

THE IMPORTANCE OF MOTOR ACTIVITIES IN PROMOTING A HEALTHY LIFESTYLE WITH SOCIAL, MORAL, FORMATIVE AND EDUCATIONAL VALUES

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Abstract: Our study focuses on analyzing the importance of motor activities in promoting a healthy lifestyle having social, moral, formative and educational values that contributes in the global development of students. Physical education at university level can develop values that can further be assets in transforming students in real adults. We used as scientific method the questionnaire of opinions, and we have as respondents 100 students from the "Lucian Blaga" University from Sibiu.

Conclusions showed that students know the importance of motor activities in a healthy lifestyle and consider important as social values the capacity of communication and interrelation, the capacity of collaboration and mutual help, big capacity of social help, the capacity of taking right decisions in extreme situations, the desire of acting in group. As moral values the balance on the physical and mental level, promoting moral, social, sporting and ethical values, keeping a balance between lifestyle components, promoting the values of a healthy lifestyle. Significant gender differences were found in the items regarding the communication and networking skills, increased capacity of social help, and respect for institutions, capacity to take the right decisions in extreme situations, willingness to act as a group, concern for the objectives, dignity, respect for self and others.

Keywords: motor activities, healthy lifestyle, sport promoted values.

Introduction

Sports activities develop communication, intergroup relationships, and group cohesion. We can demonstrate that motor activities can develop group cohesion positive intergroup relationships development, the discovery of group leader and most importantly integrate and reintegrate children into the social group. Group cohesion is very important in the evolution of school performance as a group, therefore in groups where we can find positive relationships as sympathy, friendships and cooperation the work efficiency is greater[1].

During student activities life, motor activities have as the primary objective the continuous training and development of the youth. Within students motor activities through practical activities of various sports, students can develop and harness the skills and their talent, ensuring also an ideal setting to strengthen the motor skills, the development of motor capacity, improving the major functions of the body, developing moral values as respect for self and opponent, fair play, help needed, perseverance, attention, memory [2].

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"[3].

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

Also, successful groups and teams are built around strong leaders and the importance of this role is growing in nowadays sport in all categories [4].

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 [5].

Some of the most important aspects of a healthy lifestyle values are expressed in synthetic frame by experts, a summary of the characteristics or components of a lifestyle promoting the following aspects: constant and active participation in physical education; the pro physical movement;

concern for improving and maintaining optimal health status; recognition of risk factors for health; concern for knowledge of the human body; knowledge of hygiene rules[6].

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[7].

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 [8].

Also, situational factors are important for the cohesion of the group like living close to each another, sharing the same hobbies and activities, the same uniforms or clothing, group rituals etc.[9].

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 [10].

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[11].

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[12].

Objectives

The main objective of this research was to investigate student's views on social values, moral and formative educational activities promoted by practicing sports activities and knowing their opinions on the effects of sport on social, moral and educational spheres.

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 - questionnaire of opinions.

Research hypothesis

The knowledge of social moral and formative educative values by the student promoted by practicing sports activities can help in developing a healthy lifestyle through sports activities in an organized manner or leisure time activity.

Research sample

The sample of the questionnaire included 100 students from various specializations within the "Lucian Blaga" University.

Demographic data - we used them to have a clearer picture of the group of subjects, such as age, gender and their opinions. Later on, gender analysis will show whether there are differences between feminine and masculine views.

Age - most students interviewed were aged between 19 and 20 years (67.4%), like we can see in Figure No. 1 and Table No. 1, with an arithmetic mean of 20 years.

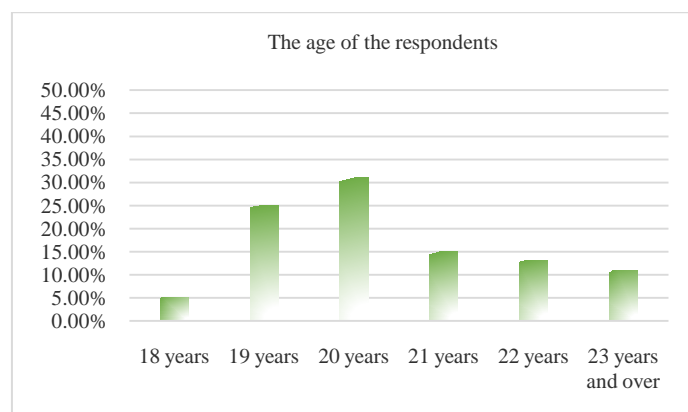


Figure No. 1 – The age of the questionnaire respondents – graphic representation

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:

