# THE NECESSITY FOR PHYSICAL ACTIVITY FOR HIGHER EDUCATION YOUTH

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**Purpose.** I started the research from the hypothesis that the lack of information regarding physical motion leads towards educational gaps and causes unhealthy habits manifested in the form of the omission of the order in the approach of motion needs.
**Methods.** I first applied a questionnaire designed on the basis of questions related to the students' motion needs to see their view on physical activities. After this I conceived a permanent information campaign.
**Results.** As resulting from the definition of the psyche, given by (M. Golu, 2002) „... *the psyche is the ideal-subjective reflection of the objective world"*,making us believe that any mental event can be expressed through behaviour, as a responsive reaction of the human body in a living situation, according to the environmental stimulation and internal tensions which could lead to a orientation towards a purpose. In this case, we can refer to purpose as *needs of motion.* Internal attitudinal factors, motivational, may be the explanation basis of these needs, which can be met during the activity of physical education, because this is where students have the opportunity for self improvement through motion tests, sports games, to assert their physical or intellectual qualities, and to gaun a status within the group, due to the place occupied according to the marks recorded after the phyical tests or due to the position they occupy in each team.
**Conclusions.** The necessities of students may vary during the training process, should therefore be known from the beginning, and designed in a positive direction. Furthermore, they need to be reinforced by rewards (praise, marks, etc.).

**Keywords**: need for physical activity, Physical Education, students, education, higher education.

Through the survey methods I have managed to explain the mechanisms of formation of public opinion trends, which helped in foreseeing students' behaviour. The study of opinion, mentalities, interests, spiritual states, attitudes, habits, allowed the knowledge of students' needs. I focused on to the composition of the questionnaire and, generally to all methodological conditions of their construction and implementation. The questionnaire was composed, oriented and interpreted during the research process according to the model presented in *Psycho-diagnosis Methods* (V.Horghidan,1997, p.47-57) and applied with the purpose of sustaining the above stated. The data were interpreted in parallel in the table, on the same sample represented by a Group Experiment and a Control Group. **(**M Epuran, 2001, 2005)

**Hypothesis**

The research started from the hypothesis that the lack of information regarding physical motion leads towards educational gaps and causes unhealthy habits manifested in the form of the omission of the order in the approach of motion needs. For this reason, in order to efficiently interfere in students' training, we should know these needs from the start, to positively form them, which will lead to a change of attitude, in the student group, towards Physical Education and training improvement.

**Subjects**

We will refer to the sample on which the questionnaire *Need of motion* was applied, through which I checked the view on Physical Education and Sport. To prove the claim that students' needs may be different during the training process, we chose an Experiment Group and a Control Group composed of: 88 students present / Year I, 84 students present / Year II, i.e. a percentage of 95.45 % for Experiment Group, and a Control Group composed of 94 students present / Year I, 86 students present / Year II, i.e. a rate of 91.48%.

**Research data collection methods**

The methods laying at the basis of the research were: Bibliographic research method; Method of observation;Survey method – the method used survey questionnaires, interviews (discussion). The main stages of the undertaken investigation were:

1. Specifying the investigation object (theme); 2. Sample selection (choice of subjects); 3. Developing the survey instruments; 4. Applying the questionnaires on the sample (initial and final test); 5. Revealing the questionnaires and organizing the data for processing them, the interpretation of results and draw of conclusions;- Statistical Method .

**Purpose of the research**

The purpose of this research was to know the scientific aspects of the organization of Physical Education lessons with students taking account of their needs and how their approach will lead to a behaviour change towards the taught material, as compared with another sample which was not acted upon with the experimental variables.

**Research objectives** :

-Filling the information on the importance of motion needs; -Designing a training program that will underpin

the training during the Physical Education lesson.;- Eliminating the negative attitudes towards Physical ;- Education, through taking advantage of the motion needs for training; -Evaluating the results of the performed experiment.

