



## ❖ RECREATION AND SPORT FOR ALL

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### EFFECTS OF UNIFIED SPORTS PROGRAM ON ATHLETE SELF- CONCEPT

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#### Abstract

**Purpose.** Unified Sports is a Special Olympics' response to the inclusion movement. The program includes both students with disabilities and students without disabilities working together in athletic competitions. The purpose of this study was to investigate the participation effects in Unified vs. Segregated sports on the Athlete self- concept for persons with mental retardation (MR). The Piers- Harris Self- concept Scale for children was used.

**Methods.** 40 persons with mental retardation (aged 12-16years) were selected from Egyptian special Olympic and three public schools for special persons, the sample was distributed to three groups. The first group (n=10) participated in a unified sport. The second group (n=15) participated in segregated sport. While the third group (n=15) non-participated in any sports activities .The special Olympic principles were applied by all groups. A two- way ANOVA was used to analyses the data.

**Results.** The results revealed that significant Differences in Athlete self- concept between three groups. The first group higher than the other two groups in Athlete self- concept. And the second group higher than the third group in Athlete self- concept.

**Conclusions.** Findings indicated that inclusive in special Olympic was not detrimental to the self-concept of the present sample of Egyptian children with a low intellectual disability adding support to the growing international literature that highlights inclusive schooling as a viable option for this population.

**Key words:** Self-concept, segregated sport, Unified Sports, Special Olympics

#### Introduction

The moment a human dream haunted Ms. Eunice Kennedy Shriver, sister of the late U.S. President John f. Kennedy in 1968 and started with her sister Rose Marie, who was born with an intellectual disability. SHE believed that if people with intellectual disabilities were given the same opportunities and experiences as everyone else, they could accomplish far more than anyone ever thought possible On July 1968, the first International Special Olympics Games were held in Chicago, Illinois, USA. A global movement that today serves more than 4 million people with intellectual disabilities in more than 170 countries. Under the Oath " Let me win, but if I cannot win, let be brave in the attempt. "

Intellectual disabilities are a serious social phenomenon is evident in all societies, particularly developing societies, and they are not few be ignored there are 6-7% of pre-school children belonging to that category, they are not useless as think they need special services (Fared, 1992)

in 1981, the General Assembly approved the United Nations Charter of human rights of people with disabilities and that the "right to participation and equal treatment" and this Charter is a worldwide recognition

of the disabled Full participation in all the activities of the community to which they belong (Siperstein, 2002).

and confirms the Egyptian Constitution to ensure equal educational opportunities for all healthy children and persons with disabilities within the formal education systems, and the State must guarantee the protection of motherhood, childhood and caring for young people and provide them with conditions conducive to the development of their talents.

Children's Act No. 12 of 1996 contains a special chapter on the care and rehabilitation of disabled children and the role of the State, civil society and non-governmental organizations in providing educational services for disabled children ( Davis, 1995).

Mainstreaming (integration) is one of the roles and powers of special needs education, and studies show that the most recent global trends in developing countries apply the policy of education for disabled children with their peers, both in the same classroom or in special classes attached to ordinary schools, accounting for the merger-alternative educational policy of isolation-least restrictive learning environment, a key principle in special education (Youssef, et al. 1995).

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Integration means the education of persons with disabilities in ordinary schools with their peers and prepares them for work in the community. This program many interested specialists in education and rehabilitation of people with disabilities in America appeared with the emergence of American law (142) of 1975, which stipulates the need to provide better educational and professional care for the disabled with their peers.

Kauffman, 1995, believes to merge one of the modern trends in special education, and includes mentally disabled children in regular schools with simple actions that ensure access to educational programmes provided.

And some States have clear procedures for the implementation of the policy of integration for the disabled. The experience of the United States, for example, started in the 1960. By following the model of separating students with disabilities in their own classes, then this form has been amended a series of laws and legislation adopted a philosophy of normalization to integrate children with disabilities into the mainstream of community life and even learn in similar environments as much as possible of the prevailing around them with the appropriate classes for students with disabilities.

Here it is grown in education and philosophy based on the new rule is "capabilities of the student and not the deficit, with social justice and equality and not ignore and dimensions"

Special Olympics Unified Sports brings together athletes with and without mental retardation to train and compete on the same team. Throughout the year, in a variety of sports ranging from basket ball to golf to figure skating, Unified Sports athletes improve their physical fitness, sharpen their skills, challenge the competition and have fun, too.

The concept of combining athletes with mental retardation and those without (called partners) was first introduced in the United States in the mid-1980s to provide another level of challenge for higher ability athletes and to promote equality and inclusion. Today, the initiative includes virtually all Special Olympics sports, and Unified Sports competitions are an important part of Special Olympics World Games, as well as local, state and national Games.

The program is designed to enhance special education students' social relationships and acceptance from peers (Siperstein & M. Hardman, 2001). In effect, the program seeks to improve each participant's physical, social, and global self-concepts. Physical self-concept involves students' beliefs about their ability to participate in sports and outdoor activities. How well students believe they are able to relate to other people, including their peers, is their social self-concept. The global self-concept tends to cover their overall general feeling of self-worth. People hold different views of themselves in different contexts of life (Asci, 2002; Elbaum & Vaughn, 2001; Marsh & Hau, 2003).

The self-concept has been described by Coombs and (Harter, 1959) as the way in which individuals perceive themselves concerning fundamental aspects which are very important and central to their lives and which dictate a great deal of their behavior. This self-perception is important and determining how the individual will react in all life situations, whether at home with the family, with peers in a school or work setting, or in the community.

The self-concept of an individual begins to develop at birth and continues to develop and change as the individual matures. Some of the many factors which influence the development of self-concept are: the home environment, the degree of economic and emotional security, parental attitudes toward the individual and other siblings in the family, the type of child training used in the home, parents' reactions to the physical appearance of the child, peer interactions, relations with the outside world, and parental acceptance of the abilities and achievements of the child.

According to (Monica & Inge 1996) the research into the self-concept of individuals with intellectual disabilities is very limited and no studies have examined the self-concept of children with Down syndrome. Self-concept is considered to be a predictor of coping with life stresses (Bandura, 1993) and there would appear to be a link between self-concept and academic achievement. For example the meta-analysis of studies conducted by Hattie (1992) and the studies by Short (1992) and Chapman (1988).

With reference to the overall objective of the State to ensure equal educational opportunities for all healthy children and persons with disabilities within the formal education systems, and that the State shall guarantee the protection of motherhood, childhood and caring for young people and provide them with conditions conducive to the development of their talents. It was necessary to be integrated and dynamic education programs developed in accordance with the tendencies and needs of disabled children and misfits to provide integrated growth opportunities to become healthy individuals of "mental, physical, social, and from this point the purpose of this study was to investigate the participation effects in Unified vs. Segregated sports on the Athlete self-concept for persons with mental retardation (MR). The Piers-Harris Self-concept Scale for children was used.

### Methods

40 persons with mental retardation (aged 12-16 years) were selected from Egyptian special Olympic and three public schools for special persons, the sample was distributed to three groups. The first group (n=10) participated in a unified sport. The second group (n=15) participated in segregated sport. While the third group (n=15) non-participated in any sports activities. The special Olympic principles were applied by all groups.

### Tool.Eurofit Fitness Testing Battery

The Eurofit Physical Fitness Test Battery is a set of nine physical fitness tests covering flexibility, speed, endurance and strength. The standardized test battery was devised by the Council of Europe, for children of school age and has been used in many European schools since 1988. The series of tests is designed so that they can be performed within 35 to 40 minutes, using very simple equipment. A similar Eurofit for adults was published in 1995.

The following 9 tests from the Eurofit Manual are the standard tests recommended for testing school age children.

- 1) Anthropometry: height, weight, BMI,
- 2) Flamingo Balance test - single leg balance test
- 3) Plate Tapping - test speed of limb movement
- 4) Sit-and-Reach - flexibility test (using 15cm at the level of the feet)
- 5) Standing Broad Jump - measures explosive leg power.
- 6) Handgrip Test - measures static arm strength
- 7) Sit-ups in 30 seconds - measures trunk strength
- 8) Bent Arm Hang - muscular endurance/functional strength
- 9) 10 x 5 meter Shuttle Run - measures running speed and agility

#### • Piers- Harris Self-Concept Scale

The Piers- Harris Self- concept Scale includes the Total score and the six domain scales. The sixdomain scales measure specific aspects ofself-concept. They can also be used to assessstrengths and weaknesses in self-image.On all scales, higher scores indicatefavorable self-concept (i.e., high degree ofself-esteem or self-regard), whereas lowerscores are associated with more negativeself-concept.Total Score is a measure of generalself-concept. It is based on responses to all 60Piers-Harris 2 items. This child's Total score of39Tis in the Low range. He expressed seriousdoubts about his own self-worth. He likely hasnegative self-appraisals in several specific areasof functioning, which can be clarified byexamining the domain scale scores and itemresponses. Total scores in this range arefrequently associated with disturbances in moodand behavior that may require therapeuticintervention.

