

PERCEPTION OVER THE PHYSICAL EDUCATION AND SPORT AND THE NECESSITY OF VOCATIONAL SELECTION OF FUTURE TEACHERS

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Abstract

Purpose: Training human resources is a priority issue that can influence all social spheres. More often outlines strategies and methods for the selection of students, as well as initial and continuing training systems, training of personnel in education. So I believe at the level of higher education, the specialization of Pedagogic of Primary and Pre-scholar Education a vocational training process, which must have this feature as a starting point in determining the initial training strategies. Main benchmark from which to start the strategy of initial formation of the institutions must be in the future professional space that is the school and of course the new demands arising from pre-school and primary curricula, always changing in recent years. Shaping a milestone enables us to do a hypothetical portrait of the graduate at this specialization. To have a viable strategy, objective, initial training includes a series of requirements for skills, capabilities and competencies. As regards the vocational level, it remains a problem that needs more discussion.

Material and methods: Passing over the inventory referring to the vocational competences, I chose to do a study that has lasted two years on this expertise with female students about their perceptions of physical education and sport and the need of vocational selection of future teachers. The study was conducted by using a standardized questionnaire consisting of 14 items.

Results: Surveyed subjects considered absolutely necessary to include in the curriculum of physical education being aware that physical education is a subject that directly influences the biological side of the personality of the rising generation, fortunately, being present at pre-school to university cycles.

Conclusions: In addition to physical education classes a relatively small percentage practice a sport or physical activity directed or independent. A significant percentage of subjects considered necessary to regularly practice physical exercise despite not practicing for various reasons. Material conditions, quality sporting and its dependencies, convenience and even the attractiveness of the lesson are factors that determine the acceptance of female students to avoid participating in physical education class by avoiding activity often motivated by the presence of chronic diseases.

Key words: perception, physical education, vocational selection.

Introduction

Physical education is a social phenomenon that has been integrated into general education due to its contribution to influence the harmonious development of personality and the individual's physique.

Numerous studies show a fact that over time has been demonstrated, namely the existence of interdependence between the quality of life and provision of various forms of physical activity. Putting into valor this quality by practicing physical activity is made both at the individual level and at the society level in which we live, (*The basic design of the curriculum. Guidelines*, TBP CIM, 1997).

Therefore we believe that teaching physical education and sport in primary schools should not take a "wrong start". The basic organizational form of physical education and sport in schools is the class. From the early age of learning in school, the pupil participates in class and often we wonder to what extent didactic lesson fulfills its educational function and what factors depend on it. From the investigations made resulted that the motor force behind all actions and factors which determine the development of physical education class is the teacher. A major role is held by the structure of mutual relations between the teacher, who teaches the discipline Physical Education and Sport, on the one hand and the student, the working atmosphere on the other hand, etc. The

fundamental mean of activity in the physical education class is movement, often outdoors, movement that raises a genuine and natural tendency to accommodate, which is the source of intense feelings of children and youth, (*School curriculum. I-IV Grades*, Chişinău, 1998).

The relationship between students and the discipline of study shows a high percentage of students who develop strong emotional ties to the study subject, interest in sports. The source of the lack of enjoyment of other students is the poor health status, an exaggerated care of parents, lack of pedagogical skill of the teacher, lack of his vocation, the lack of attractiveness of the class, (Jaroslav Fence, Prague, *Talesna vychova*, no. 4, 1970).

In this paper I wanted to do a study on female students at Primary Education Pedagogy specialization regarding their perceptions of physical education and sport and the need for vocational selection of future teachers, knowing the fact that the training of human resources is a priority issue that can influence all social spheres. More often strategies and methods for the selection of students are formed, as well as initial and continue training systems, of perfecting the personnel in education. So I believe that at the level of higher education, at the specialization of Preschool and Primary Education Pedagogy a vocational training process is under development, which must have as a

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starting point this characteristic in determining the initial training strategies, (M. Vaida, M. Dulgheru, 2007).

