

HOW IMPORTANT ARE MOTOR ACTIVITIES IN LEAVING A HEALTHY LIFESTYLE AT STUDENTS

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Abstract: *This research focused on the importance of motor activities promoting a healthy lifestyle that includes daily sports activities, proper nutrition, and recognition of items harmful to students. In the research, we had a questionnaire of opinions administrated to 100 students from the University "Lucian Blaga". The questionnaire of opinions had as aim to discover student opinion on the importance of sport in developing a healthy lifestyle, leisure sports activities, the frequency of practicing these activities etc. Differences in gender respondents were discovered in different items of the questionnaire, the male respondents like the harmonious physical development, maintaining harmony between the components of life (work, recreation, entertainment, communication, networking, etc.), the constant practice of physical exercise, fun; while female respondents appreciated especially knowing the benefits of practicing physical activities, knowledge of the rules of hygiene, recognition and elimination of risk behaviors, preoccupation to conduct regular health checks, nutrition, and recreation component.*

Keywords: *motor activities, healthy lifestyle, socialization, group cohesion*

Introduction

Physical education in higher education level is a component of university education system. The purpose of this activity is to develop, strengthen and improve the psychological, physical and social indices that have a positive impact in shaping the personality of students [1].

Some of the most important aspects of a healthy lifestyle are synthetically expressed in value framework by specialists, a summary of the characteristics / components of lifestyles promotes the following aspects[2]:

- Constant and active participation in physical education and sport;
- The constant practice of exercising;
- Pro physical movement;
- Concern for improving or maintaining health;
- Participation in physical activities carried out in the open;
- Recognition of risk factors for health;
- Recognition of healthy components;
- Concern for knowledge of the human body (the acquisition of basic knowledge of anatomy and physiology);
 - Knowledge of the rules of hygiene;
- Knowledge of the immediate and long term benefits of practicing physical exercises;
- The need to know certain rules of nutrition (food rational).

Studies show there is a high incidence of obesity in developed countries, even among children, with adverse effects both in medical and social. Obese

children are exposed to potential adult heart disease, diabetes, and hypertension. Also, this condition affects negative self-image of aspiring adults, they are facing negative feedback and evaluation from others[3].

Health is considered to be a human condition with dimensions of physical, social and psychological, each dimension is characterized by containing a positive pole and the other one negative.

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 the 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 the collective where we can find positive relationships of sympathy, friendships, and cooperation, the efficiency is greater [4].

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" [5].

Also, successful groups and teams are built around strong leaders and the importance of this role is growing in nowadays sport in all categories [6].

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 [7].

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[8].

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[9].

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 and so on[10].

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[11].

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[12].

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[13] (Sopa & Pomohaci, 2014d).

Objectives

The present research had as primary objective the discovery of the importance of motor activities in the development of behavior and a healthy lifestyle at the students. The research aims to discover students' opinions about the beneficial impacts of motor activities on its own body, as well as educating an active lifestyle through sports.

Materials and methods

In this research we used the following research methods: the method of investigation and data collection (documentary theory) statistical methods of processing and interpretation of data, the survey method - the questionnaire of views.

Research hypothesis

Knowing the beneficial effects of motor activities on the human body can help develop a healthy lifestyle by practicing these sport activities.

Research sample

The sample of the questionnaire included 100 students from various specializations within the "Lucian Blaga" University. Demographics data - we used them to have a clearer picture of the group of subjects, such as age and gender. Later on, we will have a gender analysis that will show us whether there are differences between feminine and masculine views. Age - most students interviewed were aged between 19 and 20 years (67.4%), we can see that in Figure No. 1 and Table No. 1, with an arithmetic mean of 20 years.

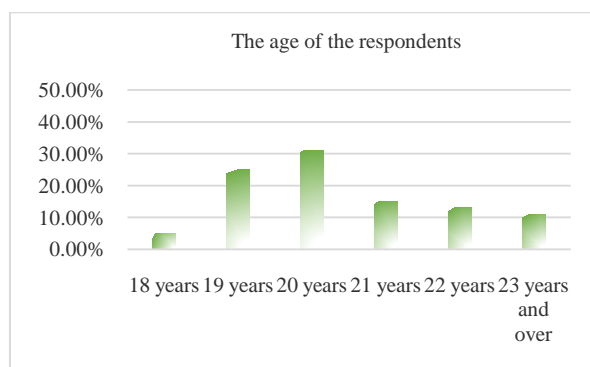
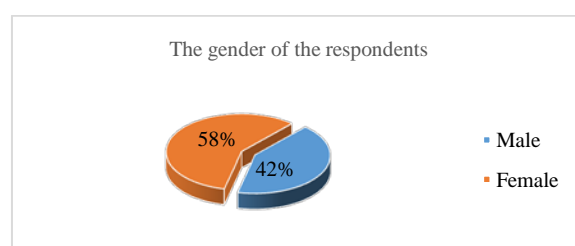