**Research Content**

"*It is known that all human expressions has as a permanent and fundamentally structural component physical activity in all its forms, more or less advanced, analytical or synthetic, innate or acquired*" (M. Epuran, 2005), adding the needs of motion as a used the arithmetic average, rank, percentage of sub-paragraphs (a, b, c, d, e) from questions, towards which students' preferences were focused, and the motivational factor assessment. In the questionnaires with multiple choice, after each question there is a space reserved for the answer noted with the letters A, B, C, D, E, having the following meanings: A = never true for me; B = sometimes (rarely) true for me; C = half true for me; D = most often true for me; E = true for me (forever).Operating on the completed questionnaire transforms the marked letters, for each response to questions, in points, as following: A = 0 points ;B = 1 point; C = 2 points ;D = 3 points E = 4 points .The interpretation was done according to the overall score produced by adding the points obtained from all relevant answers we need. We will start the questionnaire presentation with comments on the responses for each question, while showing the two groups in parallel. We first applied a questionnaire designed on the basis of questions related to students' motion needs to see their view. Then we chose an Experiment Group and we conceived a permanent information campaign for it through: media, themed movies, stories with themes about the human body from birth to old age, with reports about obesity, breast cancer, cardio vascular diseases etc., interactive discussions about physical activities and their importance for the human body, we even established a wall newspaper named *For Students*, where we displayed the new data, or *Did you know that ...* pieces of information. At the end of the year, to raise students' interest towards knowledge in the field, motion and effective participation in lessons, in a festive environment, we awarded the best works. We have organised sports competitions both for the girls and for the boys, with the purpose of socialisation and, in order to increase the degree of attractivity of the lessons, we have made mixed teams of girls and boys. To highlight

manner of behavioural manifestation and response of the psyche at the body needs.

During the research undertaken, in order to demonstrate the above statement we used the answers given by the subjects at the same questions, answers that have been interpreted systematically.In the interpretation of the answers we

the effects of knowledge on student opinion, we randomly chose through comparison another Control Group, but which did not receive the same information campaign as the Experiment Group; the advantage consisted in the fact that it represented the same population and the activity was conducted under similar conditions. The obtained results will be presented below, starting with question No. 1, as following:

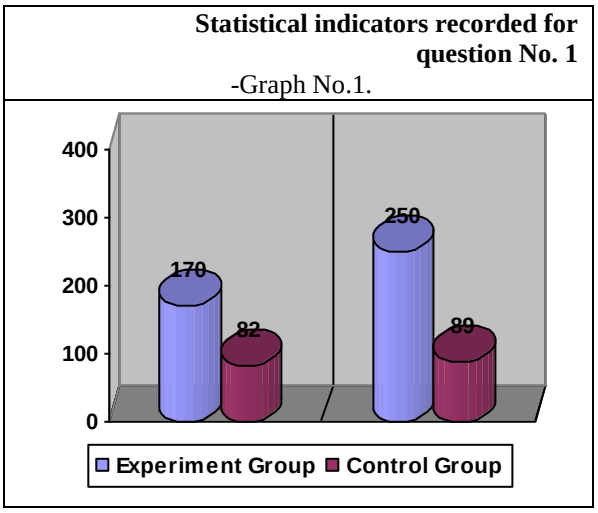
**Question No. 1.** When I am mentally tired, the best means of relaxation for me is motion.

**Motivational factor** – motion needs

**The Experiment Group** students responded at the beginning, in number of 28 B (36.85%) - **true, sometimes;** 17 students (22.36%) responded **true** at the end of year II; 34 students (43.59%) answered D - **mostly true,** and 4 5.12% students responded**, sometimes true;** the score obtained from responses was 170 points and 250 points at the end of the experiment. On the scale, the value - 2.23 – the motivational factor was average; the value of 3.20 at the end of year II showed that the motivational factor was applied in these circumstances was higher. The program applied in these conditions had the expected echo: the students **understood the importance of physical motion,** as a means of relaxation when they are mentally tired. The evolution was not valid and the **Control Group,** whose attitude **did not changed (**according to the data in Table and Graph No. 1).The need for motion in terms of mental tiredness caused no significant change in attitude (from 1.20 in the I year to 1.50 in the II year), the recorded value indicates that the motivational factor was very low in its intensity; students' attention was channelled towards other directions (computer, Internet,literature,television,etc).

