

A SOCIOLOGICAL ANALYSIS ON THE ROLE AND IMPORTANCE OF PHYSICAL EDUCATION FOR THE STUDENTS OF THE FACULTY OF AUTOMATION, COMPUTERS, ELECTRICAL ENGINEERING AND ELECTRONICS (PART 1)

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Abstract

The continuous changes that have been taking place in the higher educational system in Romania require a new prioritization of the disciplines included in the curriculum, in order to create the socio-professional competences necessary for a better integration of the graduates. Taking into consideration that the labour market is characterised by an extremely dynamic and sometimes unpredictable evolution, it is important the way in which each discipline contributes to the professional development of the graduates, as well as the opinions students have formed about each discipline. The hereby study reflects the way in which students appreciate nowadays the importance that physical education has on the various levels of their professional and personal evolution.

Key words: questionnaire-based investigation, physical education, motivations, physical effort, educational values, motricity.

INTRODUCTION

Beginning studies in the higher educational system involves new requirements, influenced by the academic specialization (most often intellectual requirements), that students have to cope with. Considered an instructional educational process, physical education allows scheduling some systematic requirements that have strong influences on the motrical and physical development. The processes of growth and development are still present, but at a slower pace, as the youths reach adulthood from a psychological, motrical and functional somatic point of view. Physical education provides, due to its compulsory character, a harmonization and even a compensation of all the effects that students experience from the other studied disciplines. The questionnaire-based investigation is included in the descriptive research and has the disadvantage of being made of information gathered and processed out of the personal opinions of those interrogated, which indicates a low level of objectivity. Nevertheless, due to the variety of centralized questions and answers, new directions of improving the educational process can be identified, student's expectations towards physical education can be easily noticed and the real cause of rejecting or ignoring physical activity can be revealed.

Working hypothesis and research organisation:

We left from the supposition that using the questionnaire method will help us get a more realistic image of the importance and value of physical education for students. The following research methods have been used: the theoretical analysis and the generalisation of the literature, the questionnaire-based investigation, the statistical-mathematical methods, and the graphical and

tabular representation of data. The research has been organized in the first semester of the academic year 2011-2012, on a sample of 140 students from the Faculty of Automation, Computers, Electrical Engineering and Electronics - 1st and 2nd year of study, a representative sample for data validation. All the required stages for organizing and progressing a scientifically-based research have been met: setting up clear objectives, choosing the sample, editing the questionnaire, pilot-testing the questionnaire and correcting it, administering the proper questionnaire, centralizing, analysing and processing the data, interpreting the results, graphically representing the data and drawing conclusions.

ANALYSING AND INTERPRETING THE RESULTS

The questionnaire has 18 accessible questions, with various ways of answering: closed answers, multiple choice and open answers. Because of length reasons, the research presents only the first 9 questions of the study results:

1. What do you think about the discipline physical education, included in the educational curriculum plan of your faculty?
2. What is the ideal number of hours of physical education that students should attend on a weekly basis?
3. Do you do any sports in your spare time - are you doing it for relaxing or for officially competing against sport clubs?
4. What favourite sports do you practice in your spare time and which one would you like to practice during your physical education classes?
5. Do you consider that physical education plays an important role in your professional development, if

you take into consideration the specialization you have chosen?

6. Do material supplies in the university help students practice different sports properly and do they satisfy their need for training?

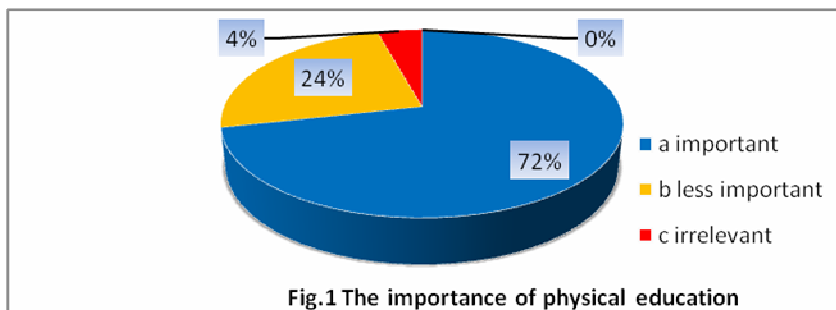
7. What would you like to do exactly during physical education classes in faculty?

