondents think about who influences the most their health-conscious knowledge. The change in the health-conscious knowledge of the students was influenced by the family. 35.8% of the respondents (200 people) stated that the knowledge of health awareness is changing in the family for the first time. In the second place, the Internet had an impact on students, with 13.4% (75 people) feeling that the Internet is shaping their attitudes. Friends and acquaintances came in the third place. 9.8% (55 people).

Study of environmental attitudes - New Environmental Paradigm scale. (NEP scale)

Table 1. Mean and standard deviation of responses to the NEP scale

Variable/Value	Average	Standard deviation
nep17	4,37	1,078
nep18	3,87	1,255
nep19	3,55	1,284
nep20	2,82	1,349
nep21	4,22	1,082
nep22	3,63	1,131
nep23	3,74	1,179
nep24	3,13	1,209
nep25	4,13	1,128
nep26	4,04	1,149

Source: The authors

We were happy to see that students say that plants and animals have the same rights to live as humans. This statement had the highest average, 4,37 (nep17). 81.5% of the students (455 people) thought that they mostly or completely agreed with the statement, and 8.8% (849 people) agreed less or not at all. 9,7% (54 people) they could not make a proper decision.

It received the lowest average, 2.82 (nep20) ; People still have to respect the laws of nature. 41.5% of students (232 people) agreed less or not at all, and 33% (184 people) mostly or completely agreed with this. In this way, we can state that almost half of the participants believe that the laws of nature should not be respected, and 25.4% (142 people) could not think exactly about this. Based on the responses to the NEP scale statements, the average of the 10 responses was 3.75 and the standard deviation was 0.57. It can be said that environmental education is on the right track as it is better than average, but it is not certain that this will lead to adequate change on a global scale.

PRE ecological behavior, protection of environmental values

Table 2. Mean and standard deviation of responses to the NEP scale

Variable/value	Average	Standard deviation
pre01	3,5	1,238
pre02	2,68	1,282
pre03	3,08	1,450
pre04	3,28	1,201
pre05	3,91	1,233
pre06	4,06	1,167
pre07	2,95	1,191
pre08	3,37	1,357
pre09	3,93	1,210

Source: The authors

71.9% (400 people) of students were mostly or completely likely to like to hike in places: a forest far from the city. 12.8% (71 people) have less or no characteristic of this, and 15.6% (87 people) do not give any special significance for it. Of the statements, it was the most popular among children, average was 4.06 (pre06). So it is good to see that most of them have a good time in nature and they are happy to choose it as a place to go.

The 9 statements on the PRE scale showed that the mean of the feedback was 3.41 and the standard deviation was 0.82. So, it is statable that ecological behaviour and the protection of environmental values are also on the right track for students, but they should live more energy-efficiently.

APR scale- admiration of nature- evaluation of environmental values

Table 3: Mean and standard deviation of responses to the APR scale

Variable/Value	Average	Standard deviation
apr02	3,04	1,363
apr03	3,12	1,396

apr04	2,83	1,391
apr05	2,92	1,375
apr06	2,97	1,421
apr07	3,27	1,431

Source: The autors

We knew about how much students admire and value the nature from their answers to 7 statements. The most popular among the students was watching the sounds of nature, which calmed them down (apr07). 47.5% (265 people) answered to this statement was mostly or completely characterized by a calming effect on the sounds of nature.

PEB1 scale: environment-friendly behaviour

Table 4. Mean and standard deviation of responses to the PEB1 scale

Variable/Value	Average	Standard deviation
peb1 01	2,68	1,282
peb1 02	3,91	1,233
peb1 03	2,95	1,191
peb1 04	3,37	1,357
peb1 05	3,44	1,555
peb1 06	3,05	1,702
peb1 07	3,05	1,762
peb1 08	2,20	1,628
peb1 09	2,91	1,371
peb1 10	2,61	0,976
peb1 11	1,90	0,883

Source: The autors

There were 11 statements about environment-friendly behaviour, from the answers we were able to evaluate and learn about the students' environmentally conscious behaviour. 68.6% of students (383 people), "I always turn off the lights when I do not need them" shows eco-friendly behaviour in this statement. 16.8% (94 people) it was less or not true to turn off the lights and 14.5% (81 people) gave a neutral answer. This was the best average, 3.91 (peb1 02).

71.7% of students (400 people) did not participate in an environmental or nature conservation non-school event as a volunteer. 13.4% (75 people) attended such events with their parents and / or siblings, 12% (67 people) with friends and 2.9% (16 people) with teachers. The participation was very low, it received the lowest average, 1.90 (peb1 11).

Healthy exercise habits

The HB scale contained 5 statements, from the given answers we could find out the average of the scale of health-friendly movement habits, which was 2.73, and a standard deviation was 0.73. The students' movement habits fell behind of the average. There are several reasons for this. The majority of students, 62.7% (350 people), attend training that requires physical activity never or only 1-2 times a week. Only 1-2 days a week that they spend with at least 60 minutes of exercise. This is true for 40% of students (223 people). 56.7% of the 558 students (316 people) spend at

least 2-4 or more hours each day using computers and / or making phone calls, playing on the mobile phone. 33.3% of them (186 people) watch television for 2-4 or more hours every day. Almost half of the students barely or never walk to school in a month.

Interdependence examinations

We examined the 7 scales in SPSS program by analysis of variance (ANOVA), we found differences for settlement types.

