

- 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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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

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 ORGANISATION OF RESEARCH

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, graphical representation of 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 last 9 questions of the study results:

10. What motivates you to get involved in physical education classes during faculty or in physical activities during your spare time?

11. Do you think physical education plays an important role in preventing and fighting against some of the frequently encountered diseases in the younger generation (obesity, cardiovascular diseases, diabetes, etc)?

12. Which one of the sports you are practising or you are familiar with do you think has the strongest impact on improving your health condition and on helping you acquire a harmonious figure?

13. What do you think that are the effects-impact of practising physical exercises on your body?

14. Do you think that physical education classes in faculty could help creating a routine and gain the competences necessary for practising any form of sport independently, even after graduating?

15. Do you consider that teacher-student relationship during physical education classes should be totally different from teacher-student relationship in high-school?

16. Do you think that attending theoretical classes of sportive education will provide you with a better understanding of this subject's particularities and will help you plan your personal physical activity according to scientific principles?

17. Can you list some methods and physical exercises that improve muscular strength and general resistance?

18. Do you consider it useful to include physical education classes in your last year of academic education (3rd and 4th year)?

Regarding the motivating factors that determine to get involved in physical activity, 18% are motivated by a higher grade, 10% by the compulsory character of the subject, 24% by the routine of doing physical activity, 35% by the pleasure of competing, 5% by the desire of being noticed, 36% by the relaxing benefits. The percentages have been established as a result of answering to multiple choice questions. (Fig.10)

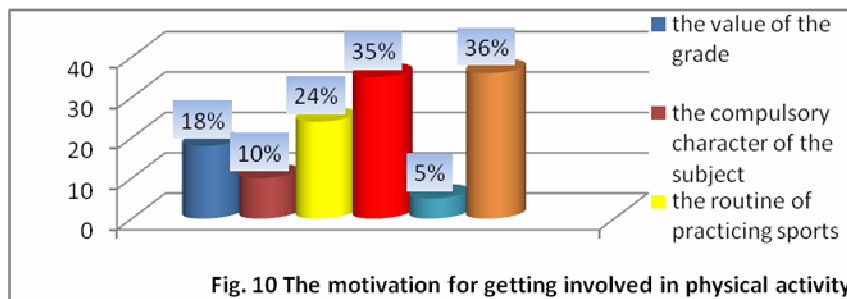


Fig. 10 The motivation for getting involved in physical activity

86% of students think that physical activity has a strong positive impact on their health, 11% that medication is more important in preventing and

fighting diseases and 3% that the impact of physical activity is insignificant. (Fig.11)

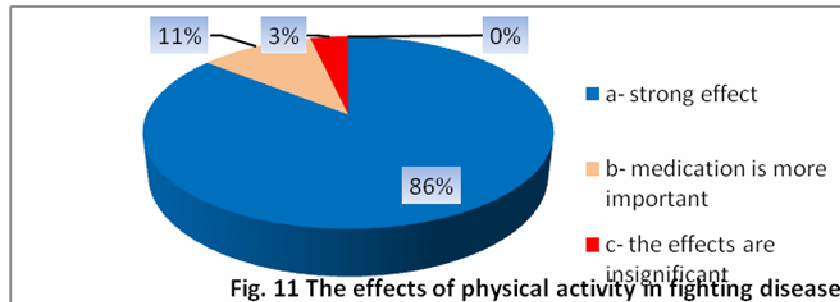


Fig. 11 The effects of physical activity in fighting disease

Those sports that have the strongest impact on health condition and on shaping a harmonious figure are: game sports- 52%, swimming- 21%,

tennis- 7%, martial arts-8%, athleticism- 21%, gymnastics -9%, body building- 13%. This question too had a multiple choice answer. (Fig.12)

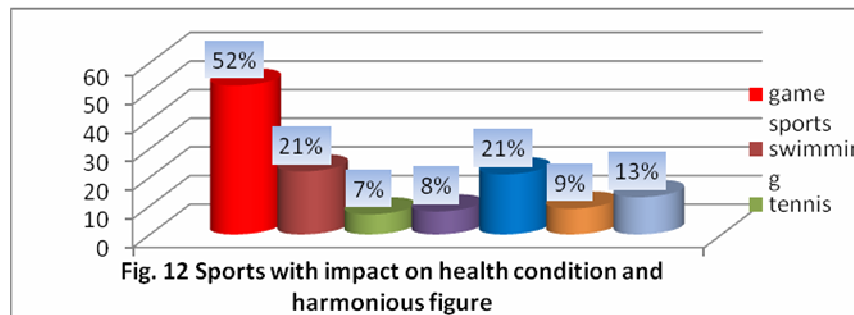


Fig. 12 Sports with impact on health condition and harmonious figure

The main effects that practising physical activities have on the body are: reducing stress-49%, increasing physical resistance-42%, fighting

against physical deficiency- 20%, improving health condition -43%, other effects- 0%. Multiple choices (Fig. 13)

