



Science, Movement and Health, Vol. XIV, ISSUE 1, 2014
January 2014, 14 (1): 97-103

Original article

ATTITUDINAL BEHAVIOUR, VALUES, METHODS OF FORMATIVE EDUCATION TO STUDENTS

IONESCU CECILIA LILIANA¹

Abstract

Objectives. Using efficient methods for achieving physical education and sport specific training (within context acronym PE), systematic activities with diversified performance according to the student's choices and awareness and knowledge of students about the intrinsic core values of PE that may lead to the formation of attitudinal behaviour in action.

Methods. Empirical research has spanned on a period of two years and included two sample populations, students and teachers of physical education. The research methods used were focus group, questionnaire of opinions and values, observation and processing methods and statistical analysis.

Results. Most surveyed students, 57 respectively, from which 2% were heavily and largely satisfied with the training methods used. Involvement of students in PE classes meet over 50% of the teachers surveyed, 64% of students consider that there are values in practicing the PE activities, manifested in everyday life.

Conclusions. Formative education methods used in the PE hour are appropriate for the choices expressed by students, the involvement level is more than satisfactory and exchange board of students is well positioned and relevant.

Keywords: formative education methods, values, physical education and sports activities

Introduction

Known phrase of physical education and sport, component and conditional-integrative element in university education, has as goal - excepting positive interventions (development, improvement, consolidation) on movement ability - growing, in the students a solid set of values and sustainable sets of social and personal behaviour and attitudes.

The characteristics of this stage, we set student life, are represented by the constant expression of the consciousness, with manifestations of identity and self. The challenges of the student' status involve major changes, with objective and subjective transformations, related to social and cognitive maturation, by recognizing the social, relational and professional dimensions.

The integration process of young people within the current social survey requires personal effort from the actors and students both intellectual and physical, and is manifested in various environments: family, group (membership, reference), professional, etc. The purpose of this process is the positive shaping of personality, by affirmation and expression of personal autonomy, taking responsibilities and roles etc. The students' expressed interest for the idea of physical exercise, performed under the most various forms, experiencing a continuous growth, as an option to a number of harmful behaviours that have an impact on quality of life and health of young people in general.

As is well known, the PE is considered to be primarily dependent on practicing physical activity. However, PE can be related to the formation of

positive attitudes for movement, assimilation, development and promotion of values, of acquiring ethical values, social, moral, sports, etc., leading ultimately to manifest among those who practice these types of activities, of an appropriate behaviour of today's society requirements.

According to the already asserted I carried out a scientific research from which I present an offcut from the perspective of formative education methods and the promotion of values for the understanding of ethical behaviour manifestations of students.

In the practice of PE discipline an important factor is the methods with formative valences. They come in a positive relationship, relative to what is practiced in teaching methodology of other sciences with their specificity. Characteristic to PE domain is that the following training methods are used (Cârstea, 2000): verbal methods, intuitive methods and practical methods.

Sociology and psychology professionals consider attitudinal behaviour as an outcome of the decisions we make based on the attitudes manifested, "results especially of education and social influences" (Epuran et al., 2001).

The assimilation and promotion of values process through the practice of PE activities can and should contribute decisively to the changing of our mentality. This change, which converges to emphasize moral, social, sportive, values etc. of our actions is subordinated to our intention to take into account and to observe norms of conduct, rules, regulations, laws

¹ Department of Physical Education and Sport from the Technical University of Civil Engineering, Bucharest, Romania
CORRESPONDENCE AND REPRINT REQUESTS: IONESCU CECILIA LILIANA Email:ciciionescu@yahoo.com

defining ultimately positive attitude behaviour.

Methods

Scientific research was conducted over a period of two years and included two sample populations: 219 students (95 women and 129 men) from three institutions of higher education non profile and 80 teachers from eight institutions of higher education. Hypothesis was defined by the following statement: if we use training and learning methods in a wide range, corresponding to goal objectives, then the chances that behavioural manifestations of future graduates to be positive and accompanied by a table of values consistent with the requirements of our society grow.

The objective I have set to achieve, corresponding to the variable formative education method was the use of effective methods for achieving specific training objectives of PE – systematic PE activities with varied performance depending on the student's options.

Research methods that I have investigated this issue were: observation, focus - group and the opinion questionnaire (item 1). By using these methods we intend to know what is the degree of utility of teaching methods used/degree of satisfaction of students and teachers' opinions regarding how the attitude of students is influenced through their appropriate involvement in PE classes.

