

Education for a healthy life through psychomotor activities in the opinion of students of Mechanics Engineering and Electronics Faculties from Petroleum-Gas University

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Abstract:- Body activities go beyond P.E. domain, but they are connected with it because P.E. is a component of general education and it has as a main purpose the development of physical, psychical, sociocultural qualities of a person. Therefore, P.E. represents an important part of general education, being an act of culture over years and an emancipation method with a pedagogical content.

Purpose. From the instructive-educative point of view, P.E. is a bilateral process in which, under the specialists' management, the students are systematically under influences that are permanently in agreement with educational objectives, especially with those of physical, psychomotor and psychical improvement. This is why in the present research we have oriented towards a methodology design which will be the basis of teaching in the P.E. lesson and it will help students to understand the educational benefits given by exercising.

Methods. In the research were involved 200 students from Petroleum-Gas University of Ploiesti. We had an Experiment Group (G.E. – 100 subjects) and a Control Group (G.C. – 100 subjects) to demonstrate the importance of the chosen topic, but also the hypothesis. We prepared a special program, different from the classical approach, and we started to teach the students on these basis, watching the impact of the independent variable.

Results. The students' opinion regarding the psychomotor activity – reflection of education, can be changed with the introduction of some sports activities that produce a pleasant mood and not one of psycho-physical discomfort.

Conclusions. The scientific research regarding the problem „ Education for a healthy life through psychomotor activities in the opinion of students of Engineering Faculties” has been studied little in our country and that is why I have chosen this theme, like a necessity, having as the main purpose refreshing the domain with new information and launching new discussions regarding this theme.

Keywords: Education, students, psychomotor activities, opinion, engineers, higher education, sport games, competition.

1. Introduction

The behaviour is relevant and it shows the properties of the human being to interact with the surrounding environment through external (psychomotor) and internal (psychical) activities.

The human being, who, is detached and separated from the other living beings in speaking and thinking, will use the physical and psychical activity to evolve.

That is why at the age when growing processes are present, the P.E. activity cannot be absent from the working system of the disciplines (including the first years spent at the University).

2. Hypothesis

The present reasearch started from the hypothesis that if you introduce a sports competition in each lesson, the participation in the lesson will increase and the instruction will be efficient as a response to the modification of students' opinion regarding the importance of psychomotor activities for life.

3. Subjects

The research was made at the Petroleum-Gas University of Ploiesti on an Experiment Group and a Control Group in order to show the importance of the chosen theme, but to confirm the hypothesis. In the research were included 200 students. P.E. lessons are obligatory for students in

the I and II year and they are included in the syllabus.

4. Research Methods

At the basis of the research laid the following methods:

- Bibliographic Study Method;
- Observation Method;
- The Investigation Method (conversation, questionnaire etc.);
- Teaching Experiment Method;
- Performance-Measurement of the Subjects;
- Statistical Method;
- Graphic Method.

5. Research objectives

- Completing specialized information regarding the importance of education for a healthy life through psychomotor activities;
- Designing a psychomotor program which will stay at the basis of instruction in P.E. lesson and of changing the students' opinion regarding P.E. activity, showing in this way the educational and socializer role of psychomotor activities;
- Removing the negative attitudes towards P.E. through the proposed programs;
- Registering the students' positive opinion through the feedback education-movement-education, having a role in achieving the instruction.

6. Problem Solution

As a result of the research, we have seen that students are coming from the secondary education to the higher education with a wrong mentality regarding the implication in P.E. activity, preferring a medical exemption instead of exercising. We believe that their opinion regarding psychomotor activity can be changed with the introduction of some sports activities that will produce a pleasant mood and not a psycho-physical discomfort.

Conceiving a university program made of sports games like competitions; playing with control events and constructive discussions as dialogues not

monologues at the end of each lesson represent an alternative in changing the students' opinion.

To demonstrate the efficiency of the program and to confirm the hypothesis, we organized the next measure in 3 steps:

1. We studied the participative implication (for example the frequency and participation of students in lessons, the number of the people who are medical exempt), making an initial test and a final one for both Experiment and Control Groups through 2 years. In the II year the number of medical exemptions in Experiment Group has decreased. In the Control Group the modifications are not important.

