



## The Role of Motivational Factors in the Practice of Physical Education in Higher Education for Deadlock

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### ABSTRACT

Our research is part of a broader study that aims knowledge and analysis of motivational factors. Information on aspects of behavior and attitude of students towards the movement can occur through specially designed programs change their availability to the subject taught. It aims availability of students to physical education and how they perceive the work done in the lesson. Investigations were carried out on female students at the University of Bucharest. The sample under investigation included a total of 100 college freshmen, contained in a system organized to participate in physical education classes in various sports. Investigation research was conducted at The Department of Physical Education and Sport at the University of Bucharest, in the academic year 2013 - 2014, semester, involved a questionnaire consisting of questions, which concerned many aspects of motor activities and issues the content of physical education classes. Responses for each of the variants possible mentioned in the questionnaire were recorded and tabulated and then translated into percentages and interpreted. In higher education, sports options for students who wish to practice in physical education lessons will be: fitness, aerobics, dance, swimming, basketball, football, tennis, badminton, self defense, volleyball, folkloric dance, and martial arts; The above analysis highlights aspects of physical education and sport in school education and will be reflected in the design students on the influence of exercise on health. The fact that, in theory, students agree on the beneficial influence of physical education is reflected by the answers "in range" to the question in the questionnaire, the following influence: a) harmonious development, b) recovery after intellectual effort, c) stimulate intellectual activity. Reasons for lack of interest for physical education which most were limited to the lack of free time, material conditions, workspace especially convenience. Apart from these issues I noticed, based on questionnaire responses received, the current content of sports activities is one which thanks to a great extent. As a result of this study suggest improving the conditions of deployment sport activity to the extent that it can do this at our university.

### KEYWORDS

motivational factors, students, physical education

### INTRODUCTION

The practice of physical education and sports during student days, is an effective way for the development of the personality of young people, in accordance with the requirements of the society. It is widely recognised that young people are actively involved in sporting activities that correspond to their needs and wishes. The experts considered rightfully that motivation is „an essential feature of human behavior, being a activator factor of the activity, combining various elements that go into the most intimate corners of human being”[1]. Our research constitutes a part of a more comprehensive study that aims the knowledge and analysis of motivational factors. Knowing the motivation of students for sports activities, it is important to adapt the means of training in relation to this motivation and to intervene in the direction of her training. The reasons that determine young people to practice sports are numerous, but the majoritatea are related to the various satisfaction produced by sport [9]. Interests are motivational formations more complex than needs and motives. They represent «selective, relatively stable guidelines and assets to certain domains of activity» [11]. Expressed through appropriate ratios between domestic requirements, the subject's tendencies and a series of objects and actions, interests and turning his own initiative subject to such actions or objects, these being the major values are satisfactory. The existence of interest in correlation with the reason is the main condition to forming a positive attitude towards business activities and to a continuous improvement. Through its specific sport offers to those who practice it the opportunity to get to know the possibilities of its own and of others, to overcome and improve

himself. The affirmation emanant from «<the need for to be accepted, to receive a rank in society, the need to be approved, the need for prestige» [8] constitutes one of the main reasons of sports activity, hence the interest in the competition, the only way of satisfying the needs. In their internal structure included both informational-cognitive and affective and volitional elements [10]. Excessive fluctuation of interests results in scattering and superficiality, the individual unable to complete the required level, none of them. Essential role in the structuring and strengthening the interests returns to activity. The way in which work is organised-playing, learning, work, sport-and how to insert the individual within them is decisive for the development of the corresponding interests. The presence of as many interests, enriches the spiritual life of the person and constitutes a guarantee of obtaining high performances in the activity.

### The aim

The aim of our study is to know the motivational structures characteristic of students University of Bucharest. The knowledge of the profile of our students work is clear in efficient organization coordinates the process of physical education. In the University of Bucharest. Informations on aspects of behavior and attitude of the students towards the movement, we can intervene through specially designed programmes in modifying their availability against the material taught. Awareness of the role of the movement in improving the quality of life, will lead to higher motivation for practicing physical exercise throughout life.

### Organizing and conducting research

The investigations were carried out on pupils at the University of Bucharest. The sample subjected to investigation comprised a number of 100 students, since I, contained in an organized system of participation in physical education lessons at various sporting disciplines.

### The objectives of research

The questions of the questionnaire developed is about to clarify the following issues:

- Indication of the attitude of students towards physical education, determined by how is practised the physical exercise in high school and preferences of sports branches;
- Students' opinion, concerning the influence of exercise on the body using extrauniversitar time for physical education and sport;
- Student Competitions and forms of organizing the most liked competitions by them;
- Initiation of a database containing information on students, options in order to ensure the comparability of data over time and which to steer managerial activity of the Department of Physical Education and Sport;
- Evaluation of the attitude on the contents of physical education classes and any changes or supplement them with specialized theoretical notions.