The observation method revealed aspects on the involvement of students during PE activities, how they respond to assigned duties, how they are involved and how these tasks are performed. All data were monitored in an observation protocol using a scale range 3,5,7, where were recorded the place of performance, verbal behaviour, reflexive behaviour (motivation), attitude toward performed activities, attention, degree of relating with colleagues.

Through the focus - group method we decided to carry out an interview of a group of students on teaching-learning methods used within the classes of PE and set as objective the knowledge of student opinions about teaching-learning methods used in classes EFS for specific training objectives EFS, or not carrying out diverse activities and options depending on the student. The questions were:

1. What features should have methods that teachers use them in times of PE? Please explain your answers
2. Under what conditions would you like to make practicing physical exercises? Explain it.
3. Your participation in PE classes might improve if teachers would include other favourite activities?
4. Of the methods listed you would like them to be applied according to gender or age?
5. Do you consider that learning / training methods are effective?
6. For a better efficiency of the methods used in the practice of PE, according to technical and tactical training that you have, can you involve in your

teaching process? What methods would you use? Explain it.

I elaborated and applied a questionnaire of opinions, values and attitudes for students made up of 15 questions, while the questionnaire for teachers consisted in 14 questions. The internal consistency of the questionnaire was calculated by calculating Cronbach-Alpha coefficient for items of both questionnaires. Internal consistency represents the property of items to correlate with overall test score or scale that is part of. Because items must reflect a certain attribute, they must correlate with each other (6).

I also carried out the pre-testing of the questionnaire on 20 students and 16 teachers to determine the reliability test. I used the internal consistency method and were taken into consideration the number of items and average of intercorrelations between the items of the test. Adequate to our questionnaire I used Alpha coefficient EJ Cronbach. The obtained result was greater than 0.70, a value considered to be admitted to the fidelity of a questionnaire, which is why I continued the investigation of two sampled populations, using the proposed questionnaire.

In the survey of opinions, the students answered to item 12 and teachers to item 4. The requirement of the item for students was as follows: I.12. To what extent are you satisfied with by methods of training (verbal through explanation, intuitive through demonstration and practical through practice) used by teachers during PE classes. Mark your answer. I used a scale of answers from 5 (heavily) to 1 (very little at all).

The statement of the item for teachers was as follows: I.4. What is your opinion towards the following statement: "Involving students in PE activities is nowadays satisfactory?" I also used a scale from 5 (total agreement) to 1 (very poor agreement).

Regarding the investigation of the variable defined by attitudinal behaviour, I used the questionnaire of opinions and values, item 9, through which I intended to know the opinions of the students regarding the essential intrinsic values of PE, values assimilated and promoted through the practice of PE activities. The indicator for the measurement of attitude behaviour was the set of the consistency of table of values, through the options expressed by the surveyed students, further to the performance of specific activities, constantly and organized within PE classes.

Students had the task to evaluate on a scale from 5 (very important) to 1 (not important) from a list of values those they considered to be important for the following items: mark X your choice corresponding to each variant of answer to the following question: "How important do you consider the following values for the formation of positive sets for your attitudes-behaviour, effects of PE activities practicing?"



The list included the following value indicators: respect the values that the partners and competitors have, rapid and harmonious thinking, responsibility, empathy (the ability to express understanding and care to another's feelings), group spirit, group solidarity towards real difficulties, capacity for cooperation, sportive integration and socialization, wish of assertion, competitiveness, need for systematic physical movement, positive attitude towards the practice of physical exercise, fair play, indiscriminate behaviour (gender, race, religion), modesty, honesty towards social norms, will, recognition and rejection of risk behaviours, availability to reasonable / balanced effort, courage in making decisions involving risk-taking, the rules / regulations, adaptability, ability to take initiative, quick orientation in task, domestic nonviolence on field, streets, stand), proper conduct rules of the community, conduct with zero tolerance (alcohol, smoking, drugs).

Results

Regarding the organized focus-group, to avoid doubtfulness related to the subject that was to debate, I explained the present students which are the methods used in PE teaching-learning class, as well as basic specific means / tools, represented mainly by the exercise, which is performed in PE class. I also identified through example, which are the methods used, starting from some movement acts and actions of basketball game.

The conclusions of this research are the following: the degree of satisfaction of students towards activities that took place at PE lessons is satisfactory, highlighting the importance of learning methods/training. Thus, pro arguments were brought for each separate method used.