#### 1) Behavioural Adjustment (BEH)

The BEH scale measures admission or denialof problematic behaviors in the home and schoolsettings. This child's BEH score of 29Tis in theVery Low range. He endorsed pervasivenegative feelings about his own behaviour. He islikely to feel that he frequently causes trouble,acts aggressively, and is unable to comply withthe standards of conduct set by his parentsand/or teachers. Very low BEH scores can beassociated with a

variety of psychologicalsyndromes, especially disruptive behaviordisorders such as conduct disorder, oppositionaldefiant disorder, andattention-deficit/hyperactivity disorder.

#### 2) Intellectual and School Status (INT)

The INT scale represents a youngster'sself-assessment of intellectual abilities andacademic performance. The items also covergeneral satisfaction with school and futureexpectations about achievement. This child'sINT score of 34Tis in the Low range. Heacknowledged numerous perceived difficulties inschool-related tasks. Depending on the itemresponses, these problems may be academicand/or behavioral in nature. He may have ageneral sense that he does not fit in well atschool and does not have the necessary "smarts"to succeed in his schoolwork. A low INT scoremay have varying significance depending on thechild's prior history of academic achievement. Youngsters with a record of high achievement, alow INT score may indicate unrealistically highexpectations from themselves or their parents. Inyoungsters with a record of low academicachievement or a history of learning orbehavioral problems in school, a low INT scoremay reflect an internalization of thedisappointment of parents, teachers, and otherauthority figures. Screening for learningdisability and/or attention-deficit/hyperactivitydisorder should be considered for this child.

#### 3) Physical Appearance and Attributes (PHY)

The PHY scale measures a youngster'sappraisal of his or her physical appearance, aswell as attributes such as leadership and theability to express ideas. This child's PHY scoreof 45Tis in the Average range. He seems tohave relatively balanced feelings about hisphysical appearance and strength. His specificpositive and negative self-appraisals can bediscerned by examining the item responses. Thispattern of responses is similar to that of thetypical student in the Piers-Harris 2standardization sample.

#### 4) Freedom From Anxiety (FRE)

The FRE scale assesses anxiety anddysphonic mood. Individual items tap a varietyof specific emotions, including worry,nervousness, shyness, sadness, and fear. Thischild's FRE score of 54Tis in the Averagerange. He endorsed mostly positive mood states,but acknowledged a few negative feelings aswell. These specific aspects of his emotionalexperience can be discerned by examining theitem responses. This pattern of responses issimilar to that of the typical student in thePiers-Harris 2 standardization sample.

#### 5) Popularity (POP)

The POP scale represents a youngster'sevaluation of his or her social functioning. Theitems tap perceived popularity, ability to makefriends, and inclusion in activities such as gamesand sports. This child's POP score of 44Tis inthe

Low Average range. He endorsed a mixture of positive and negative feelings with regard to his peer relationships. Although his score is considered to be within normal limits, he acknowledged more interpersonal difficulties than the typical student in the Piers-Harris 2 standardization sample. The nature of these concerns can be clarified by examining the item responses.

#### 6) Happiness and Satisfaction (HAP)

The HAP scale assesses general feelings of happiness and satisfaction with life. This child's HAP score of 59 is in the Above Average range. He evaluated himself and his life circumstances in a generally positive way. Here reported an overall sense of

wellbeing. He would tend to describe himself as cheerful, satisfied, lucky, and able to get along well with others.

#### Statistical Analysis

All statistical analyses were calculated by the SPSS statistical package. The results are reported as means and standard deviations (SD). Differences between two groups are reported as mean difference  $\pm$  95% confidence intervals (mean SD  $\pm$  95% CI). ANOVA-test for one way were used to determine the differences in all variables between the two groups. And LSD was used to determine the differences mean in the three groups. P-value  $<0.05$  was considered statistically significant.

#### Results.

Table 1 the age anthropometric characteristics, Training experience and IQ of the subjects.

| Group         | Age              | Height            | Weight           | Training experience | IQ               |
|---------------|------------------|-------------------|------------------|---------------------|------------------|
| Unified       | 13.34 $\pm$ 3.67 | 149.36 $\pm$ 5.67 | 51.22 $\pm$ 3.54 | 4.20 $\pm$ 1.11     | 58.29 $\pm$ 4.23 |
| Non – unified | 13.77 $\pm$ 3.78 | 152.47 $\pm$ 6.02 | 53.47 $\pm$ 4.04 | 4.47 $\pm$ 1.02     | 57.09 $\pm$ 4.12 |
| Control       | 14.05 $\pm$ 2.98 | 150.90 $\pm$ 4.88 | 52.11 $\pm$ 5.12 | 00 $\pm$ 00         | 58.11 $\pm$ 4.01 |

Table 1 shows no significant differences were observed in the all characteristics of the subjects in the three groups.

**Table 2. Mean  $\pm$  SD and Least Significant Difference Test “LSD” between the three Groups (Unified, Non – unified, Control) in Piers- Harris Self-Concept Scale and Eurofit Fitness Testing Battery**

| Variables                               | Unified          | Non – unified    | Control          | U-NU | U-C | NU-C |
|---|------------------|------------------|------------------|------|-----|------|
| <b>Piers- Harris Self-Concept Scale</b> |                  |                  |                  |      |     |      |
| Behavioral Adjustment                   | 38.34 $\pm$ 3.23 | 36.41 $\pm$ 4.01 | 32.87 $\pm$ 4.69 | NS   | S   | S    |
| Intellectual and School Status          | 40.12 $\pm$ 4.52 | 38.36 $\pm$ 3.57 | 30.28 $\pm$ 7.21 | NS   | S   | S    |
| Physical Appearance and Attributes      | 40.05 $\pm$ 5.71 | 38.09 $\pm$ 4.94 | 31.57 $\pm$ 6.58 | NS   | S   | S    |
| Freedom From Anxiety                    | 37.35 $\pm$ 4.37 | 35.22 $\pm$ 5.12 | 31.58 $\pm$ 7.40 | NS   | S   | NS   |
| Popularity                              | 38.34 $\pm$ 6.43 | 36.48 $\pm$ 5.69 | 29.89 $\pm$ 6.39 | NS   | S   | S    |
| Happiness and Satisfaction              | 38.12 $\pm$ 5.22 | 33.11 $\pm$ 4.87 | 30.17 $\pm$ 7.12 | S    | S   | S    |
| <b>Eurofit Fitness Testing Battery</b>  |                  |                  |                  |      |     |      |
| Flamingo Balance test                   | 11.34 $\pm$ 3.25 | 11.29 $\pm$ 3.46 | 5.37 $\pm$ 4.36  | NS   | S   | S    |
| Plate Tapping                           | 14.36 $\pm$ 4.11 | 13.98 $\pm$ 3.68 | 8.65 $\pm$ 4.78  | NS   | S   | S    |
| Standing Broad Jump                     | 1.42 $\pm$ 0.24  | 1.35 $\pm$ 0.42  | 1.04 $\pm$ 0.54  | NS   | S   | S    |
| Handgrip Test                           | 13.74 $\pm$ 3.24 | 14.02 $\pm$ 4.21 | 9.75 $\pm$ 5.34  | NS   | S   | S    |
| Sit-ups in 30 seconds                   | 17.21 $\pm$ 3.08 | 16.38 $\pm$ 3.57 | 11.11 $\pm$ 4.14 | NS   | S   | S    |
| Bent Arm Hang                           | 8.04 $\pm$ 2.75  | 8.11 $\pm$ 2.08  | 5.08 $\pm$ 3.11  | NS   | S   | S    |
| 10 x 5 meter Shuttle Run                | 30.28 $\pm$ 2.36 | 30.32 $\pm$ 2.74 | 24.34 $\pm$ 3.92 | NS   | S   | S    |

Table 2 shows that:

- Significant Difference between Unified group and Control group in all Piers- Harris Self-Concept Scale in favor of Unified group.
- Significant Difference between Non – Unified group and Control group in all Piers- Harris Self-Concept Scale in favor of Non – Unified group except factor of Freedom from Anxiety
- No Significant Difference between Unified group and Non – Unified group in all Piers- Harris Self-Concept Scale except factor of Happiness and Satisfaction in favor of Unified group.
- Significant Difference between Unified group and Control group in all Eurofit Fitness Testing Battery in favor of Unified group.