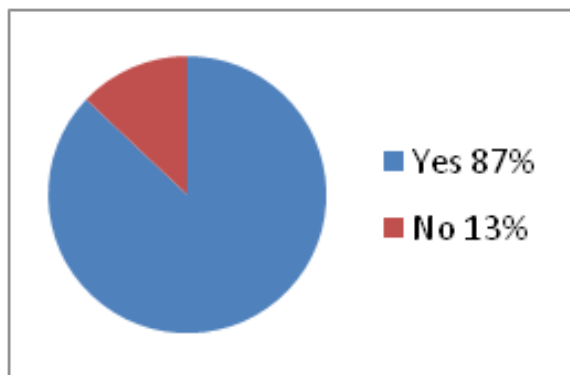
### Research methods and techniques

- Bibliographical study method
- The survey by questionnaire method
- Assembly and introduction to the tables of the replies received method;
- Processing and the interpretation results method
- Math statistics method
- Graphic method

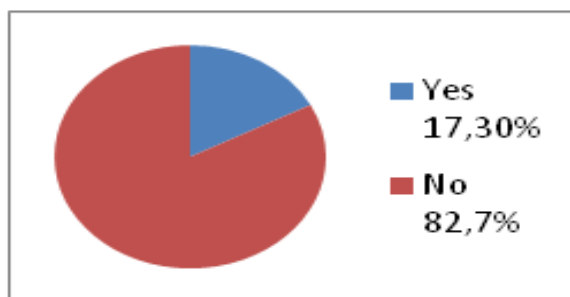
#### Chart 1 -

#### Research results

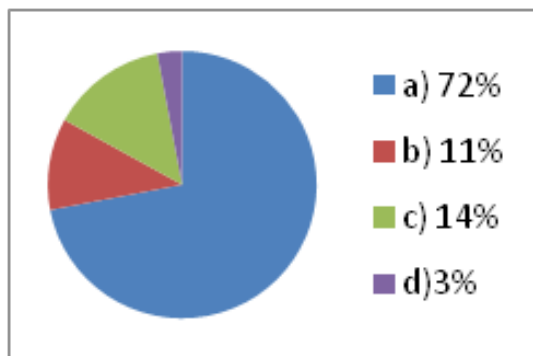
In the personal opinion questionnaire 77% were female students and 23% male students. Environment place of the student is 82% urban and 18% country.



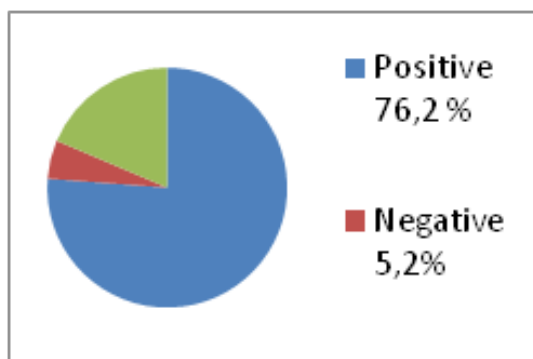
**Chart 1 -In highschool, 87%have participated at the physical education classes and 13% doesn't.**



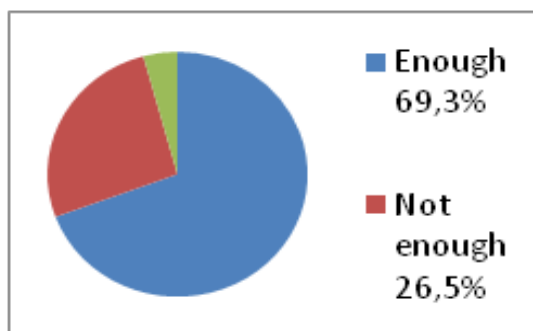
**Chart 2 -17,30% practiced different types of sport for highschool's team and 82,7% didn't.**



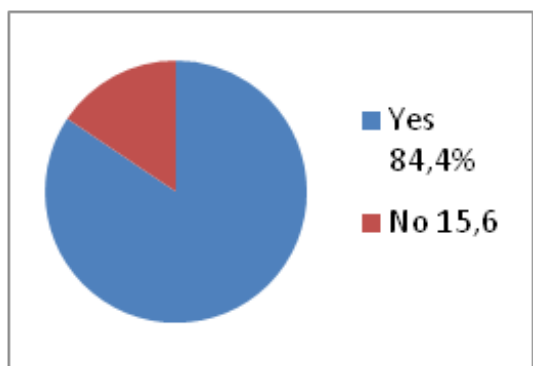
**Chart 3 -The influence that sports have over their body is 72% health strengthening,11% harmonious growth, 14% a way to relax after intellectual effort and 3% a way to stimulate the intellectual activity.**



