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PROMOTING LEISURE PHYSICAL ACTIVITIES AMONG STUDENTS

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Abstract

Objectives. The present work aims to improve the working methodology at the level of 1st and 2nd year students, in order to develop the skills of constant and continuous practice of physical leisure activities.

Methods. The study was applied for 23 weeks totaling 46 practical hours on 120 students, out of which 80 boys and 40 girls. In order to verify the hypothesis, the study began with an offer made available to the students by means of presentation sheets of leisure activities. The proposals made to the students concerned activities that are not included in the university program with the possibility of choosing a schedule according to their own regime of professional activities and their own pace of life.

Results. Following the analysis of the frequency of the proposed leisure activities we obtained positive results, 71% of the students having a frequency of 91% during the experiment, the rest of 29% of the students having a frequency at the practical hours of the didactic activity, of 88% hours. 53% of students opted for a single activity, and the remaining 47% of students also opted for a second activity, which denotes the attractiveness and favorable impact of the proposed activities. Most students asked for leisure activities in the natural environment (beach, forest, lake, etc.), which denotes the pleasure with which they practiced the proposed activities, preferring a different place than the usual, imposed and frequently used in didactic activity.

Conclusion. The factor that determines the future of leisure is the attitude that people will adopt in this regard. Due to changing perceptions on the pleasures of life leisure will play an important role in the coming years.

Key words: leisure, physical activity, students.

Introduction

The connotation of the term *loisir* is attitude, time or activities that allow personal development and fulfillment. The connotation of recreation is activities that can be hiking, tennis or watching TV shows (DeGrazia, 1997).

All *loisir* activities are supposed to be recreational because they rebuild the person engaged in these activities. But many recreational activities are not properly described as recreational, because an individual can opt for recreation to work better or simply to improve their physical condition. Recreational activities are goals in themselves. Listening to music, for example, is an activity of the pleasure of listening (Huinziga, 1994). Practicing a sport, if done for the sake of physical fitness or watching TV shows if done to get rid of personal problems, are recreational activities.

Loisir is an ingredient of human behavior that can sometimes appear on the surface as a dominant feature. Some people seem more gifted than others to do things in a more pleasant way. For most people recreation is more natural than leisure.

Recreation suggests amusement, entertainment, something to forget about everyday stress (Neulinger, 1984).

Loisir theories (Veblen, 1899):

- *loisir* as the goal of all human activity
- the compensatory theory
- the theory of recreation as induced

reaction/effect.

As we can see, the three fundamental concepts of agreement are: the residual agreement - what remains after everything else has been done - the agreement as a state of being - an attitude, a way of doing something - the functional agreement - the free activity chosen which form the personality. What is fundamental to all these three concepts regarding leisure is the release of necessity or obligation. Most leisure professionals prefer the concept that leisure is what you want to do and not what you have to do.

The present age demands the individual under various aspects, demands a permanent adaptation to the changes that have occurred, to the dynamics of social phenomena and processes (Mencarelli, 2002).

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The theory and practice of physical education, recorded since ancient times, have seen an ascending evolution, being determined by the concrete historical-social conditions and reflecting the interests of the classes that had the political power. For this reason, physical education was conceived unilaterally, being subordinate to narrow and limited goals, such as military training and preparation for physical work.

However, over time, the role of physical education begins to develop in the true sense, aiming first and foremost for the harmonious development of the personality, for ensuring a functional balance between its components, especially between the physical and the mental. Physical education does not pursue only a limited, intrinsic purpose, that of physical development that would be carried out in parallel and independently of other aspects of human personality, on the contrary, physical education, part of a system, acts simultaneously with the other sides on the integral development of personality. , stimulating and strengthening its psychophysical qualities.

The problems of the youth, as well as the investigations undertaken among the students or students, art that sports education and movement comprise only part of the students, students and adults and that in the lives of some of them they have an irregular frequency (Dumitru, 1997).

In higher education, many students give up all or part of sports and movement. Waiving seems a good measure, but their ability to resist prolonged effort diminishes. The percentage of adults who know how to make movement or sport a means of maintaining health, the ability to work and learn, and the joy of living, is still low, a sign that sports education has not been included in the perspective of lifelong learning.

By their specificity, leisure activities contribute to the functional development of the nervous system, thus ensuring favorable conditions for the successful conduct of intellectual activity. The beauty of the movements and the rhythm of the unfolding of five different aesthetic valences, the organization and conduct of the physical exercises and the games, offers the opportunity to educate the conscience and the moral conduct, the decision, the confidence in one's own forces, the resistance, the perseverance, the feelings of friendship, etc. By training and perfecting certain qualities and motor skills through non-specific transference, they will focus on the precise and coordinated execution of the movements imposed in the handling of tools, devices and

machines, thus contributing to the achievement of polytechnic education.

