

# STUDY REGARDING THE IMPACT OF MOTOR ACTIVITIES OVER A HEALTHY LIFE OF STUDENTS

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## ABSTRACT:

*In the present study, we tried to discover the values or the effects considered essential for the development of positive attitudes in practicing motor activities by students. The study had as main research method the survey and the research sample included a total of 100 students from the “Lucian Blaga” University of Sibiu. Research findings showed that students are aware of the beneficial effects of motor activities both on the biological, psychological and socio-cultural level. Gender differences show that opinions are divided, male students consider the physical and social effects as most important assets developed by the motor activities, while feminine students consider exponential for the motor activities effects, the mental and sanogenic effects.*

## KEYWORDS:

*Socialization, motor activities, health*

## 1. Introduction

During student activities life, motor activities have as the primary objective the continuous training and development of the youth. Within students motor activities through practical activities of various sports, students can develop and harness the skills and their talent, ensuring also an ideal setting to strengthen the motor skills, the

development of motor capacity, improving the major functions of the body, developing moral values as respect for self and opponent, fair play, help needed, perseverance, attention, memory (Tufan, 2015).

Specialists define the notion of sport as a generic meaning, this representing “all forms of physical exercises and dynamic games character more or less

spontaneously and competitive, with origins in traditional games and major founding myths of modern civilization and its diversification of link that conveys values that come from contemporary lifestyles” (Drăgan & Teodorescu, 2002).

We focused our interest towards such a theme because we met a growing interest of young people for such activities, or because we analyzed the consequences of lack of physical activity with adverse effects on human life (obesity, body mass index increased, deformation of the spine, heart problems etc.) also practicing motor activities can improve socialization, communication and intergroup relationships.

As regarding the establishment of the overall objectives of physical education in higher education, experts highlighted the following objectives: the formation of a healthy lifestyle by practicing outdoor physical exercise, the revival of tourism activities, preservation of health and the capacity to adapt to various ambient conditions; develop team spirit and competitive spirit, having as primary scope to integrate the young students into society; independent and continuing practice of the physical exercise or sport branches; the integration of specific knowledge and techniques of optimization in physical education, and the development of motor capacity (Stoica, 2004).

From the pedagogical perspective we emphasize the tasks of physical education, systematized by the specialist as: establishing a harmony between body and soul; developing and strengthening the body, building the physiological capacity of the body; correcting and improving physical disability; getting used with the sanitary rules (Ionescu, 2010).

Also, sports activities develop communication, intergroup relationships, and group cohesion. We can demonstrate that motor activities can develop group cohesion positive intergroup relationships development, the discovery of group leader and most importantly integrate and reintegrate

children into the social group. Group cohesion is very important in the evolution of school performance as a group, therefore in groups where we can find positive relationships as sympathy, friendships and cooperation the work efficiency is greater (Sopa & Pomohaci, 2014a).

Related to physical education and its effects on cohesion, of the groups, experts say the following: physical education can also improve the cohesion of groups having a good cohesion of the group is considered important and may lead to better performance of the group. The relationship between cohesion and performance has been studied by many researchers, the majority concluded that “the connection between performance and cohesion is mutual” (Sopa & Pomohaci, 2014b). Also, successful groups and teams are built around strong leaders and the importance of this role is growing in nowadays sport in all categories (Sopa & Pomohaci, 2015a).

Physical education specialists and also from the field of psychology, sociology, pedagogy and medicine have established objectives of this domain, each in terms of their scope. Among these approaches, we cannot find major differences. So the physical education and sports must satisfy the following set of objectives: maintaining an optimal health and increase working capacity and life of those who practice physical education and sports activities; the development of the basic motor capacity and those specific to other fields of sports; training and conscious habit of practicing correct physical exercise, in an organized and independent way, especially in leisure sport activities; forming a large system of motion and motor skills, but also valuing it in sporting activities; the effective contribution to the development of intellectual traits and qualities, civic, moral, etc. (Cârstea, 2000).

