

STUDY ON THE PERCEPTION OF PHYSICAL EDUCATION OF STUDENTS TOWARDS THE UNIVERSITY PHYSICAL EDUCATION TREATED IN TERMS OF ITS EFFECTS ON HEALTH AND SOCIAL INTEGRATION

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Abstract. Purpose: This study started from the premise that physical education, as well as the other parts of general education, is likely to be improved and that can be achieved by understanding the clear perception of students (those directly involved) towards the phenomenon under investigation. As you know, regular physical activity serves to maintain or improve the structure of various tissues and organs as well as improving various body functions. Also, through the present study we try to determine the perception of youth over the organized movement, and here I refer to physical education in particular, and their awareness regarding the damage that tends to occur based on age and inactivity.

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Material and methods: In this study 250 students were surveyed, by 50 students (boys and girls) from each faculty (in number of 5) from the Petroleum and Gas University of Ploiesti. The used survey methods were (which was done using a standardized questionnaire) the statistical data processing and graphical method.

Results: The statistical processing of the data reveals that students realize the importance of physical education within the education system, higher values being recorded at the formative nature of the questions on physical education, the importance of social integration, competitive nature, positive personality traits of educating through the educational process instructive physical education, and the most important questions which sought to maintain and improve health by moving in an organized setting. Negative values were found to questions aimed at the systematic and independent ability to practice physical exercises, if practice in an organized manner a sport branch and at the lifestyle.

Conclusions: Following the results we can say that students consider necessary the practice of physical exercises in the physical education classes, the vast majority being not engaged in activities organized that they consider beneficial through the effects they have on the human body. Although the test subjects realize the benefits of organized physical education, the degree of inactivity is high enough in their style of life. Therefore we can say, argued on the statistical results obtained, it is necessary to maintain a regular organized form of physical education, a need which is based on lack of movement of the younger generation outside of existing forms.

Key words: physical education, perception, effects, health, social integration

Introduction

Physical education, along with other types of education (intellectual education, moral, aesthetic and technical training - polytechnic) is a component of general education. These components of education are arranged as a system, between them being various interdependencies and mutual interrelationships. Each system is composed of a variable number of subsystems, and could be transformed, under certain conditions, in systems (Gh., Cârstea, 2000). Physical education plays an important role in the development of the individual being physiological by nature, pedagogical by method, biological by effects and social by the organization and activity (J., Thomas, J., Nelson, 1997).

Physical education as a bilateral process is much more widespread than as an independent activity, and takes place continuously, in time, being demonstrated by the existence of a clear and well defined link between the various forms of physical

activity (in which physical education is also included) and the improvement of the quality of life (P., Ilut, 2004). Also, physical education being a two-way process consists of two "components", namely, the head of the instructive-educational process (teacher in our case) and subjects (students) (M., Epuran, V., Horghidan, 1994).

Physical education through the direct influences held on the harmonious growth and development of subjects and of the role that it plays in motor skills development and learning different skills and specific motor skills, it is a very important component that aims proper training of the younger generation both in terms of both health and in terms of social integration (J., Thomas, J., Nelson, 1996).

Having at the base the assimilation of different specific and nonspecific knowledge, attitudes (being at the base of various social behaviors with the help of which the subject can accomplish various social roles within a group), rules, skills, etc., physical education systematically

practiced is an important asset in its support as a compulsory discipline in the educational system today(A., Dragnea, și colab., 2006).

We can also say that physical education is a very important social process embedded in general education, having a great influence in shaping the personalities of different individuals subjected to this complex process (L., Mihailescu, 2006).

This study started from the premise that physical education, as well as the other parts of general education is likely to be improved and that can be achieved by the clear understanding of the perception of students (those directly involved) against the phenomenon under investigation.

As you know, regular physical activity serves to maintain or improve the structure of various tissues and organs as well as improving various body functions (M., Epuran, M., Marolicaru, 2003). Also, by the present study we try to determine the perception of youth over the organized movement, and here I refer to physical education in particular, and their awareness regarding the damage that tends to occur based on age and inactivity.