It was discussed the importance that explanation through clarity and logic of describing a physical exercise has, to correctly understand the technical or tactical requirements of that habit. Regarding the demonstration, it has as a result the clear forming of a representation that has to be carried out. From experience of PE classes, the majority of those present said that the demonstration accompanied by explanations results in increased efficiency of this method. Other students have said that it is sufficient only the demonstration, because the respondents rely on their technical and tactical knowledge accumulated from previous years. Regarding the practice, this is important too, because through conscious repetition the students manage to achieve complete satisfaction from the completion of execution of movement act / action, which belongs them exclusively. The opinion of those present was that the diversity of physical exercises used corresponds with what they want, emphasizing at

the same time the satisfaction towards the training methods used in PE classes.

At the question about the conditions under which they would like to carry out the practice, everyone present considered they prefer more practice of skills / movement structures under conditions of bilateral game, to acquire for more good, fair and pleasant under conditions of adversity. They felt that practicing isolated skills helps them to their good learning from technical point of view, but the preference for competitive practice is clear, especially when you have to practice a specific tactical action of a sport game.

I noted with satisfaction that at least the students present to discussions, they considered that their participation in PE classes does not always depend on their preference for a particular PE activity but just to be present and perform activities that works them out physically to reduce any mental load which accumulates daily. Finally, students were satisfied with their participation in PE, with the specific activities that their practice and suggested me to ask more often their opinion about the activities they wish to perform at a certain time within PE classes.

Most of those present recognized the effectiveness of the learning / training methods, considering that, similar to other disciplines, if you want to enrich your movement, technical knowledge background, in this situation there must be performed all these methods, to see the final result which coincides, in fact, with more accurate and closer to the model.

Among those present, less than half considered that there could be a more efficient method used if they involve in the training process, by shortening the time spent not so much for explanation and description, but for demonstration and correction. For example, if of a group of 20 students present in PE class, the time for learning and acquiring a technical procedure, let's consider from basketball, would fall by participation of the above mentioned students along with the teacher, and would solve faster the class task. Each of those involved in the training might be responsible for the teaching of four other students. The fact that they have a sport experience explains their willingness to involve. Of the preferred methods, the opinions of the respondents revolved around a single method, namely the practical method.

The observation method gave us data that showed that the students present in PE activity responded adequately to the tasks received, by accurate performances, involving as possible in their preparation resources. Relationships with colleagues were satisfactory and generally, the involvement of investigated students increased to a level that satisfied us. In Table 1 I presented the results of centralized students' opinions regarding the teaching-learning methods that PE teachers apply to achieve goals.

Table 1. The extent to which students are satisfied with formative education methods used in PE classes

Scale	Variants of response	Frequency	Percentage	RANK
5	To a very large extent	48	22%	II
4	To a great extent	75	34%	I
3	Equally	59	27%	III
2	To a small extent	28	13%	IV
1	To a very small extent	9	4%	V
TOTAL		219	100%	

Table 1 reveals data on the total of 219 respondents, a percentage of 56%, or 123 students declared themselves satisfied "to a very large extent" and "to a great extent" of the learning / training methods used by the teachers. The lower ranges of the scale there are 28 students, 13% respectively who are "to a small extent" satisfied, while only 9 of the students, 4% respectively are considered satisfied. We also noted that on the average level there were the

options of 59 students, of all those interviewed. Completing our analysis highlights the seriousness of those involved and the lack of non-responses.

Centralization of responses obtained from PE teachers to item 4 is in Table 2, where are recorded the frequencies obtained for the involvement of students in PE activities. I determined the rank held by each expressed option, appropriately to steps 5, 4, 3, 2 and 1.

Table 2. Opinions of teachers on student involvement in PE activities

Scale	Possible answers	Frequency	Percentage	Rank
5	Totally agree	15	19%	II
4	High agreement	40	50%	I
3	Relative agreement	15	19%	II
2	Minimum agreement	10	12%	III
1	Very poor agreement	0	0%	
Total		80	100%	

Data recorded in the table 2 reveal the level of involvement of students in PE class, through the satisfaction expressed by teachers, 50% being on level 4 of our scale, obtaining, in fact, I rank. Second rank was achieved by the options of very satisfied teachers and those equally satisfied by the level of involvement of students present in the PE classes. Following our

analysis, we note satisfactory opinions expressed by respondents regarding the extent of student involvement in specific PE classes.

About the scaling of shown values, I must notice that respondents had to assess, on a scale from 5 to 1, a list of 27 values, whose opinions are listed in the following table.