8. Do you think that physical education classes from your previous level of education (especially high-school) has helped you practice different sports at a intermediate or at an advanced level, or

do you consider that all the former experience has not been sufficient?

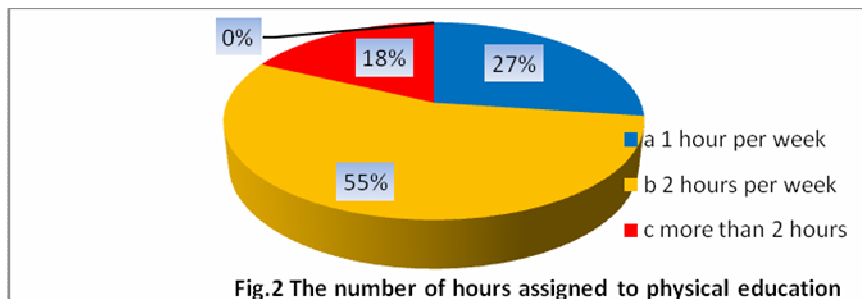
9. What should be taken into consideration when graded for physical education?

To the question: "What do you think about the discipline physical education included in the educational curriculum plan of your faculty?", students have given the following answers: 72% consider it important, 24% consider it less important and only 4% consider it irrelevant. (Fig. 1)



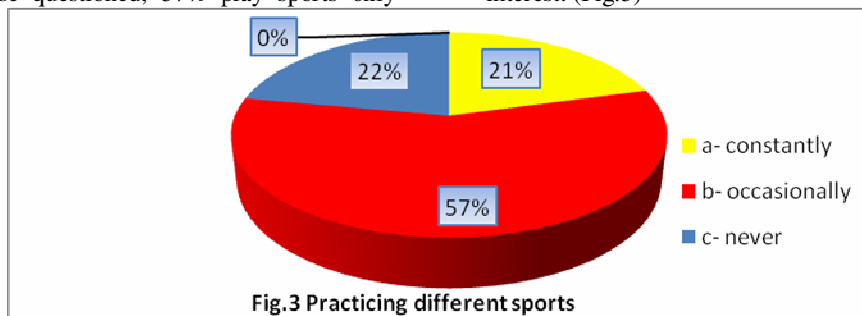
Regarding the number of hours that should be assigned to physical education on a weekly basis, 27% consider that 1 hour is enough, 55% that

2 hours would be necessary and 18% that a higher number of hours should be assigned to it, from 3-4 hours to even 6 hours. (Fig.2)



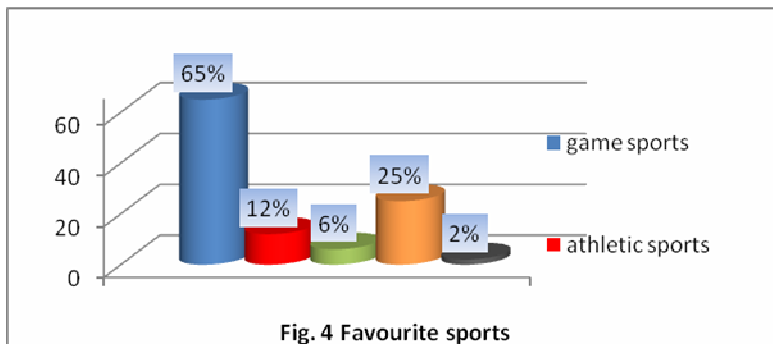
Doing sports is a constant activity only for 21% of those questioned, 57% play sports only

occasionally and 22% do not have any such interest. (Fig.3)



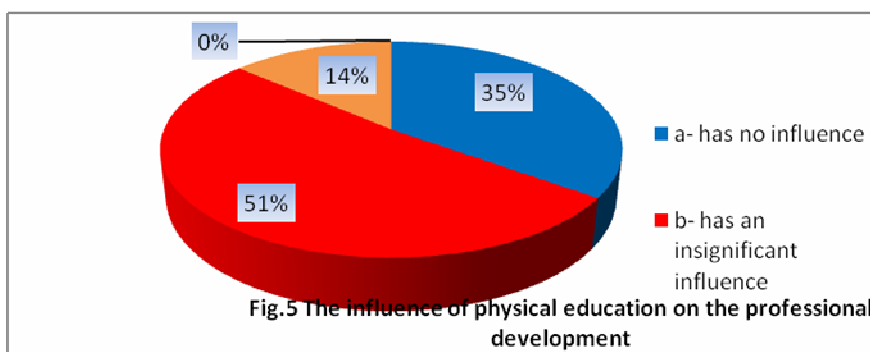
Favourite sports that students would like to practice during their physical education classes are: sport games- 65%, athleticism -12%, gymnastics-6%, martial arts, body building, swimming, tennis -