The fact that in the leisure activities (physical activities), the practitioners are constantly facing new situations, their solution not being possible by applying some template solutions, the rhythm of their development being very intense, the demanding of the above qualities is inevitable for discovering better solutions. The suppleness is the particularity of the thought of adapting and modifying according to the novelty that comes (Gori, 2002) .

In conclusion, recreational activities, carried out in the form of simplified sports and games, contribute to the achievement of the biopsy unit of the human personality by developing each component of this unit and ensuring a harmony between them (Georgescu, 1998).

From this perspective, the knowledge of the preferences and interests of the students for the pleasant part of the hours of physical education, by practicing the physical activities of leisure is of great importance for the systematization of the efforts of the resort, in the direction of the correlation of the individual and social requirements in the programs with applicability at all the institutional levels.

An important aspect of stimulating the practice of physical leisure activities is the concentration of efforts in the direction of intensifying the education for the implicit sport by providing an adequate information system regarding the sanogenesis values of the physical exercises and games, as well as the organization and functioning of the sports bases (Kando, 1984).

In the system of university education in Romania there is the obligation to complete four semesters of physical education in all the specializations of the degree studies. Thus, during the hours of physical education with students from faculties other than the one of physical education and sports, we consider that the introduction of leisure activities will lead to their independent practice but also to the increase of the percentage of frequency at practical hours.

Methods

The present work aims to improve the working methodology at the level of 1st and 2nd year students, in order to develop the skills of constant and continuous practice of physical leisure activities.

In this sense, we set out to apply a system of conducting the practical hours of physical education based on an open schedule, at the students' disposal, and on the possibility of choosing the physical

activities that the students consider appropriate to their own needs and possibilities.

The study was applied for 23 weeks totaling 46 practical hours on 120 students, out of which 80 boys and 40 girls. In order to verify the hypothesis, the study began with an offer made available to the students by means of presentation sheets of leisure activities. The proposals made to the students concerned activities that are not included in the university program with the possibility of choosing a schedule according to their own regime of professional activities and their own pace of life.

These leisure activities were intended to respond to their interest, needs and abilities to respond physically and emotionally. Also, the proposal was to propose a wide range of leisure activities that would be attractive, stimulating and also beneficial.

From the range of activities offered to the students, they have variously chosen all the proposals. Thus, most of them chose only one activity but there were also students who opted for two disciplines, following that during the study the majority had participated in at least 5 activities.

Following the selection of the leisure activities by the students, they were carried out as follows:

- The stretching and fitness activities were carried out in the gymnasium, the exercises were applied gradually, quantified, creating a pleasant atmosphere through a musical background.

- Canoeing trips on Lake Siutghiol were preceded by a training on the possible dangers, the participants being trained and investigated on the level of knowledge in swimming.

- The routes of tourist orientation took place in Mamaia resort. The forms of relief and the vegetation specific to the area, the water and the sand offered the possibility of creating medium difficulty routes, attractive in the form of a race.

- The following activities: badminton, beach volleyball, fast paced walks, jogging took place both around the sports base and on the beach in Mamaia.

- The other activities were carried out on the sports grounds of the Faculty of Physical Education and Sports: basketball, soccer, tennis, application courses.

The working time was 2 hours per week, which represented 1 presence; so that at the end of the study of the 46 hours actually worked, the students had to register a number of 23 presentations. We considered that setting a timetable could be considered as a negative factor and therefore I made available to students an open timetable.

Results

During the practical classes of physical education and sports in the academic year 2002-2003, with the students of the faculties of geography and medicine, the section of nurses, their frequency was as follows:

Table no. 2.1.

| Faculty | Academic year | Group | Average frequency at practiced classes | Frequency as a percentage |
|-----------|---------------|-------|--|---------------------------|
| Geography | I | 1 | 10 | 43.47% |
| | I | 2 | 11 | 47.82% |
| Nurses | I | 1 | 12 | 52.17% |
| | I | 2 | 14 | 60.86% |

From the 23 weeks, the students of the two faculties were present on average at almost half of the time allocated to the practical classes, which led to the restoration of the classes they were absent, the colloquium being held only in the fall session.

By centralizing the data collected in the academic year 2003-2004, regarding the frequency of the students of the two faculties, we notice as follows:

Table no. 2.2.