Research methods

Among the research methods and techniques used I mention: bibliographic study method, the investigation (which was done using a standardized questionnaire), statistical data processing and graphical method.

This study was conducted at Petroleum-Gas University of Ploiesti during the academic year 2009-2010, and was conducted on a sample of 250 students in the years I and II.

In this study, the students surveyed (250) were randomly chosen being 50 students (boys and girls) from each faculty (five in number: Letters and Sciences, Economics, Mechanical and Electrical Engineering, Petroleum Engineering and Gas, Petroleum and Petrochemical Technology) of the Petroleum and Gas University of Ploiesti.

The main research method used was a questionnaire with choosing the answer with a choice of three possible answers (yes, no, I do not know) at the vast majority of questions (items), only three items having different or multiple choice answer, and then was switched to analysis and interpretation of data, the answers being able to help us understand the students' perception of the phenomenon under investigation.

The questionnaire had a total of 14 items (questions), was anonymous and was conducted during the physical education modules within UPG Ploiesti. The questions in the questionnaire are presented below correlate with the results, their representation is both under table form and graphically.

Results

The questionnaire results are presented (both graphically and in table form) and interpreted below.

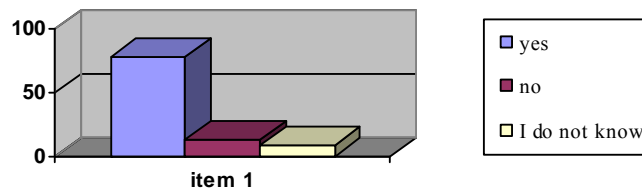
The first question (item) in the survey was: Do you think physical education has a formative nature in terms of subject's preparation for life?

On this question 195 of the subjects (78%) answered "yes", 33 subjects (13%) answered "no" and 22 students (9%) answered "I do not know."

Table 1. Values resulted from the processing of item 1

Item	Yes		No		I do not know		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%
1.	195	78	33	13	22	9	250	100

Graphic 1. The percentage values of the data item 1



From the results obtained and processed is clear that physical education and sport is considered by most (78%) as having a forming feature in terms of subjects' preparation for life, only 22% of respondents answered "no" or "I do not know".

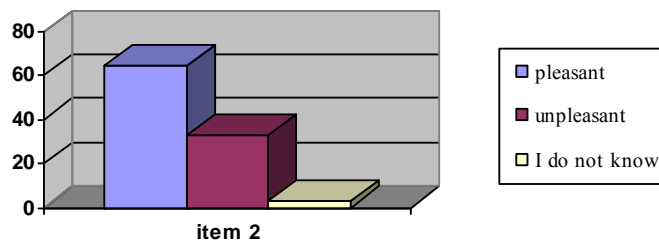
In connection with item 2, which concerned the question: What do you think the work you are doing during the physical education class?", we can say that the results are slightly different from the first item, only 64% of respondents considering it pleasant, 33% bad and 3% answered "do not know. "

Table 2. Values resulted from the processing of item 2

Item	Pleasant		Unpleasant		I do not know		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%
2.								

	160	64	83	33	7	3	250	100
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Graphic 2. The percentage values of the data item 2



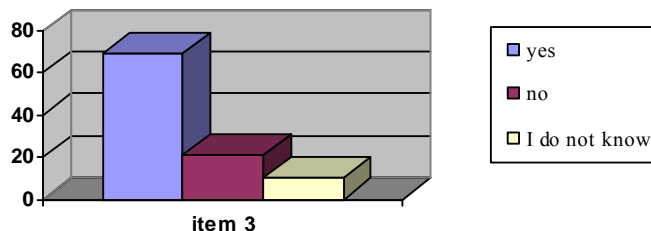
Item 3 corresponds to the question: Do you think physical education is an attractive form of health maintenance? The processed data show that

most respondents (69%) think physical education as an attractive form of health maintenance, the remaining 31% answered "no" or "I do not know."

