

SELF-KNOWLEDGE AND PROFESSIONAL FORMATION IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS

GLORIA RAȚĂ¹, RAȚĂ BOGDAN CONSTANTIN¹, RAȚĂ MARINELA¹, MAREȘ GABRIEL¹

Abstract

Aims: This study aimed to emphasize whether the physical education students (Faculty of Movement, Sports, and Health Sciences, of Bacau) chose to train in the profession for which they have predispositions.

Material and methods: As research methods we used: the observation, the study of the specialized literature, the test, the statistical-mathematical method, and the chart method. Our assessment regarding how much the chosen profession matches the students' predispositions was made through the *self-knowledge test "What profession suits you"*, promoted by Nicolae Radu, in 2007, pag. 147-149. The test emphasizes the dominance or non-dominance of manifestation of the inventive, directive, and organizing type of behavior in the students. This research was conducted on 30 students.

Results: In Table 1 we present the recorded results for the 30 subjects. We observed that 70% had an individual score higher than the average value for the inventive behavior, and 96.67% had it higher for the directive and organizing types. Also, 30% of the subjects had an individual score of minimal values for the inventive type, and 3.33% had the same for the directive and organizing types.

The **conclusions** show that the students participating in this study recorded high values for the inventive, directive, and organizing types of behavior, thus confirming the first hypothesis, and that the organizing type (12.20 points) has higher values than than the inventive type (10.73 points), proving that the second hypothesis was false.

Keywords: self-knowledge, formation, profession, test .

Introduction

During the professional formation and development, the physical education and sports specialists have "used and adapted to their needs concepts and data from other sciences, biological, humanistic, or technical, as they deal with different facets of human personality" (M. Epuran, 2008, page 9).

Today, professional formation represents a direction of action that allows ensuring a way of evolution for the human personality, and, implicitly, getting a good job. A condition of attaining a high, if not a maximum level of personal evolution, knows your own predispositions and abilities. Hence, making students aware about this constitutes not only the starting point for the professional formation, but also an obligation.

People who are aware of their abilities and predispositions are more likely to be aware about what is happening to them during the professional formative process. Planning, organizing, and conducting the formative process implies also actions for knowing the people involved. Any motor activity is the result of mental activity.

The study and knowledge of the predispositions and behavioral features manifesting mechanisms in the people participating in the formative act, as well as the understanding and forming the belief that every activity

is the result of heredity "opens a new window for knowing the human being" (M. Epuran, 2008, page 4), and new possibilities for its development. The professional formative process is based on practical theories and methods that are very important for the teaching career, in school, athletic performance, rehabilitation, or recreation.

Man, "as a bio-psycho-socio-cultural being, is defined both by the endogenous, born elements, and the exogenous elements that are learned, acquired during our lifetime" (M. Epuran, 2008, page 1), hence developing according to them. Knowing the profession that suits an individual best, and training him/her in that direction constitutes in fact the key to professional success.

The success of the professional formation is determined by the use of certain student-centered programs, "supporting the learning, encouraging the mental, emotional and physical development, ... respecting the diversity of intelligences, abilities, learning styles, producing an extension of the reflexion on the life's essential matters" (I. Neacșu , 2010, page 287).

The heredity has "a polyvalent character, offering a matrix of possibilities for the mental development" (I. Nicola 1996, page 84) and motor development, hence its knowledge can ease and direct the teacher's work.

¹"Vasile Alecsandri" University Of Bacău, ROMANIA
e-mail: gloria_rata50@hotmail.com
Received 03.03.2011 / Accepted 29.04.2011

In this study we *aimed* to know the students, to teach them to know themselves, and to be aware how the profession they choose suits them.

In this study we set ourselves to verify the following **hypotheses**:

1. because in our field, activities must be planned, organized, and developed, we assumed that our students must be characterized by high scores for the inventive, directive, and organizing types of behavior;

2. the inventive type has higher average and individual values than the organizing type.

As **research methods** we used: the observation, the study of the specialized literature, the test, the statistical-mathematical method, and the chart method.

Believing that the educational activity, "which is based on knowing and respecting the pupil" (Cojocariu V, 2010, page 207), and implicitly, the student, we started this study as a **constative-type experiment**. In this research we used the **self-knowledge test** "What profession suits you", promoted by Nicolae Radu, in 2007, pag. 147-149).

This test evaluates the predispositions for the chosen profession. It comprises 24 assertions delimiting three types of behavior: inventive, directive, and organizing. The test is done by ticking the answer "yes" or "no" for each assertion, each ticking being equivalent to two points.

The result differentiating the three profiles is calculated by adding the points recorded for certain assertions. Each behavioral type is noted with maximum 16 points and minimum 2 points. The

subjects scoring between 6 and 16 points are believed to have positive scores regarding the three types of behavior, while those who have between 0 and 4 points are considered to have less of that type in them. We cumulated the points for each type of behavior according to an assessment scale, thus obtaining a general score.

The highest score given by the answer "yes" confirms whether a person is inventive, directive, or organized, thus being able to direct him/her towards research, leadership, or organization.