**Chart 4 -The question about the students attitude over the sports classes pointed out that a very high percentage(76,2%) of our students think positive about sports; 5,2% do not think that sport is good and 18,6% do not care about sports.**



**Chart 5 -For 69,3% the 2 hours a week seem to be enough while 26,5% consider them being not enough and 4.2% more than enough**



**Chart 6 -84,4% would like to continue practicing sports in the study years III and IV and 15,6% don't.**

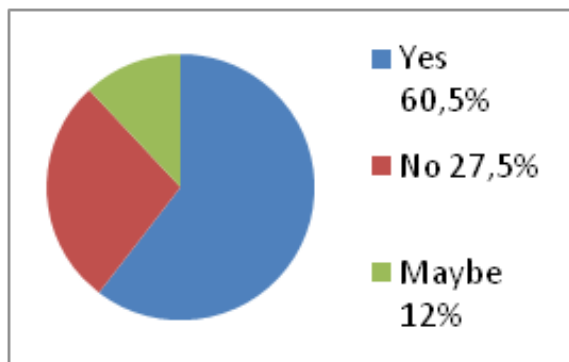


Chart 7 -60,5% of our students consider that a theoretical approach of the sports classes would be necessary while 27,5% do not want this and 12% have not yet made their minds.

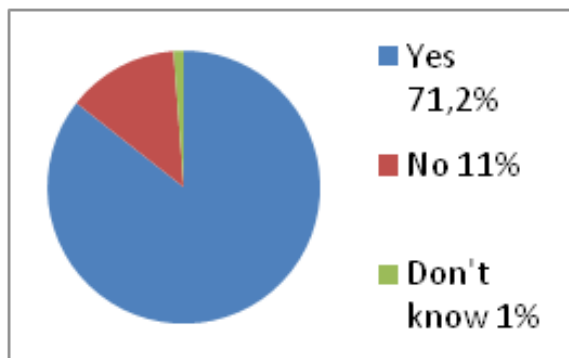


Chart 11 -71,2 % said that they would you like to attend the sports classes if those wouldn't be in the schedule, 11% no and 1% don't know.

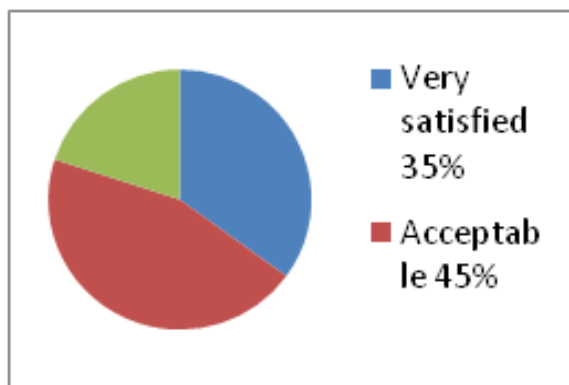


Chart 8 -At the question if they are satisfied with the content of the physical activities within the physical education lesson 35% very satisfied, 45% acceptable and 20% said that is different from how they would like to be.

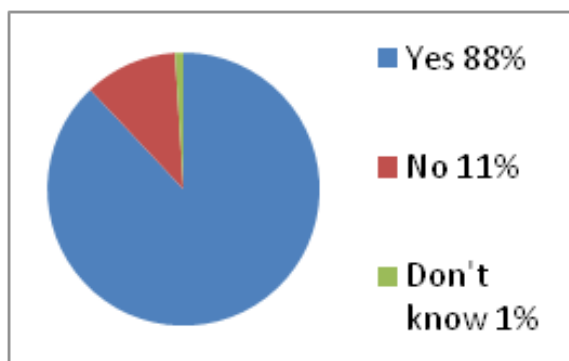


Chart 12 -88% think that a young man should practice sport periodically, 11% no and 1% don't know.

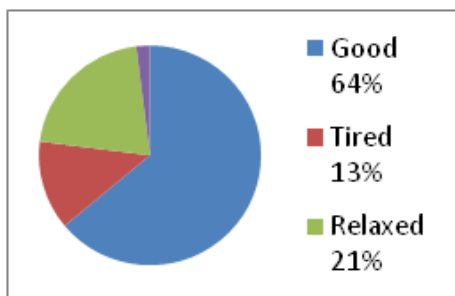


Chart 9 -After the physical education lesson 64% feel good, 13% are tired, 21% are relaxed and 2% are moody.

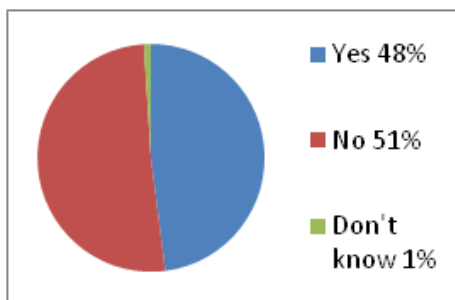


Chart 13 -At the question if they think that a class of physical education per week is enough, 48% said yes, 51% no and 1% don't know.