Figure No. 1 – The age of the respondents of the questionnaire – graphic representation

Table No. 1 – The age of the respondents – statistic calculation

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%
Total	100	100%
<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 gender distribution of the questionnaire respondents was the following:



FigureNo. 2 – The gender of the questionnaire respondents

Results

I. What is your opinion on the following statement:
"participation in various motor curricular sports activities causes the formation of positive attitudes towards constant leisure practice of physical exercise"

5. Total agreement with the statement
4. Strong agreement with the statement
3. Relative agreement with the statement
2. Minimal agreement with the statement.
1. Very weak agreement with the statement

The majority of students' respondents, 74% of all students, agree with the statement that participation in different curriculum sports activities determines the formation of positive attitudes towards the constant practice of physical exercise in leisure time, with an arithmetic mean of grades of 4.16 as we can see in Figure No. 1 and Table No. 1. With no statistically significant differences between respondents opinions in the female and male gender.

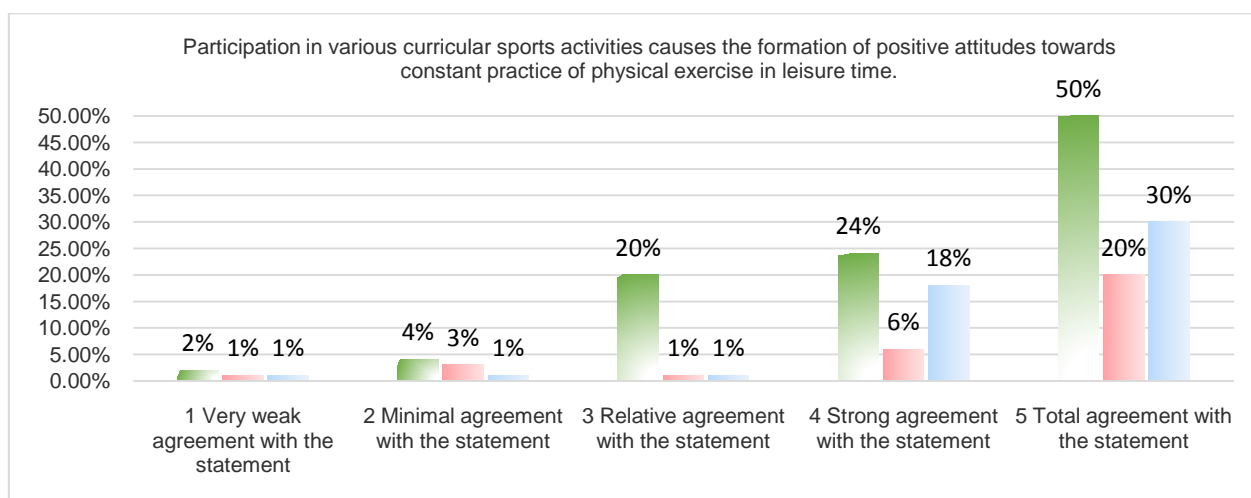


Figure No. 1 – Student opinions on participation in various sports curricular activities cause the formation of positive attitudes towards constant practice of physical exercise in leisure time.

Table No. 1 – Student opinions on participation in various sports curricular activities cause the formation of positive attitudes towards constant practice of physical exercise in leisure time.

Students responses	Cases	% N = 100
1 Very weak agreement with the statement	2	2%
2. Minimal agreement with the statement	4	4%
3. Relative agreement with the statement	20	20%
4. Strong agreement with the statement	24	24%
5. Total agreement with the statement	50	50%
Total	100	100%
<i>Arithmetic mean</i>	4.16	
<i>Median</i>	4.50	
<i>Standard deviation</i>	1.01	
<i>Skewness</i>	-1.04	
<i>Kurtosis</i>	0.46	

II. Mark one answer corresponding to your personal experience, how frequently you do curricular sports activities and recreational?