Table 3. Values resulted from the processing of item 3

Item	Yes		No		I do not know		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%
3.	173	69	52	21	25	10	250	100

Graphic 3. The percentage values of the data item 3



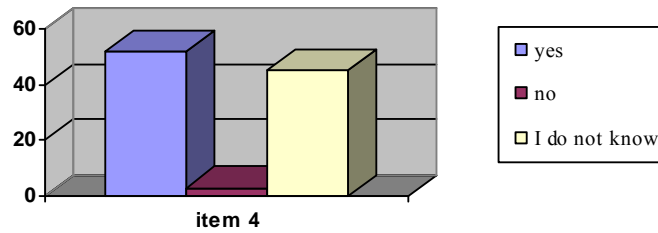
At the question (item 4) "Consider that the competitive nature of physical education has an important role in social integration of the individual?" 52% of students responded yes, 3% negative and 45% responded "I do not know", which shows that nearly half of the subjects in question do

not realize the important role of the competitive nature of physical education in social integration by creating certain attitudes, personality traits, etc. that can promote integration in certain social groups and even ascending on the social ladder.

Table 4. Values resulted from the processing of item 4

Item	Yes		No		I do not know		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%
4.	130	52	7	3	113	45	250	100

Graphic 4. The percentage values of the data item 4



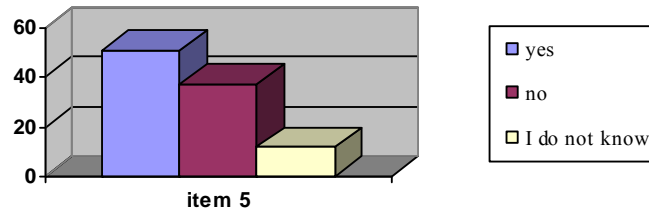
Item 5 was treated from the question: Do you appreciate that through the specific means of physical education the education of positive personality traits is realized? In this case the results

are very balanced the relationship between the positive and negative were 51% versus 49% in favor of the first ones.

Table 5. Values resulted from the processing of item 5

Item	Yes		No		I do not know		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%
5.	128	51	92	37	30	12	250	100

Graphic 5. The percentage values of the data item 5



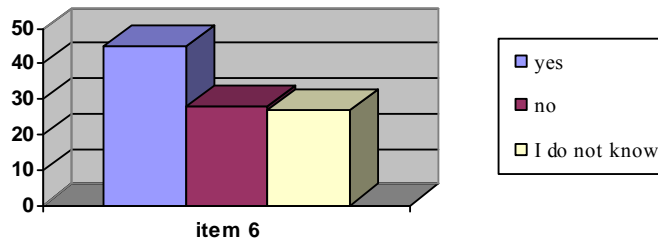
Referring to whether the subjects believe that by maintaining physical education as a compulsory subject in years I and II is done the maintenance of an adequate health status and the increase of body

resistance to environmental factors (item 6), 45% of them responded positively, 28% had a negative answer and 27% were undecided.

Table 6. Values resulted from the processing of item 6

Item	Yes		No		I do not know		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%
6.	113	45	70	28	67	27	250	100

Graphic 6. The percentage values of the data item 6



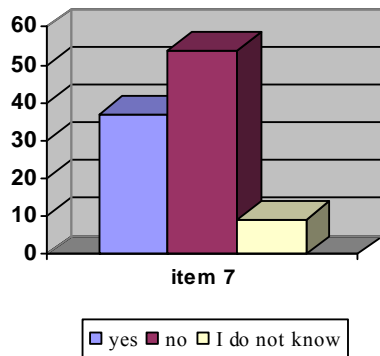
Also, connected to the systematic and independent practice capacity of physical exercises (item 7), 37% of respondents said they have formed this capacity, 54% of them do not have this habit and 9% answered "I do not know" while at the question

if in their leisure time they practice in an organized manner a sport branch (item 8) only 18% of respondents said yes, 79% gave a negative answer and 3% answered "I do not know."

