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ARGUMENTS FOR THE POSITIVE STIMULATION OF THE STUDENTS FOR ORGANIZED PRACTICE OF PHYSICAL ACTIVITIES

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Abstract

Premise.s In non-profile universities, motivation for physical activities is completely different comparing to the motivation in sport profile universities.

Objectives. Our research tried to find out if there is a continuity of physical activities from the pre-university to the university environment, and what are the factors that could stimulate the students from the 23 domains of the University of Bucharest to practice physical activities.

Methods. The research was made on a sample of 160, first and second year students. We studied the stimulating factors for practicing physical activities, with the help of a questionnaire adapted from the *Perceived Stress Scale* (developed by Cohen and Williamson in 1988). This is a self-administered questionnaire that measures the level of stress in everyday life. The scale was developed by the authors based on the transactional approach of stress.

Results. The questionnaire revealed an overall positive stimulation for physical activities, and an important perception about stress. The positive stimulation score varied between 0 and 8. The subjects had an average of $5,98 \pm 1,67$, which is above the medium level of motivation (score 4) and above quartile 3 (score 6). The negative motivation score varied between 0 and maximum 8, with an average of $1,81 \pm 1,67$. The descriptive statistic for the positive stimulation questionnaire applied to the studied group revealed that 51 % of the students were easily stressed, 47% of the subjects were moderately stressed and for 2% of the subjects, the perception of stress was almost non-existing.

Conclusions. The effect of the positive stimulation is the main factor that attracts a big number of students to take part to physical activities in pre-university period, and continuing them in university, even if the practice of physical education in non-profile universities is optional. Our study revealed that students manifest an attraction for sports such as aerobic gymnastics, sportive dance, bodybuilding, fitness, football, basket, table tennis.

In the last period we have noticed the fact that students started to realize that, besides the volunteering activities and practical stages related to their future career, physical activity lessons have an important effect on stress reduction/elimination.

Key words: positive stimulation, physical activities, stress

Introduction

In professional articles is still a multitude of issues about the motivational factors and the real ways for motivating the athletes. Mass media from our country signaled many times that generally, athletes are motivated by external factors, like material aspect, even if declaratively talking they consider that the obligativity of physical activities hours will respond with the wish of the students, as an internal motivation.

Through our research we want to emphasize axiological valences, formative and educational from the higher, unprofiled education area. Using physical education lessons themed with sport branches, to highlight the contribution to training young students about attitude-action and value dimensions related to the practice of physical activities, both harmonious physical development in order to cover body esthetics and health.

Current researches focus on identifying the type of motivation specific to each athlete in order to

adapt the techniques and training methods to the different types of motivation, to increase the level of performance (Li & Hamer, 1996).

One of the main ideas of sport psychology is that practicing a sport by different persons can be based on different motivations. For example, some sport athletes can gain prestige or fame, others to gain money and others just for fun (Crăciun, 2008).

The first contribution of sport psychology is to identify the type of motivation that underlies sporting behavior, the second contribution that we provide a number of tools to assess motivation (positive stimulation in our case). One of the most frequently accessed tools for athletes is Motivation Scale - SMS (Vallerand and Loisier, 1999), which besides addressing integrative motivation standpoint, evaluates including secondary aspects of intrinsic and extrinsic motivation in accordance with integrative theory motivation, thus providing an overview of the state of mind for athletes (Crăciun, 2008).

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The integrative model of motivation (MIM) proposed by Vallerand and Loisier (1999) is based on research of Deci & Rian (1985) and Deci & colleagues (1991), which introduced the concept of self-determination, based on three innate needs - competence, autonomy and relationship.

After Cox (2002), beliefs about itself (effect of social and psychological factors), are crucial in developing motivation in athletes. Psychological factors mediate the relationship between social factors and the effect of motivation, which depends on the quality of social experiences perceived by sport.

Normally, we behave in order to be rewarded for what we do. When the reward does not come or is delayed, in our mind discomfort is increasing.