**Tabel No. 1** Statistical indicators recorded for question No. 1

| Experiment Group | | | | | | Control Group | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Points for every answer | | | | | Total | Points for every answer | | | | | Total |
| 0 | 1 | 2 | 3 | 4 | | 0 | 1 | 2 | 3 | 4 | |
| A | B | C | D | E | | A | B | C | D | E | |
| Number of students to answer Q No. 1- Year 1 | | | | | | Number of students to answer Q No. 1- Year 1 | | | | | |
| 1 | 28 | 16 | 14 | 17 | 76 | 18 | 27 | 9 | 7 | 4 | 65 |
| 1,31% | 36,85% | 21,06% | 18,42% | 22,36% | | 27,70% | 41,54% | 13,85% | 10,76% | 6,15% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 28 | 32 | 42 | 68 | 170 | 0 | 27 | 18 | 21 | 16 | 82 |
| Evaluation on the scale | | | | | 2,23 | Evaluation on the scale | | | | | 1,20 |
| Number of students to answer Q No. 1- Year 2 | | | | | | Number of students to answer Q No. 1- Year 2 | | | | | |
| - | 4 | 10 | 30 | 34 | 78 | 11 | 23 | 10 | 2 | 10 | 56 |
| - | 5,12% | 12,83% | 38,46% | 43,59% | | 19,65% | 41,08% | 17,85% | 3,57% | 17,86% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 4 | 20 | 90 | 136 | 2,50 | 0 | 23 | 20 | 6 | 40 | 89 |
| Evaluation on the scale | | | | | 3,20 | Evaluation on the scale | | | | | 1,50 |
| | | | | | | | | | | | |



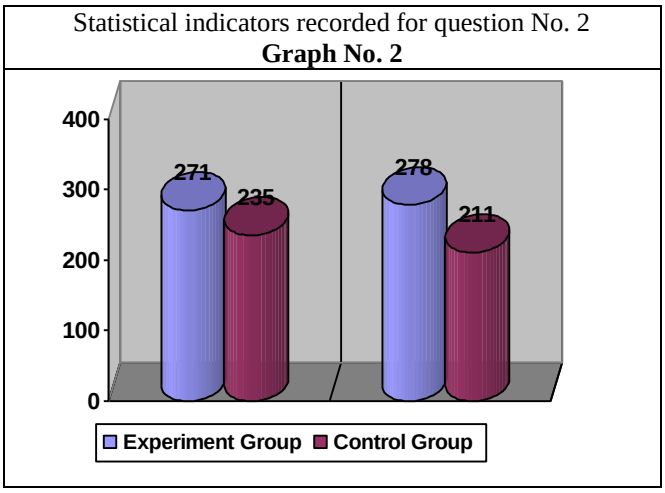

**Question No. 2. In my childhood I liked to run and play outdoors.**
**Motivational factor** – motion needs

For this question **(**according to the data in Table and Graph No. 2). the score and assessment for the E**xperiment Group** on the scale of motivational factor has not changed, naturally; it was a memory and a taste of the past which was kept unchanged and showed behavioural consistency of the group at certain events (important to research). The experience was identical at **the Control Group.**

The result showed us that the two groups, when they started the university life are alike in attitude, way of expression, and the differentiation occurring at the level of the awareness influenced by training, through following the cognitive and affective objectives .