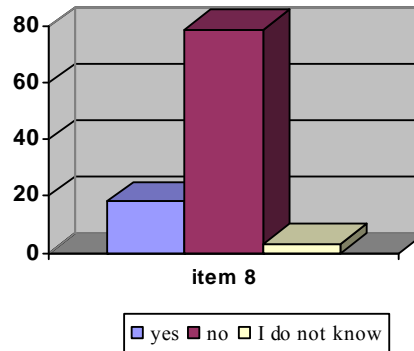
Table 7. Values resulted from the processing of items 7 and 8

Item	Yes		No		I do not know		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%
7.	92	37	135	54	23	9	250	100
8.	45	18	198	79	7	3	250	100

Graphic 7. The percentage values of the data item 7



Graphic 8. The percentage values of the data item 8



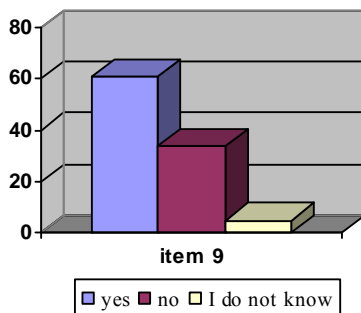
Item 9 corresponds to the question "Do you think physical education positively influence relationships with others persons?". Responses from the researched subjects are positive at a rate of 61%, 34% negative and 5% undecided. Also, at the question "Do you think through the specific activity

regular by physical education it is developed the action behaviors during of a community?" which corresponds to item 10, most students responded positively (58%), only 12% had negative responses and about one third (30%) answered "I do not know."

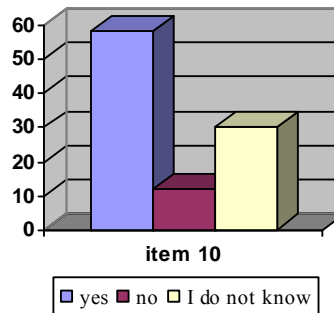
Table 8. Values resulted from the processing of items 9 and 10

Item	Yes		No		I do not know		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%
9.	153	61	85	34	12	5	250	100
10.	145	58	30	12	75	30	250	100

Graphic 9. The percentage values of the data item 9



Graphic 10. The percentage values of the data item 10



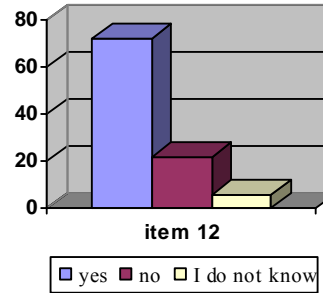
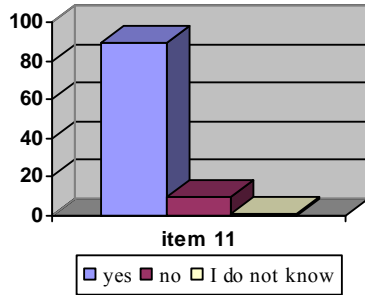
When asked if the lesson of physical education and sport should be based on a branch of sport, or more (item 11) surveyed subjects responded with a positive percentage of 89% positively, 10% negative and only 1% were identified with answers of "I do not know". Referring to item 12, which

corresponds to the question "Do you think there is a connection between the supply of various forms of physical activity and the improvement of the quality of life?" responses were positive in 72%, 22% negative and "not know" only 6%. This can be seen in Table 9 and graphs 11 and 12.

Table 9. Values resulted from the processing of items 11 and 12

Item	Yes		No		I do not know		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%
11.	223	89	25	10	2	1	250	100
12.	180	72	55	22	15	6	250	100

Graphic 11. The percentage values of the data item 11 **Graphic 12.** The percentage values of the data item 12



