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Original article

COMPARATIVE STUDY ON THE IMPORTANCE OF DIDACTIC MANAGEMENT IN MOTIVATIONAL FACTORS RELATED TO ACTIVITIES OF PHYSICAL EDUCATION AND SPORT

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Abstract

Aim. This study complements another previously conducted study and was based on the fact that by understanding the investigated phenomenon we can correctly identify ways and means necessary to develop favorable motivations to practicing specific activities of physical education and sport. We can say that by correctly identifying the motivations underlying the educational-instructive process, then this process provides a qualitative growth, an important role being the permanent feedback between transmitter and receiver, along with a teaching management that must be carried out in accordance with the existing motivations, all of these with the view to attract students to a healthy life based on motion.

Methods. This study was conducted on a sample of 240 students in the Petroleum-Gas University of Ploiesti in the 2013-2014 academic year and was compared to a study in the 2009-2010 academic year. The main research method used in assessing the motivational factors related to activities of physical education and sport being the questionnaire that included 14 items.

Results. As the previous study shows, the intrinsic motivation specific to activities of physical education and sport comes ahead of extrinsic motivation, students being aware of the role of physical education and sport, considering it an attractive way of maintaining health with the ultimate purpose of promoting the individual in society.

Conclusions. Didactic Management represents, by all its specific components, one of the important factors in physical education and sports, resulting in higher-level active involvement of students in the process even if there is an increase of requirements on material conditions. Maintaining physical education in the school curriculum at the university level and even increasing the number of hours are a priority even in the current conditions of the society and this may facilitate the social integration of the young generation. The material conditions, the different types of communication used and the teacher's attitude, all these facilitates the students' involvement in motion in general and in physical education and sport in particular, even if their performance is weaker compared to the others, which would not have a negative influence in relationships with others colleagues.

Key Words: didactic management, physical education, motivational factors.

Introduction

The continued study of the components of didactic management leads to its improvement. „A very important element in the educational process is the interdisciplinary approach, which is the basis of the didactic management. The didactic management strategically approaches the targeted educational phenomenon, which plays an important role in achieving specific goals” (Iucu, 2000).

By addressing this issue, „we can achieve progress on research related to didactic management in physical education and sport classes at academic level, by understanding the process and identifying ways and means to develop favorable motivations to practicing these activities” (Joita, 2000).

At the basis of this study, there were the following objectives: the analysis of the concept of motivation in organizational psychology,

identifying the students' motivations for physical education in university. Motivation is one of the mental processes of great importance in any human activity (it is the "engine of any action") to be known, developed and trained in sport.

„For the definition of self and the capacity of individuals to express their opinions, education has a decisive role, beyond standards. All is achieved through the means of a disciplined mind, and a body fully physically prepared to obey any command received from the cortex, where the latter acts as a selective filter in shaping one's self” (Lupu, 2014).

Motivation manifested by teachers and by students has an overwhelming role in the development of the teaching process. The creative organization of the physical education module leads to common interests for students who can enjoy

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social activities, entertainment and relaxation. Attitudes of satisfaction-dissatisfaction depend on the group members' relationship with the teacher, the type of task and physical exercises, and the relationship with the other group members and with their own person. The same opinion is Toma and Toma, 2013.

„Problem statement, the Physical Education lesson imprints, along time, a life discipline that positively redounds upon individuals actively

Methods

The proposed study was conducted at the Petroleum-Gas University of Ploiesti in the 2013-2014 academic years and was compared with a study conducted in 2009-2010 academic year based on fact that by understanding the investigated phenomenon we can correctly identify ways and means necessary to develop favorable motivations to practicing specific activities of physical education and sport. This study was conducted on a sample of 240 students in the 1st and 2nd year of Petroleum-Gas University of Ploiesti, the main method of research being the questionnaire.

The type of the questionnaire used was the multiple choice with 3 answers (yes, no, do not know), which is composed of 14 items that reflect the different motivational factors (intrinsic and extrinsic) reported to the physical education activity.