Participative Implication (attendance in lesson and medical exemptions)

| Characteristic indicators | G.E.(T.I.) | G.C.(T.I.) | G.E.(T.F.) | G.C.(T.F.) |
|-------------------------------|------------|------------|------------|------------|
| Total | 100 | 100 | 100 | 100 |
| Medical Exempts | 25 | 20 | 15 | 27 |
| Total number in noting | 75 | 80 | 85 | 73 |

Table 1

2. Psychomotor conduct through psychomotor testing (for example 50m run, standing broad jump – bilateral game with theme) and evaluating through control events. I have to mention that P.E. lessons of the Control Group were taught by another teacher in the same conditions, but the psychomotor activity and the control events were made after the current program and the group did not have the same program as the Experiment Group. The results and modifications can be seen in Graphic no.1.

3. To verify the students' opinion we have applied a questionnaire having the theme „Education for a healthy life through psychomotor activities in the opinion of students of Engineering Faculties”.

It was structured on the basis of 10 items and we followed the students' point of view when they first came at the University and their opinion when they

finished the 2 years, regarding the idea of practicing physical exercises in lessons and in their leisure time, the behavior during the lessons, the conduct manifestations, opinions and suggestions regarding the activity development.

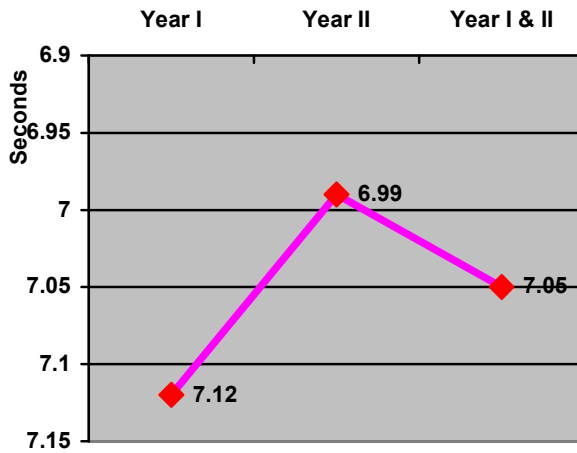
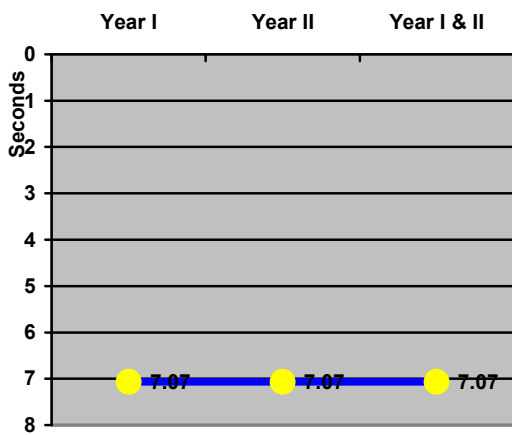
We analysed starting the explicative step with Question no.2, because Question no.1 is a question with free answer: „What are the reasons that determine you to accept or reject the psychomotor activities from the university program?” Students answered that the main reason is that the gym is overloaded. Neither teachers nor the university program are guilty of this. Before 1990 the number of students was smaller than in the present day, the place being enough. After 1990 the Petroleum-Gas University suffered a diversification of the types of school, the number of students doubled and the space for P.E. became insufficient.

**Graphic Representation of Static Indicators for the Psychomotor Events (Students)
Mechanics Engineering and Electronics Faculty 2007-2008; 2008-2009**

Graphic no.1

Group Control

Group Experiment

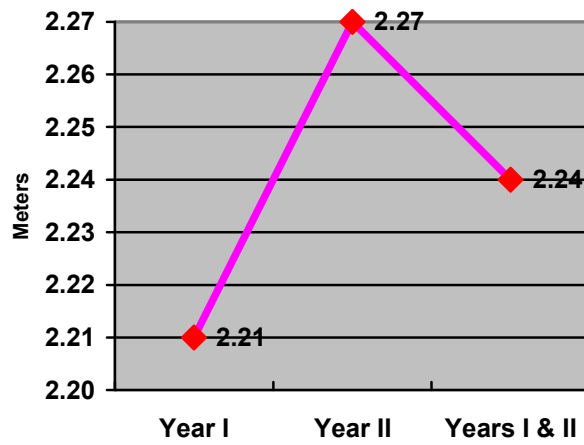
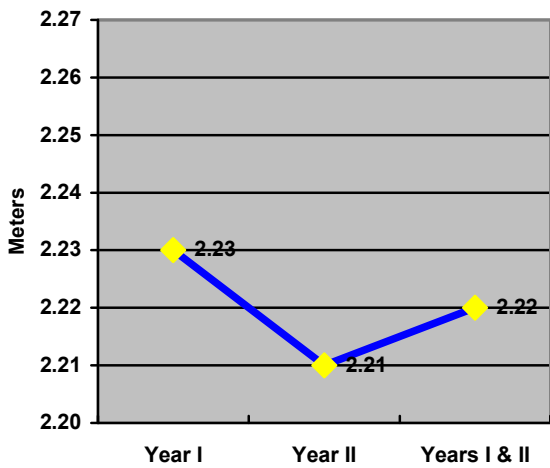