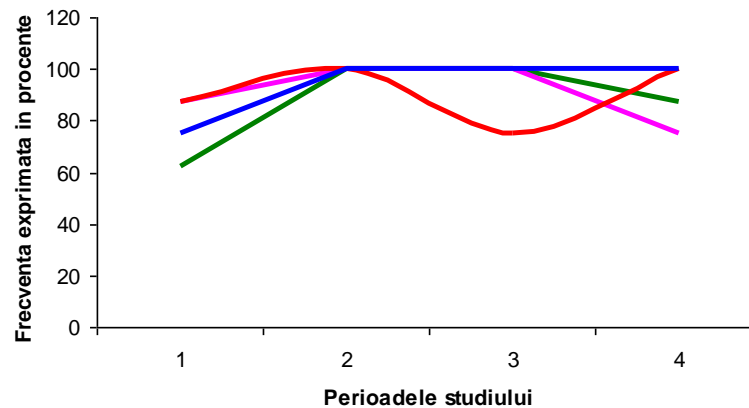
| Faculty | Academic year | Group | Average frequency at practiced classes | Frequency as a percentage |
|-----------|---------------|-------|--|---------------------------|
| Geography | I | 1 | 20 | 86.95% |
| | II | 1 | 19 | 82.6% |
| | II | 2 | 21 | 91.3% |
| Nurses | II | 1 | 20 | 86.95% |
| | II | 2 | 21 | 91.3% |

Comparing the data in table no. 2.1. and those in table no. 2.2., it turns out that the presence of students at the practical classes of physical education has improved significantly, the percentage calculated reinforcing it. We notice that in the first year the same students have only reached the percentage of 60% for participation, while in the current academic year their frequency does not go below 80 percent. From this, we can conclude that the proposed activities and the free schedule stimulated the students, so that they managed to accumulate a frequency close to the maximum during the 23 weeks.

Comparative analysis of the frequency of students of the two faculties

From the analysis of the data presented in the tables above and in the following graph, we notice that the students of the two faculties, targeted by our study, attended the leisure time activities less in the first period, followed by a growth up to 100% in the second and third periods.

Comparing the two faculties, we consider, according to the mathematical calculations made, that the Faculty of Medicine, the Nurses section has a relatively higher percentage (92.18%) than the Faculty of Geography (89.06%), which determines us to believe that due to the increased weight of the theoretical courses, the medicine students feel the need much more to discharge, to relax by the means offered by the leisure time physical activities proposed in our study.



Legend:

- Frecventa exprimata in procente = Frequency as a percentage
- Perioadele studiului = Periods of study

Table no. 2.3.

| Leisure time activities | Participating girls | Participating boys |
|----------------------------|---------------------|--------------------|
| Stretching | 10 | |
| Fitness | 3 | |
| Badminton | 8 | |
| Beach-volley | 10 | |
| Fast paced walks | 12 | |
| Tennis | 4 | |
| Football | | 20 |
| Basketball | | 12 |
| Canoe | | 8 |
| Jogging | | 6 |
| Physical skills tracks | | 19 |
| Tourist orientation routes | 16 | 22 |

Analysis of student participation in leisure time physical activities

From the 12 leisure time activities proposed, at the beginning of the study, the girls opted for 6 of them and the boys for 5, and one of them, namely the tourist orientation routes existing in the preferences of both groups.

As shown in table no. 2.8., many students opted for two activities simultaneously, especially after the first period, when they became familiar with the presentation sheets and the frequency system.

At the end of the study we noticed that the students migrated from one activity to another according to their own needs (from the day they participated in the leisure time physical activities), but especially to the mental disposition of each one at that time.

Thus, most of them opted for group activities and for activities in pairs (teams), linking new friendships, and socializing.

If, at the beginning of the activity, the students' options were those presented in table no. 2.8., starting with the end of the second period, the students began to be interested in other activities and the possibility of practicing them and those that they did not have initially chosen.

Considering that this can only be a positive phenomenon, I acted accordingly, filling in all the students' file made available at the beginning of the semester, with all the information and records about the other leisure time physical activities.

Conclusions

1. Following the analysis of the frequency of the proposed leisure time activities, we obtained positive results, 71% of the students having a frequency of 91% during the experiment, the rest of 29% of the students having a frequency of 88% classes at the practical classes of the didactic activity.

2. 53% of the students opted for a single activity, and the remaining 47% of the students also opted for a second activity, which denotes the attractiveness and favourable impact of the proposed activities.

3. The leisure time activities required most by the students were:

- fast walking (marching) - 61%
- tourist orientation routes – 58%
- physical skills tracks – 48%
- stretching – 40%;

4. Most students asked for leisure time activities in the natural environment (beach, forest, lake, etc.), which indicates the pleasure with which they practiced the proposed activities, preferring a different place than the usual, imposed and frequent used place in the didactic activity.

The leisure time is intended for education, socialization and the development of human relationships with influences in reducing the risk of drug and alcohol consumption. It emphasizes living



experiences and not avoiding them, carrying out activities, and not pursuing them from the sidelines.

The factor that determines the future of leisure time is the attitude that people will adopt in this regard.

Due to changing perceptions on the pleasures of life, leisure time will play a key role in the coming years. After all, leisure time activities represent the opportunity to maximize the pleasures of life, to give it a sense far from that of the daily struggle for survival or prosperity (Brightbill C. K., 1999).

Leisure is something that you acquire in time. You learn what leisure is like just as learning how to play an instrument, how to enjoy nature, or how to think or love. This ability must be developed from the inside (Burch W., 1996).

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