- Significant Difference between Non – Unified group and Control group in all Eurofit Fitness Testing Battery in favor of Non – Unified group.
- No Significant Difference between Unified group and Non – Unified group in all Eurofit Fitness Testing Battery.

Table 3 show sthe high significant correlation between Piers- Harris Self-Concept Scale and Eurofit Fitness Testing Battery. And we can predict of the self-concept through the Eurofit Fitness Testing Battery.

**Table 3. The correlation between in Piers- Harris Self-Concept Scale and Eurofit Fitness Testing Battery.**

| Variables                          | Eurofit Fitness Testing Battery |               |                     |               |                       |               |                      |
|------------------------------------|---------------------------------|---------------|---------------------|---------------|-----------------------|---------------|----------------------|
|                                    | Flamingo Balance test           | Plate Tapping | Standing Broad Jump | Handgrip Test | Sit-ups in 30 seconds | Bent Arm Hang | 10 x 5 m Shuttle Run |
| Behavioral Adjustment              | 0.643**                         | 0.432**       | 0.332*              | 0.421**       | 0.721**               | 0.432**       | 0.365*               |
| Intellectual and School Status     | 0.507**                         | 0.331**       | 0.315*              | 0.523**       | 0.622**               | 0.541**       | 0.332*               |
| Physical Appearance and Attributes | 0.721**                         | 0.655**       | 0.409*              | 0.786**       | 0.821**               | 0.701**       | 0.613**              |
| Freedom From Anxiety               | 0.736**                         | 0.627**       | 0.605**             | 0.535**       | 0.500**               | 0.541**       | 0.525**              |
| Popularity                         | 0.567**                         | 0.674**       | 0.632**             | 0.599**       | 0.578**               | 0.569**       | 0.705**              |
| Happiness and Satisfaction         | 0.802**                         | 0.765**       | 0.689**             | 0.798**       | 0.499*                | 0.812**       | 0.801**              |

\*R with 0.05 = 0.304

\*\*R with 0.01 = 0.393

## Discussion

This study addressed the question: Do children with low mental retardation who participated in unified sports and special Olympic have a self-concept that is similar to or different from the self-concept of normally developing children of the same age?

Monica, 1998, is the Most interested in that category has directed its efforts towards education and drew attention to the importance of play in developing such individuals. Where is playing an important part in the activities of the adjustment and guidance to mentally disabled children to get rich by playing for the psychological and social values such as self-control and self-acceptance and self-confidence, using palpation and many other experiences that will lead to the development of the individual is mentally disabled.

Researchers have suggested that young children typically overestimate their ability, and blur the distinction between their ideal and real selves (Anderson & Adams, 1985).

The Physical activity has a great deal of flexibility and educational facilities and material not found in other decisions, especially activities academic activities, and the involvement with mental disabilities in physical education programmers' are essential for being a few decisions but probably only helps them achieve their goals is not preparatory physical and kinetic aspects, but also in the psychological and social aspects and mental as well.

This is confirmed by the ( Anour , Rateb ,1999) belief that sports activities is an effective medium through which children will be able to down the personal and social skills, so as to encourage them to integrate into society and enjoy the joys of life along

with the misfits, and strengthen children have a sense of belonging to the community and leadership has been instrumental in the sporting activities that make them more agile and capable of absorption and reflection as well as make them more self-confident and more accepted in the society in which they live. And confirmed by E. Donald ,& S. Del, (2008) that physical education is characterized by the flexibility in curriculum and ease to modify activities and, therefore, they are considered the most suitable decisions for successful integration of children down. It is therefore important to identify the success physical education to children down in achieving their objectives.

The researcher believes that, despite the emergence of many laws and studies in the Western world and the importance of integrating the disabled, regardless of the quality of their disability in the General chapters of both the integration into the classroom or within classes of physical education and sport. We even now in Egyptian society still in isolation from their peers from the misfits, intellectual education schools are a good example of chapter policies between persons with disabilities and able-bodied peers but at present the State is moving towards began the implementation of those policies, but most take shadow merge direction only.

Harter in 1988 argued that this tendency was not evidence that young children deliberately try to misrepresent themselves or consciously decide to respond in a socially desirable way, but that it reflects the inability of young children to use social comparison. She referred to this inability to make realistic judgments as a normative distortion based on cognitive limitations.



Rubel in 1983 investigated the use of social comparison in the self-evaluations of children by giving his subjects feedback on their own performance on difficult tasks and information about the performance of other children their age. The children were then asked for self-evaluations.

He found that children younger than seven years made almost no reference to the information about the performances of other children in their evaluations. Rather, they based their evaluations on an "absolute standard" of whether or not they were able to complete the task. Other authors have also reported that children under 7 years of age do not use social comparison information in forming their self-concepts but are focused on absolute physical and behavioral characteristics (Harter, 1988)

### Conclusions

Findings indicated that inclusive in special Olympic was not detrimental to the self-concept of the present sample of Egyptian children with a low intellectual disability adding support to the growing international literature that highlights inclusive schooling as a viable option for this population.

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## THE EFFECTS OF RECREATIONAL ANIMATED CARTOON ON DEVELOPING THE BASIC SKILLS IN TRACK AND FIELD

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### Abstract

**Purpose.** The research aims to identify the effectiveness of recreational program using an animated cartoon in developing the basic motor skills of track and field

**Methods.** The research sample comprised 60 pre-school children has been randomly assigned to control and experimental group. The experimental group was subjected to 12 weeks recreational program with animated cartoon,

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including 12 training units- each includes 4 activities- the time of each activity 40 minutes and the researcher tried the program by a surveying study on a sample outside the research one and represented the community. The outcome of this research it's necessary for train assistants to carry out the units and join between the animated cartoon show followed by carrying out and notice the repetition of the show when a child makes a technical mistake, while the control group participated School motor activity program without learning tool, It's known to the kindergarten teachers that's plan to the motor activity where the teacher carries out some shapes of game play according to her experience and desire in classroom or kindergarten yard without the educational guidance, followed up and that what carried out by the control group. Performance has been evaluated in both groups by Hebbelinck & Borms test which includes (30 m running, throw the tennis ball for farthest distance and long jump).

**Results.** The data show that watching animated cartoons with distinctive design attracts children along performance gradient, opportunities for repetition and redundancy enables them to achieve the level of skill in performance which raises factor competition among them.

**Conclusions.** According to the results, the researcher recommended Attention for the production of software basic skills, mobility activities and recreational games in raising competitiveness and quality motivate child's performance.

**Key words:** Feedback - Third Star Swimming, videotape

## Introduction

Walking and running bounce and jumping, throwing and climbing, these are children and these and their natural physical needs to move. The motor activity is of the enhancing elements of the child's health and his growth in his early childhood development which provides opportunities through which they can distinctly express themselves explore their abilities and even defiance of basic motor skills acquiring and possessing the compatibility requires passing the children with multi mobility expertise and experience within targeted programmes, although they usually tend to love activism and game play but some may not get what they need from these necessary activities to the child's health and growth.

Learning basic motor skills help children to rapid development of compatible motor. Strengthening its involvement in the activities of advanced mobility and assisted to pursue an active lifestyle in adulthood and hence factors. The most important tools and modern teaching methods which elicited many researchers to use as arguments for multi motor skills development in each research group of (Omneya, 2010) and reached results notably multimedia system has improved much more in the experimental group in compared to the control group. (Rania, 2009) was one of the most important outcomes of the suggested tutorial using animated cartoon showed a positive effect on learning and improves performance of 100m, 200m running race. Where the percentage improvement in digital level of pupils rose, When (Hussein, 2006) The curriculum and activities for kindergarten children have a positive effect on the qualities of moving among children. .Ahmed, 2005) adds Tutorial using media super overlap contributed recollection understanding and remembering (Shot Put Skill) more theoretical explanation, (Sally, 2005) use of technology education help pupils to acquire motor skills better and faster easier and more effective in learning by using the traditional way, (Angor, 2005)

focused to display the animation before basketball skills training have achieved better results than its achievements as fixed picture, (Both, Padfield, et al. 2000) to the use of multimedia in the teaching of physical activities and mobility more effectively for both teacher and learner than using a teaching module, such research has dealt with the extent of the impact of these activities and a vents in develop some basis mobility skills its children before the six degree of growth and mostly learning associated with the vision and perception motor and the researcher crystallized the problem discussed in try to answer the question what's the effectiveness of the recreational programme using animated cartoon to develop basic motor skills of athletics. Thus this research aimed to Fixing the effectiveness the recreational programme using an animated cartoon to develop basic motor skills of athletics.