Main benchmark from which to start the strategy of the initial training strategy of school teachers and this must be the future professional space that is school and of course the new requirements determined by the new preschool and primary curriculum, always changing in the recent years. Shaping a milestone enables us to do a hypothetical portrait of the graduate at this specialization. To have a viable strategy, objective, of initial training are included a series of requirements for skills, capabilities and competencies, (*Guidelines on the implementation of primary school curriculum*, Chişinău, Science, 1998).

As regards the vocational level, it remains a problem that needs more discussion.

Material and method

Research tasks

Research tasks have as aim the perception of female students from PIP on the discipline of Physical Education and Sport, their way of engagement in the sport activity in college and in their personal lives, outlooks and forecasts on how, how much, and in what manner will them be able to transmit to pupils multiple educational valences of this disciplines.

Research methods

Research methods used were observation and direct investigation, applied on a standardized questionnaire consisting of 14 items. Research has lasted 2 years, at the students from I and II university year, being included in the program a total number of 120 students (40 boys, 80 girls).

Research organization

To this end, we developed a structured questionnaire based on 14 questions of which one open (question No. 3) and also 4 questions to identify subjects (personal variables) that we wanted to determine the social status of female students (gender, age, year of study, group, environment of residence). The survey was conducted in physical education classes. The theme of the questions was centered on three issues: the beneficial effects of physical motion, its perception as a necessity, obligation, sedentary lifestyle reasons, truancy from this discipline, if they believe they have to pay proper attention to this subject from the curriculum or they will replace it abusively with other discipline as mathematics or ABC when they become teachers.

Data processing and interpretation

Processing and interpretation of data from questionnaires was done according to the following variables: gender, year of study and the residence environment [village or city].

Question No. 1 of the questionnaire:

Do you think the practice of systematic exercise is beneficial?

Question no. 2 of the questionnaire:

It is necessary the activity that you develop during the physical education lesson?

Question no. 3 of the questionnaire:

What is your opinion about the attendance at physical education class?

(being a free response, students were asked to say why they like and especially do not like in the unfolding of the class).

Question no. 4 of the questionnaire:

Do you practice a sport in your spare time?

Question no. 5 of the questionnaire:

You would choose the class of physical education if optional?

Question no. 6 of the questionnaire:

How do you prefer to spend your free time?

a) reading a book

b) going into a club

c) sitting in front of the computer

d) to rest

e) Exercising alone or in an organized environment.

Question no. 7 of the questionnaire:

Do you think sports games lead to better social integration and develop interpersonal relationships?

Question no. 8 of the questionnaire:

Do you think that the systematic practice of a sports game or a sustained physical activity would influence the quality of your life?

Question no. 9 of the questionnaire:

For you physical education is important because:

a) it relaxes you

b) maintains you healthy

c) physical modeling

d) prevents deficiencies

e) you socialize

Question no. 10 of the questionnaire:

When you were pupils, it happened to you to want to make physical education class, but the teacher did not respect the program and replaced it with a different class? What did you feel then?

a) anger

b) frustration

c) disappointment

d) joy

e) relief

Question no.1 of the questionnaire:

Do you think the practice of systematic exercise is beneficial?

As you can see, at question no. 1 students, representatives of the male sex in a percentage of 87.5% believe that physical education is good practice, 7.5% are not convinced by these effects, while 4% did not express an opinion, being content with the answer, "I do not know". In the case of years of education the situation is as follows: 84% of the students from I year have answered "Yes", 9.5% "No" and 6.5% "I do not know". For the second year we have students from rural environment at the rate of 92% answered "Yes", 6% do not believe in the beneficial effects of physical exercise, and 2% do not know. Students who come from urban areas considered beneficial exercise - 71.4%, 7% of them answered "No", and 1.4% think that "I do not know".

Question no. 2 of the questionnaire:

It is necessary the activity that you develop during the physical education lesson?