a) 50m Run

c) 50m Run

Group Control

Group Experiment



b) Standing broad jump

d) Standing broad jump

Legend: I.M.E. = Mechanics Engineering and Electronics

Centralizing Table with the Subjects' Answers at the Questionnaire

| Question no. | Answer | Y I G.E. -T.I. | Year I G.C.-T.I | Y II G.E.- T.F. | Y II G.C.- T.F. |
|--|--|----------------------|--------------------|-----------------------|-----------------------|
| 2. Is P.E. and education for a healthy life? | Yes | 63% | 62% | 83% | 63% |
| | No | 16% | 17% | 6% | 17% |
| | Don't know | 21% | 11% | 1% | 10% |
| 3. Do you practice any type of sports in an organized way in your leisure time? | Yes | 43% | 62% | 73% | 63% |
| | No | 47% | 28% | 27% | 37% |
| | Don't know | - | - | - | - |
| 4. Do you think you can make a compensatory activity of psychic recovery through physical exercises? | Yes | 53% | 42% | 91% | 48% |
| | No | 26% | 17% | 6% | 36% |
| | Don't know | 21% | 21% | 3% | 12% |
| 5. Do P.E. lessons have a sanogenic effect upon your body? | Yes | 69% | 63% | 96% | 66% |
| | No | 16% | 17% | 3% | 14% |
| | Don't know | 21% | 10% | 1% | 10% |
| 6. Is the introduction of sports games as competition a method of education for life? | Yes | 63% | 62% | 73% | 63% |
| | No | 16% | 17% | 6% | 17% |
| | Don't know | 21% | 11% | 1% | 10% |
| 7. Are you pleased by the control events as contest and sport games as competition? | Yes | 63% | 62% | 93% | - |
| | No | 16% | 17% | 6% | 17% |
| | Don't know | 21% | 11% | 1% | 73% |
| 8. Do you have reasons not to make P.E. and to want medical exemptions? | Yes | 15% | 8% | 3% | 12% |
| | No | 10% | 12% | 12% | 15% |
| | Don't have exemption | 75% | 80% | 85% | 63% |
| 9. If yes, please give the reasons in the blank space. | The full program; comfort; fear of ridicule; the fact that the mark influences the scholarships; the lack of money for the sports equipment etc. | | | | |
| 10. Would you like to attend the lessons if P.E. weren't compulsory? | Yes | 63% | 62% | 73% | 63% |
| | No | 16% | 17% | 6% | 17% |
| | Don't know | 21% | 11% | 1% | 10% |

Table 2

The registered data, as a result of applying the program on the 200 subjects (100 for the Experiment Group and the 100 for the Control Group), are being modified according to Table 2.,

7. Conclusions

❖ The intervention that we had on the students by giving them reasons to practice physical

without important modifications in the Control Group.

exercises, convinced us more that, in spite of the difficulties (of time, space, discomfort), some positive effects can be produced and they are demonstrated through the registered results on control events.

- ❖ The harmonious behavior of students at the end of the instruction proves the attitude modification and the good influence of P.E. not only in psychomotor level, but also in the educational one.
- ❖ The understanding of the advantages made by a healthy body, harmoniously developed had reflected in the acceptance of the collaboration, in the implication in the initial research and in the solicitation to discuss more.

- ❖ The introduction of sports competitions in each lesson, taking control events as contests are increasing the participation in lesson, they modify students' opinion, confirming the hypothesis.
- ❖ We can appreciate that P.E. confirms its position as compulsory discipline in the education plan, being involved in all the levels (instructive, educative and formative).

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