5. Every day
4. Regularly (at least three times a week)
3. Occasional (at least two times a week)
2. Only at physical education classes
1. Not at all

least three times a week or regularly (35% of total), daily (25% of total) occasionally or at least twice a week (20% of the total), only at physical education (15% of total) and not at all (5% of the total). Male respondents do sports activities regularly (55%) compared to female respondents who engage in such activities largely occasionally (48%) as we can see in Table No. 2 and Figure No. 2.

The majority of the students respondents do various curricular or leisure sport activities - at

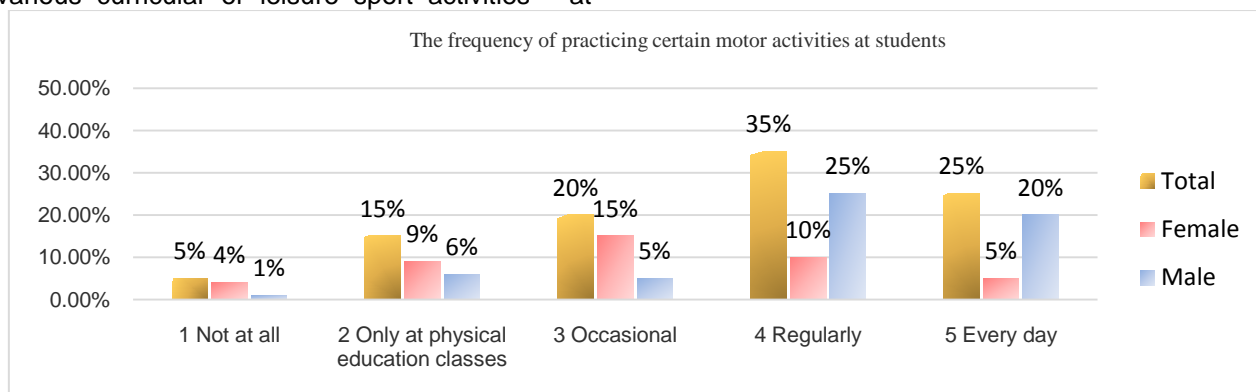


Figure No. 2 – The frequency of practicing certain motor activities at students

Table No. 2 – The frequency of practicing certain motor activities at students – statistic calculation

Students responses	Cases	% N = 100
1. Very weak agreement with the statement	5	5%
2. Minimal agreement with the statement	15	15%
3. Relative agreement with the statement	20	20%
4. Strong agreement with the statement	35	35%
5. Total agreement with the statement	25	25%
Total	100	100%
<i>Arithmetic mean</i>	3.60	
<i>Median</i>	4.00	
<i>Standard deviation</i>	1.16	
<i>Skewness</i>	-0.54	
<i>Kurtosis</i>	-0.60	

III. To what degree do you agree with the following statement: "Lifestyle is a model / same / standard of living that includes a set of actions, attitudes, behavior, decisions, standard of living, depending on personal choice of each of us being a determinant of health?"

5. Total agreement with the statement
4. Strong agreement with the statement
3. Relative agreement with the statement
2. Minimal agreement with the statement
1. Very weak agreement with the statement

The majority of students respondents totally agree with the statement (52% of total) or strong agreed (25% of total) with the statement: "lifestyle is a model / way / standard of living that includes a set of actions, attitudes, behavior, decisions, standard of living, depending on personal choice of each of us, being a determinant of health ", as we can see in Figure No. 3 and Table No. 3, we have an arithmetic average of 4.30 responses, gender differences are insignificant.