As research methods used in addition to the survey (which was based on a standardized questionnaire) we will also mention the bibliographic study method, the statistical data processing and the graphical method.

The questionnaire used in our research consisted of the following 14 items:

1. Do you consider physical education a motivating means to achieve a harmonious physical development?
2. Do you think you can achieve an acceptable level of performance in different sports branches using physical education and sport?
3. Do you see the sports activity as an attractive way to maintain health?

Results

In this study on motivational factors from a physical education and sports perspective, we have obtained a series of data which have been transposed in the table and figure below,

involved in the didactic process, beginning with the pre-university level and ending with the level of higher education”(Lupu, 2014).

Physical education teachers, through their status as managers, counselors, due to their maturity, experience and education in new areas of management are intended to identify and correct these behaviors. Motivating students to participate in physical education classes is one of the constant concerns of teachers.

4. Do you think a poor performance at physical education and sport has a negative influence in the relationships with colleagues?
5. Do you trust your own strengths to achieve progress in physical education and sport?
6. Do you believe that physical education has a beneficial role in the integration process of the student in the group?
7. Do you agree that the Physical Education and Sport stimulates the individual's tendency towards self-assertion?
8. Do you appreciate the teacher's attitude an argument in favor of physical education and sport?
9. Do you consider the communication (verbal, nonverbal, para or combined) between teacher and student an important element in physical education and sport?
10. Do you think that creating an emotional climate can have a positive impact on students' perception of physical education?
11. Do you think that a varied lesson content will make the class more attractive among students?
12. Does competition as a means of physical education represent an important factor in stimulating students to professional sport and physical education at university level?
13. Do you consider sporting rules a factor that decreases the attractiveness of physical education and sport classes?
14. Do you think that material conditions (facilities, equipment, etc.) have a great importance in achieving athletic performance and specific objectives?

highlighting both the percentage obtained for each item and the actual number of responses to the multiple choice questionnaire.

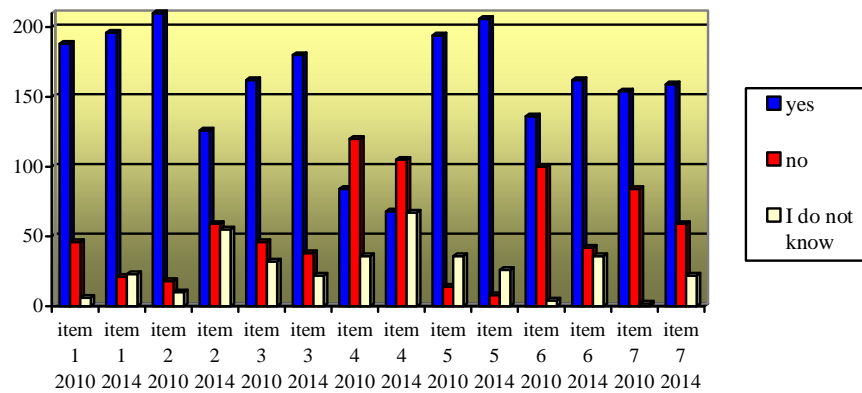


Figure 1. Results of motivational factors reported in items 1-7

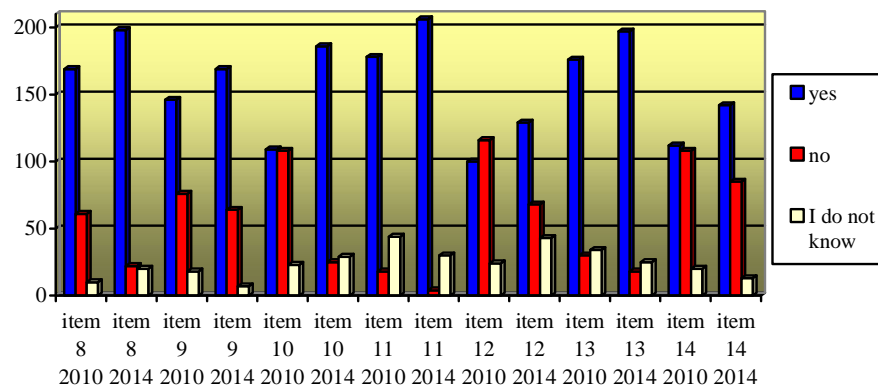


Figure 2.