Another important contribution of the motor activities is their socializing role, demonstrated by many researchers from different fields saying that these activities

represent the perfect framework in the social development of young people (Sopa & Pomohaci, 2014e).

The specialists appreciate that another form of physical activity, considered as “a bridge between sedentary and active life”, which through the way of action connects the static and dynamic attitude of the human body, is stretching. Practiced regularly, before and after physical effort, independently, as a form of movement, but also “associated with other motor activities”, stretching helps in improving the flexibility of muscles and causes a good and relaxing feeling, improving quality of life (Macovei, 2012).

Many skills are learned by young people with the help of team sports, one of these is even the competition. Nowadays we meet competition every day and in every area. As adults we meet competition when looking for a job or trying to find better jobs, students meet competition for better grades (Sopa & Pomohaci, 2015b).

The systematically and regularly practice of sports activities contributes to eliminating or reducing some deficiencies related to the somatic profile at the functional level of the body, supporting motivation for moving, controlling emotions, stress reduction, planning and organizing the work and leisure time activities, development of relationships, intra-group communication, and socialization improvement. Socialization through sport is a process of social integration through communication, understanding, and cooperation, an interactive role for conflict resolution. Therefore, is structured on cognitive constructions, affective, and motivational, as well as representation, behaviors and performance of sports groups (Sopa & Pomohaci, 2014c).

Also, situational factors are important for the cohesion of the group like living close to each another, sharing the same hobbies and activities, the same uniforms or clothing, group rituals etc. (Sopa & Szabo, 2014).

Some of the most important aspects of a healthy lifestyle values are expressed in

synthetic frame by experts, a summary of the characteristics or components of a lifestyle promoting the following aspects: constant and active participation in physical education; the pro physical movement; concern for improving and maintaining optimal health status; recognition of risk factors for health; concern for knowledge of the human body; knowledge of hygiene rules (Uță, 2012).

Seen as a social institution, sport has its own base in society, it has rules, laws specific ways of sanctioning, binding friendships (both social and cultural) and communication systems, principles and ideologies (Sopa & Pomohaci, 2014f).

Besides family, the first and most important social group, other groups contribute to the socialization of individuals: schoolmates, friends group and later professional staff. One of the ways that socialization within the group of friends or colleagues is performed is sports. Individuals learn through sport to work together, to assume certain roles within the group and to define themselves within the group (Sopa, 2014a).

Socialization through sport is a complex process in which individuals learn skills, attitudes, values and ways of behavior that allows functioning in a particular culture. These modes of behavior are learned in institutions like school or family (Sopa & Pomohaci, 2014d).

## **2. The Research Scope**

Through this research, we wanted to know the opinions of students in higher education at the University “Lucian Blaga” concerning: sports activities preferred by students, the impact of motor activities on the human body, socialization, and communication, cohesion of the groups, education through sports of a healthy lifestyle.

## **3. Objectives**

Among the research objectives we

can include: identifying the student opinions about the concept of a healthy lifestyle through practicing sport, effects of motor activities on the human body, socialization, and communication, group cohesion, knowing the student options for practicing certain motor activities.

#### 4. Materials and Methods

In this research, we used the following research methods: the method of investigation and data collection (theoretic documentation) statistical methods of processing and interpretation of data, the survey method – questionnaire of opinions.

#### 5. The Research Hypothesis

Knowing the student preferences regarding the motor activities and their relation with the development of a healthy lifestyle through sport can offer, as managers of teaching act, the guideline data for practical and methodological approaches from student sports disciplines.

#### 6. Research Sample

The sample of the questionnaire included 100 students from various specializations within the “Lucian Blaga” University from Sibiu. We used the demographic data to have a clear picture of the group of subjects, such as age and gender. Later we will use the gender analysis to show whether there are differences between feminine and masculine opinions. Age – most students interviewed had the age between 19 and 20 years (67.4 %), according to Figure no. 1 and Table no. 1, with a mean of 20 years.