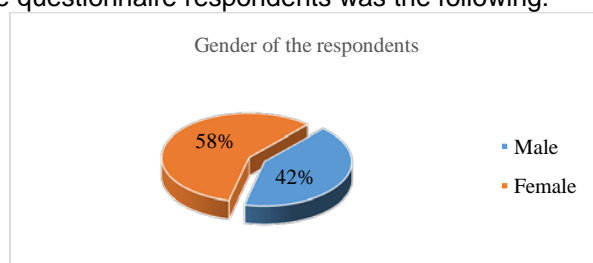


Figure No. 2 – Gender of the respondents

Results

1. In what measure the following social values are promoted as a result of practicing curricular sports activities and how they are reflected in your social and professional life?

Table No. 1 – The students answers regarding the social values promoted by the motor activities

SOCIAL VALUES	5	4	3	2	1
a. The capacity of communication and interrelation	62	15	10	7	6
b. The capacity of collaboration and mutual help	58	17	11	6	8
c. Respect and fair-play regarding the opponent	55	20	15	6	4
d. Big capacity of social help	58	14	18	8	2
e. Respect regarding the institutions	48	18	8	10	16
f. Respect regarding the colleagues activities	52	15	16	10	7
g. The capacity of taking right decisions in extreme situations	58	12	21	4	5
h. Respect regarding the regulations of social cohabitation	45	17	13	15	10
i. Concern regarding insurance of an optimum climate of work	40	25	13	10	12
j. The desire of acting in group	60	14	10	11	15

Table No. 2 – Statistic calculation regarding the social values promoted by the motor activities

Questionnaire items	Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis	T-test on gender
Item 1	4.20	5	1.23	-1.42	0.83	3.453
Item 2	4.11	5	1.29	-1.31	0.52	1.400
Item 3	4.16	5	1.13	-1.25	0.69	-1.120
Item 4	4.18	5	1.11	-1.08	0.02	1.450
Item 5	3.72	4	1.53	-0.79	-0.96	-0.120
Item 6	3.95	5	1.31	-0.94	-0.38	-0.230
Item 7	4.14	5	1.18	-1.18	0.42	1.421
Item 8	3.72	4	1.42	-0.67	-0.98	1.190
Item 9	3.71	4	1.39	-0.79	-0.69	1.340
Item 10	3.73	4.5	1.53	-0.76	-1.01	1.450

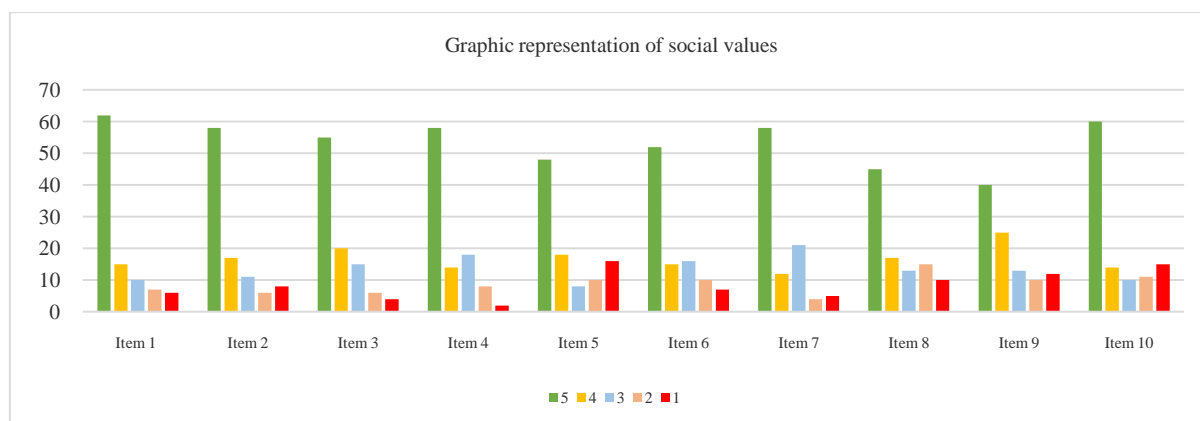


Figure No. 1 – Graphic representation of social values

2. Appreciate in what measure the following moral values are promoted as a result of sport curricular activities impacting your daily activities?