## Methods

### Community and sample research

The research community is represented in the kindergartens south Giza educational zone and the research sample was selected intentionally (Giza Kawmiya School) for academic (2011 – 2012) and choosing this school due to the availability of suitable yard to use. For the recreation programmed and the agreement of the school management to implement research and provide the tools, the school contains 8 classes to receive children before six. Each class includes (24-30) total (252) children.

The sample research was randomly chosen from four classes including (112) children who are eligible not less than 4 and not more than 6 years with the physical and mental integrity and thus a sample research reached when programme implementation and measurements of 60 children were divided randomly into two groups each (30) were calculated parity between the variables affecting the movement's growth, table (1)

Table1. The difference indicators between the rates in the effective changes on the scales of the research discussed N = 60

| Factors   | Experimental group |      | Control group |      | T test |
|---|--------------------|------|---------------|------|--------|
|   | X1                 | +σ   | X2            | +σ   |        |
| Age   | 4.63               | 8.28 | 4.52          | 7.81 | 0.17   |
| Tall  | 110.48             | 4.59 | 110.72        | 4.77 | 0.18   |
| Weight  | 18.56              | 1.80 | 19.00         | 1.89 | 0.83   |
| Running 30 m (second)                           | 10.44              | 1.45 | 10.60         | 1.38 | 0.39   |
| Throw Tennis Ball to the farthest distance (cm) | 284.60             | 9.19 | 248.00        | 7.91 | 0.25   |
| Long Jump from persistence                      | 92.00              | 6.77 | 92.40         | 6.31 | 0.21   |

The previous table shows that the value of calculating (T) is less than its schedule value at 0,05 thus both research groups are equal.

#### The tools

The research used a recreational programme by using animated cartoons designed by the researcher to gather the research data, including 12 training units each includes 4 activities the time of each activity 40 minutes and the researcher tried the programme by a surveying study on a sample outside the research sample and represented in its community.

The outcome of this research it's necessary to train the assistants to carry out the units and join between the animated cartoon show followed by carrying out and notice the repetition of the show when the child makes a technical mistake, The program is carried out within a time of 12 weeks and study 4 activities weekly, activity model table (2).

The programme contains (48) activity including the necessary tools to carry out and means of evaluation. Enclosed (A)

Table (2)The programme contains

|                              |   |
|------------------------------|---|
| <b>Place and time</b>        | <b>Yard activity time 40 minutes</b>  |
| <b>Tools</b>                 | Swedish seats/hoops/tires empty /grain sacks.   |
| <b>Goal</b>                  | <p>➤ <b>Teaching:</b> firing taking a step forward.</p> <p>Ø <b>Building:</b> power/speed/balance/flexibility.</p> <p>Ø <b>Education:</b> System/and taking roles/focus.</p>  |
| <b>The introductory part</b> | <p>➤ Exchange of diverse walking, running in a circle around the tools.</p> <p>Ø Boarding seat feet behind the other, walking with the heels, arms aside with emphasis on the development of beginning and walk and get ready to get off, and then descends with jump inside collar topic on Earth.</p> <p>Ø Jump from the strap to another (the number of hops)</p> <p>Ø Jump within the car empty tire and then beyond.</p> <p>Ø The deviation from the inside collar installed vertically.</p> |
| <b>Basic part</b>            | <p>➤ Throw a bag of grain with one foot forward and taking a step with fire, and wrap the trunk.</p> <p>➤ Each 3 kids with an empty basket, collecting bags of grain which are school thrown in different directions.</p>   |
| <b>Final part</b>            | Ø Row stand and salute.   |

The programme was carried out by using (a C.D containing animated cartoon to the transaction movement, parting and repairing) designed by the

research and its fix and design the C.D content the researcher did a survey it's the researches and references which includes the characteristics and the



child's needs before six which concerns the shapes of the basic movement to the child and the programme of motor activities which was formally designed. The research prepared the content by manual drawing using (flash mx) to be in its final shape.

School motor activity programmed: It's known to the kindergarten teachers that's planned to the motor activity where the teacher carries out some shapes of game play according to her experience and desire in the classroom or kindergarten yard without the educational guidance or guidance follow up and that's what carried out by the control group, enclosed (B).

(Hebbelinck, Borms Test) It's Belgian test to measure the motor performance including (4) test three of them of the researchers running 30 metres to measure speed using seconds; throw a tennis ball to the

farthest distance using centimetres, and long jump from persistence using centimetres.

Transaction account for statistical consistency and sincerity tests Hebbelinck, Borms.

Despite the calculate of consistency and sincerity tests in the researches of (Amin, Osama, 1998) (Hussein, 2006) (Mustafa, 2004) which was conducted in various environments foreign, Arab and Egyptian explained that tests with sincerity and consistency acceptable sample similar to research sample therefore the researcher used applying tests to calculate the tests consistency and applied test retest upon lo children represent the research society and from outside the sample regarding the same why and system in both measures then calculate the test stability using square root, table (3)

Table3. Stability and Reliability Rate for Tests of the Discussed Research N = 10

| Variables                                       | Stability rate | Reliability rating | R     |
|---|----------------|--------------------|-------|
| Running 30 m ( second)                          | 0,93           | 0,96               | 0,497 |
| Throw Tennis Ball to the farthest distance (cm) | 0,92           | 0,96               |       |
| Long Jump from persistence                      | 0,94           | 0,97               |       |

From the previous table it indicates the correlation coefficient between the test application and applying a test indicating a constancy test and the square root of the reliability coefficient indicates statistically suggesting self-honesty tests under discussion

## Results and Discussion

To achieve the research aim, and test its hypotheses the researcher offers introduces what results she reached classified according to the research hypothesesas follows the table (4), (5), (6).

Table (4) different statistic indicator between the pre and post measurements in the basic motor skills in the control group as measured by Hebbelinck, Borms tests N=30

| Variables                                  | PreMeasurement |        | PostMeasurement |      | The Difference | T Test | Change% |
|--|----------------|--------|-----------------|------|----------------|--------|---------|
|  | X1             | +σ     | X2              | +σ   |                |        |         |
| Running 30 m (second)                      | 10.60          | 1.38   | 10.48           | 1.40 | 0.12           | 0.30   | 1.15    |
| Throw Tennis Ball to the farthest distance | 248.00         | 6 7.91 | 250.06          | 8.21 | 2.60           | 1.12   | 1.04    |
| Long Jump from persistence                 | 92.40          | 6.31   | 92.80           | 6.63 | 0.40           | 0.21   | 0.43    |

From the previous table found differences which aren't a statistical indicator between the pre and post measurements to the carried out control group. For the school motor activity program for the changes of the basic motor skills as the value of "T" calculated less than its scapular value on 0.05. This means that the school activity program has its limited effect on the

basic motor activity for athletics therefore the first hypotheses of the research was achieved. The researcher refers that to the school motor activity often introduce a traditional method which doesn't care about improving the skill of the research discussed which require the child's challenges to their abilities.