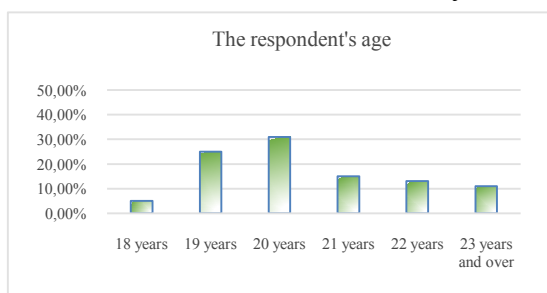


Figure no. 1. Graphic representation of the questionnaire respondents' age

Table no. 1.  
Statistics regarding the age of the questionnaire respondents'

The age of the respondents	Cases	% N = 100
18 years	5	5 %
19 years	25	25 %
20 years	31	31 %
21 years	15	15 %
22 years	13	13 %
23 years and over	11	11 %
<b>Total</b>	<b>100</b>	<b>100 %</b>
<i>Arithmetic mean</i>	20.91	
<i>Median</i>	20	
<i>Standard deviation</i>	2.92	
<i>Skewness</i>	2.72	
<i>Kurtosis</i>	8.20	

The distribution on gender of questionnaire respondents was the following:

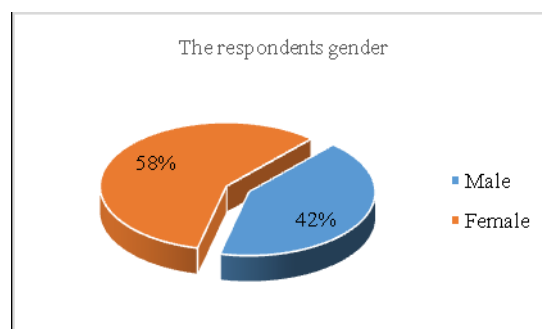


Figure no. 2. Gender distribution of the questionnaire respondents

#### 7. Results

The students were asked to appreciate which of the following values of effects they consider essential for developing a positive attitude for practicing motor activities.

- 5 – Total agreement with the answer
- 4 – Agreement with the answer
- 3 – Partial agreement with the answer
- 2 – Partial disagreement with the answer
- 1 – Total disagreement with the answer

Table no. 2.

Students' answers regarding the questionnaire items

Values or effects of motor activities	5	4	3	2	1
1. Maintaining the optimum body condition	60 %	26 %	11 %	1 %	2 %
2. Improving the functions and body systems	49 %	25 %	22 %	3 %	1 %
3. Keeping high indexes of some certain activities ability	45 %	30 %	14 %	3 %	8 %
4. The knowledge of acts and motor activities	33 %	20 %	24 %	13 %	10 %
5. Developing social values (communication, collaboration, socializing, relationships)	62 %	21 %	13 %	1 %	3 %
6. The development of cognitive capacities (thinking speed, memory, attention, boldness, ambition)	41 %	14 %	17 %	15 %	13 %
7. Developing creativity (imagination, rapid adaptation to new systems, initiative)	45 %	15 %	18 %	13 %	9 %
8. Promoting moral values (fair play, mutual aid, honesty, modesty, dignity)	55 %	21 %	10 %	9 %	5 %
9. Networking with peers involved in activities	58 %	22 %	10 %	6 %	4 %
10. Staying healthy	57 %	19 %	11 %	10 %	3 %
11. Developing group cohesion	50 %	17 %	17 %	10 %	6 %
12. Reducing the level of violence	40 %	30 %	21 %	4 %	5 %
13. Forming a positive self-image	38 %	21 %	23 %	10 %	8 %
14. Training constant habit of practicing motor activities during your leisure time	45 %	20 %	19 %	8 %	8 %
15. Positively influencing physical characteristics	48 %	22 %	25 %	4 %	1 %

Table no. 3.