The first lesson we learn is directly related to the reward you get for weeping. When a baby cries, he is given food. Later we learn that if we complain, we are being hugged. When we grow up we are told that if we are obedient Santa Claus will bring us a new toy and so on...

Indeed, in life we had been rewarded for appropriate behavior and were punished when our behavior was considered inappropriate under our definition or others. The question is pending approval from each and behavior perceived by others.

According to Harrington (2002), there are three factors that influence the increasing of stimulation desired behavior:

- 1 - nature of reward;
- 2 - the time between the moment the desired behavior occurs and when a reward is given;
- 3 - the extent to which the desired behavior meets or exceeds the performance standard.

These factors are considered directly, tangible and positive. There are other ways to cause people to behave the way you want:

- a - negative stimulation;
- b - positive stimulation (humanist).

Negative stimulation takes many forms, resulting in physical and mental suffering of people who do not behave the way you want. We felt it on our skin as children, we wanted to get out and had to finish everything on our plates, or we were not allowed to watch TV because we have not done our homework. A manager applies a negative stimulus when is giving punishment to the subordinates who break the rules and deviate from the desired behavior or when communicate to a subordinate that his performance is below expectations.

Often employees will subject themselves to mental suffering. Each of us came from a meeting thinking, "Why did I say that? How stupid am I? "Really good and conscientious employees will do themselves more reproaches than their managers would do to them. (Harrington, 2002).

In our case, negative stimulation is identified in the orders given by the dean's offices biased faculty who put the interests of the group above, some

preferential close acquaintances to the detriment of young people's health and instead give future generations a chance by introducing the statutory physical education, doing a disservice to the entire society in various financial reasons! ... We believe there is a unanimously opinion concerning health, namely that "it is the most precious element in everybody's life," deserving that all efforts should be made in this regard.

Positive stimulation (humanist), often called recognition, occurs when people get satisfaction because it recognizes that behavior was satisfactory or when giving as positive example for their peers. Although recognition is an intangible reward, it's positive impact on behavior is usually very strong and therefore should never be neglected. If, however, this recognition is not supported by tangible factors, it depreciates over time (Harrington, 2002).

Whenever possible, you should combine direct stimulation of the humanities.

Both individuals and groups are recognized for their contribution to improving quality - whether it is a simple thank you or a bonus. Therefore, the system should include the rewards reward individual and group.

Academic complexity and the personality of it's employees make it a necessity to design a system of reward / recognition to provide the management alternate ways to thank each employee as an individual cherishes things that may not have any impact on another. In addition, the reward should be linked to personality and faculty / department.

Recognition is something that each of us wants and strives to achieve. Researchers have shown that people include recognition among the things they value most.

Purpose

Through our research we want to emphasize axiological, formative, educational valences of sporting activities in the area of non-formal training, to contribute to youth students of attitude-action and value dimensions related to the practice of physical activities, both for body development harmonious default and health maintenance as well as useful and enjoyable as spending free time, eliminating possible stress factors.

Objectives

- Identification of the incentive spectrum scheme which makes students participation in physical education and sports activities in general and their preference for a particular discipline;
- Identifying student attitudes towards driving and correlation activities to stimulate their interest in stress continuous and systematic practice of physical activities according to their interests and expectations formation and manifestation of a healthy lifestyle;
- Based on a comparative analysis to know the opinion of students on the factors stimulating determinants



practicing sports in order to maintain an optimal physical and mental state necessary to obtain a high biometric potential correlated with increased efficiency and studio work, classification made by specialization year of study.

Hypothesis. It was presumed that young students have a positive motivation for sports because of the quality of the participative motivation and therefore the insurance of the continuity.

Methods

The subject of the experiment were students from the 25 randomly selected specialities from Bucharest University (Public Administration, Business Administration,-Marketing,-Biology;-Chemistry-Law, and Philosophy;., Physics, Geography, Geology, Geophysics, ,-History,-Journalism and Mass Communication;-Foreign Languages and Literatures;-Letters;., Mathematics, and Computer, Information Technology;-Psychology;., Sociology, Social Work;-Political The experiment was based on random sampling, comprised of 160 male students at the University of Bucharest. From them, 98 are in the first year and 62 in second year of study included lessons in physical education and sport, according to the curriculum. Mandatory regime includes 3 specializations (Adm. Puplică; Adm. Affairs, Marketing) and the volunteering / optional 22 other specialities.