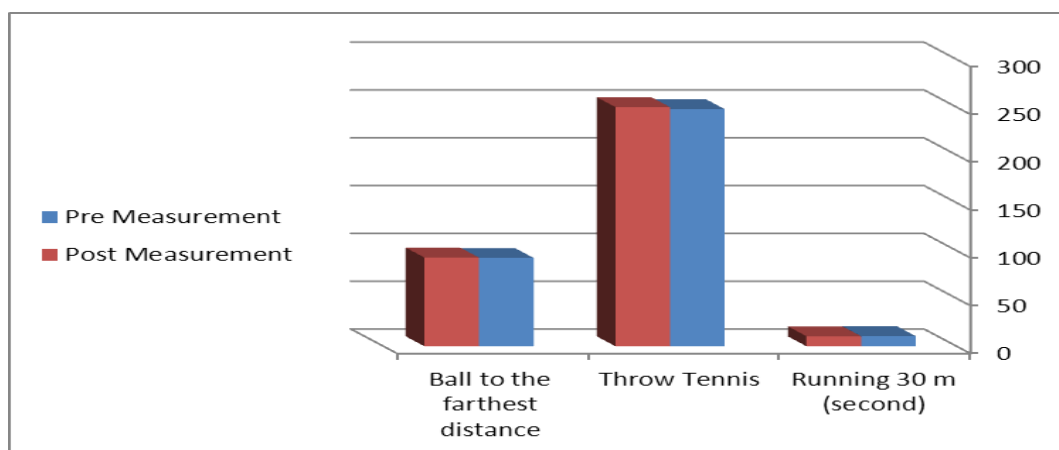


Fig 1.Differences between the pre and post measurements in the basic motor skills to the control group

Table (5) the different Indicator and The percentage of the change rate for the pre and post measurements in the basic motor skills for the experimental group N=30

| Variables                          | PreMeasurement |      | PostMeasurement |       | The Difference | T Test | Change% |
|------------------------------------|----------------|------|-----------------|-------|----------------|--------|---------|
|                                    | X1             | +σ   | X2              | +σ    |                |        |         |
| Running 30 m (second)              | 10.44          | 1.45 | 8.84            | 1.07  | 1.60           | 4.32   | 18.01   |
| Throw Tennis                       | 248.6          | 9.19 | 289.40          | 10.54 | 40.8           | 7.29   | 16.41   |
| Ball to the farthest distance (cm) | 92.00          | 6.77 | 106.4           | 7.43  | 14.40          | 7.02   | 15.65   |

Table (5) shows differences between the statistical function measurements in both the pre and post measures for the experimental group carrying out the program of motor recreation using animated cartoon for the changes of the basic motor skills in Athletics in favor of the post measurement as the value of "T" is more than its scadual value on 0.05 this indicates the effectiveness of proposed program to

develop these skills and motivate the children ability to challenge the skills aim (time, distance) and rate of change in performance skills ranging (15.65% for long jump from persistence) (18.01% running 30m). This means the learning associated with vision and imaginative motor has a clear effect on achieving the skills goal.

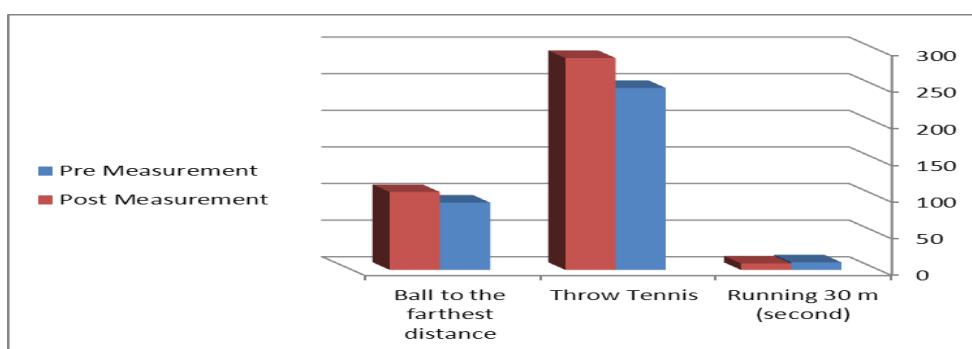


Fig 2 shows differences between the pre and post measurements in the basic motor skills to the experimental group

Table no 6. Evaluated rate, Standard deviation and T value between the post measurement for both the experimental and control group in the tests of the basic motor skills N = 30

| Variables      | Experimental group |          | Control group  |          | The difference | Change direction |
|----------------|--------------------|----------|----------------|----------|----------------|------------------|
|                | The difference     | Change % | The difference | Change % |                |                  |
| Running 30 m ( | 4.32               | 18.01    | 0.12           | 1.15     | 17.00          | Experimental     |

|   |      |       |      |      |       |                    |
|---|------|-------|------|------|-------|--------------------|
| second)   |      |       |      |      |       | group              |
| Throw Tennis Ball to the farthest distance (cm) | 7.29 | 16.41 | 2.60 | 1.04 | 15.37 | Experimental group |
| Long Jump from persistence                      | 7.02 | 15.65 | 0.40 | 0.43 | 15.42 | Experimental group |

Table 6 shows that the total change rate of both research groups, variables in the basic motor skills in Athletics in favor of the experimental group as the differences ranged in the rate of improvement of these skills of (15.37% to 17%).

The research refers that to the proposed recreation programme motivate the children to practice

in addition to having these skills through animated cartoon as it characterized by, attractive colours and gradual performance and a chance to repeat to reach the performance quality this cooped up with studies. (Ahmed, 2005) (Sally 2005) (Angor, 2005) (Hanaa, 2009)

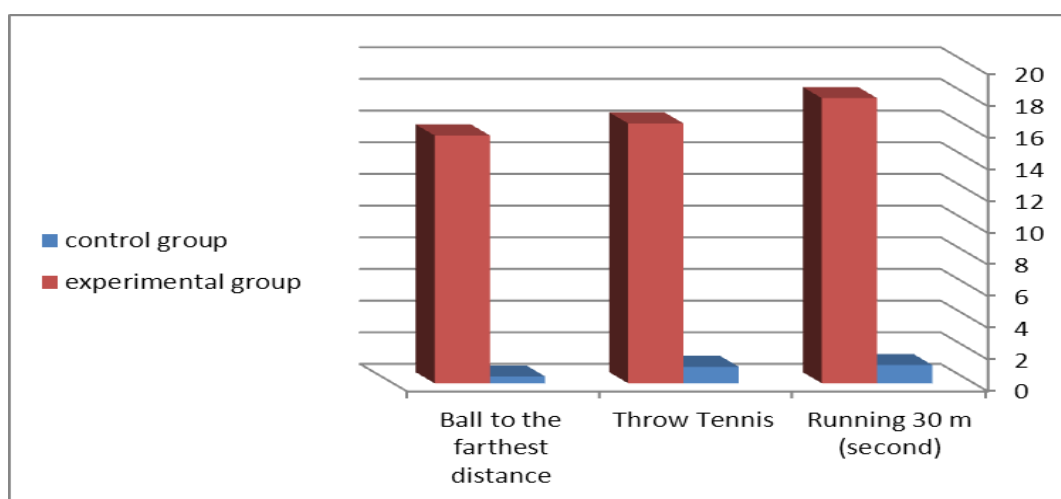


Fig 3 shows differences between the change rates in the basic motor skills in the experimental and control groups

## Conclusions

Conclusions in the context of objective research and data collection tools-appointed and within the researcher's findings and test the research hypotheses the researcher provides the following conclusions;

- Using animated cartoon as one of multimedia instrumental in teaching and learning processes, learning associated with the vision and perception contribute to the remembrance and understanding and collection of various fundamental motor skills of athletics.
- Watching animated cartoons with distinctive design attracts children along a gradient in performance and opportunities for repetition and redundancy enables them to achieve the level of skill in performance which raises factor competition between them.
- Motor activity program using animated cartoon adds educational recreational experiences pleasure and enjoyment to children may contribute to the development of meaningful

learning enthusiasm, continued to progress and challenge figures in the skills competition.

- Motor activity program makes it easy to use animated cartoon to kindergarten teacher activism expertise transfer.
- The use of animated cartoon in motor activity programmers for children May support to discover their abilities on self-learning and directing their acting skills which suits their tendency.

## Recommendations

Within the curriculum research and data collection tools-appointed and its results and conclusions the researcher provides the following recommendations;

- It's a must for the faculties of kindergarten education quality and sections of the teaching methods in the faculties of education and sports and General Directorate of the educational methods of the Ministry of education to co-operate to design dynamic catalogue can be

used in the implementation of activities for motor activity for pre-school and early detection of motor skills for children.

- Attention to the production of software basic skills and mobility activities and recreational games in raising competitiveness and quality motivate child's performance.
- Early detection of motor ability in athletics (track and field competitions) and child care training based on the use of modern technological means.
- Attention colleges, of kindergartens and education quality and sections of the teaching methods in the faculties of education and physical education curriculum development decisions and teaching methods and learning technology to prepare educational and recreational programmers and included as pictorial decisions by school regulations of those colleges.
- Effective use of the Media Labs in schools to offer educational programs recreational educational activities within the timetable.

