

STUDY REGARDING THE IMPACT OF PHYSICAL EDUCATION AND SPORT ON STUDENTS LIFE FROM UNIVERSITY "LUCIAN BLAGA" SIBIU

Ioan Sabin SOPA*

National University of Physical Education and Sport, Address: Str. Constantin Noica, No. 140, Sector 6, Bucharest, C.P. 060057, Romania

Corresponding author: tel: 0742682226, e-mail: sopa_sabin@yahoo.com

Marcel POMOHACI

University "Lucian Blaga", Faculty of Science, Department of Environment Sciences, Physics, Physical Education and Sport, Address: Str. Ion Rațiu, No. 5-7, Sibiu, C.P. 550012, Romania
marcelpomohaci@yahoo.com

Abstract: In this research, we tried to discover the motivations considered by the students decisive for active participation in the motor activities proposed within the hours of physical activity and sport. The study had as main research method the survey of views and research sample included a total of 100 students from the University "Lucian Blaga" from Sibiu. Research findings showed that the main motivation of students to practice motor activities were keeping or maintaining optimal health, the need for relaxation or stress relieving, maintaining a physically, mentally, emotionally and socially balance, the attractiveness of motor activities, promoting values in the sphere of socialization, finding new friends, communication, socialization. Gender differences show that opinions are divided, male students consider physical and social motivations as most important while female students consider as exponential for the motor activities the mental and sanogenic effects.

Key words: motivation for sport, socialization, motor activities.

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INTRODUCTION

During student studies, physical education and sports activities have as a scope to aim to continue training and self-training of future specialists. So, in the lessons of physical education and sport, through practical activities of various sports, students can capitalize and harness the talent and skills also ensures a framework to strengthen the skills of movement, develops motor capabilities at a higher level, improve the body's major functions, develop moral values as respect for self and opponent, fair play, mutual assistance needed, perseverance, attention, memory (Tufan, 2015).

In scientific literature, the notion of sport has a general meaning representing: "all forms of physical exercises and dynamic games with character more or less spontaneously and competitive, with origins in traditional games and major founding myths of modern civilization and diversification of link that conveys values that come from contemporary lifestyles" (Dragnea & Teodorescu-Mate, 2002).

* Corresponding Author

Motor activities represent a component of active life, an "important link of lifestyle, which involves moving under its own choices, several times a week, move that would make pleasure, consuming energy and produce satisfaction (Grigore, 2007).

Physical education can also improve the cohesion of groups having a good cohesion of the group is considered important and may lead to better performance. The relationship between cohesion and performance has been studied by many researchers, most have reached the following conclusion "connection between performance and group cohesion is mutual" (Sopa & Pomohaci, 2014 b). Also, successful groups are built around strong leaders and the importance of this role is growing in nowadays sport in all categories (Sopa & Pomohaci, 2015 a).

Many skills are learned by young people using team sports, one is even the competition. Nowadays we meet competition every day and in every area. As adults we meet competition when looking for a job or trying to find better jobs, school children meet competition for grades. (Sopa & Pomohaci, 2015 b).

The benefits of practicing motor activities on the body have been highlighted in numerous papers, but we want to present the summary of some of its formative practice values of motor activities which aims the sanogenic, attitudinal and behavioral plan (Uță, 2012):

Tabelul Nr. 1 – Formative valences of motor activities

Formative valences		
<i>On sanogenic level</i>	<i>On attitudinal level</i>	<i>On social level</i>
<ul style="list-style-type: none"> - Removing stress; - recovery; - Relaxation; - Relieve stress; - Disease prevention; - Increase working capacity; - Good physical condition; - Maintain a pleasant appearance for as long as possible 	<ul style="list-style-type: none"> - Self respect; - Managing emotions; - Failure and frustration tolerance; - Conflict management and control of violence; - risk management; - Positive mental attitude (eliminating the complex of loser, a better self-knowledge). 	<ul style="list-style-type: none"> - Respect to the community; - Fair play and team spirit; - The ability to integrate through sport into different groups; - The ability to know and recognize our stable values of the society; - Developing communication skills (knowing that physical activities are a stimulant for communication); - Ability to work in teams; - Capacities for cooperation, collaboration etc.

One of the main motivations for sport, analyzed and discovered by specialists, is to create a healthy lifestyle through practicing physical exercises. According to experts, a healthy lifestyle is an active process that takes place during ontogenesis especially during maturity, the genetic inheritance being important and environment norms and values in which individuals live.