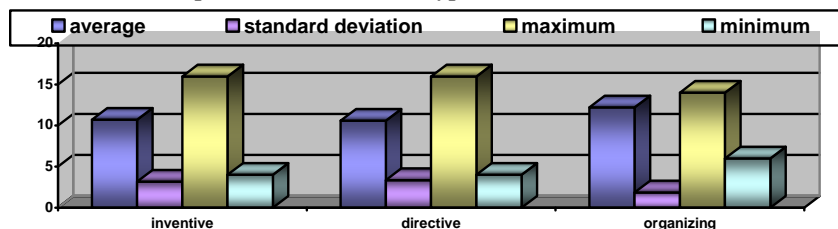
The points scored by each student for the three types of behavior can help us, the teachers, during the didactic process, but it can help them too, in the forming process for the profession they choose.

This experiment comprised 30 **subjects** (undergraduate and graduate students). The testing was done at the beginning of **February 2011**, within the Faculty of Movement, Sports, and Health Sciences, in Bacau. After the completion of the testings, the recorded results were analyzed and discussed with the subjects.

Results

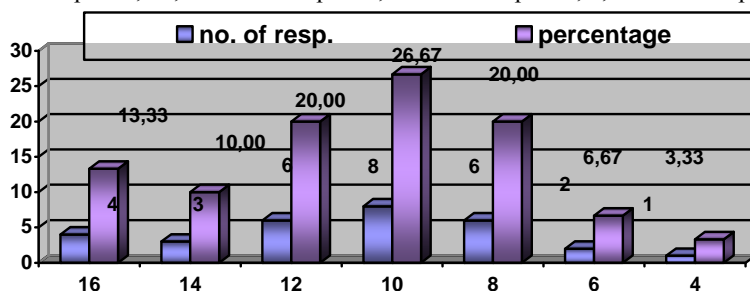
The recorded results can be found in Table 1, at the end of this paper. As we can see in Table 1 and Chart 1, the average values for the three types of behavior are relatively high. The arithmetical mean has, for the inventive type, a value of 10.73 points, for the directive type 10.70 points, and for the organizing type 12.20 points.

Chart 1. Group values for the three types of behavior

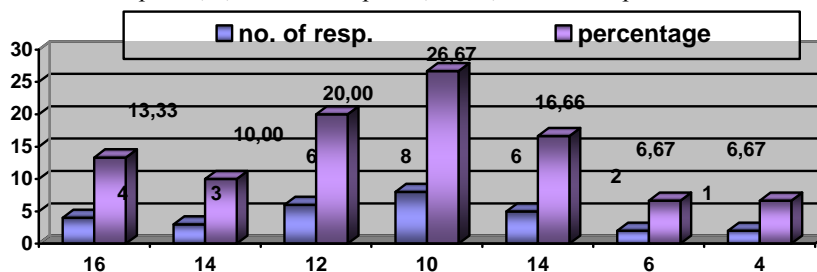


For the inventive type, we can see in Table 1 that four of the 30 subjects chose "yes", scoring a maximum of 16 points, three scoring 14 points, six 12 points, eight 10 points, six 8 points, two 6 points, and one 4 points.

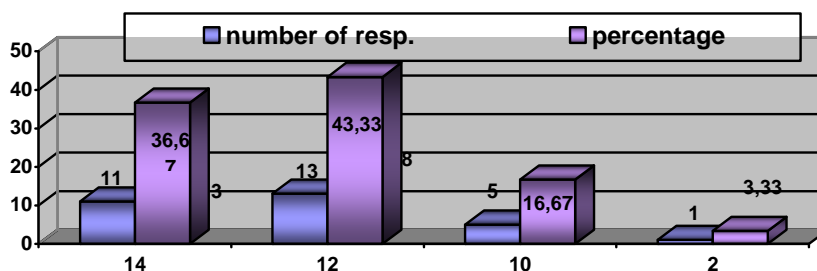
In the descending order of the points given between 16 and 4, the percentage corresponding to the number of subjects who chose "yes" in the 24 questions, shows that: 13,33% have maximum scores of 16 points, 10% have 14 points, 20% 12 points, 26,67% have 10 points, 20% have 8 points, 6,67 % have 6 points, and 3,33% have 4 points.



For the directive type, the 30 subjects chose "yes", as follows: four scoring a maximum of 16 points, three scoring 14 points, six 12 points, eight 10 points, five 8 points, two 6 points, and two 4 points. In the descending order of the points given between 16 and 4, the percentage corresponding to the number of subjects who chose "yes" in the 24 questions, shows that: 13,33% have maximum scores of 16 points, 10% have 14 points, 20% 12 points, 26,67% have 10 points, 16,66% have 8 points, 6,67 % have 6 points, and 3,33% have 4 points.



For the organizing type, the results presented in Table 1 emphasize that the 30 subjects were divided, according to their choice of "yes", as follows: eleven scoring 14 points, thirteen 12 points, five 10 points, and one 2 points. In the descending order of the points given between 16 and 4, the percentage corresponding to the number of subjects who chose "yes" in the 24 questions, shows that: 36.67% have 14 points, 43.33% have 12 points, 16.67% have 10 points, and 3.33% have 2 points.