The period for applying in the study subjects, is November 2012. Questionnaires and data interpretation were performed at the end of the semester, academic year 2011 to 2012.

To investigate the issues addressed in our research, we used a questionnaire survey of motivation and stress.

Statistical methods of data processing and interpretation

Data obtained using research tools and techniques has been processed and presented for interpretation and drawing conclusions.

In our study the collected data, after it was defined and grouped, the program used to calculate statistical indicators, to correlational analyze and also to graphically represent the data was Microsoft EXCELL the 2007 version.

Range of tools provided by this software product we use in our analysis, the following calculations:

- Amplitude;
- Minimum;
- Maxim;
- The arithmetic mean;
- Standard error;
- Standard deviation;
- Pearson correlation coefficient;
- Materiality effectively.

The subjects received a questionnaire designed by us, based on items that facilitate the identification and evaluation of positive stimuli, which positively influences the students practicing physical activities and preference of certain sports, taught lessons included in the curriculum. At every item the positive and negative answers were quantified.

The stress questionnaire elaborated by Cohen sc. (1983), Percieved Stress Scale (PSS) is based on a scale which includes 10 items with which to identify and quantify the self-perception of stress. Scores are obtained based on 5 answer possibilities:

- never = 0;
- almost never = 1;
- sometimes = 2;
- quite often = 3;
- very often = 4;

Connotation and interpretation of scores is represented as follows:

- intense stress = 31-40;
- moderate stress = 21-30;
- light stress = 11-20;
- absent stress = < 10.

Motivation questionnaire for students to practice physical activities

Item	Question	Answer
1	Are you enrolled and attended a course of physical education and sport?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
2	If so, do you like?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
3	Specify why (1 for pleasure; 2 compulsoriness; 3 necessity).....	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4	If you are exempt, specify (1 wholly; 2 partially).....	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> others
5	Before university did you attend physical education classes?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
6	If you were exempted, specify (1 wholly; 2 partially)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> others
7	Did you do any 1 performance sport or just 2 recreational	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> others
8	Did performance sport helped you gain suplimentary notions about physical training	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
9	What kind of physical activity do you practice in the prese.....	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
10	At the moment are you concern by physical activity?.....	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
11	What is your physical activity program:	
	a- ocasionaly	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
	b- infrequent	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
	c- frequent	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
	d- obligatory	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others
	e- facultative	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others

- f- team sport yes no others
- 12** What form of physical training did you choose to practice during the physical education lessons? yes no others
- a) general physical training yes no others n=6; 3,75%
- b) medical gymnastics yes no others n=3; 1,87%
- c) body building yes no others n=22; 13,75%
- d) athletics..... yes no others n=1; 0,62%
- e) basket yes no others n=21; 13,12%
- f) handbal yes no others n=5; 3,12%
- g) soccer..... yes no others n=31; 19,37%
- h) volleyball yes no others n=7; 4,37%
- i) tennis..... yes no others n=9; 5,62%
- j) ping pong yes no others n=11; 6,87%
- k) competitive dancing yes no others n=8; 5%
- l) karate yes no others n=4; 2,5%
- m) others..... yes no others n=7; 4,37%
- 13** In your opinion, is physical training necessary in university programme?..... yes no others
- 14** Is your university schedule busy and the physical activities demanding? yes no others
- 15** Do you frequent the physical education lessons out of obligation yes no others
- 16** If yes, which are your reasons(grades, credits)?..... 1 2 others
- 17** Do you think The material equipment is according to European standards?..... yes no others
- 18** What type of sport activities do you prefer to physical exercises?
- a) Mountain sports..... yes no others n=11; 6,87%
- b) Chess yes no others n=10; 6,25%
- c) Swimming/Water sports.. yes no others n=4; 2,5%
- 19** Do you think that sport activities are useful to a student?..... yes no others
- 20** Do you believe that organizing sporting competitions between groups, faculties and universities is useful?..... yes no others

The results of the inquiry

The motivation questionnaire has revealed the existence of a positive stimulation among the University of Bucharest's students to the frequenting of thematically diversified physical activities and sports from different branches, regardless of the optional regime.