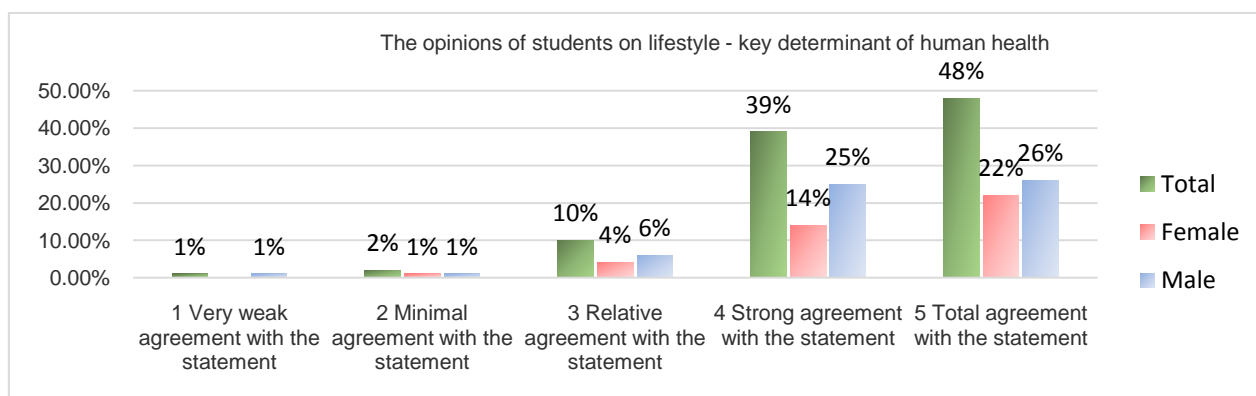


Figure No. 3 – The opinions of students on lifestyle - key determinant of human health

Table No. 3 – The opinions of students on lifestyle - key determinant of human health

Students responses	Cases	% N = 100
1. Very weak agreement with the statement	1	1%
2. Minimal agreement with the statement	2	2%
3. Relative agreement with the statement	10	10%
4. Strong agreement with the statement	39	39%
5. Total agreement with the statement	48	48%
Total	100	100%
<i>Arithmetic mean</i>	4.31	
<i>Median</i>	4.00	
<i>Standard deviation</i>	0.81	
<i>Skewness</i>	-1.32	
<i>Kurtosis</i>	2.26	

IV. Appreciate on a scale of 1 to 5, according to your opinion the following values you consider as essential for education / formation of a "healthy lifestyle"

Table No. 4 – Values of a healthy lifestyle

Values of a healthy lifestyle	5	4	3	2	1
a. Pro moving attitudes	48	12	21	10	9
b. Acquiring knowledge about your own body	43	17	18	15	7
c. Knowing the benefits of practicing motor activities	52	21	10	7	10
d. Harmonization of body development	62	18	5	10	5
e. Keeping a balance on the following levels: physical, social, emotional, intellectual	65	15	10	4	6
f. The concern for maintaining harmony between the components of lifestyle (work, recreation, entertainment, communication, networking, knowledge, consumer, nutrition, ecology)	55	10	5	12	8
g. Recognizing and removing risk behaviors (unhealthy)	51	19	15	5	10
h. Knowing and applying hygiene rules	48	22	13	8	9
i. Concern for making more frequent controls	47	23	12	10	8
j. The constant practice of physical exercises	64	16	10	6	4

Table No. 5 – Statistical calculation of the responses given by the students at Item IV - values of lifestyle

Questionnaire items	Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis	T-test on gender
Item 1	3.60	3.50	1.33	-0.45	-0.91	1.543
Item 2	3.74	4.00	1.34	-0.62	-0.93	2.400
Item 3	3.98	5.00	1.35	-1.15	0.03	-0.124
Item 4	4.22	5.00	1.22	-1.46	0.86	1.450
Item 5	4.29	5.00	1.17	-1.65	1.74	-0.230
Item 6	4.12	5.00	1.38	-1.25	0.01	-0.200
Item 7	3.96	5.00	1.33	-1.10	0.02	1.342
Item 8	3.89	4.00	1.31	-1.00	-0.15	3.420
Item 9	3.91	4.00	1.31	-0.98	-0.26	2.430
Item 10	4.30	5.00	1.12	-1.58	1.53	1.340