25%, others (cycling) -2% The percentages have been established as a result of answering to multiple choice questions. (Fig.4)



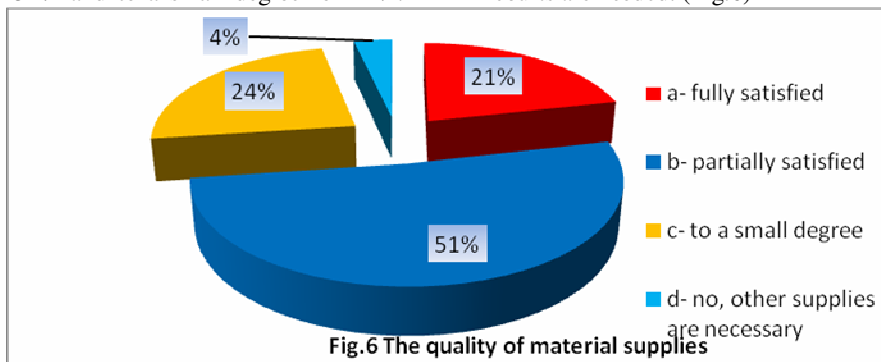
35% of students consider that physical education has no direct impact on their professional development, 51% think that its influence is insignificant, only 14% consider it plays a role -

improving their physical condition, health, team spirit, discipline and personality traits, help them to have better results, to relax and reduces the stress level.



The material supplies completely meet the requirements for 21% of the responders, only partially for 51% and to a small degree for 24%.

Only 4% consider that more fields, game sports gyms, swimming pools, fitness rooms and grass courts are needed. (Fig.6)



The autonomy students have when practising sports is considered important by 93% of students, who prefer to do 1 to 2 sports selected by

them, whereas only 7% consider that the activity should be managed exclusively by a teacher. (Fig.7)

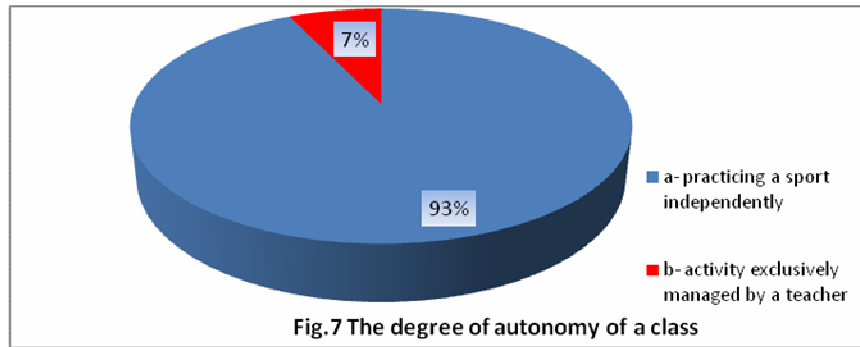


Fig.7 The degree of autonomy of a class

Students think that physical education classes in high-school have helped them practice a

sport at an advanced level - 9%, at an intermediate level - 63% and 28% state that they do not practice any sport. (Fig. 8)

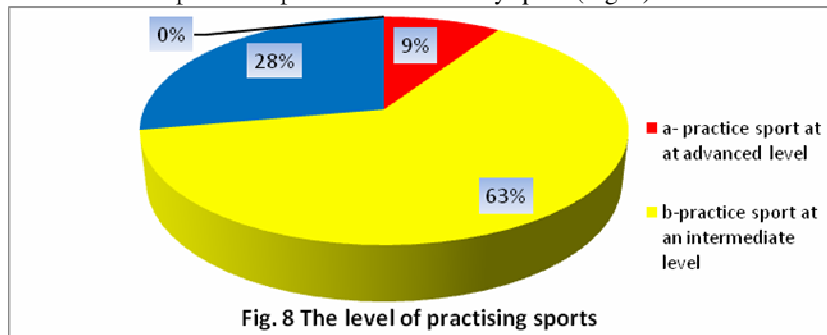


Fig. 8 The level of practising sports

Regarding the evaluation criteria, 11% think that the motrical performance is the most important, 10% that the level at which a sport is practised, 35% consider important the number of

classes attended, 37% the degree of involvement during the class, 23% all the above presented criteria (Fig. 9) - multiple choice answers