Results of motivational factors reported in items 8-14

Table 1. Values of the study results on motivational factors related to the physical education and sport activity

Item	Yes		No		I do not know							
	Nr.	%	Nr.	%	Nr.	%						
	2010	2014	2010	2014	2010	2014						
1.	188	196	78.33	81.66	46	21	19.17	8.75	6	23	2.50	9.58
2.	212	126	88.33	52.50	18	59	7.50	24.58	10	55	4.17	22.92
3.	162	180	67.50	75	46	38	19.17	15.83	32	22	13.33	9.16
4.	84	68	35.00	28.33	120	105	50.00	43.75	36	67	15.00	27.91
5.	194	206	80.83	85.83	14	8	5.83	3.33	36	26	15.00	10.83
6.	136	162	56.67	67.50	100	42	41.67	17.50	4	36	1.67	15
7.	154	159	64.17	66.25	84	59	35.00	24.58	2	22	0.83	9.17
8.	169	198	70.42	82.50	61	22	25.42	9.17	10	20	4.17	8.33
9.	146	169	60.83	70.42	76	64	31.67	26.67	18	7	7.50	2.92
10.	109	186	45.42	77.50	108	25	45.00	10.42	23	29	9.58	12.08
11.	178	206	74.17	85.83	18	4	7.50	1.67	44	30	18.33	12.50
12.	100	129	41.67	53.75	116	68	48.33	28.33	24	43	10.00	17.92
13.	176	197	73.33	82.08	30	18	12.50	7.50	34	25	14.17	10.42
14.	112	142	46.67	59.17	108	85	45.00	35.42	20	13	8.33	5.42

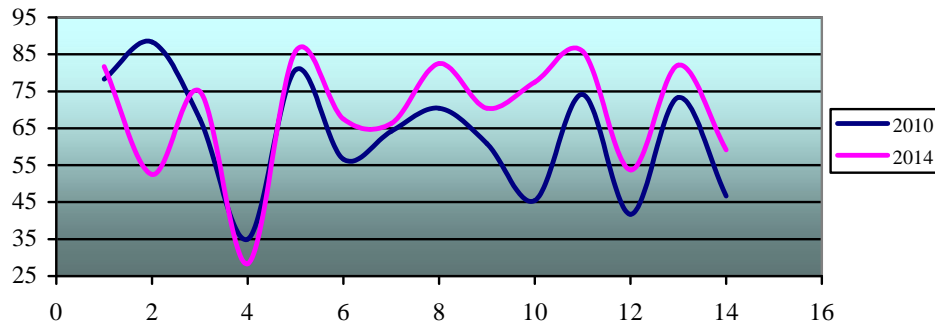


Figure 3. Diagram on the percentage of positive responses to items reported in the two years

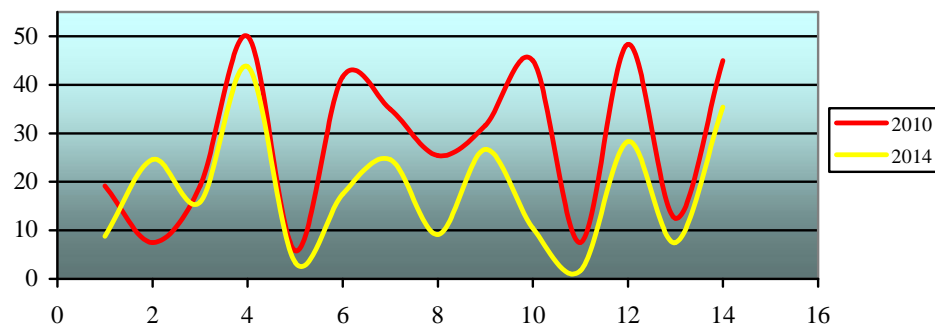


Figure 4. Diagram on the percentage of negative responses to items reported in the two years