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## ARGUMENTS FOR THE POSITIVE STIMULATION OF THE STUDENTS FOR ORGANIZED PRACTICE OF PHYSICAL ACTIVITIES

DUMITRESCU REMUS<sup>1</sup>, OTOIU ADRIAN<sup>2</sup>

### Abstract

*Premise.s* In non-profile universities, motivation for physical activities is completely different comparing to the motivation in sport profile universities.

*Objectives.* Our research tried to find out if there is a continuity of physical activities from the pre-university to the university environment, and what are the factors that could stimulate the students from the 23 domains of the University of Bucharest to practice physical activities.

*Methods.* The research was made on a sample of 160, first and second year students. We studied the stimulating factors for practicing physical activities, with the help of a questionnaire adapted from the *Perceived Stress Scale* (developed by Cohen and Williamson in 1988). This is a self-administered questionnaire that measures the level of stress in everyday life. The scale was developed by the authors based on the transactional approach of stress.

*Results.* The questionnaire revealed an overall positive stimulation for physical activities, and an important perception about stress. The positive stimulation score varied between 0 and 8. The subjects had an average of  $5,98 \pm 1,67$ , which is above the medium level of motivation (score 4) and above quartile 3 (score 6). The negative motivation score varied between 0 and maximum 8, with an average of  $1,81 \pm 1,67$ . The descriptive statistic for the positive stimulation questionnaire applied to the studied group revealed that 51 % of the students were easily stressed, 47% of the subjects were moderately stressed and for 2% of the subjects, the perception of stress was almost non-existing.

*Conclusions.* The effect of the positive stimulation is the main factor that attracts a big number of students to take part to physical activities in pre-university period, and continuing them in university, even if the practice of physical education in non-profile universities is optional. Our study revealed that students manifest an attraction for sports such as aerobic gymnastics, sportive dance, bodybuilding, fitness, football, basket, table tennis.

In the last period we have noticed the fact that students started to realize that, besides the volunteering activities and practical stages related to their future career, physical activity lessons have an important effect on stress reduction/elimination.

*Key words:* positive stimulation, physical activities, stress

### Introduction

In professional articles is still a multitude of issues about the motivational factors and the real ways for motivating the athletes. Mass media from our country signaled many times that generally, athletes are motivated by external factors, like material aspect, even if declaratively talking they consider that the obligativity of physical activities hours will respond with the wish of the students, as an internal motivation.

Through our research we want to emphasize axiological valences, formative and educational from the higher, unprofiled education area. Using physical education lessons themed with sport branches, to highlight the contribution to training young students about attitude-action and value dimensions related to the practice of physical activities, both harmonious physical development in order to cover body esthetics and health.

Current researches focus on identifying the type of motivation specific to each athlete in order to

adapt the techniques and training methods to the different types of motivation, to increase the level of performance (Li & Hamer, 1996).

One of the main ideas of sport psychology is that practicing a sport by different persons can be based on different motivations. For example, some sport athletes can gain prestige or fame, others to gain money and others just for fun (Crăciun, 2008).

The first contribution of sport psychology is to identify the type of motivation that underlies sporting behavior, the second contribution that we provide a number of tools to assess motivation (positive stimulation in our case). One of the most frequently accessed tools for athletes is Motivation Scale - SMS (Vallerand and Loisier, 1999), which besides addressing integrative motivation standpoint, evaluates including secondary aspects of intrinsic and extrinsic motivation in accordance with integrative theory motivation, thus providing an overview of the state of mind for athletes (Crăciun, 2008).

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The integrative model of motivation (MIM) proposed by Vallerand and Loisier (1999) is based on research of Deci & Rian (1985) and Deci & colleagues (1991), which introduced the concept of self-determination, based on three innate needs - competence, autonomy and relationship.

After Cox (2002), beliefs about itself (effect of social and psychological factors), are crucial in developing motivation in athletes. Psychological factors mediate the relationship between social factors and the effect of motivation, which depends on the quality of social experiences perceived by sport.

Normally, we behave in order to be rewarded for what we do. When the reward does not come or is delayed, in our mind discomfort is increasing.

The first lesson we learn is directly related to the reward you get for weeping. When a baby cries, he is given food. Later we learn that if we complain, we are being hugged. When we grow up we are told that if we are obedient Santa Claus will bring us a new toy and so on...

Indeed, in life we had been rewarded for appropriate behavior and were punished when our behavior was considered inappropriate under our definition or others. The question is pending approval from each and behavior perceived by others.

According to Harrington (2002), there are three factors that influence the increasing of stimulation desired behavior:

- 1 - nature of reward;
- 2 - the time between the moment the desired behavior occurs and when a reward is given;
- 3 - the extent to which the desired behavior meets or exceeds the performance standard.

These factors are considered directly, tangible and positive. There are other ways to cause people to behave the way you want:

- a - negative stimulation;
- b - positive stimulation (humanist).

Negative stimulation takes many forms, resulting in physical and mental suffering of people who do not behave the way you want. We felt it on our skin as children, we wanted to get out and had to finish everything on our plates, or we were not allowed to watch TV because we have not done our homework. A manager applies a negative stimulus when is giving punishment to the subordinates who break the rules and deviate from the desired behavior or when communicate to a subordinate that his performance is below expectations.

Often employees will subject themselves to mental suffering. Each of us came from a meeting thinking, "Why did I say that? How stupid am I? "Really good and conscientious employees will do themselves more reproaches than their managers would do to them. (Harrington, 2002).

In our case, negative stimulation is identified in the orders given by the dean's offices biased faculty who put the interests of the group above, some

preferential close acquaintances to the detriment of young people's health and instead give future generations a chance by introducing the statutory physical education, doing a disservice to the entire society in various financial reasons! ... We believe there is a unanimously opinion concerning health, namely that "it is the most precious element in everybody's life," deserving that all efforts should be made in this regard.

Positive stimulation (humanist), often called recognition, occurs when people get satisfaction because it recognizes that behavior was satisfactory or when giving as positive example for their peers. Although recognition is an intangible reward, it's positive impact on behavior is usually very strong and therefore should never be neglected. If, however, this recognition is not supported by tangible factors, it depreciates over time (Harrington, 2002).

Whenever possible, you should combine direct stimulation of the humanities.

Both individuals and groups are recognized for their contribution to improving quality - whether it is a simple thank you or a bonus. Therefore, the system should include the rewards reward individual and group.

Academic complexity and the personality of it's employees make it a necessity to design a system of reward / recognition to provide the management alternate ways to thank each employee as an individual cherishes things that may not have any impact on another. In addition, the reward should be linked to personality and faculty / department.

Recognition is something that each of us wants and strives to achieve. Researchers have shown that people include recognition among the things they value most.

### **Purpose**

Through our research we want to emphasize axiological, formative, educational valences of sporting activities in the area of non-formal training, to contribute to youth students of attitude-action and value dimensions related to the practice of physical activities, both for body development harmonious default and health maintenance as well as useful and enjoyable as spending free time, eliminating possible stress factors.

### **Objectives**

- Identification of the incentive spectrum scheme which makes students participation in physical education and sports activities in general and their preference for a particular discipline;
- Identifying student attitudes towards driving and correlation activities to stimulate their interest in stress continuous and systematic practice of physical activities according to their interests and expectations formation and manifestation of a healthy lifestyle;
- Based on a comparative analysis to know the opinion of students on the factors stimulating determinants

practicing sports in order to maintain an optimal physical and mental state necessary to obtain a high biomotric potential correlated with increased efficiency and studio work, classification made by specialization year of study.

**Hypothesis.** It was presumed that young students have a positive motivation for sports because of the quality of the participative motivation and therefore the insurance of the continuity.

## Methods

The subject of the experiment were students from the 25 randomly selected specialties from Bucharest University (Public Administration, Business Administration,-Marketing,-Biology;-Chemistry-Law, and Philosophy; Physics, Geography, Geology, Geophysics, -History,-Journalism and Mass Communication;-Foreign Languages and Literatures;-Letters; Mathematics, and Computer, Information Technology;-Psychology; Sociology, Social Work;-Political The experiment was based on random sampling, comprised of 160 male students at the University of Bucharest. From them, 98 are in the first year and 62 in second year of study included lessons in physical education and sport, according to the curriculum. Mandatory regime includes 3 specializations (Adm. Puplică; Adm. Affairs, Marketing) and the volunteering / optional 22 other specialties.