The positive motivation score varied 0 and 8, the highest possible, subjects that underwent the

experiment from this category fell under the average of $5,98 \pm 1,67$ which represents an above-average percentage level of impulse(4).

The negative motivation score also varied between 0 and 8 the subjects fell under this category having an average score between $1,81 \pm 1,67$.

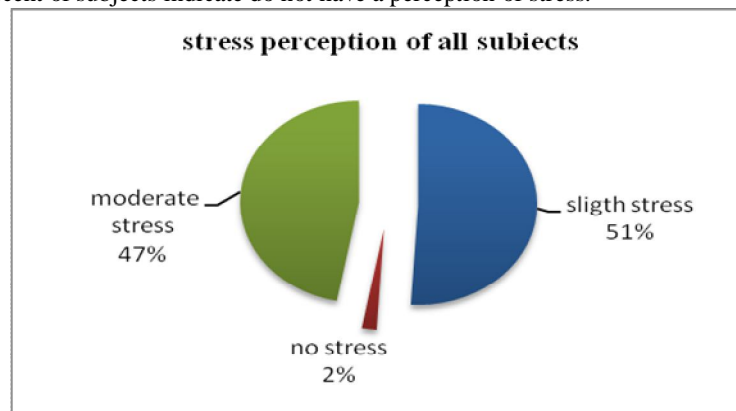
Descriptive statistics for the score obtained at the motivation questionnaire is presented in *Table no. 1*

Motivation	N	Amplitude	Minimum	Maximum	Arithmetic mean	Standard Error	Standard Deviation
Positive	160	8	0	8	5,98	0,13	1,67
Negative	160	8	0	8	1,67	0,13	1,67

Table no. 1

Of the total of 160 students that underwent the PSS questionnaire revealed the following data *Graphic no. 1*

- 51% percent of subjects indicate slight stress;
- 47% percent of subjects indicate moderate stress;
- 2 % percent of subjects indicate do not have a perception of stress.



Graphic no. 1



The correlation between PSS questionnaires scores and motivation scores, presented in *Table no. 2*

Motivation score	Pearson coefficient correlation	p
PSS questionnaire score for positive motivation	-0,04	0,56
PSS questionnaire score for negative motivation	0,04	0,56

Table no. 2

Discussions

The groups of students that made an equal population reported to the population exposed to the research, were formed by the students that participated to the sports lessons with topics from sports domains revealed before.

Of the total of 160 students that underwent the experiment representing average age is 19, 15 years.

Distribution on the 25 specializations :Public administration (n=20; 12,5%); -Business administration (n=22; 13,75%); -Marketing (n=2; 1,25%); -Biology (n=9; 5,62%); -Chemistry (n=2; 1,25%); -Law (n=5; 3,12); Philosophy (n=1; 0,62%); Physics- (n=20; 12,5%); -Geography (n=7; 4,37%); Geophysics (n=2; 1,25%); -History (n=3; 1,87%); -Journalism și Communication Studies (n=2; 1,25%); -Foreign Languages and Literatures(n=9; 5,62%); -Letters (n=8; 5%); -Mathematics (n=11; 6,87%); -Informatics (n=10; 6,26%); IT (n=2; 1,25%); -Psychology and Educational Studies (n=6; 3,75%); -Sociology (n=4; 2,5%); -Social Assistance (n=3; 1,87%); -Political Science (n=2; 1,25%); Baptist Theology (n=1; 0,62%); -Orthodox Theology (n=5; 3,12%); -Department for the pedagogy of education(n=2; 1,25%)

Positive motivation analysis indicates average figures of 5, 98±1,67 a frequency of 40-45% in the classes 5-8.