Discussions

"In order for us to understand more of the people's social behavior, we must 'get into their minds'" (Atkinson & Hilgard, 2005, page 941). This study tries to achieve knowledge of our students by analyzing the results they gave during the test. The results recorded for the three types of behavior prove that the students comprised in the study chose their profession well.

Out of the 30 students, 70%, meaning 21 subjects, have an individual score, for the the *inventive* type, of between 16 and 6 points. The subjects comprised between these values have a rich imagination, are curious, non-conformists, preoccupied by what is said, intelligent, and original in their thinking. The rest of 30%, meaning seven subjects, had an individual score between 4 and 0 points. These subjects are preoccupied by practical works, they lack imagination, they act in an effective manner within

imposed rules, they are adept of stability, and are less creative when it comes to solving problems.

For the *directive* type, 93.33%, meaning 28 subjects have individual values between 16 and 6 points. These individual values signify perseverance, determination, adaptability, ability to change, energy, respect for discipline, intelligence. The rest of 6.67%, meaning two subjects, had an individual score between 4 and 0 points. These subjects are preoccupied with their personal peace.

Concerning the *organizing* type, we observed that all of the 30 students, 100%, have an individual score between 14 and 6 points. All of the studied students are earnest, reliable, wise, constant in their behavior, cautious, perceived as insensitive by some people, but generally persons who respect their principles. These entire individual values, average values, and percentages, emphasize the fact that the profession chosen by our students suits them well. "The correct assessment, respecting the specific Physical Education and Sports triad: to know, to understand, to do" (I. Neacșu , 2010, page 257) starts, in the formative process, with the initial assessment, which ensures the knowledge and self-knowledge, and represents also the starting point for a future evolution. We must

emphasize also that the study comprised good students who actively participate in courses and seminars.

By knowing the students' types of behavior, we can foresee the strategy and the effectiveness of the instruction.

Conclusions

After presenting and analyzing the data, we could draw the following conclusions:

1. The hypothesis stating that "the students included in this study will record high scores for the inventive, directive, and organizing types of behavior" was confirmed.
2. The hypothesis stating that "the inventive type will have higher values than the organizing type" was not confirmed.

3. The results of the study, discussed and analyzed with the students, individually, constituted a starting point in the teaching strategy for the second semester.
4. Knowing how much the chosen profession suits each and every one of us constitutes a necessity and an incentive for the professional formation process.

References

- ATKINSON & HILGARD, 2005, *Introduction to Psychology*, Edit. Tehnică, Ediția a XIV-a, București.
- COJOCARIU, V.M., 2010, *Educational strategies centered on the beneficiary of the education. Constructivism and effective practices*, Editura ALMA MATER, Bacău.
- EPURAN, M., 2008, *The psychology of top performance sports: theory and practice*, Edit FEST, București.
- NEACȘU, I., 2010, *Introduction to the psychology of education and development*, Editura Polirom, Iași.
- NICOLA, I., 1996, *Treaty of school pedagogy*, Edit Didactică și Pedagogică, R.A., București.
- RADU, N., 2007, *Psychological tests for career orientation and self-knowledge*, Edit. Polirom, Iași.

Table 1. Results of the test "What profession suits you"

No.	Initials	Age	Inventive		Directive		Organized	
			Yes	No	Yes	No	Yes	No
1	AD	20	8	8	4	12	12	4
2	UD	50	12	4	6	10	14	2
3	LM	21	16	0	10	6	10	6
4	BV	40	8	8	6	10	10	6
5	MI	23	10	6	14	2	12	4
6	FS	20	10	6	16	0	10	6
7	GA	22	10	6	10	6	14	2
8	DC	20	10	6	8	8	12	4
9	HA	22	14	2	12	4	12	4
10	AA	20	4	12	4	12	14	2
11	AIA	20	6	10	12	4	12	4
12	CA	20	10	6	14	2	12	4
13	MT	44	12	4	12	4	14	2
14	CI	20	8	8	12	4	6	10
15	US	19	12	4	12	4	14	2
16	CM	20	12	4	8	8	10	6
17	FM	20	14	7	10	6	12	4
18	PRE	44	10	6	8	8	14	2
19	MR	19	16	0	10	6	12	4
20	RB	20	12	4	14	2	12	4
21	CG	20	6	10	10	6	14	2
22	GM	22	12	4	10	6	12	4
23	ȘA	20	16	0	10	6	14	2
24	MV	21	10	6	8	8	12	4
25	RN	22	14	2	16	0	14	2
26	O M	21	10	6	16	0	10	6
27	DD	20	16	0	19	0	14	2
28	GMD	36	8	8	10	6	14	2
29	IS	20	8	8	8	8	12	4
30	SP	23	8	8	12	4	12	4
Average		24.30	10.73	5.43	10.70	5.40	12.20	3.80
Studev		8.69	3.17	3.13	3.57	3.37	1.85	1.85
Max		50	16	12	19	12	14	10
min		19	4	0	4	0	6	2