#### Discussion

By applying this questionnaire, were followed students opinions regarding:

- Roles of systematic physical activities;
- The importance of physical education in the curriculum;
- The importance of physical education lessons in the development of interpersonal relationships;
- The way how motion is perceived;
- Preferences for certain branches of sport;

To link with the earlier stage of education (high school), as a form of conditioning skills practice exercise, we investigated the participation of current students in physical education and sport both in school educational obligation and outside obligations in their spare time. At questions related to current students participating in sports from pre-university we found that 87% of the subjects had participated in physical education classes, and 13% did not participated. Regarding practiced sports in high school, first stood sports games.

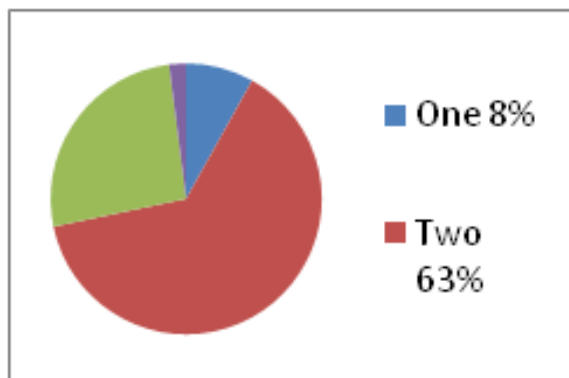


Chart 10 -When they were asked how many hours do they spend doing sport during a week , 8% said one, 63% two, 26% more and 2% none.

There was a concern for tennis, swimming and table tennis. The question about the number of sport classes included in the weekly schedule, 69,3% of the person considered that 2 hours are enough, 26,5% considered that this 2 hours are insufficient and 14,2 % considered that this 2 hours are too many. 91% considered that sport have an important role to increase health. At question "are sufficient 2 hours per week for prepare representative team?", 68% answered NO, 31% YES and 1% didn't know. On the first place in the preferences of to students located sport games followed by gymnastics and table tennis. At question "do you want to practice sport classes in the following year college too?", 74,4% answered YES, 25,6% answered NO. So students realized that they need more movement, health, physical training in addition to the intellectual, that one without the other is not satisfactory. At question "Do you consider that intellectual teenage should be proponent for systematical practicing of physical exercises?" 88% said YES, 11% NO and 1% didn't know. Based on the motivation questionnaire applied we found: -higher interest (positive attitude) for sport classes 76,2% -these days the predominant practiced physical exercises are fitness (n=30), aerobics (n = 25), dance (n = 15), followed by sportive games (n = 12), swimming (n = 10), lawn tennis (n = 6) and self-defense (n = 5), other disciplines (n = 7). -students appreciate, in a huge number (79%) the necessity of sport classes in the free time. -academic competitions are considered very good by 75% of the students -60% of the students considered that highly specialized theoretical knowledge would be useful. They wish to be taught things about nutrition, relaxing technique, evaluation of physical effort. The students consider that they would be more stimulated to take part in the physical education lessons if they would have access to better equipment, if there would be a better organisation in the timetable for different physical disciplines, if their teachers would be competent and professional and if there were more competitions and races during the lesson. The preferred activities in the students spare time are the following, in the order of preference: computer, tv-cinema. Physical activities, lecture, going out with friends and trips. Most of the students (87%) consider that the physical education lessons contribute to the life experience and only a small percentage 8% do not consider this thing. 5% do not know or do not want to give an answer. Almost 50% think that a class a week is enough while the research on this area suggest the opposite; you need at least 3 classes a week to make the effects of practicing sports visible.

## Conclusions

The analysis earlier presented is enlightening the sports importance in high-school, and as well the conception of the students over the influence of sports in mental and physical health. The fact that the students agree over the beneficial influence of sports is shown in the "fan" formation answers to the questions from our questionnaire: a) harmonious growth

and health strengthening; b) refreshment after intellectual work; c) brain activity stimulation. The enthusiasm over the sports classes is a characteristic of the students from the University of Bucharest, conclusion drawn from the intense frequency, physical activity interest, interest shown since high school and continued here in the university. The students interests focus over fitness, gymnastics, dance, swimming, tennis and basketball. The very well appreciate the importance and necessity of sports classes over future professional development. Even though a very important percentage of our students are considering sports important and do have affinity for it very few practice outside of this sports classes. Although they are very well informed about the beneficial effects of sports very few practice a sport in their spare time. The reasons for their lack of interest are usually centered around their leisure time, low financial possibility, lack of a proper space as well as commodity. Besides the upper motives we have joyful determined that the sports class is very important in our students view. The data obtained from our study were compared with the results of other studies that were made on similar themes and noticed that the motifs that influence the practice of sports among students are the ones that the profile literature address to.

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