At this question the male sex in 95% believe physical education activities are necessary, 2.5% do not think it is necessary, and 2.5% answered – I do not know.

87% of the girls consider necessary the sport activity, a percentage of 6.25% answered – No -, and 6.25% - I do not know.

In the first year, 88.22% answered - yes- 4, 41% answered - no, and 7,35% have chosen – I do not know.

Referring to the students' residence, the ones in the urban area have answered in a percentage of: 92.85% with -Yes-, 4.28% with - No - and 2.85% with - I do not know.

86% of students residing in rural areas said -yes, 6% were registered with - no -, and 8% -I do not know.

Question no. 3 of the questionnaire:

What is your opinion about the attendance at physical education class?

(being a free response, students were asked to say why they like and especially do not like in the unfolding of the class).

As I stated previously there are in the questionnaire questions with free answer. Students were asked to give reasons in each of the claims. The many reasons to support the claim that they like were:

- maintain our health
- invigorate us
- relaxes us
- we like because we are let to choose a sport discipline
- we socialize

Those who chose to specify that they do not like physical education class exhibited the following reasons:

- the gym is not spacious reported to the number of students at the class
- do not like the effort of training the body
- no aerobic work, strength to the apparatus
- the locker rooms are crowded
- do not have showers

Question no. 4 of the questionnaire:

Do you practice a sport in your spare time?

Those practicing a sport represent 25% if we refer to the boys, the ones that do not practice sport in their spare time in a percentage of 75%.

Only 17,64 % of the students from the year I practice a sport and 11,53% of the students from the II year.

The students from the urban area, that practice a sport are in the percentage of 17,14% and the ones from the rural area at a rate of 12%.

Question no. 5 of the questionnaire:

You would choose the class of physical education if optional?

Male representatives in the rate of 70% would choose this subject if optional, 25% would not choose it, while 5% do not know.

In the case of study the situation is as follows: the first year - 61.76 would opt for this discipline,

29.41% would not choose it, and 5% said that - I do not know. At the second year 96,15% want this discipline, 3.8% would not choose it.

Students who come from urban areas, 74.28% opting for physical education, 14.2% would not choose this class, and 11.42% answered "I do not know".

Students from rural areas, 80% opt for Physical education in, 20% do not choose it.

Question no. 6 of the questionnaire:

How do you prefer to spend your free time?

- a) reading a book (A)
- b) going into a club (B)
- c) sitting in front of the computer (C)
- d) to rest (D)
- e) exercising alone or in an organized environment (E)

Prefer to read a book 5% of the boys, 25% want to go clubbing, 50% prefer to sit in front of the computer, 5% to rest and 15% to rest.

At the level of the first year they prefer:

- to read a book 14,7%
- to go into a club 38,23%
- to sit in front of the computer 29,41%
- to rest 7,3%
- exercising alone or in an organized environment 8,82%

At the level of the second year they prefer:

- to read a book 15,38%
- to go into a club 19,23%
- to sit in front of the computer 34,6%
- to rest 9,61 %
- exercising alone or in an organized environment 19,23%

The students from the urban area wish:

- to read a book 8%
- to go into a club 37,14%
- to sit in front of the computer 35,7%
- to rest 17 %
- exercising alone or in an organized environment 8%

Question no. 7 of the questionnaire:

Do you think sports games lead to better social integration and develop interpersonal relationships?

As you can see at question no.7 students, male representatives in proportion of 87.5% believe that sports games lead to a better social integration and develop interpersonal relationships.

7.5% are not convinced of this, while 4% did not express an opinion, content with the answer "I do not know". In the case of years of education the situation is as follows: 84% of students from the first study year answered "yes", 9.5% - "No" and 6.5% "I do not know". For the second year we have: students from rural area at the rate of 92% answered "yes", 6%, with "no" and 2% "I do not know". 71.4% of students that come from urban areas responded with "yes", 7% of them responded "No", and 1.4% think that "I do not know".