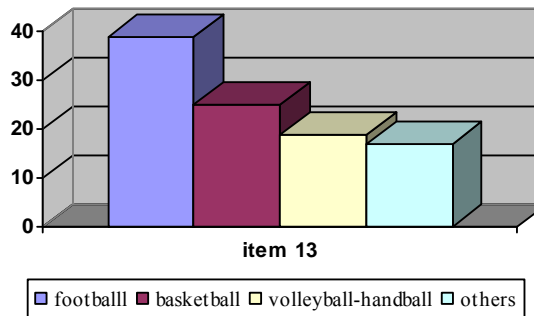
Referring to what sports branches students would like to practice during the physical education and sport classes (item 13) subjects responded that

football - 39%, basketball - 25%, handball - volleyball - 19% and others (aerobics, fitness, swimming, etc.) - 17%

Table 10. Values resulted from the processing of item 13

Item	Football		Basketball		Volleyball - Handball		Others		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
13.	98	39	62	25	47	19	43	17	250	100

Graphic 13. The percentage values of the data item 13



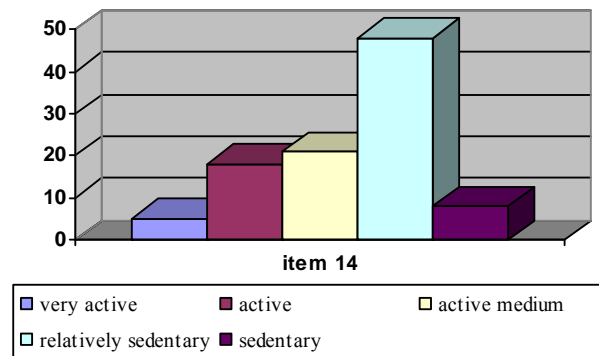
The last item covered by this study (item 14) was related to the lifestyle of the subjects. The results obtained after statistical processing shows

that only 5% are very active, 18% are active, 21% intermediate, 48% and 8% are relatively sedentary.

Table 11. Values resulted from the processing of item 14

Item	Very active		Active		Active medium		Relatively sedentary		Sedentary		Total	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
14.	13	5	45	18	52	21	120	48	20	8	250	100

Graphic 14. The percentage values of the data item 14



From previous data, presented both in graphical and table form, we can say that physical education has a beneficial role in developing and maintaining good health at post-puberty age, this study being still an argument about the lack of movement of the younger generation.

Conclusions

Avand la baza rezultatele obtinute pe baza cercetarii prezentate anterior putem trage urmatoarele concluzii finale:

1. Although researched subjects believe needed the physical exercise practice during the physical education class, which they consider beneficial by the effects they have on the human body, the vast majority are not engaged in organized sporting activities and do not have the capacity to practice systematic and independent physical exercises.

2. The formative nature of physical education is well defined in the perception of students regarding the subjects' preparation for life, this activity being considered pleasant and an attractive form for the maintenance of health, influencing positive relationships with other individuals.

3. Although the test subjects realize the benefits of organized physical education, the degree of inactivity is high enough in their style of life. Therefore we can say, argued the statistical results obtained, it is necessary to maintain a regular organized forms of physical education, a need which is based on the lack of movement of the younger generation outside of existing forms, the subjects investigated becoming aware of the link between the provision of various forms of physical activity and improvement of quality of life.

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4. The important role of the competitive nature of physical education in the social integration of the individual is considered important only by a slim majority of the subjects investigated, nearly half of the subjects in question do not realize the important role of the competitive nature of physical education in social integration by creating attitudes, personality traits, etc. that can facilitate the integration of certain social groups and even in their ascension on the social ladder.

5. The same tendency of fragile balance (with a majority of 51%) appeared from the item concerning the education of positive personality traits through specific means of physical education.

6. Physical education class must be based on one or more branches of sport, sports games having a very high proportion in students' opinions.

7. Maintaining an adequate health status and increase the body's resistance to environmental factors by maintaining physical education as a compulsory subject in the years I and II is not aware of the subjects investigated, 55% of them responded negatively or were undecided.

8. The high degree of inactivity, lack of movement in the spare time, a total lack of understanding at a relatively high number of the subjects of the beneficial nature of physical education and sports on all its plans (physical, personality, social, etc.) can be a starting point in adapting the instructive - educational process of physical education and sport, this being a direction of applied research, the results of this study may be premises for further research.

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