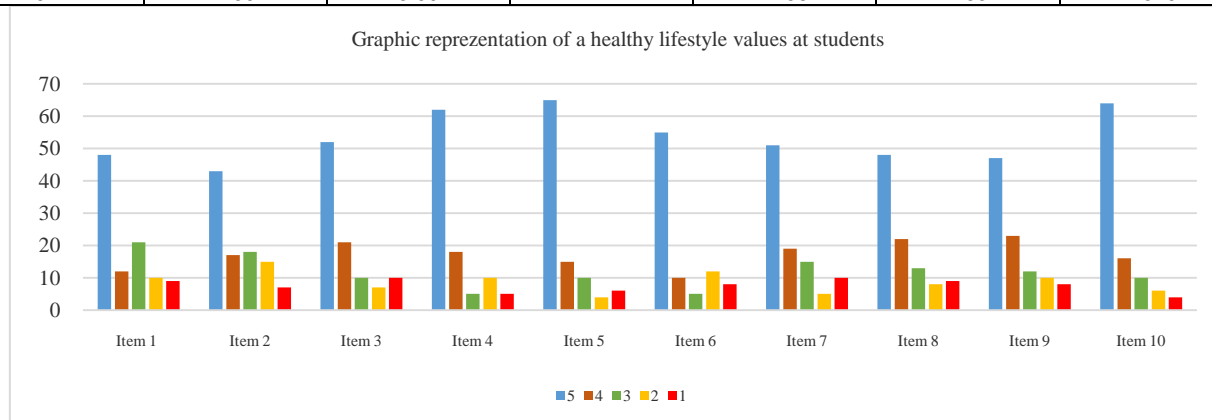


Figure No. 4 – Graphic representation of a healthy lifestyle values at students

V. Appreciate, according to your opinion, the importance of the following components that define your lifestyle. Check each component.

Table No. 6 – Components of a healthy lifestyle

Components of a healthy lifestyle	5	4	3	2	1
a. Of communication	60	23	10	4	3
b. Of alimentation	45	20	15	15	5
c. Of recreation	53	17	21	4	5
d. Of work	48	22	15	5	10
e. Of consumption	40	18	10	22	10
f. Of relationship	65	15	14	3	3
g. Of ecology	35	24	12	15	14
h. Of entertainment	58	22	12	4	4
i. Of knowledge	52	18	10	15	5

Table No. 7 – Statistic calculation of students answers at Item IV – values of a healthy lifestyle

Questionnaire items	Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis	T-test on gender
Item 1	4.33	5.00	1.02	-1.65	2.26	-0.200
Item 2	3.85	4.00	1.28	-0.74	-0.74	1.400
Item 3	4.09	5.00	1.16	-1.12	0.40	1.220
Item 4	3.93	4.00	1.32	-1.08	0.02	-1.300
Item 5	3.56	4.00	1.45	-0.44	-1.32	-1.480
Item 6	4.36	5.00	1.03	-1.62	2.00	3.206
Item 7	3.51	4.00	1.45	-0.52	-1.15	2.435
Item 8	4.26	5.00	1.08	-1.52	1.69	1.300
Item 9	3.97	5.00	1.30	-0.93	-0.52	-0.230

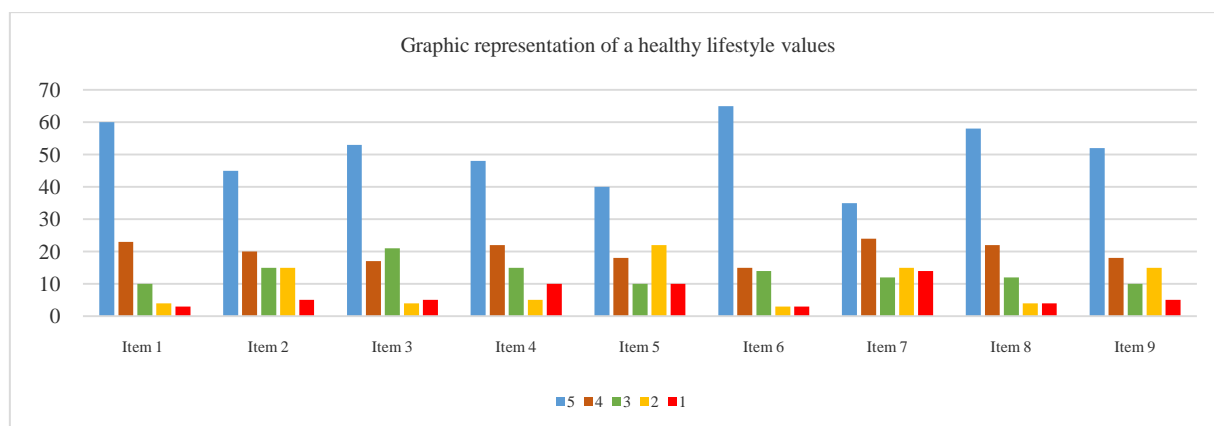


Figure No. 5 – Graphic representation of a healthy lifestyle values

CONCLUSIONS

At the first item, regarding the opinions of students related to "participation in different curriculum motor activities determines the formation of positive attitudes towards the constant practice of physical exercises in the free time", we found that most students (50% of total) totally agree with the statement 24% of all strongly agree with the statement, 20% have a relative agreement, 4% and 2% minimum agreement and very weak agreement. The arithmetic average of the answers was 4.16, with no significant gender differences.