Negative motivation analysis indicates average figures of 1, 81±1, 67 a frequency of 40-45% in the classes 0-3.

From the applying of the motivation questionnaire the following resulted:

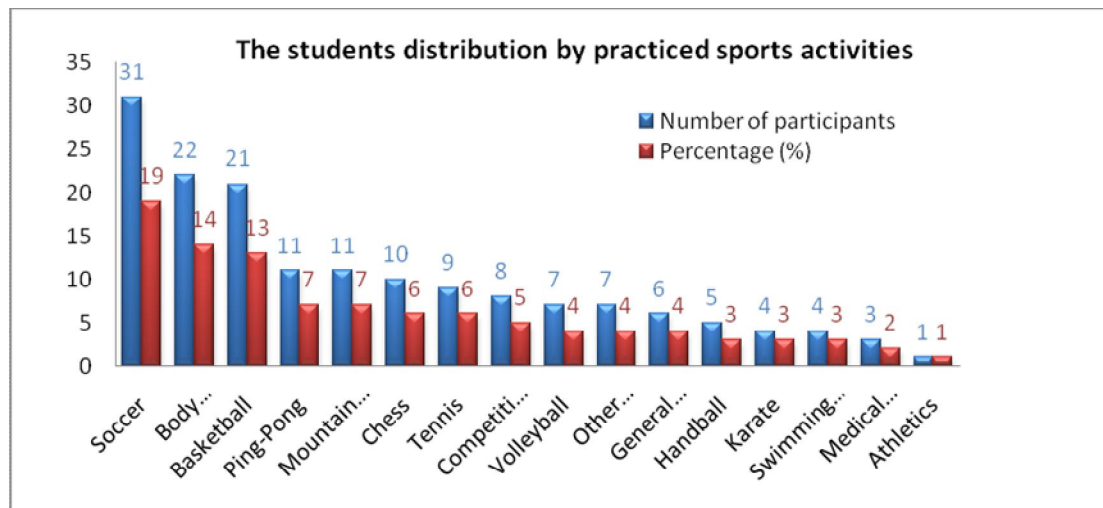
- a) 98% - percentage of students that attended the sport classes;
- b) 136 – subjects manifest a high interest(positive stimulation) regarding physical education and sport ;

- c) 89% - represents students who continued physical activities from pre-college period into college ;
- d) 20% - perceive physical workout as a form of remaining fit ;
- e) 2% - competed in performance sports;
- f) 85% - continued performing physical activities within classes or being part of a representative team of the faculty ;

According to preferences, we have the following sports distribution (*graphic no. 2*):

- a) 31 subjects ; - **19,37%** Football
- b) 22 subjects ; - **13,75%** Bodybuilding
- c) 21 subjects ; - **13,12%** Basketball
- d) 11 subjects ; - **6,87%** Table tennis
- e) 11 subjects ; - **6,87%** Mountain Sports
- f) 10 subjects ; - **6,25%** Chess
- g) 9 subjects ; - **5,62%** Lawn Tennis
- h) 8 subjects ; - **5,00%** Ballroom Dancing
- i) 7 subjects ; - **4,37%** Volleyball
- j) 7 subjects ; - **4,37%** Other Options
- k) 6 subjects ; - **3,75%** General Physical Preparation
- l) 5 subjects ; - **3,12%** Handball
- m) 4 subjects ; - **2,5%** Karate
- n) 4 subjects ; - **2,5%** Swimming/Water sports
- o) 3 subjects ; - **1,87%** Medical Gymnastics
- p) 1 subjects ; - **0,62%** Athletics

Students who had a medical exemption during high-school have been included in the gymnastics, swimming and chess departments.



Graphic no. 2

References compared to other similar studies.