**Tabel No. 2** Statistical indicators recorded for question No. 2

| Experiment Group | | | | | | Control Group | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Points for every answer | | | | | Total | Points for every answer | | | | | Total |
| 0 | 1 | 2 | 3 | 4 | | 0 | 1 | 2 | 3 | 4 | |
| A | B | C | D | E | | A | B | C | D | E | |
| Students to answer Q No. 2- year 1 | | | | | | Students to answer Q No. 2- year 1 | | | | | |
| - | 5 | 3 | 12 | 56 | 76 | - | 1 | 2 | 18 | 44 | 65 |
| - | 6,57% | 3,95% | 7,9% | 86,85% | | - | 1,54% | 5,08% | 27,69% | 67,69% | |
| Points obtained | | | | | | Points obtained | | | | | |
| - | 5 | 6 | 36 | 224 | 271 | 0 | 1 | 4 | 54 | 176 | 235 |
| Evaluation on the scale | | | | | 3,56 | Evaluation on the scale | | | | | 3,61 |
| Students to answer Q No. 2- year 2 | | | | | | Students to answer Q No. 2- year 2 | | | | | |
| 1 | 3 | 3 | 15 | 56 | 78 | - | - | 1 | 11 | 44 | 56 |
| 1,29 | 3.84 | 3,84 | 19,23 | 74,80 | | - | - | 1,79 | 19,64 | 78,57 | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 3 | 6 | 45 | 224 | 278 | - | - | 2 | 33 | 176 | 211 |
| Evaluation on the scale | | | | | 3,57 | Evaluation on the scale | | | | | 3,76 |




**Question No. 3. Every week I go several times on a football field (or gym) for pleasure.**
**Motivational factor** – motion needs

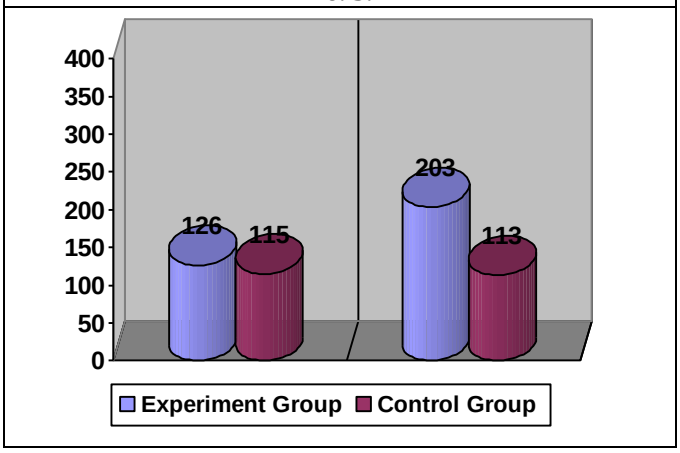
At the beginning of the experiment, as it can be seen from the graphical representation and from the one in Table No. 3, an average of 35.53% answered at the beginning of the experiment, **sometimes true,** (27

students), and only 11.84% (9 students) responded **true;** the motivational factor was **1.65,** i.e. very low intensity. At the end of the experiment there was an opening to physical motion: 47.43% (37 students) answer – **true;** the motivational factor reached 2.60 with an average close to powerful on the scale. This result showed that, slowly but surely, that information about the beneficial effect of motion on the psyche and mind, experiencing phases of the game, knowing the rules, the possibility to make contact with new people of the same sex or of the opposite sex change attitudes, which explained the phenomenon of increasing the value of motivational factor.Comparing the results with those obtained from the C**ontrol Group,** there are no changes from year to year, but slight ones 18.46% (12 students) respond - **"True"** - at beginning, reaching to the 23.22% (13 students) at the end. Starting from a rate of 1.76 (1.65) in the **Experiment Group** the motivational factor was small, and finally stopped at 2.01, a value that showed a medium motivational factor. Separation of the cognitive and affective objectives from the physical aims in the instructive-educational process will lead to lowering the interest in motion; students' attention is directed to other areas depending on the profile or social orientation.