The period for applying in the study subjects, is November 2012. Questionnaires and data interpretation were performed at the end of the semester, academic year 2011 to 2012.

To investigate the issues addressed in our research, we used a questionnaire survey of motivation and stress.

## Statistical methods of data processing and interpretation

Data obtained using research tools and techniques has been processed and presented for interpretation and drawing conclusions.

### Motivation questionnaire for students to practice physical activities

In our study the collected data, after it was defined and grouped, the program used to calculate statistical indicators, to correlational analyze and also to graphically represent the data was Microsoft EXCELL the 2007 version.

Range of tools provided by this software product we use in our analysis, the following calculations:

- Amplitude;
- Minimum;
- Maxim;
- The arithmetic mean;
- Standard error;
- Standard deviation;
- Pearson correlation coefficient;
- Materiality effectively.

The subjects received a questionnaire designed by us, based on items that facilitate the identification and evaluation of positive stimuli, which positively influences the students practicing physical activities and preference of certain sports, taught lessons included in the curriculum. At every item the positive and negative answers were quantified.

The stress questionnaire elaborated by Cohen sc. (1983), Percieved Stress Scale (PSS) is based on a scale which includes 10 items with which to identify and quantify the self-perception of stress. Scores are obtained based on 5 answer possibilities:

- never = 0;
- almost never = 1;
- sometimes = 2;
- quite often = 3;
- very often = 4;

Connotation and interpretation of scores is represented as follows:

- intense stress = 31-40;
- moderate stress = 21-30;
- light stress = 11-20;
- absent stress = < 10.

| Item | Question   | Answer   |
|------|--|--|
| 1    | Are you enrolled and attended a course of physical education and sport? .....                      | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
| 2    | If so, do you like? .....  | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
| 3    | Specify why ( <sup>1</sup> for pleasure; <sup>2</sup> compulsoriness; <sup>3</sup> necessity)..... | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3         |
| 4    | If you are exempt, specify ( <sup>1</sup> wholly; <sup>2</sup> partially).....                     | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> others    |
| 5    | Before university did you attend physical education classes? .....                                 | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
| 6    | If you were exempted, specify ( <sup>1</sup> wholly; <sup>2</sup> partially) .....                 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> others    |
| 7    | Did you do any 'performance sport or just 'recreational .....                                      | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> others    |
| 8    | Did performance sport helped you gain suplimentary notions about physical training .....           | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
| 9    | What kind of physical activity do you practice in the prese.....                                   | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
| 10   | At the moment are you concern by physical activity?.....   | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
| 11   | What is your physical activity program:  |  |
|      | a- ocasionaly .....  | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
|      | b- infrequent .....  | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
|      | c- frequent .....  | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
|      | d- obligatory .....  | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |
|      | e- facultative .....   | <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> others |

|   |                              |                             |                                 |              |
|---|------------------------------|-----------------------------|---------------------------------|--------------|
| f- team sport .....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others |              |
| <b>12</b> What form of physical training did you choose to practice during the physical education lessons?                |                              |                             |                                 |              |
| a) general physical training .....  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=6; 3,75%   |
| b) medical gymnastics .....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=3; 1,87%   |
| c) body building .....  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=22; 13,75% |
| d) athletics .....  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=1; 0,62%   |
| e) basket .....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=21; 13,12% |
| f) handbal .....  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=5; 3,12%   |
| g) soccer .....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=31; 19,37% |
| h) volleyball .....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=7; 4,37%   |
| i) tennis .....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=9; 5,62%   |
| j) ping pong .....  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=11; 6,87%  |
| k) competitive dancing .....  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=8; 5%      |
| l) karate .....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=4; 2,5%    |
| m) others .....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=7; 4,37%   |
| <b>13</b> In your opinion, is physical training necessary in university programme?  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others |              |
| <b>14</b> Is your university schedule busy and the physical activities demanding?   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others |              |
| <b>15</b> Do you frequent the physical education lessons out of obligation .....  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others |              |
| <b>16</b> If yes, which are your reasons( grades, credits)?.....  | <input type="checkbox"/> 1   | <input type="checkbox"/> 2  | <input type="checkbox"/> others |              |
| <b>17</b> Do you think The material equipment is according to European standards?.....                                    | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others |              |
| <b>18</b> What type of sport activities do you prefer to physical exercises?  |                              |                             |                                 |              |
| a) Mountain sports.....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=11; 6,87%  |
| b) Chess .....  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=10; 6,25%  |
| c) Swimming/Water sports.....   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others | n=4; 2,5%    |
| <b>19</b> Do you think that sport activities are useful to a student?.....  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others |              |
| <b>20</b> Do you believe that organizing sporting competitions between groups, faculties and universities is useful?..... | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> others |              |

### The results of the inquiry

The motivation questionnaire has revealed the existence of a positive stimulation among the University of Bucharest's students to the frequenting of thematically diversified physical activities and sports from different branches, regardless of the optional regime.

The positive motivation score varied 0 and 8, the highest possible, subjects that underwent the

experiment from this category fell under the average of  $5,98 \pm 1,67$  which represents an above-average percentage level of impulse(4).

The negative motivation score also varied between 0 and 8 the subjects fell under this category having an average score between  $1,81 \pm 1,67$ .

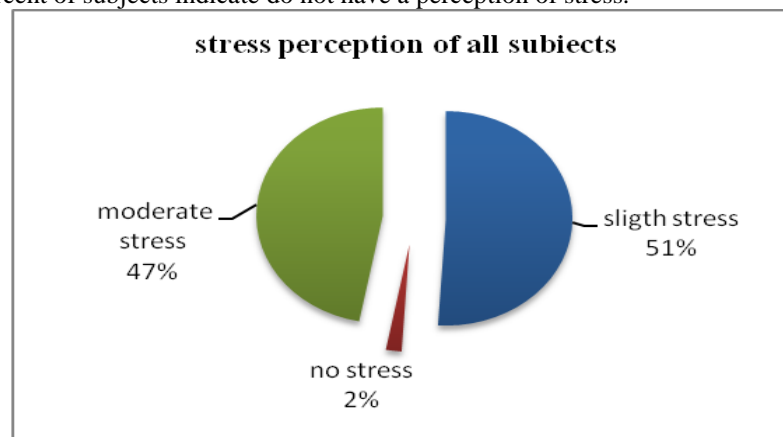
Descriptive statistics for the score obtained at the motivation questionnaire is presented in *Table no. 1*

| Motivation | N   | Amplitude | Minimum | Maximum | Arithmetic mean | Standard Error | Standard Deviation |
|------------|-----|-----------|---------|---------|-----------------|----------------|--------------------|
| Positive   | 160 | 8         | 0       | 8       | 5,98            | 0,13           | 1,67               |
| Negative   | 160 | 8         | 0       | 8       | 1,67            | 0,13           | 1,67               |

Table no. 1

Of the total of 160 students that underwent the PSS questionnaire revealed the following data *Graphic no. 1*

- 51% percent of subjects indicate slight stress;
- 47% percent of subjects indicate moderate stress;
- 2 % percent of subjects indicate do not have a perception of stress.



Graphic no. 1



The correlation between PSS questionnaires scores and motivation scores, presented in *Table no. 2*

| Motivation score                                | Pearson coefficient correlation | p    |
|---|---------------------------------|------|
| PSS questionnaire score for positive motivation | -0,04                           | 0,56 |
| PSS questionnaire score for negative motivation | 0,04                            | 0,56 |

*Table no. 2*

## Discussions

The groups of students that made an equal population reported to the population expodes to the research, were formed by the students that participated to the sports lessons with topics from sports domains revealed before.

Of the total of 160 students that underwent the experiment representing average age is 19, 15 years.

Distribution on the 25 specializations :Public administration (n=20; 12,5%); -Business administration (n=22; 13,75%); -Marketing (n=2; 1,25%); -Biology (n=9; 5,62%); -Chemistry (n=2; 1,25%); -Law (n=5; 3,12); Philosophy (n=1; 0,62%); Physics- (n=20; 12,5%); -Geography (n=7; 4,37%); Geophysics (n=2; 1,25%); -History (n=3; 1,87%); - Journalism și Communication Studies (n=2; 1,25%); - Foreign Languages and Literatures(n=9; 5,62%); - Letters (n=8; 5%); -Mathematics (n=11; 6,87%); - Informatics (n=10; 6,26%); IT (n=2; 1,25%); - Psychology and Educational Studies (n=6; 3,75%); - Sociology (n=4; 2,5%); -Social Assistance (n=3; 1,87%); -Political Science (n=2; 1,25%); Baptist Theology (n=1; 0,62%); -Orthodox Theology (n=5; 3,12%); -Department for the pedagogy of education(n=2; 1,25%)

Positive motivation analysis indicates average figures of 5, 98±1,67 a frequency of 40-45% in the classes 5-8.