Similar investigations were made to:

a). University of Medicine and Pharmacy "Iuliu Hațieganu" in Cluj-Napoca, published in 2010 by Colibaba, Tache, Bocu, in the journal *Palestrica of the third Millennium*. The study included a total of 184 first and second year students, to whom there have been applied two questionnaires, one designed by authors which aimed motivation for some physical activity, and with the second (Cohen's questionnaire & al., 1983) through which we wanted to identify stress for sport. The motivation questionnaire showed an overall positive motivation and a slight stress. Positive motivation score ranged between 0-8. Average motivation level was 6.07 ± 1.70 and ranged at score 4. Stress distribution in the experimental group to which it was applied the self-perception questionnaire, Perceived stress Scale (PSS), developed by Cohen & al., had the following distribution: 56% had an easy stress, 43% had moderate distress, and to 1% of subjects stress was absent;

b). Department of Marketing and Market Research, Faculty of Economics and Business, University of Granada, Spain; Department of Business Organization, Marketing and Sociology, Faculty of Social Sciences and Law, University, University of Jaén, Spain, authors, Dos Santos, M.A., published in the journal *Sport Science - review* 2012.

The purpose of this research is to improve our understanding of consumer behavior in the context of sporting events means of the use of two models which are widely used in the marketing literature: one of them is based on the planned behavior theory, the other is based on the expectation disconfirmation theory. Both models contribute to the research on satisfaction from a cognitive-affective point of view, instating the study of emotions, motivations and consumer satisfaction. the study a survey was undertaken at a stadium of a

professional sporting entity. The contrast between the proposed hypotheses (n=205) was carried out using factor analysis (FA) and structural equation system (SEM). The obtained results allow us both to recognize the discriminating and converging validity of the studied dimensions and to learn the important differences in the influence that each of them has on the intentions of future behavior.

The final sample was made up by 95% males, 53% of the total were under 35 years old and 77% had secondary or college education. Out of the sample total, 67% were club members, 41% attended the stadium at least twice a month and 34% usually travelled to support the club.

As for global satisfaction, its content validity and exploratory rehabilitee ($\alpha=0,94$), its concept, one-dimensional and convergent validity ($S-\chi^2=34.56$; $gl=5$; $p=0.00$; $AGFI=0.81$ $GFI=0.934$ $RMSEA=0.076$) were confirmed.

c). Other authors have studied the moderation of other dimensions on on the attitude-intention relation (Costarelli, Colloca, 2007) (and they have found moderators such as direct experience, affective-cognitive consistency, stability, accessibility, use students in the sample, etc. (Kraus, 1995). Zhou et al. (2009) object that the evaluative, affective and cognitive components of attitude can moderate the attitude-intention-behavior relation. As Zhou et al. (2009) quote, various studies have corroborated this effect: Franc (1999) Norman (1975).

d). „Study on the importance of physical education in fighting the stress and sedentary lifestyle, for the students of the University of Bucharest” - this study aimed to identify the extent to which young people, students of the University of Bucharest, are affected by these "diseases" and to establish a relationship between participation in physical education classes and the perceived stress and lifestyle of these socio-professional categories.



This research results come to strengthen the other research conclusions on the same topic, namely that sport carried out in an organized way, led by a specialist in a pleasant environment with efficient means and adapted to the particularities of the subject's age are "weapons" extremely practical in fighting stress and sedentary lifestyle (The International Congress of Physical Education, Sports and Kinetotherapy – UNEFS Bucharest, Gulap, M., 201

Conclusions

1. The positive motivation in sports lessons is particular for students from the University of Bucharest and even if they don't have a sportive profile, they have proved the interest for physical activities started in the pre-university period, and they manifest an interest for continuation.

2. If the perception of the values of physical exercise as a positive stimulus is stronger, it will motivate the young students to acknowledge that the physical education and sport exercised in organized environment, as an integral part of the educational system offered by the University of Bucharest, alongside the free-time activities, are two mechanisms that need to be fastened together, applied, evaluated and actively used, for relaxation, rejuvenation, tension release, backing up the professional capacity, becoming a way of life.

3. In the case of students that were investigated we have seen that they usually preferred football and bodybuilding.

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