**Tabel No. 3** Statistical indicators recorded for question No. 3.

| Experiment Group | | | | | | Control Group | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Points for every answer | | | | | Total | Points for every answer | | | | | Total |
| 0 | 1 | 2 | 3 | 4 | | 0 | 1 | 2 | 3 | 4 | |
| A | B | C | D | E | | A | B | C | D | E | |
| Students to answer Q No. 3 – Year 1 | | | | | | Students to answer Q No. 3 – Year 1 | | | | | |
| 12 | 27 | 11 | 17 | 9 | 76 | 10 | 27 | 8 | 8 | 12 | 65 |
| 15,79% | 35,53% | 14,48% | 22,37% | 11,84% | | 15,39% | 41,53% | 12,30% | 12,30% | 18,46% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 27 | 22 | 41 | 36 | 126 | 0 | 27 | 16 | 24 | 48 | 115 |
| Evaluation on the scale | | | | | 1,65 | Evaluation on the scale | | | | | 1,76 |
| Students to answer Q No. 3 – Year 2 | | | | | | Students to answer Q No. 3 – Year 2 | | | | | |
| 16 | 5 | 10 | 10 | 37 | 78 | 7 | 19 | 9 | 8 | 13 | 56 |
| 20,52% | 6,41% | 12,82% | 12,82% | 47,43% | | 12,5% | 33,93% | 16,07% | 14,28% | 23,22% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 5 | 20 | 30 | 148 | 203 | 0 | 19 | 18 | 24 | 52 | 113 |
| Evaluation on the scale | | | | | 2,60 | Evaluation on the scale | | | | | 2,01 |

Statisical indicators recorded for question No 3**. - Graph No. 3.**




**Question No. 4. It would be a punishment for me not to be left to do physical exercises.**
**Motivational factor** – motion needs

We conducted a parallel between the two experimental groups and control, according to the data in Table and Graph No. 4, and we have seen that the motivational factors in interpreting the results were similar, 2.71 - **Experiment Group,** 2.62 - **Control Group** questionnaire application in the first year of study and 3.56 - experimental group , 3.12 - Control Group in the II year.
The increased number of students at the final point E, has proved a mature state of students and demonstrated understanding of the possibility they offer physical education known to man, to consider and confess their needs

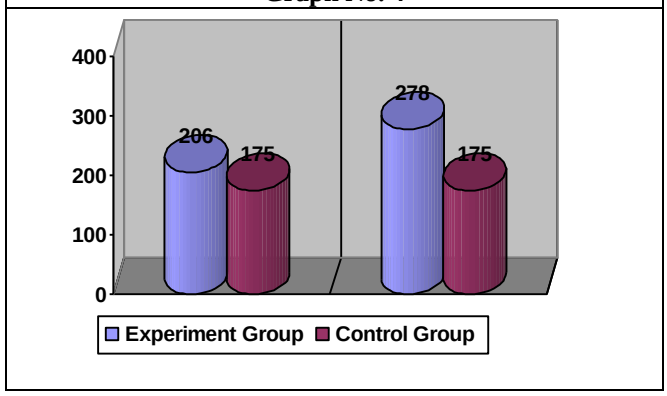
**Tabel No. 4** Statistical indicators recorded for question No. 4

| Experiment Group | | | | | | Control Group | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Points for each answer | | | | | Total | Points for each answer | | | | | Total |
| 0 | 1 | 2 | 3 | 4 | | 0 | 1 | 2 | 3 | 4 | |
| A | B | C | D | E | | A | B | C | D | E | |

| Student to answer Q No. 4-year 1 | | | | | | Student to answer Q No. 4-year 1 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 11 | 6 | 7 | 22 | 30 | 76 | 12 | 6 | 3 | 13 | 31 | 65 |
| 14,48% | 7,90% | 9,21% | 28,94% | 39,47% | | 18,46% | 9,24% | 4,60% | 20% | 47,70% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 6 | 14 | 66 | 120 | 206 | 0 | 6 | 6 | 39 | 124 | 175 |
| Evaluation on the scale | | | | | 2,71 | Evaluation on the scale | | | | | 2,69 |
| Student to answer Q No. 4-year 2 | | | | | | Student to answer Q No. 4-year 2 | | | | | |
| - | 4 | 5 | 19 | 50 | 78 | 6 | 2 | 5 | 9 | 34 | 56 |
| - | 5,12% | 6,42% | 24,35% | 64,11% | | 10,71 | 3,57% | 8,92% | 16,08% | 60,72% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 2 | 10 | 27 | 136 | 278 | 0 | 2 | 10 | 27 | 136 | 175 |
| Evaluation on the scale | | | | | 3,56 | Evaluation on the scale | | | | | 3,12 |