1. Study of environmental attitudes- New Environmental Paradigm scale. (NEP scale)

Does the NEP scale score differ in terms of the size of the residential settlement of the student?

The scores of the students on the NEP scale did not differ depending on the settlement of the students. $F_{555,2}=1.663$; $p=0.191$.

The average of the 10 questions on the NEP scale was 3.75. Examining the types of settlements, there was not any significant differences, which is a bit surprising to us, but it is also good that the villages are not far behind the county town. We consider the instructive work to be effective in all types of settlements.

2. PRE- Preservation scale: ecological behavior, protection of environmental values

Is the score on the PRE scale different in terms of the size of the residential settlement of the student?

The scores of the students on the PRE scale did not differ depending on the settlement of the students. $F_{555,2}=1.761$; $p=0,173$. This is illustrated on figure 6.

The mean of the 9 answers to the PRE scale was 3.41. The studies showed only slight differences between settlement types. The children study at the county seat achieved the best results, followed by the small town, and the village was very slightly below them. Ecological behaviour and the protection of human and environmental values are important tasks for all people, so that our descendants can also enjoy the beauties of our Earth and our environment.

3. UTL scale- utilization: exploitation of environmental values

Does the score on the UTL scale differ in terms of the size of the residential settlement of the student?

The scores of the students on the UTL scale did not differ depending on the settlement of the students. $F_{555,2}=1.998$; $p=0.137$. This is illustrated on figure 7.

The average of the 7 questions on the UTL scale was 2.7. The small town has become the one that takes the least advantage of nature. Then came the county seat and the village. These showed the worst values, but there was no significant difference between the types of settlements. This means that almost no type of settlement is better than the other, and in the same way small towns need to develop radically in this, not just villages.

4. APR- nature admiration scale: assessment of environmental values.

Does the APR scale score differ in terms of the size of the residential settlement of the completing student?

The scores of the students on the APR scale did not differ depending on the settlement of the students. $F_{555,2}=2.095$; $p=0.124$. This is illustrated on figure 8.

The mean of the 7 statements on the APR scale was 2.95.

Students studying in the small town and the county seat appreciate the beauties of nature almost equally. The average of the answers of the children of the villages differ slightly from these.

In our opinion, it is not an everyday sight for a child living in a housing estate to notice an animal (bird, insect, bugs, etc.). Those living in the garden house could meet them several times, that is why their sight is not so remarkable.

5. PEB1-eco-friendly behavior scale: surveying environmentally conscious behaviour

Does the score on the PEB1 scale differ in terms of the size of the residential settlement of the completing student?

The scores of the students on the PEB1 scale did not differ depending on the settlement of the students. $F_{555,2}=2.012$; $p=0.135$.

The answers to the 11 statements on the PEB1 scale had an average of 2.89. The town received the highest average, followed by the county seat and finally the village. Socialization scenes, such as the family and the school, as well as the educational impact of society, play an important role in environmentally conscious behaviour. In all the analysed settlements, the students showed below-average environmentally conscious behaviour.

In this respect, need development in all types of settlements, but especially for children studying in the village.

6. HB nutrition scale- analyzing healthy eating habits

Does the HB nutrition scale score differ in terms of the size of the residential student's settlement?

Students' scores on the HB nutrition scale differed depending on the students' settlement. $F_{555,2}=8.008$; $p=0.000373$.

The HB nutrition scale included 21 statements. The mean of the answers was 3.43.

Based on student feedback, their nutrition is better than average, but it must improve in the future. Children studying in small towns and villages also have the opportunity to eat healthier food, but they pay less attention to it. They would have more opportunities to produce and eat healthy ingredients with the help of their family e.g. vegetables, fruit.

Based on these, they eat from the shop several times, eating sweets, snacks, pastries and bread.

7. HB motion scale- examination of healthy movement habits

Does the HB movement scale score differ in terms of the size of the residential settlement of the completing student?

Students' scores on the HB movement scale differed depending on the students' settlement. $F_{555,2}=4.458$; $p=0.012$.

There were 5 statements on the HB movement habits scale, the average was 2.7.

The averages of the small town and the county seat are almost the same, the results of the students in the village / town are significantly lower, thus there was a significant difference between the types of settlements.

Conclusions and suggestions

Our results confirmed that the family plays a very important role in the development of health consciousness in young people, so it would be very important for parents to talk about these things with their children. Almost half of our respondents think that the laws of nature do not have to be respected, so it would be important to talk to them more about this topic and make them aware that nature needs to be treated more nicely, as it also affects our health.

Nature is still a very popular place to visit, many people like to be outside in the fresh air, to hear the sounds of nature, that is why we need to pay attention to keep our environment clean. Environmental or nature conservation programs and school events can be good locations where young people can playfully learn this important topic, therefore we recommend to organize and promote programs as many as possible.

If we look at the place of residence, there is a difference in sports habits. There are very few sports facilities in the village / town, like swimming pool or gym. Plenty of students in the city start the day with swimming early in the morning, which is not possible in the villages or the parent cannot afford to take their child to the nearest city. All in all, analyzing each type of settlement, students would have to do much more sports and exercise, but children, who live in a village, would have to take advantage of even more of the alternatives instead of relaxing.

Our research draws attention to important concepts such as health education, environmental awareness, environmental protection and sports, they have an impact on our lives and play a very important role. It is very important to show the child an example which will help them to have a healthy and quality life for which it is essential to clarify these concepts and pass on, which we have already mentioned before.

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