Statistics regarding the answers of the questionnaire items

Questionnaire item	Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis	T-test on gender
Item 1	4.41	5	0.88	-1.73	3.35	0.522
Item 2	4.18	4	0.95	-0.88	0.04	<b>2.050</b>
Item 3	4.01	4	1.20	-1.27	0.83	0.340
Item 4	3.53	4	1.34	-0.45	-0.95	<b>2.542</b>
Item 5	4.38	5	0.96	-1.74	2.93	<b>2.392</b>
Item 6	3.55	4	1.47	-0.48	-1.22	0.102
Item 7	3.74	4	1.38	-0.67	-0.90	<b>2.380</b>
Item 8	4.12	5	1.21	-1.25	0.45	<b>3.060</b>
Item 9	4.24	5	1.11	-1.48	1.38	<b>2.600</b>
Item 10	4.17	5	1.16	-1.22	0.36	1.424
Item 11	3.95	4.5	1.27	-0.92	-0.35	<b>1.232</b>
Item 12	3.96	4	1.11	-1.01	0.50	-0.843
Item 13	3.71	4	1.29	-0.65	-0.65	1.453
Item 14	3.86	4	1.30	-0.87	-0.36	<b>2.380</b>
Item 15	4.12	4	0.99	-0.76	-0.34	-0.876

## 8. Discussions

Analyzing Figure no. 1 we can see that many students are aged between 19 and 20 years (56 % of total). And regarding gender composition we can see that most of the students (58 % of total) are female and

42 % of respondents were male.

Asked to answer which of the following values of effects they consider essential for developing a positive attitude for practicing motor activities, the students answered:

– at the answer variant “maintaining the optimum body condition”, students majority response was 5 (60 % of total respondents), the average mean was 4.41 and the differences by gender, calculated with the significance t-test (0.522), being insignificant.

– in the case, of the answer “improving the functions and body systems”, the most common response was 5 (49 % of total) average 4.18 and a significant gender difference (2.050).

– at the item “keeping high indexes of some certain activities ability”, the most frequent response was 5 (45 % of total), the average was 4.01, a significant difference in terms of gender (0.340).

– at the answer variant “the knowledge of acts and motor activities” the students replied in 33 % with alternative 5, averaging 3.53 and significant gender difference (2.542).

– at the item 5 “developing social values”, 62 % of students responded with 5, the average grade is 4.38 and gender difference is significant (2.392).

– at the item 6 “the development of the cognitive capacities”, 41 % of students chose the 5 grade, the average grade was 3.55, gender difference was not significant (0.102).

– regarding item 7 “developing creativity”, about 45 % of students rated 5, the average grade was 3.74, and gender difference was significant (2.380).

– at the item 8 concerning “promoting moral values”, about 55 % of students chose the 5 grade, the average grade was 4.12, and gender difference was significant (3.060).

– at the item 9 “networking with peers involved in activities”, 58 % of respondents chose the grade 5, the average grade was 4.24, and gender difference was significant (2.600).

– regarding the item 10, “staying healthy”, most students (57 % of the total) rated 5, the average grade was 4.17, and gender difference was insignificant (1.424).

– at the item 11 “developing group cohesion”, 50 % of students have chosen

the 5 grade, the average grade was 3.95, and gender difference was significant (1.232).

– in the case of the item 12 “reducing the level of violence”, 40 % of students chose the 5 grade, the average grade was 3.96, gender difference was not significant (–0.843).

– at the item 13 “forming a positive self-image”, 38 % of students have ticked note 5, the average grade was 3.71, gender difference was not significant (1.453).

– regarding item 14 “training constant habit of practicing motor activities during your leisure time”, 45 % of respondents chose the 5 grade, the average grade was 3.86, gender difference was significant (2.380).

– at the item 15 “positively influencing psychological characteristics”, 48 % of the total number of students have chosen the 5 grade, the average grade was 4.12, gender difference was not significant (–0.876).

## 9. Conclusions

The conclusions of this study highlight that students are aware of the positive attitudes that are present in the practice of the motor activities. Most valuable effects considered by the students were maintaining the optimum body condition developing social values (communication, collaboration, socializing, relationships); promoting moral values (fair play, mutual aid, honesty, modesty, dignity); networking with peers involved in activities, staying healthy and so on.

The results of the study showed us that opinions are divided by gender, male students consider the physical and social effects as most important assets developed by the motor activities, while feminine students consider exponential for the motor activities effects, the mental and sanogenic effects.

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