Furthermore, sports develops communication, intergroup relationships, and group cohesion. We can demonstrate that motor activities can develop group cohesion, positive intergroup relations development, the discovery of a group leader, and most importantly integrate and reintegrate children into the social group. Group cohesion is very important in the evolution of school performance as a group, therefore in groups where we can find positive relationships as sympathy, friendship, cooperation, work efficiency is greater (Sopa & Pomohaci, 2014 a).

Other important developments of motor activities are their socializing role, demonstrated by many researchers from different fields saying that these activities represent the perfect setting in the social development of young people (Sopa & Pomohaci, 2014 e).

Table Nr. 2 - Factors influencing the development of a healthy lifestyle (after Grigore, 2007):

<i>Factors which influence a healthy lifestyle</i>		
Factors that relay on individuals	Grup belonging to other persons	Institutions, organisations, associations of other structures
Normative factors	Cultural level	Socio-politic factors

Socialization through sport is a process of social integration through communication, understanding, and cooperation, an interactive role for conflict resolution. Therefore is structured on cognitive, affective, and motivational as well as the performance levels, behaviors, and performance of sports groups (Sopa & Pomohaci, 2014 c). Also, situational factors are important for the cohesion like leaving close to one another, sharing the same hobbies and activities, the same uniforms or clothing, group rituals etc. (Sopa & Szabo, 2014).

Seen as a social institution, the sport has a good basis in society, has rules, laws specific ways of sanctioning, binds friendships (both social and cultural) and communication systems, principles and ideologies (Sopa & Pomohaci, 2014 f).

Besides family, the first and most important social group, other groups contribute to the socialization of individuals: schoolmates, friends group and later professional collective. One of the ways that socialization within the group of friends or colleagues is done is sports. Individuals learn through sport to work together, to assume certain roles within the group and to define themselves within the group (Sopa, 2014 a).

Socialization through sport is a complex process by which individuals learn skills, attitudes, values and ways of behavior that allows functioning in a particular culture. These modes of behavior are learned in institutions like school or family (Sopa & Pomohaci, 2014 d).

SCOPE

Through this present research, we wanted to know the opinions of students in higher education at the University "Lucian Blaga" from Sibiu, regarding motivational factors that determine students to participate in motor activities proposed university.

OBJECTIVES

Among the research objectives can include: identification of student opinion about the motivational factors that lead in their participation in motor activities.

HYPOTHESIS

The knowledge of the motivation regarding student active participation at the motor activities proposed can give us, as managers of the lesson, teaching guideline for practical and methodological approaches and teaching students within sports.

MATERIALS AND METHODS

In this research we used the following research methods: the method of investigation and data collection (documentary theory) statistical methods of processing and interpretation of data, the survey method - questionnaire views.

RESULTS

The sample of the questionnaire included 100 students from various specializations within the "Lucian Blaga" University from Sibiu.

The questionnaire had 14 items that analysed the motivational factors regarding practicing physical education and sport. The questionnaire had a scale of 5 levels starting from 1 that was the lowest to 5 the highest level. The motivational factors proposed were: preserving or maintaining optimal health, the desire to constantly practice motor activities, the need for mental relaxation and stress relief, ensuring a physically, mentally and emotionally balance, learning the ability to practice exercises independent, the desire for self-improvement, participation in the motor activities for knowing one's limits, the attractiveness of motor activities carried out, promoting the values from the socialization sphere, mandatory participation in formal classes, the desire for affirmation, participation in the program only for obtaining credits, improving group cohesion, finding new friends, communication, socialization.

Demographics data - we used them to have a clearer picture of the group of subjects, such as age and gender.

Later on, the gender analysis will show whether there are differences between feminine and masculine gender views.

Age - most students interviewed were aged between 19 and 20 years (67.4%), as we can see in Table No. 1 and Table No. 3.

