

## PILOT STUDY REGARDING THE STRUCTURE OF THE MOTIVATIONAL SYSTEM FOR STUDENTS MAJORING IN PHYSICAL EDUCATION AND SPORTS

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### Abstract:

The present paper is a pilot study about the motivational systems of students majoring in various disciplines in the field of Physical Education and Sports. Knowing the characteristics of the personality orientation system, configuration of the general motivational system and of the discipline the students specializes in and emphasizing the structure of the above-mentioned, represents the purpose of our research. The main task consists in creating a hierarchy of the components of the motivational system that characterizes the students majoring in Physical Education and Sports. The investigation through questionnaire, the main method applied to 225 students of UNEFS, bachelor level, aimed at three aspects related to the motivation of each student participating in this research: personal development, the development of the psychological qualities and the importance of certain reasons in their future professional activity.

The results obtained indicate that at this level, there are no important differences between the points awarded / years of study and the majors in the field, the dynamics of the motivational system structure / different components from one year to another but there is a certain balance of the majors. We believe the study can be extended in view to obtaining objective data for the optimization of the educational management concerning the bachelor level in Physical Education and Sports.

Key words: motivational system, physical education, students.

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### Introduction and research objectives

The motivation, an extremely complex phenomenon comprises in its structure elements characteristic to the species and also typical of each individual in particular. Motivation represents the fundamental law and the explanatory principle in human psychology, facilitating the comprehension of a certain behaviour. The totality of the internal factors, of the mobiles that have the role to stimulate, activate and selectively direct the actions and the conduct, represents the ontogenesis of the human being in a hierarchical system.

Within the human psychological system, motivation fulfills the following functions: it's an energetic propelling factor activating, dynamizing, directional factor, mediating and regulating of the human activity, being the first chronological element of any human activity. The motivational system has various components that vary in origin, satisfaction procedure and functions. These include necessities, motives, interests, convictions, tendencies, intentions, desires, aspirations, expectations. According to P. Golu (1974) motivation represents „a subjective model of the objective causality, causality psychologically reproduced, accumulated in time, transformed and transferred through learning and education in the internal sphere of each person. Motivation fulfills inside the human psychological system a double function, through its reflective nature it connects the person to the external world and through its specific internal causality it „builds between the stimuli and the reaction a system of filters and comparative elements that allows the information to propagate itself

selectively, depending on the significant lines of the persons system.

Thus, only resorting to motivation we can explain why individuals react differently in one and the same situation, why the behavioral reaction can gain unusual proportions, an insignificant expression or even lack completely (P. Golu, 1974).

We consider that a good knowledge of the characteristics of the personality-orientation system and of the motivational hierarchical structure of students majoring in Physical Education and Sports, the inventorization and hierarchization of the important elements generating satisfaction (individually, for each subject) can show important aspects regarding the aspirations and expectations of our students and of their disponibility to work in the field they have chosen.

In the light of the above-mentioned, the configuration of the general motivational system as well as of the specialized one and emphasizing its structure represents the purpose of the present research.

**Tasks:** The main task consists in creating a hierarchy of the components that embody the structure of the motivational system typical for students majoring in Physical Education and Sport and the particular fields they specialize in.

### Research and procedure methods

The investigation through questionnaire, the main method used for this study, focused on three aspects related to the motivation of each student participating in the research: personal development, the development of the psychological qualities and the importance of certain motives for their future professional activity. For each aspect of interest, there were 5 questions referring to different motives. The motives presented by the three groups involved the following: harmonious physical development, strong

personality development, performance capacity development, self-esteem improvement - first aspect.; better social integration, the development of the psychic endurance capacity, the development of intellectual capacities, the development of emotional intelligence, the development of the self-regulating capacity, the development of the communication capacity – second aspect and the optimization of the cooperation relationships with their colleagues, the accumulation of new knowledge specific to their field of activity, belonging to a group, possibilities of personal development, safety and stability – third aspect.

The specially made questionnaire was applied to a number 225 students of UNEFS, from 3 particular areas they major in (bachelor level).

**Table nr.1**

### MOTIVATIONAL SYSTEM STRUCTURE CENTRALIZER

FIELD PHYSICAL EDUCATION AND SPORTS	SPEC. COMP	Years of study			Total comp	Total spec.
		I	II	III		
EFS	1	475	495	404	1374	4158
	2	434	450	479	1363	
	3	465	431	525	1421	
SPM	1	504	522	434	1460	4202
	2	472	494	434	1400	
	3	434	404	504	1342	
KTM	1	473	475	424	1372	4178
	2	450	495	479	1424	
	3	464	464	454	1382	
TOTAL/ year of study		4171	4230	4137		

The points awarded indicate the fact that there aren't big differences between the majors corresponding to this field of activity (min. 4158/EFS – max. 4202/SPM). Motivational structure is balanced when referring to the years of study as well; the highest score was that of the 2nd year students.