Table 3. Students' options for values that define the attitude behaviour, effects of PE activities practicing

Values	Scale				
	5	4	3	2	1
1 Observing the values that the partners and competitors have	80	63	51	14	11
2 Thinking fast, but smooth	83	71	30	20	15
3 responsibility	69	54	39	35	22
4 Empathy (ability to show understanding and care to another's feelings)	83	48	37	29	22
5 Group spirit	84	48	39	26	22
6 Group solidarity towards real difficulties	73	64	38	36	8
7 Ability to cooperate	65	62	53	27	12
8 Integration and sportive socialization	86	59	35	24	15
9 Desire to assert	93	52	43	20	11

10	competitiveness	76	60	39	27	17
11	Need for physical systematic movement	96	54	36	16	17
12	Positive attitude to physical exercise practicing	99	43	46	10	21
13	Fair play	100	60	30	19	10
14	Non-discriminative conduct of gender, race, religion	88	52	42	20	17
15	modesty	81	48	42	32	16
16	Fairness to social norms	79	54	45	25	16
17	Will, firmness, tenacity	83	73	43	18	2
18	Recognition and not acceptance of risk behaviours	84	50	43	23	19
19	Availability to rational, balanced exercise	84	68	38	20	9
20	Courage in taking decisions involving risk-taking	48	53	68	36	14
21	Observation of rules, regulations	71	63	47	24	14
22	Ability to adapt	68	57	57	26	11
23	Ability to take initiative	87	55	45	19	13
24	Quick orientation within task	62	55	55	31	16
25	Nonviolence domestic on field, streets, stand	85	55	52	15	12
26	Conduct according to community rules	97	69	29	12	12
27	Conduct with zero tolerance for alcohol, smoking, drug	93	74	41	7	4
28	Other (specify)	0	0	0	0	0
TOTAL OPTIONS		2197	1564	1163	611	378
PERCENTAGE		37%	27%	20%	10%	6%

To identify the content of value table of participating students in our scientific approach, we analyze the scaled values on the upper ranges of the indicate as important the values which mainly contribute to the manifestation of an attitude behaviour with values. From the perspective of single analysis of defined values, we must notice with such satisfaction that on the first five places of level 5 there were four values which focus in the field related to movement, body development, leisure, lifestyle: „fair play” with 100 options, „positive attitude towards physical exercise practicing” with a frequency of 99 nominations and 96 for the „need for physical movement”. 97 options were compiled by „relevant conduct rules of the community”. On the interval 4, students indicated the following frequencies for values defined by indicators: 74 for „conduct with zero tolerance for alcohol, tobacco, drugs”, 73 for „will, boldness, tenacity”, 71 for „quick thinking, but harmonious”.

Analysis undertaken in terms of sets of values, outlines the idea that students expressed options for defining the attitude behavior by positioning of 64% of maximum levels expressed options. Thus, we have identified and determined the contents table of values which is represented by character value (volitional, attitudes, moral motivation), values focused on social/institutions, values focused on self-personality,

scale, 5 and 4 respectively. Thus, we see the cumulative percentage for the two levels of 64%, which shows that the most students recognize an values related to movement (body development, leisure, lifestyle), cognitive values, values related to creative ability and emotional-affective values.

Statistical analysis was performed using softwares: i) the Software EXCEL version 2007, Microsoft's, ii) systematizing, ordering correctness results with product information tools described above, was used SPSS software version 17, specialized for statistical processing. This product is intended for processing the statistical data characterizing the main entities of a phenomenon subject to statistical analysis (Popa, 2008). Statistical indicators used were the arithmetic average, median, mode, standard deviation, Kurtosis and Skewness indicators. Arithmetic average, median and mode are statistical indicators for determining the central tendency of a string.

The standard deviation is an indicator showing the variation or scatter. Skewness and Kurtosis indicators are indicators of symmetry and vaulting of distribution series (6).

Table 4 presents the values obtained for statistical indicators used for items 9 and 12 from the questionnaire for students and item 4 from the questionnaire for teachers.

Table 4. Statistical indicators for items 9, 12, 4

Indicators	Arithmetical Mean	Median	Module	Standard deviation	Skewness indicator	Kurtosis indicator
Items	\bar{X}	Me	Mo	S		
Students item 9	3,77	4	5	1,231	-,731	-,455
Students item 12	3,57	4	4	1,091	-,450	-,450
Teachers item 4	3,75	4	4	,907	-,522	,388

From the data presented, we see that for all presented items the arithmetic mean value is lower than the median, indicating a negative asymmetry resulting in lower values, that is negative Skewness indicator. Half of responses are achieved between ranges 4 and 5 and median has the value 4, indicating for item 9 a concentration of values listed in higher ranges. Mode with value 5 shows that the highest frequency responses are on the maximum interval 5, revealing that most options have focused on maximum range. The value 4 of the mode for items 12 and 4 indicates a majority concentration of options expressed on higher range 4.