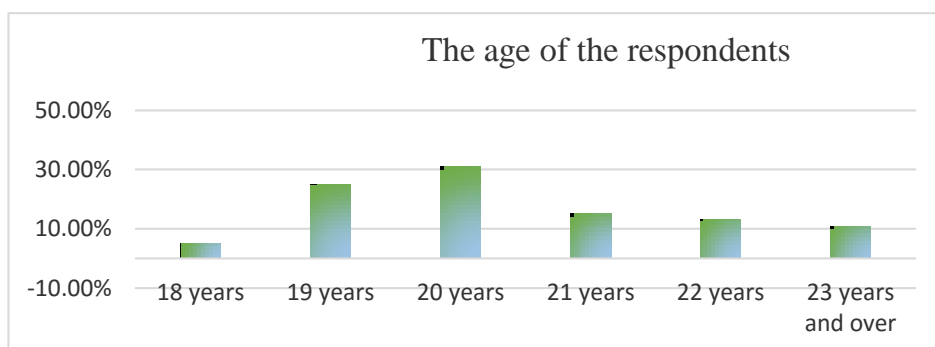


Figure 1 – The age of the questionnaire respondents – graphic representation

Table 3 – The age of the respondents – statistic calculation

The age of the respondents	Cases	% N = 100
18 years	5	5%
19 years	25	25%
20 years	31	31%
21 years	15	15%
22 years	13	13%
23 years and over	11	11%
Total	100	100%
<i>Arithmetic mean</i>	20.91	
<i>Median</i>	20	
<i>Standard deviation</i>	2.92	
<i>Skewness</i>	2.72	
<i>Kurtosis</i>	8.20	

The gender distribution of respondents at social questionnaire was the following:

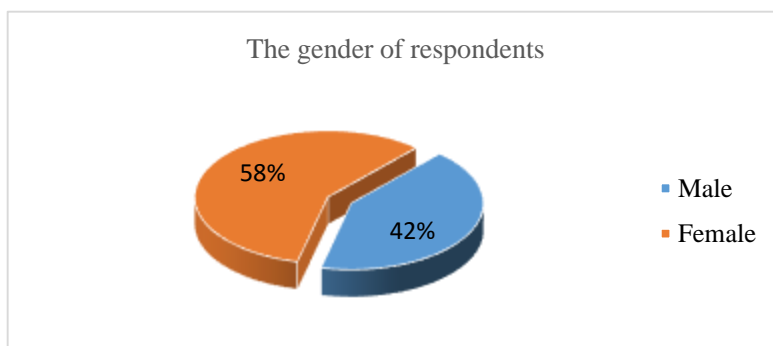


Figure 2 – The gender of respondents to the social questionnaire

Appreciate how the following factors influence your motivation to participate in physical education curricular motor activities. Evaluate each motivational factor.

Table 4 – The students responses to the social questionnaire

<i>Motivational factors, student opinions</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
1. Preserving or maintaining optimal health	60	23	10	2	5
2.The desire to constantly practice motor activities	52	15	18	5	10
3. The need for mental relaxation and stress relief	58	21	11	4	6
4. Ensuring a physically, mentally and emotionally balance	55	25	10	5	5
5. Learning the ability to practice exercises independent	44	20	10	16	10
6. The desire for self-improvement	50	14	16	10	10
7. Participation in the motor activities for knowing one's limits	53	8	14	18	7
8. The attractiveness of motor activities carried out	62	20	11	4	3
9. Promoting the values from the socialization sphere	58	12	10	11	9
10. Mandatory participation in formal classes	30	15	5	10	40
11. The desire for affirmation	52	28	4	6	10
12. Participation in the program only for obtaining credits	33	10	12	5	40
13. Improving group cohesion	55	15	12	8	10
14. Finding new friends, communication, socialization	61	18	5	14	2

Table 5 – The calculation of statistic indicators of questionnaire items

Item questionnaire	Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis	Testul-t on gender
Item 1	4.31	5	1.07	-1.76	2.64	2.332
Item 2	3.94	5	1.35	-1.03	-0.17	1.150
Item 3	4.21	5	1.17	-1.51	1.43	2.120
Item 4	4.20	5	1.13	-1.48	1.44	1.740
Item 5	3.72	4	1.42	-0.69	-0.97	-0.322
Item 6	3.84	4.5	1.40	-0.84	-0.67	2.136
Item 7	3.82	5	1.42	-0.67	-1.10	0.220
Item 8	4.34	5	1.03	-1.64	2.12	1.180
Item 9	3.99	5	1.40	-1.05	-0.38	2.454
Item 10	2.85	2.5	1.75	0.12	-1.78	2.224
Item 11	4.06	5	1.31	-1.38	0.67	1.202
Item 12	2.91	3	1.76	0.06	-1.77	-0.200
Item 13	3.97	5	1.38	-1.07	-0.23	-0.420
Item 14	4.22	5	1.17	-1.29	0.30	2.450