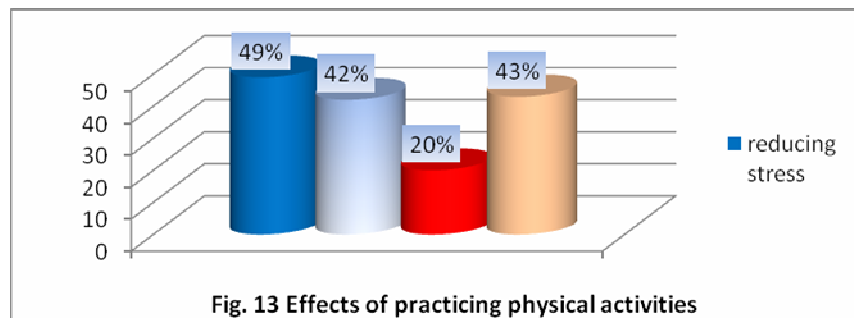


Fig. 13 Effects of practicing physical activities

Physical education classes help acquiring the competences necessary for independently

practising any form of sport- 56%, only to a certain degree- 25%, not enough - 18%. (Fig. 14)

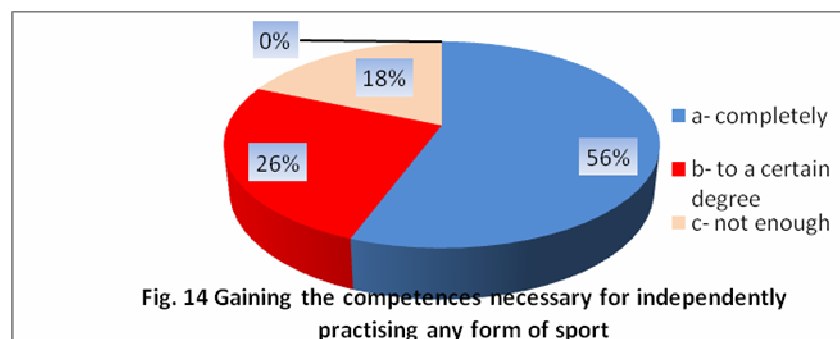
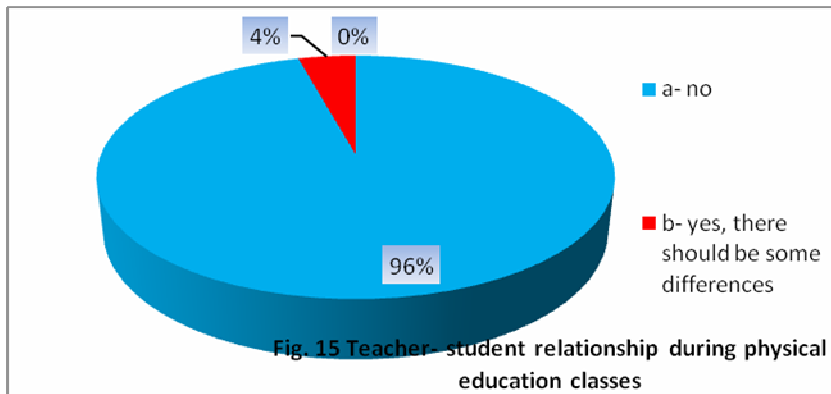


Fig. 14 Gaining the competences necessary for independently practising any form of sport

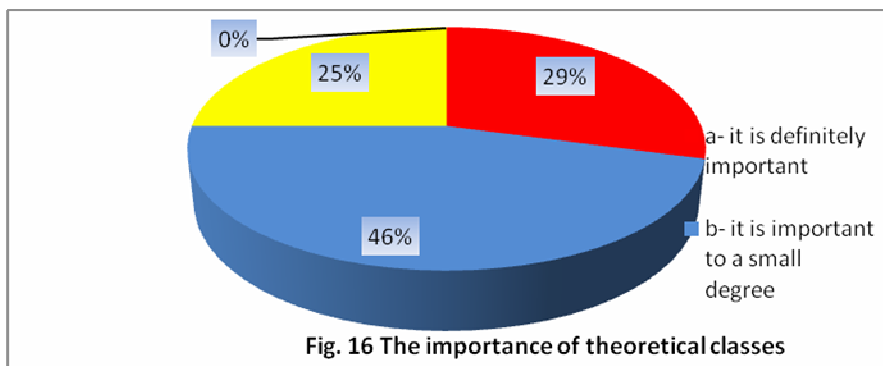
Concerning the teacher-student relationship, 96% of students believe it should not be a lot different than teacher-pupil relationship in high-school, 4% consider that the relationship

should be different: the student should have more freedom, there should be more communication, collaboration, more attention to the student's needs, more authority given to the student. (Fig. 15)