Standard deviation values indicates a dispersal of data on greater intervals around the average for items 2 and 12 from the questionnaire for students. Negative value of the indicator shows a platykurtic distribution, showing dispersed values on a higher range around the average.

Regarding item 4, we observe that the low standard deviation shows that the values are slightly spaced from the average and in conjunction with arithmetic mean value indicates a homogeneous sample. The positive kurtosis indicator for item 1, indicating a high data distribution, leptokurtic, reinforcing the idea that values are distributed around the average.

Discuss

At the end of our study I can present some conclusions. Following the discussions held with the students in the focus group organized and the results obtained in item 12, we can say that the degree of satisfaction of students reported to the analyzed problem is high, the methods of instruction used in the PE classes are appropriate to the choices expressed, match up to their desires, needs and expectations. We also note the highly favorable opinions expressed by teachers on students' involvement in PE lesson; the students responded in an appropriate manner to the tasks received by the correct execution, each engaging according to their potential movement that he owns.

Regarding the students' choices expressed by evaluating a list of submitted values, we identified

constitutive elements of the table of values which is represented by character values (volitional, attitudes, moral, motivation), values focused on social /institutions, self-focused on personality values, values related to movement (body development, leisure, lifestyle), cognitive values, values related to creative ability and emotional-affective values.

To this conclusion is attached the acknowledgement of these values as expression of manifestation of attitude behaviour, by the majority of respondents and awareness that these values are developed in this kind of PE specific activities. The assessment of these indicators on higher scales values shows the reality, confirming the premise from which we started. High frequencies obtained on maximum steps as well as the focus on these values by expressing the students' options for these requires us to say that the value set of most respondents is well defined, relevant for attitude behaviour accompanied by values, finally causing the formation of harmonious developed people physically and especially mentally.

The hypothesis defined at the beginning of our study, namely: if we use training and learning methods in a wide range, corresponding to objectives, then the chances of behavioural manifestations of future graduates grow to be positive and accompanied by a table of values consistent with the requirements of our society.

Regarding other research or analysis having the same subject matter we notice, that from the view of PE field, defined one hundred percent by the fieldwork, we have to admit that the preoccupation with the problematic relative to promoting values, attitudes, conduct are less imaged.

In major international literature it appears to be a larger opening towards the prominence and comprehension of the importance for practicing physical education activities to promote and assimilate values, in order to know the benefits of these activities, to make some attitude sets agreeable to participating in all motion activity, for describing with objectivity and realism of the phenomenon -sport.

Returning to foreign literature we bring up the American author Richard Giulianoti, who brought



together in Sport and modern social theorists (2006) the displays of some famous American writers such as Alan G. Ingham, David Inglis, David Rowe, William J. Morgan. These authors tell what sport means as a phenomenon, the valences of practicing it, the nature and the values that PE promotes, the risks on which those who don't understand good the sport-body relation submit to, out of the will to look as better sometimes overstraining themselves physically.

Peter Craig from Great Britain in Sport Sociology (2008) with Gordon T. Mellor, Paul Beedie, Ping Wu and Amanda Jones give the readers a full image of the sport in this country. The authors mentioned give, from a sociological view, the analysing and comprehension of sport, in the context in which the world is submitted to some repeated and fast changes, making an introduction in sociological theories from modern society; there are imaged the master structures for promoting sport; there are displayed the structure and functional theories of sport and how PE connects with the socialization process.

The American authors Richard Bailey and David Kirk in The Routledge Physical Education Reader came out in 2009, brings together many articles, having specific subjects to PE, of some American writers such as Mike McNamee, Daryl Siedentop, Amelia M. Lee, Jo Harris. This article selection gives as the chance to know the nature and PE values, the existence of the relation between the PE and health, the way of teaching and learning in PE, which is the social making of sport.

We conclude that by the conducted investigation, we were able to create and stimulate the expression of positive attitudes, favorable to practicing physical activities of any kind. We believe that the current of opinion favorable to PE activities practicing will occur also after the completion of studies, in the most diverse situations. At the same time, our study has outlined the idea that students admit that through active participation in PE activities, social moral, sportive values are promoted and assimilated.

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