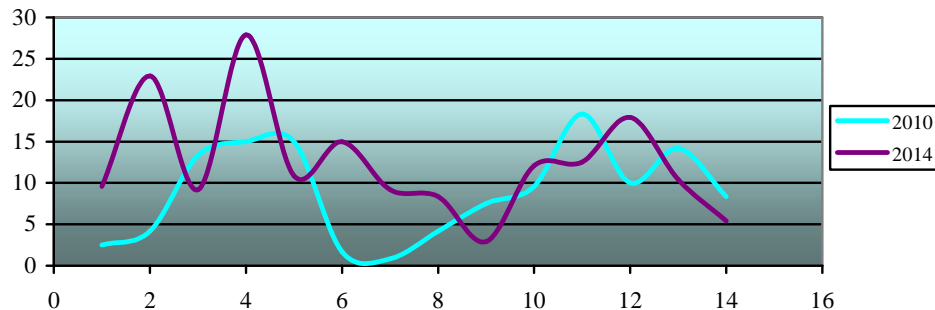


Figure 5. Diagram on the percentage of 'I do not know' responses to items reported in the two years

Physical education, through the important role it plays in teaching and perfecting various motion skills and technique, by developing various motor skills but also through the influences it has on

Discussions

As the table and figures presented in this comparative study show, we can say that physical education is considered in both years of research as a motivating means to achieve a harmonious physical development, the number of positive responses increasing from 78.33 % to 81.66%, on the other hand noticing a decrease in negative responses by 10 percent and a slight increase in "do not know" responses.

growth and harmonious development of the younger generation, is and should be further considered as an important component of the general education.

In terms of reaching an acceptable level of performance in different sports branches using physical education and sport the majority of results are positive in both years, finding instead a decrease by 35.83% in positive responses and a quite significant increase in negative responses (17%) and "do not know" (18.75%).

Also, it can be seen that the sports activity is considered an attractive way to maintain health, the



positive responses having relatively high percentages in both years (67.50% in 2010 and 75% in 2014), with an increase by 7.5% in the second year of study. In the case of negative and indecisive responses, the study reveals a relatively small decrease in 2014 values.

Poor performance at physical education and sports classes does not have a negative influence in relationships with peers, the negative responses being 43.75% in 2014, down 6.25% from 2010, compared with positive responses which are maintained around 30% in both years with a decrease of 6.7% in 2014. Moreover, in this regard, one can notice an increase in "do not know" responses from 15% to 28%.

It has been noticed a self-confidence to achieve progress in physical education, the values of positive responses being over 80% in both years, with an increase of 5% in 2014, the threshold of negative responses being 3-6% and that of indecisive of 10-15%. These results correspond with those found by Oprea, Vaida, 2010.

Physical education and sport is regarded as one of the factors of the student's integration in society, the positive results being predominant in this regard, as well (56.67% in 2010 and 67.5% in 2014), the actual increase being of approximately 11%. Also, there is a quite significant decrease in negative responses (by 24%) but an increase in "do not know" responses by 13%.

At the same time, it is found that the individual's tendency towards self-assertion is stimulated by practicing physical education and sport, the "yes" responses being approximately equal in both years, with values around 65%. One can observe a decrease in the percentage of negative responses about 10% in 2014 and an increase of approximately 8.5% on the "do not know". Overall values correspond to those traced by Oprea, Vaida, 2010.

It is also noticed that the teacher's attitude has an important role in attracting students to sports, the "yes" responses being convincing, the percentage values obtained being 70% in 2010 and 82.5% in 2014. The increase in indecisive responses by 4% and the decrease in the negative ones by 16% indicate the importance of the teacher's attitude in the educational process, which is sometimes neglected by teachers.