Question no. 8 of the questionnaire:

Do you think that the systematic practice of a sports game or a sustained physical activity would influence the quality of your life?

75% if we refer to boys, support the idea that the systematic practice of a sports game or sustained physical activity would influence the quality of life, those who do not believe this are in a percentage of 25%.

Only 82.35% of the first year students think that a sport would influence their lives and 17.6% are not convinced; the second year students have a rate of 88.46% that answered with "Yes", 11.5% with "no".

Students, who come from urban areas, responded -yes- in a rate of 82%, and those from the rural areas at a rate of 88% responded also – yes.

Question no. 9 of the questionnaire:

For you physical education is important because:

- a) it relaxes you (A)
- b) maintains you healthy (B)
- c) physical modeling (C)
- d) prevents deficiencies (D)
- e) you socialize (E)

At the level of first study year they think:

- it relaxes them 38,23%
- maintains them healthy 14,7%
- physical modeling 29,41%
- prevents deficiencies 7,3% %
- has socializing role 8,82%

At the level of second study year they think:

- it relaxes them 19,23%

- maintains them healthy 15,38%
- physical modeling 34,6%
- prevents deficiencies 9,61 %
- has socializing role 19,23%

The students from the urban area think that physical education:

- relaxes them 37,14%
- Maintains them healthy 8%
- physical modeling 33,7%
- prevents deficiencies 14%
- has socializing role 8%

Question no. 10 of the questionnaire:

When you were pupils, it happened to you to want to make physical education class, but the teacher did not respect the program and replaced it with a different class? What did you feel then?

- a) anger
- b) frustration
- c) disappointment
- d) joy
- e) relief

55% of the boys say that the fact that they did not do physical education produced them anger, 15% felt frustrated, 15% were disappointed, 5% felt joy and 10% did not care. 35% of girls felt anger, 18.75% felt frustrated, 37.5 felt disappointment, 6.25% this decision has made a joy, and the 2.5% did not care.

Students who come from urban areas showed anger at a rate of about 10%, 40% felt frustrated, 30% were disappointed, and 10% chose joy, relief, and 10% did not care.

Tabel 1. Question no.1

YEAR STUDY	YES	NO	I DO NOT KNOW	TOTAL
I Year	60	3	5	68
II Year	48	3	1	52
Total	108	6	6	120

RESIDENCE	YES	NO	I DO NOT KNOW	TOTAL
Urban	65	3	2	70
Rural	43	3	4	50
Total	108	6	6	120

SEX	YES	NO	I DO NOT KNOW	TOTAL
M	38	1	1	40
F	70	5	5	80
Total	108	6	6	120

Tabel 2 Question no.2

SEX	YES	NO	I DO NOT KNOW	TOTAL
M	10	30	-	40
F	8	72	-	80
Total	18	102	-	120

YEAR STUDY	YES	NO	I DO NOT KNOW	TOTAL
I Year	12	56	-	68
II Year	6	46	-	52
Total	18	102	-	120

RESIDENCE	YES	NO	I DO NOT KNOW	TOTAL
Urban	12	58	-	70
Rural	6	44	-	50
Total	18	102	-	120

Tabel 4. Question no.4

SEX	YES	NO	I DO NOT KNOW	TOTAL
M	28	10	2	40
F	56	24	-	80
Total	84	34	2	120

YEAR STUDY	YES	NO	I DO NOT KNOW	TOTAL
I Year	42	20	4	68
II Year	50	2	-	52
Total	92	22	4	120

RESIDENCE	YES	NO	I DO NOT KNOW	TOTAL
Urban	52	10	8	70
Rural	40	10	-	50
Total	92	20	8	120

Tabel 5. Question no.5

SEX	A	B	C	D	E
M	2	10	20	2	6
F	14	26	18	12	10
Total	16	36	38	14	16

STUDY YEAR	A	B	C	D	E
I Year	10	26	20	5	6
II Year	8	10	18	5	10
Total	16	36	38	10	16