Statistical indicators recorded for question No. 4

**Graph No. 4**



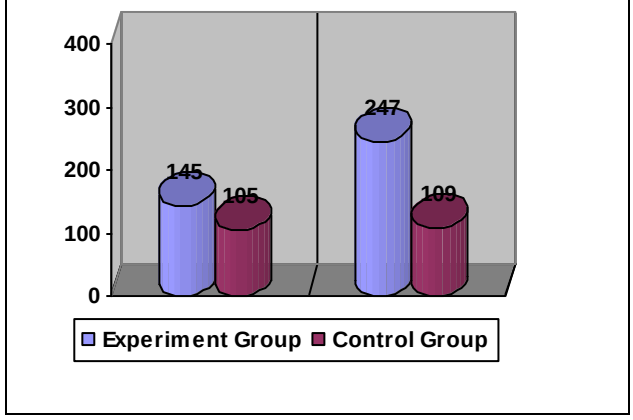

**Question 5. In my leisure time, instead of moving outdoors, I prefer to go watch TV, video or read a book.**
**Motivational factor** – motion needs

At this question, (see Table and Graph No. 5), **the Experiment Group** 25% (19 students) responded, **mostly true**, the total for this question was 145 points, the average value obtained motivational factor of 1.90 indicated small to medium. **Control Group** They recorded a rate of 41.53% (27 students) to point C **partially true** and 105 points in this question, the intensity was 1.6 – small.
The two groups had the same "home" at the beginning of the university life, the same group in the second year experiment will have undergone a change of attitude on interest in moving; the experimental group motivational factor will increase to 3.16 –0 interpreting the value, it is a strong motivational factor. Control group remained at the same value 1.94 which showed a low to medium intensity; no visible changes occurred in attitudes.

**Tabel No. 5** Statistical indicators recorded for question No. 5

| Experiment Group | | | | | | Control Group | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Points for each answer | | | | | Total | Points for each answer | | | | | Total |
| 0 | 1 | 2 | 3 | 4 | | 0 | 1 | 2 | 3 | 4 | |
| A | B | C | D | E | | A | B | C | D | E | |
| Students to answer to Q No. 5 – year 1 | | | | | | Students to answer to Q No. 5 – year 1 | | | | | |
| 6 | 18 | 16 | 19 | ? | 76 | 12 | 15 | 27 | 8 | 3 | 65 |
| 21% | 23,69% | 14,47% | 25% | 15,78% | | 4,62% | 23,08% | 41,53% | 12,30% | 18,46% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 18 | 32 | 57 | ? | 145 | 0 | 15 | 54 | 24 | 12 | 105 |
| Evaluation on the scale | | | | | 1,90 | Evaluation on the scale | | | | | 1,61 |
| Students to answer to Q No. 5 – year 2 | | | | | | Students to answer to Q No. 5 – year 2 | | | | | |
| 1 | 8 | 10 | 17 | 42 | 78 | 13 | 3 | 18 | 18 | 4 | 56 |
| 1,28% | 10,25% | 12,82% | 21,79% | 53,84% | | 7,15% | 5,36% | 32,14% | 32,14% | 23,21% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 8 | 20 | 51 | 168 | 247 | 0 | 3 | 36 | 54 | 16 | 109 |
| Evaluation on the scale | | | | | 3,16 | Evaluation on the scale | | | | | 1,94 |

Statistical indicators recorded for question No. 5
**Graph No. 5**




With this question we ended the series on the motion needs. **The experimental group** registered at the 5 choices of questions 187 points and 2.46, the motivational factor in this case was average.