Negative motivation analysis indicates average figures of 1, 81±1, 67 a frequency of 40-45% in the classes 0-3.

From the applying of the motivation questionnaire the following resulted:

- a) 98% - percentage of students that attended the sport classes;
- b) 136 – subjects manifest a high interest(positive stimulation) regarding physical education and sport ;

c) 89% - represents students who continued physical activities from pre-college period into college ;

d) 20% - perceive physical workout as a form of remaining fit ;

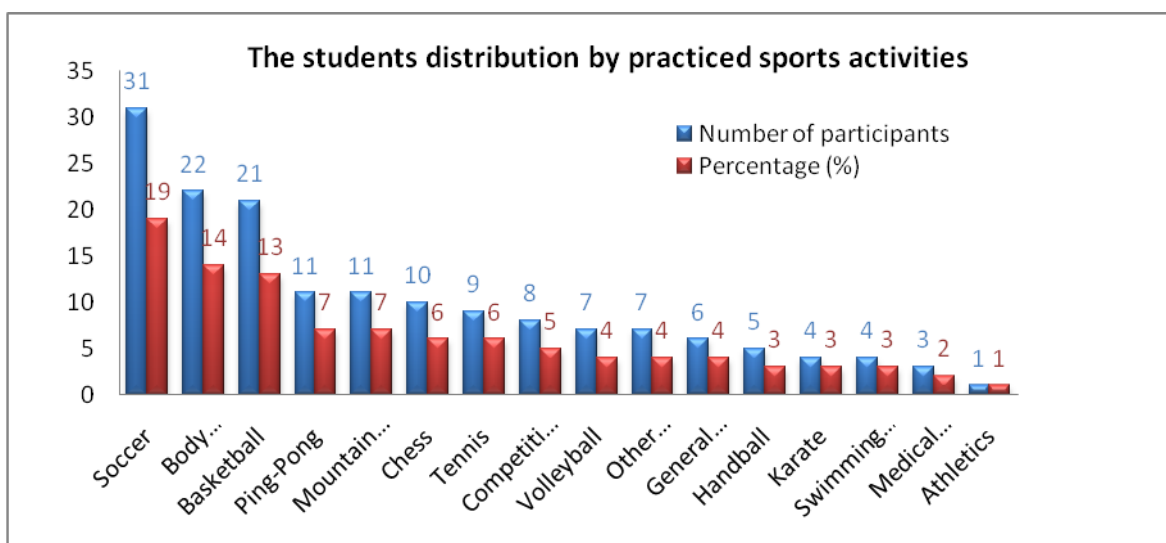
e) 2% - competed in performance sports;

f) 85% - continued performing physical activities within classes or being part of a representative team of the faculty ;

According to preferences, we have the following sports distribution (*graphic no. 2*):

- a) 31 subjects ; - **19,37%** Football
- b) 22 subjects ; - **13,75%** Bodybuilding
- c) 21 subjects ; - **13,12%** Basketball
- d) 11 subjects ; - **6,87%** Table tennis
- e) 11 subjects ; - **6,87%** Mountain Sports
- f) 10 subjects ; - **6,25%** Chess
- g) 9 subjects ; - **5,62%** Lawn Tennis
- h) 8 subjects ; - **5,00%** Ballroom Dancing
- i) 7 subjects ; - **4,37%** Volleyball
- j) 7 subjects ; - **4,37%** Other Options
- k) 6 subjects ; - **3,75%** General Physical Preparation
- l) 5 subjects ; - **3,12%** Handball
- m) 4 subjects ; - **2,5%** Karate
- n) 4 subjects ; - **2,5%** Swimming/Water sports
- o) 3 subjects ; - **1,87%** Medical Gymnastics
- p) 1 subjects ; - **0,62%** Athletics

Students who had a medical exemption during high-school have been included in the gymnastics, swimming and chess departments.



Graphic no. 2

#### References compared to other similar studies.

Similar investigations were made to:

a). University of Medicine and Pharmacy "Iuliu Hațieganu" in Cluj-Napoca, published in 2010 by Colibaba, Tache, Bocu, in the journal *Palestrica* of the third Millennium. The study included a total of 184 first and second year students, to whom there have been applied two questionnaires, one designed by authors which aimed motivation for some physical activity, and with the second (Cohen's questionnaire & al., 1983) through which we wanted to identify stress for sport. The motivation questionnaire showed an overall positive motivation and a slight stress. Positive motivation score ranged between 0-8. Average motivation level was  $6.07 \pm 1.70$  and ranged at score 4. Stress distribution in the experimental group to which it was applied the self-perception questionnaire, Perceived stress Scale (PSS), developed by Cohen & al., had the following distribution: 56% had an easy stress, 43% had moderate distress, and to 1% of subjects stress was absent;

b). Department of Marketing and Market Research, Faculty of Economics and Business, University of Granada, Spain; Department of Business Organization, Marketing and Sociology, Faculty of Social Sciences and Law, University, University of Jaén, Spain, authors, Dos Santos, M.A., published in the journal *Sport Science - review* 2012.

The purpose of this research is to improve our understanding of consumer behavior in the context of sporting events means of the use of two models which are widely used in the marketing literature: one of them is based on the planned behavior theory, the other is based on the expectation disconfirmation theory. Both models contribute to the research on satisfaction from a cognitive-affective point of view, instating the study of emotions, motivations and consumer satisfaction. the study a survey was undertaken at a stadium of a

professional sporting entity. The contrast between the proposed hypotheses (n=205) was carried out using factor analysis (FA) and structural equation system (SEM). The obtained results allow us both to recognize the discriminating and converging validity of the studied dimensions and to learn the important differences in the influence that each of them has on the intentions of future behavior.

The final sample was made up by 95% males, 53% of the total were under 35 years old and 77% had secondary or college education. Out of the sample total, 67% were club members, 41% attended the stadium at least twice a month and 34% usually travelled to support the club.

As for global satisfaction, its content validity and exploratory rehabilitate ( $\alpha=0.94$ ), its concept, one-dimensional and convergent validity ( $S-\chi^2=34.56$ ;  $gl=5$ ;  $p=0.00$ ;  $AGFI=0.81$   $GFI=0.934$   $RMSEA=0.076$ ) were confirmed.

c). Other authors have studied the moderation of other dimensions on on the attitude-intention relation (Costarelli, Colloca, 2007) and they have found moderators such as direct experience, affective-cognitive consistency, stability, accessibility, use students in the sample, etc. (Kraus, 1995). Zhou et al. (2009) object that the evaluative, affective and cognitive components of attitude can moderate the attitude-intention-behavior relation. As Zhou et al. (2009) quote, various studies have corroborated this effect: Franc (1999) Norman (1975).

d). „Study on the importance of physical education in fighting the stress and sedentary lifestyle, for the students of the University of Bucharest” - this study aimed to identify the extent to which young people, students of the University of Bucharest, are affected by these "diseases" and to establish a relationship between participation in physical education classes and the perceived stress and lifestyle of these socio-professional categories.

This research results come to strengthen the other research conclusions on the same topic, namely that sport carried out in an organized way, led by a specialist in a pleasant environment with efficient means and adapted to the particularities of the subject's age are "weapons" extremely practical in fighting stress and sedentary lifestyle (The International Congress of Physical Education, Sports and Kinetotherapy – UNEFS Bucharest, Gulap, M., 201

### Conclusions

1. The positive motivation in sports lessons is particular for students from the University of Bucharest and even if they don't have a sportive profile, they have proved the interest for physical activities started in the pre-university period, and they manifest an interest for continuation.

2. If the perception of the values of physical exercise as a positive stimulus is stronger, it will motivate the young students to acknowledge that the physical education and sport exercised in organized environment, as an integral part of the educational system offered by the University of Bucharest, alongside the free-time activities, are two mechanisms that need to be fastened together, applied, evaluated and actively used, for relaxation, rejuvenation, tension release, backing up the professional capacity, becoming a way of life.

3. In the case of students that were investigated we have seen that they usually preferred football and bodybuilding.

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