RESIDENCE	A	B	C	D	E
Urban	6	26	25	12	6
Rural	10	10	13	2	10
Total	16	36	38	14	16

Tabel 6. Question no.6

SEX	YES	NO	I DO NOT KNOW	TOTAL
M	35	3	2	40

F	66	10	4	80
Total	101	13	6	120

YEAR STUDY	YES	NO	I DO NOT KNOW	TOTAL
I Year	55	10	3	68
II Year	46	3	3	52
Total	101	13	6	120

RESIDENCE	YES	NO	I DO NOT KNOW	TOTAL
Urban	55	10	5	70
Rural	46	3	1	50
Total	101	13	6	120

Tabel 7. Question no.7

SEX	YES	NO	I DO NOT KNOW	TOTAL
M	30	10	-	40
F	72	8	-	80
Total	102	18	-	120

YEAR STUDY	YES	NO	I DO NOT KNOW	TOTAL
I Year	56	12	-	68
II Year	46	6	-	52
Total	102	18	-	120

RESIDENCE	YES	NO	I DO NOT KNOW	TOTAL
Urban	58	12	-	70
Rural	44	6	-	50
Total	102	18	-	120

Tabel 8. Question no.8

SEX	A	B	C	D	E
M	10	2	20	2	6
F	26	14	18	12	10
Total	36	16	38	14	16

STUDY YEAR	A	B	C	D	E
I Year	26	10	20	5	6
II Year	10	8	18	5	10
Total	36	16	38	10	16

RESIDENCE	A	B	C	D	E
Urban	6	26	25	12	6
Rural	10	10	13	2	10
Total	16	36	38	14	16

Tabel 9. Question no.9

SEX	A	B	C	D	E
M	22	6	6	2	4
F	28	15	30	5	2
Total	50	21	36	7	6

RESIDENCE	A	B	C	D	E
Urban	8	28	22	10	8
Rural	8	8	16	4	8
Total	16	36	38	14	16

Conclusions and recommendations

The great majority of the surveyed subjects considered that it is absolutely necessary to include physical education in the curriculum being aware that physical education is a subject that directly influences the biological side of the personality of the growing generation as well and it is a good thing that it is present from preschool to university cycle.

In addition to physical education classes a relatively small percentage practice a sport or physical activity under supervision or independently.

A significant percentage of the surveyed subjects considered necessary to practice physical exercises regularly despite the fact they do not actually practice these activities from various reasons. The material conditions, the quality of the sport gym and its outbuildings, convenience and even the lack of attractiveness of the lesson are factors that determine, according to female students, avoiding the participation in the physical education class by skipping the activity altogether, often motivating the presence of chronic medical conditions "bought" from some doctors lacking professional ethics.

It is noticed that in the second year of studies, our students begin to realize the importance of this object, start to be concerned about their physique, become members of a club where such activities are being practiced. The boys are big fans of sports games, of competition can be more easily engaged in physical activity. The answers provided for question no. 10 have proven to be interesting, as it also had an educational purpose. By remembering this negative feeling is sure to make them think twice before deciding to replace the sports classes with other subject, when they become teachers. The motivations of pleasure or displeasure of coming to the physical education class that are included in the school curricula seem relevant, realistic and instructive for us who teach this subject. It is not by accident that I decided to make this study by

questioning students at Primary Education Pedagogy specialization. They 'start' in the physical and mental development of our children in the school stage and I wanted to show that it is important to have a main reference from which they should start the initial training strategy of school teachers. This must be the future professional space that is school and of course the new requirements indicated by the new preschool and primary curriculum, always changing in the recent years. Shaping a milestone enables us to do a hypothetical portrait of the graduate at this specialization. From the point of view of our discipline that often has the status of 'Cinderella' in the vocational selection of school teachers we need a viable strategy, an objective one, of initial training in which a series of requirements need to be included as to the necessary skills, abilities and competencies. As I have already said the vocational level that a future teacher should have is a problem that needs to be debated furthermore.

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