Although the role of communication is well defined in literature, the results of our study can confirm this concept, the students' awareness on this issue being highlighted by values of over 60% in 2010 and 70% in 2014 in positive responses

Conclusions

As in the previous study, it can be noticed that the intrinsic motivation given by the specificity of

compared with values of 31 % in 2010 and 26% in 2014 in negative responses; the 'do not know' responses being maintained below the threshold of 10% in 2010 and 5% in 2014.

Creating an emotional climate can have a positive impact in attracting students towards physical education and sport, the 2014 results being higher than the 2010's, the positive ones being 77.5%, a 32% increase. Also, the negative responses stand out by a decrease of approximately 35%. In the "do not know" responses, the values are approximately similar, the 2014 increase being insignificant (2.5%).

In light of the results obtained at item 11, it can be noticed the important role of a varied lesson content in physical education and sports, the very high percentages of positive answers standing witness to this statement (74% in 2010 and 86% in 2014). The percentage of negative responses are small, finding a decrease in 2014 from 7.5% to 1.67%, a trend that is maintained in terms of "do not know" responses, the decrease being from 18% to 12, 5%.

Regarding competition as a means of physical education, this is a relatively important factor in stimulating students in performance sport and physical education at university level, in the second year of study finding a reversal between positive and negative responses, mostly positive with 53.75% compared to 41.67% in 2010. In 2014 the percentage values of negative responses fell by 20% compared with the "do not know" responses where there is an increase of 8%.

The percentage increase from 73% to 82% in terms of lowering the attractiveness of physical education classes through sports rules can be translated by the students' reluctance to follow those rules, the negative and 'do not know' answers being much below the positive ones.

In 2014, the material conditions are considered important in meeting the specific objectives in physical education and sports at the university level, compared to 2010 where the percentage of "yes" and "no" answers is relatively similar, slightly higher for those who answered "yes", the increasing of 'yes' responses being 12.5% (from 46.67 to 59.17). In 2014, there was a decrease in the percentage of both negative and 'do not know' responses, the more important being the negative responses (10%).

The results obtained in the study conducted in 2014 correspond in their greatest majority to the trend observed in 2010 in the study conducted by Oprea, Vaida 2010.

the physical education and sport activity is considered more important than the extrinsic



motivation, a trend which is maintained against the development of the current society where television, computer and other nonspecific activities are becoming increasingly important in the life of the young generation.

Creating an emotional climate can have a positive impact in attracting students towards physical education and sport, the students being aware of the role of physical education and sport, considering it an attractive way of maintaining health with the ultimate purpose of promoting the individual in society.

From the above, it can also be highlighted the promotion of a teacher – student rapport based on collaboration and direct guidance, which could ultimately lead to their optimal development and the students' easier social integration.

If in the first year of study competition as a means of physical education was not an important factor in stimulating students to professional sport and physical education at university level, in the second year, there is a percentage switch between the positive and negative responses, with students starting to realize its importance.

The material conditions, types of communication used and the teacher's attitude facilitate the students' attraction to motion in general and to physical education and sport in particular, even if their performance is weaker

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compared to the others, it not having a negative influence in the relationships with others colleagues. On the other hand, sporting rules are appreciated as a factor that decreases the attractiveness of physical education and sport classes in both years.

Maintaining physical education classes in the university curricula and even increasing the number of classes are a priority even in the current development of our society, which may facilitate the social integration of the young generation.

We can say that the correct identification of the motivations underlying the educational process, this complex provides a qualitative growth, an important role being the constant feedback between transmitter and receiver, along with a teaching management that must be carried out in accordance with existing motivations, all with the purpose of attracting students to a healthy life based on motion.

In addition to the previous study, it can be predicted specific outcomes of various future studies, as long as there is interest in movement in general and in physical education and sport in particular.

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