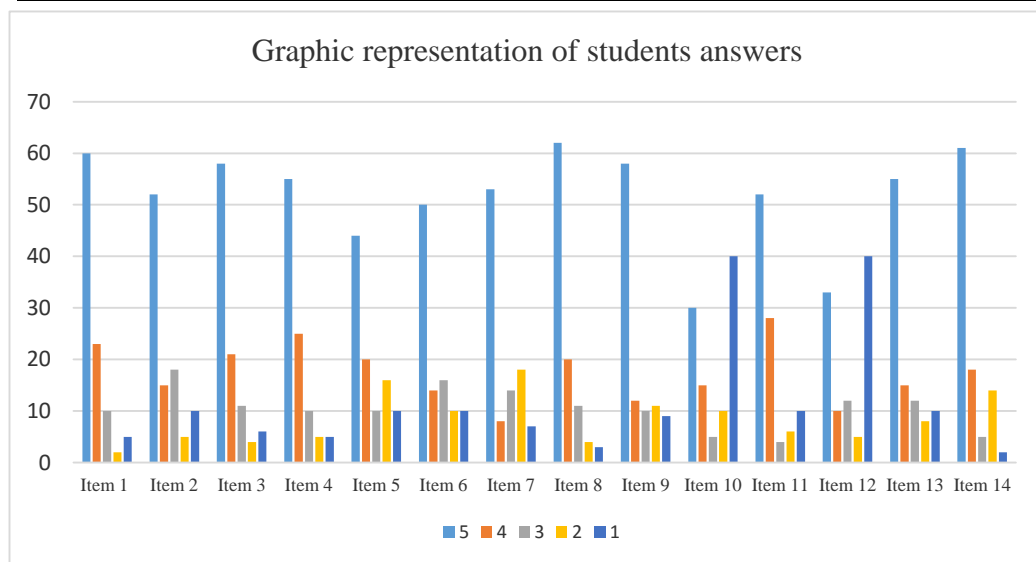


Figure 3 – Graphic representation of students answers to the social questionnaire

DISCUSSIONS

Looking at Figure 1 we can see that many of students are aged between 19 and 20 years (56% of total). And in terms of gender composition we can observe that most students (58% of total) are female and 42% of respondents were male.

Ask to answer which are the motivational factors for practicing motor activities, the students answered:

- At the answer variant 'keeping or maintaining optimal health', the majority of students reply was 5 (60% of total respondents), the average grade being 4.31 and the differences by gender, calculated with the significance t-test (2.332) was significant.

- At the item „the desire to constantly practice motor activities”, the most frequent answer was 5, with 52% from the total, with an average of 3.94 and the gender difference was not significant (1.150);

- At the item "need mental relaxation or stress relief", the most frequent response was 5 (58% of total), the average was 4.21, and we found a significant difference in terms of gender (2,120).

- At the answer variant "ensuring a physically, mentally, emotionally and socially balance", the students replied in 55% with 5, averaging 4.20 and significant gender difference (1,740).

- At the item 5 "ability to practice independent learning exercise", 44% of students responded with 5, the average grade being 3.72 and gender difference being insignificant (-0.322).

- At the item 6 "desire for self-improvement", 50% of students chose with 5, the average grade being 3.84, gender difference is significant (2.136).

- Regarding item 7 "participation in motor activities for knowing own limits", about 53% of students rated 5, the average grade being 3.82, and gender difference was insignificant (0.220).

- At the item 8 concerning "attractiveness of motor activities carried out" about 62% of students chose with 5, the average grade being 4.34, and gender difference was insignificant (1.180).

- At the item 9 "promote the values from the socialization sphere", 58% of respondents rated 5, the average grade being 3.99, and gender difference was significant (2.454).

- Regarding item 10 "mandatory participation in formal classes," 30% of all students have rated 5, the average grade being 2.85, and gender difference was significant (2.224).

- At item 11 "the desire for affirmation", 52% of students have chosen the grade 5, the average grade being 4.06, and gender difference was insignificant (1.202).

- In the case of item 12 "formal participation in the program for obtaining credits only" 33% of students chose grade 5, the average grade being 2.91, gender difference was not significant (-0.200).

- At item 13 "Improving group cohesion", 55% among students ticked grade 5, the average grade being 3.97, the gender difference was not significant (-0.420).

- Regarding item 14 "Discovering new friends, communication, socialization", 61% of respondents chose grade 5, the average grade being 4.22, gender difference was significant (2.450).

CONCLUSIONS

The study conclusions showed that students from „Lucian Blaga” University consider that the main motivation for practicing sport activities are: the attractiveness of motor activities carried out, preserving or maintaining optimal health, finding new friends, communication, socialization, the need for mental relaxation and stress relief, promoting the values from the socialization sphere etc.

The gender differences showed that male students' motivation are different from female motivations. Male students' motivation are: ensuring a physically, mentally and emotionally balance, the desire for self-improvement, finding new friends, communication, socialization. Comparing to the female motivation for sport that are: the need for mental relaxation and stress relief, mandatory participation in formal classes etc.

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