**Control Group** at the 5 variants in question No. 6, 155 points and 2.38 scores 155 points and 2. 88, the motivational factor is at an average value. Change of attitude in the second year will occur only in the Experiment Group, who scored 238 points in the 5 options and an average of 3.05 motivational factor under this interpretation was intense.

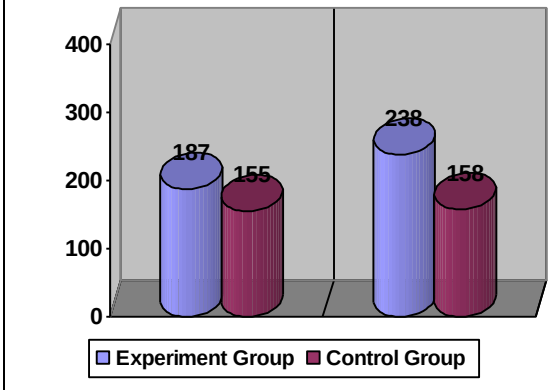
The Control Group record 158 points and 2.82 in value motivational factor which was average and did not change at the end of two years training (accprding to the statistical indicators in Table No. 6 and the graphical representation). Conclusions:

**Question No. 6 Sport is for me a kind of game.**
**Motivational factor** – motion needs

**Tabel No. 6** Statistical indicators recorded for question No. 6

| Experiment Group | | | | | | Control Group | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Points for each answer | | | | | Total | Points for each answer | | | | | Total |
| 0 | 1 | 2 | 3 | 4 | | 0 | 1 | 2 | 3 | 4 | |
| A | B | C | D | E | | A | B | C | D | E | |
| Students to answer Q No. 6-year 1 | | | | | | Students to answer Q No. 6-year 1 | | | | | |
| 6 | 9 | 22 | 22 | 17 | 76 | 3 | 11 | 18 | 24 | 9 | 65 |
| 7,89% | 11,85% | 28,95% | 28,95% | 22,36% | | 4,62% | 16,93% | 27,69% | 36,92% | 13,84% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 9 | 44 | 66 | 68 | 187 | 0 | 11 | 36 | 72 | 36 | 155 |
| Evaluation on the scale | | | | | 2,46 | Evaluation on the scale | | | | | 2,38 |
| Students to answer Q No. 6-year 2 | | | | | | Students to answer Q No. 6-year 2 | | | | | |
| - | 13 | 8 | 20 | 37 | 78 | 1 | 6 | 10 | 24 | 15 | 56 |
| - | 16,67% | 10,25% | 25,64% | 47,44% | | 1,79% | 10,73% | 17,85% | 42,85% | 26,78% | |
| Points obtained | | | | | | Points obtained | | | | | |
| 0 | 14 | 16 | 60 | 148 | 238 | 0 | 6 | 20 | 72 | 60 | 158 |
| Evaluation on the scale | | | | | 3,05 | Evaluation on the scale | | | | | 2,82 |

Statistical indicators recorded for question No. 6
**Graph No. 6**




- The study of the opinions, attitudes, interests, mentalities, attitudes, habits, allowed the knowledge of students' needs, important in the future didactic design.
- The survey methods have enabled the explanation of the mechanisms of formation of public opinion trends that have helped in foreseeing subjects' behaviour.
- Attitudes, beliefs, convictions, are characteristics of the world in which we operate, that is why the educational

shortcomings and unhealthy habits can change on the dimension of needs regarding physical activity (see tables and graphs No. 1, 2, 3, 4, 5, 6).

- he students' needs can differ along the training process, and that is the reason for which these should be known from the beginning and positively modified, as well as rewarded. (praise, mark, etc.)
- Lack of awareness regarding motion leads to educational gaps and unhealthy habits, manifested through omitting order in the approach of motion, thus confirming the hypothesis**.**

- For our subject, the issues of the change in attitudes under a direct or indirect social influence are particularly important in developing the individual, which is why we believe it may be an open subject for a future research.

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