As for the components of the motivational system structure, we notice that their dynamic changes depending on the years of study and majors. When speaking of personal development. SPM students present a higher level of motivation whilst when

The evaluation was made based on a five-step scale.

Points were awarded for each step according to the importance for each person. Thus, 5= *most important to me*; 4= *very important to me*; 3= *important to me*; 2= *less important to me*; 1= *not important to me*.

Points were then totalized and the obtained results were arranged, transposed into charts and graphics, depending on the year of study, majoring field and components of the motivational system structure.

### Results and discussions

The results we obtained, are presented below in the following charts.

referring to the development of psychological qualities, KTM students have the best score.

The relation with the future profession scored the following: 1342 points (SPM), 1382 points (KTM) and 1421 points (EFS). We believe the dynamic of this component is influenced as well by the tendencies and offers related to the job market, given the fact that nowadays the number of fitness clubs and facilities registers a spectacular increase which provides new career opportunities.

Furthermore, we are of the opinion that the high score the SPM students obtained on the first and second component can be seen as a result of the motivational profile correlated

With the systematic training and participation in competitions.

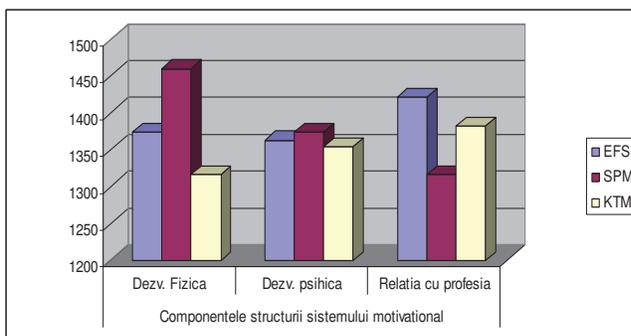
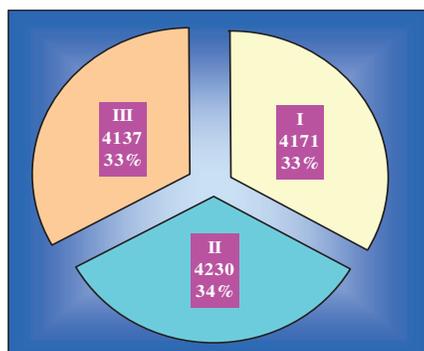
KTM students present a balanced structured with a minimum of 1372 points (personal development) and 1424 (psychological development). The relation with the future profession registers equal scores in the first years of university studies.

We present below the result and graphics of the scores obtained by each major / each component of the motivational structure and the total cumulated on years of study / all majors.

### SITUATION OF THE COMPONENTS OF THE MOTIVATIONAL SYSTEMS STRUCTURE FOR VARIOUS MAJORS

Major	Component			Obs.
	1	2	3	
EFS	1374	1363	1421	
SPM	1460	1400	1342	
KTM	1372	1424	1382	

YEAR OF STUDY	POINTS	OBS
I	4171	
II	4230	
III	4137	



### Conclusions

The carried out study emphasizes the structure of the motivational systems of students majoring in Physical Education and Sports. Motives were organized in a hierarchy and the structure of the motivational system was configured based on the aspects of this research.

The study did not reveal significant differences between the groups of motives / years of study / majors. We consider that the experience and the relationships with the field of Pphysical Education and Sports have a major influence in configuring the motivational system. Also, the differences of dynamics can be interpreted as the result of certain information and knowledge accumulated during the years of study.

Some decreases in the area of personal development (III year EFS compared to II year), psychological development (III year SPM compared to II year) or the relation with the future profession (III year KTM compared to II year) can indicate certain insatisfactions determined by cognitive dissonances.

We are of the opinion that the studies regarding the motivational system and the personality of our students can offer important data that later correlated with other information may provide an objective platform for the

optimization of the management of the bachelor level, the curricula, the organizing and unfolding of studies, the content of the disciplines and probations, the teaching-learning methods, interpersonal relationships or the relationships with potential employers.

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## FREE TIME SPENDING WAYS OF UNIVERSITY STUDENTS, AND THE BENEFITS THEY GAINED THROUGH THESE ACTIVITIES

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### Abstract

The aim of the research is to define free time spending ways of university students, and the benefits they gained through these activities. The universe of the research is Mehmet Akif Ersoy University and the sample group of the research is composed of the students of all Faculties and high schools of the Univeristy. The data of the research has been obtained through literature review and questionnaire.