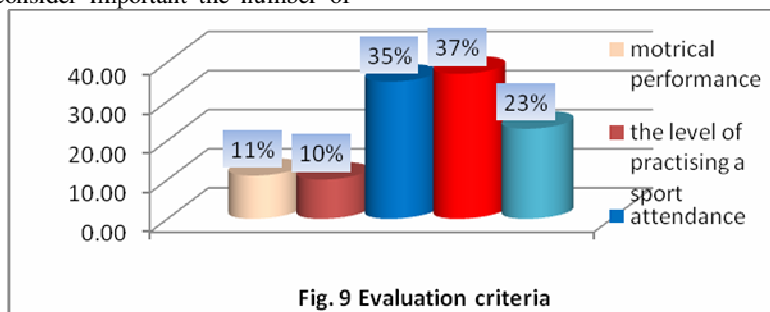


Fig. 9 Evaluation criteria

CONCLUSIONS

- Interpreting the gathered research data has created a closer to reality picture regarding the place of the academic physical education subject in the educational and professional development of students. Because the main disadvantage of administering the questionnaire is the degree of sincerity of the answer, we believe that the normal tendency of those interrogated is to offer an image slightly improved from the reality, thus affecting the objectivity of the gathered and proposed data.
- The majority of students would like to have two or more physical education hours per week, compared to the actual curriculum, which has only one hour per week planned. A matter of concern is represented by the number of those who do not

spend their spare time practising any sports at all, which is bigger than those constantly involved in such activities.

- There is no surprise in the high percentage of those who prefer sport games rather than other sports such as athleticism or gymnastics, less attractive to students, whereas there is a visible preference for body building, swimming, martial arts, tennis, which have been gaining popularity.
- It is worth mentioning the inability of those interrogated to observe the direct benefits that organized physical activity can have on their body at different levels, such as improving their professional results, no matter the academic specialization. Also, a significant percentage has given concrete examples of improving the material supplies, although it is first of all lacking quality.

- It is normal for students to ask for autonomy during the class, depending on their preferences. It is alarming to notice the percentage of those who do not practice any sport, which questions thus the number of hours that students should attend during their former level of education, the existing material base and the quality of teaching.

- It is interesting to notice the high percentage of those who consider that attending and participating in class is more important than performing well during the check tests, which allows however a higher motivation and a favourable grading of those less trained.

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A SOCIOLOGICAL ANALYSIS ON THE ROLE AND IMPORTANCE OF PHYSICAL EDUCATION FOR THE STUDENTS OF THE FACULTY OF AUTOMATION, COMPUTERS, ELECTRICAL ENGINEERING AND ELECTRONICS (PART 2)

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Abstrac

Academic physical education classes aim at having multiple effects on its beneficiaries, by working on many plans: involving students in practising sports in an organized and systematic manner, strengthening health and helping to shape a harmonious figure, improving general motricity, compensating stress effects caused by the requirements of the chosen academic specialization, getting the theoretical know-how and enriching the sport knowledge, changing the attitude towards physical activity and sports in general. By administering the questionnaire to the students mentioned in the above academic specialization, a consistent number of answers have been gathered, which lead to a better identification of the expectations that students have of physical education in its double role (as an institutionalized educational process and as an independent activity) and of the methods that help to continuously improve the educational process.

Key words: *questionnaire-based investigation, physical education, motivations, physical effort, educational values, motricity.*

INTRODUCTION

Entering the higher educational system involves new requirements, influenced by the academic specialization (most often intellectual requirements), that students have to cope with. Considered an instructional educational process, physical education allows scheduling some systematic requirements that have strong influences on the motricity and physical development. The

processes of growth and development are still present, but at a slower pace, as the youths reach adulthood from a psychological, motricity and functional somatic point of view. Physical education provides, due to its compulsory character, a harmonization and even a limitation of all the effects that students experience from the other studied disciplines. The questionnaire-based investigation is included in the descriptive research