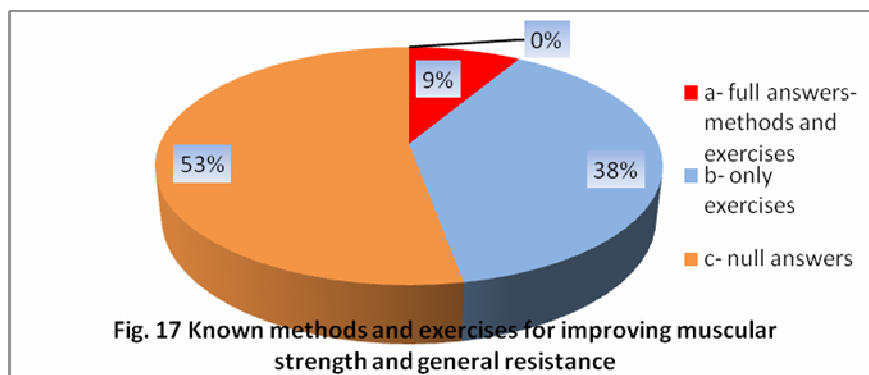
29% believe that attending special theoretical classes of sportive education will offer a better understanding of this subject's particularities and will help planning the personal physical

activity according to scientific principles, 46% consider that this will have only a small influence, 25% that it will have no effect. (Fig. 16)



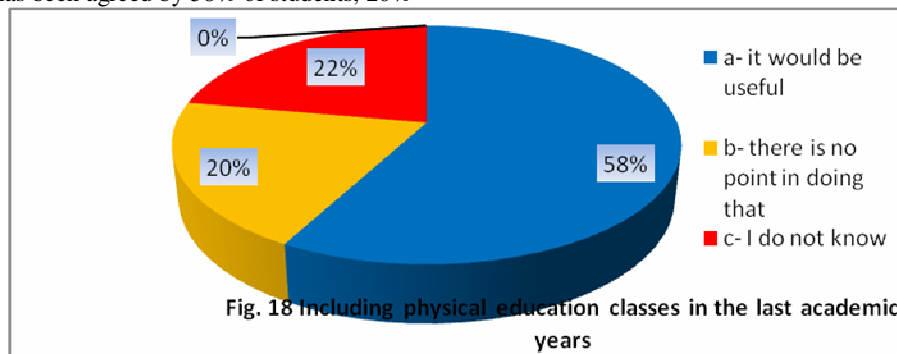
A reduced number of students managed to list some methods and physical exercises that improve muscular strength and general resistance -

9%, 38% are familiar with physical exercises only and 53% are gave no answer. (Fig. 17)



The suggestion of including physical education classes in the last year of academic education has been agreed by 58% of students, 20%

consider this proposal pointless, 22% have no opinion. (Fig. 18)



CONCLUSIONS

- The various reasons that determine students to do physical activities- from grades to the desire to compete or relax- should be taken into consideration in order to prevent the attitude of rejection towards physical education and in order to create a strong interest for doing physical activity in an organized way.

- The majority of those questioned are aware of the benefits physical education have on their body because it is preventing diseases and strengthening health condition, reduces stress, improves general resistance, fights against mistakes in body posture etc.

- Games sports are the leader in disciplines that help keeping a good health condition and contributing significantly to getting a harmonious figure, followed by swimming, athleticism, body building and other disciplines. The answers prove that many students do not understand the concept of harmoniously building muscle groups, games sports usually offering an exaggerated growing of the muscles involved in the specific effort, affecting thus the other groups of muscles, if no compensatory effort is put in there as well.

- Only a few know that the educational system is focused on students and answering to his/her needs, on permanently improving the process of communication, thus the majority of students prefer the teacher-student relationship built in the former level of education.

- The opinions are relatively similar concerning the necessity of attending theoretical classes of sportive education, most of the students being undecided, which proves that usually individual training programs during spare time have no scientific fundamental but only empirical character. This conclusion is confirmed by the majority's incapacity to list training methods for physical activity- motrical aptitude, by the permanent

confusion between method and exercise and by the high number of null answers to this question.

- More than half of those questioned agree with introducing physical education classed in the last academic years, which confirms the awareness of the plus value physical education can bring to the personality in all its aspects.

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