At the second item regarding students' opinions related to "how often do you practice curricular motor activities or free time activities", we found that many students (35% of total) perform motor activities at least three times a week or regularly, 25 % of total are doing sports daily, 20% of the total are doing sports three times a week, 15% of students are doing sports only at physical education and 5% of the total number of students are not doing sports at all.

At third item regarding the student opinions related to the following statement: "lifestyle is a model / way / standard of living that includes a set of actions, attitudes, behavior, decisions, life, depending on personal choice of each one of us, being a determinant of health?", students were divided into the following categories: the majority, representing 48% of all students, totally agreed, 39% showed a big agreement with the statement, 10% were in relative agreement with the statement, 2% showed a minimal agreement with the statement and 1% very poor agreement with the statement. We recorded an arithmetic mean of grades of 4.31, gender differences were insignificant.

We analyzed the students' opinion at fourth item regarding the values of a healthy lifestyle and we recorded the following data:

a) "Pro motion attitudes" - the majority of students voted with 5 grade, 48% of the total, with an arithmetic average of 3.60 and a significant gender difference ($t = 1.543$);

b) In the case of the value "acquiring knowledge about your own body," most students gave 5, 43% from the total of the respondents, with an average of 3.74 and a significant gender difference ($t = 2.400$);

c) At the item 'knowing the benefits of practicing sports activities', most students, 52% from the total, give grade 5, with an arithmetic average of the grades of 3.98, and a significant gender difference (-0.124);

d) At item "harmonization of body development", most students (62% of total) gave mark 5 with an arithmetic average of 4.22 and a significant gender difference ($t = 1.450$);

e) Regarding item "keeping a balance on the following levels: physical, social, emotional, intellectual", the majority of students, 65% of the total, gave the maximum grade 5 with an arithmetic average of 4.29, and an insignificant gender difference ($t = -0.230$);

f) Regarding the item "the concern for the maintenance of harmony between the components of lifestyle (work, recreation, entertainment, communication, networking, knowledge, consumer, nutrition, ecology)", 55% of the total students awarded grade 5, with a 4.12 average of the scores, and a significant gender difference ($t = -0.200$);

g) At the item "recognizing and removing unhealthy risk behaviors", 51% of students noted with 5, the average grade was 3.96 and we had a significant gender difference ($t = 1.342$);

h) Regarding the item "knowing and applying hygiene rules", many students, representing 48% of all, chose the mark 5, arithmetic mean of 3.89, and a significant gender difference ($t = 3.420$);

i) Regarding the item "concern to conduct regular medical checks", 47% of the total number of students chose the mark 5, with the 3.91 average of the scores, gender difference was significant ($t = 2.430$);

j) At the item "constant practice of physical exercises", 64% of the total number of students granted grade 5 with an arithmetic average of the marks of 4.30 and a significant gender difference ($t = 1.340$).

At the fifth item regarding "the importance of components that define the lifestyle" the students said the following:

- a) Regarding the communication component most students, representing 60% of the total, noted its importance with 5, the scores average was 4.33, gender differences were not significant ($t = -0.200$);
- b) At the nutrition component, 45% of students rated with 5 importance of the participation, the average of the scores being 3.85 and gender difference was significant ($t = 1.400$);
- c) In the case of recreational component most students, representing 53% of the total, gave the maximum grade 5, with a 4.09 average of the scores and a significant gender difference ($t = 1.220$);
- d) Regarding the working component of a healthy lifestyle, 48% of the total number of students have given mark 5, with a 4.22 average of the scores and a significant gender differences ($t = -1.300$);
- e) Regarding the consumption component of the lifestyle, 40% of students chose to give the maximum score on its importance, having an arithmetic average of the marks and a 3.56 and an insignificant gender difference ($t = -1.480$);
- f) In the case of networking component, 65% of the total number of students gave note 5, with an arithmetic average of the grades 4.36, the gender difference was significant ($t = 3.206$);
- g) As for the component of ecology, about 35% of the total number of students awarded mark 5 as having an arithmetic average of 3.51 and gender difference was significant ($t = 2.435$);
- h) Regarding the fun component of a healthy lifestyle, 58% of students rated as important by giving maximum grade 5 with an arithmetic average of the marks of 4.26 and a significant gender difference ($t = 1.300$);
- i) Regarding the knowledge component of a healthy lifestyle, approximately 52% of all students considered important this component giving top mark 5, the average of the scores being 3.97 and gender differences were not significant ($t = -0.230$).

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