Table No. 3 – Students answers regarding the moral values that are promoted through sport activities

VALORI MORALE	5	4	3	2	1
a. Spirit of decision	56	21	11	8	4
b. Concern for achieving the objectives	52	15	13	5	5
c. Rightness	50	18	12	15	5
d. Growing modesty with peers	45	15	20	17	3
e. Responsibility on social level	58	20	12	8	2
f. Dignity	56	17	17	9	1
g. Devotion and loyalty to colleagues and group	60	15	12	7	6
h. Respect for self and others	55	22	13	6	4
i. Respecting the rules and regulations, principles, laws, norms	62	18	10	8	2
j. Discipline and self-discipline	65	14	11	7	3
k. Integrity	43	19	18	15	5

Table No. 4 – Statistical calculation regarding moral values promoted by the motor activities

Questionnaire items	Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis	T-test on gender
Item 1	4.17	5	1.16	-1.30	0.69	1.124
Item 2	4.24	5	1.16	-1.46	1.16	2.450
Item 3	3.93	4.5	1.30	-0.86	-0.62	-0.100
Item 4	3.82	4	1.26	-0.55	-1.07	-0.230
Item 5	4.26	5	1.08	-1.33	0.73	2.670
Item 6	4.18	5	1.08	-1.01	-0.19	1.980
Item 7	4.16	5	1.24	-1.32	0.59	1.560
Item 8	4.18	5	1.12	-1.33	0.93	1.870
Item 9	4.30	5	1.07	-1.44	1.06	2.345
Item 10	4.31	5	1.11	-1.51	1.24	2.560
Item 11	3.80	4	1.28	-0.65	-0.84	-0.120

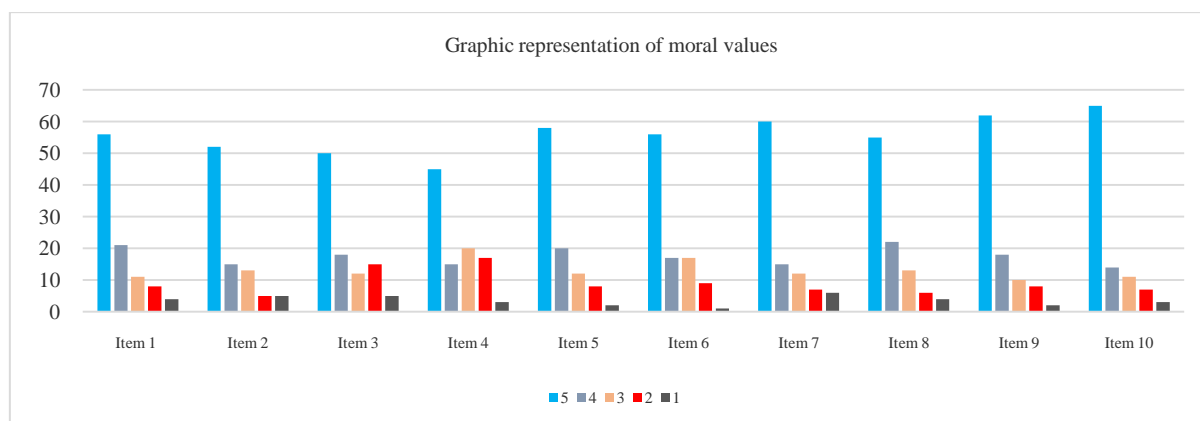


Figure No. 2 – Graphic representation of moral values

Table No. 5 – Formative and education effects of motor activities

FORMATIVE AND EDUCATIONAL VALUES OF MOTOR ACTIVITIES	5	4	3	2	1
a. Balance on the physical and mental level	58	12	15	12	3
b. Promoting moral, social, sporting and ethical values	62	18	12	4	4
c. Development of pro motion attitudes	57	13	15	12	3
d. Developing positive behaviors	50	18	12	15	5
e. Forming the habit of practicing independent sports activities in leisure time	54	26	10	7	3
f. Compliance with sanitary education rules	45	25	15	13	2
g. Keeping a balance between lifestyle components	58	12	20	8	2
h. Promoting the values of a healthy lifestyle	65	14	11	9	1

Table No. 6 – Statistic calculation regarding the formative and educational values of motor activities

Questionnaire items	Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis	T-test on gender
Item 1	4.10	5	1.22	-1.02	-0.32	2.450
Item 2	4.30	5	1.09	-1.59	1.79	1.986
Item 3	4.09	5	1.22	-1.00	-0.32	1.400
Item 4	3.93	4.5	1.30	-0.86	-0.62	-1.390
Item 5	4.21	5	1.08	-1.37	1.14	2.100
Item 6	3.98	4	1.15	-0.82	-0.48	-1.430
Item 7	4.16	5	1.13	-1.02	-0.16	2.340
Item 8	4.33	5	1.05	-1.38	0.69	1.230

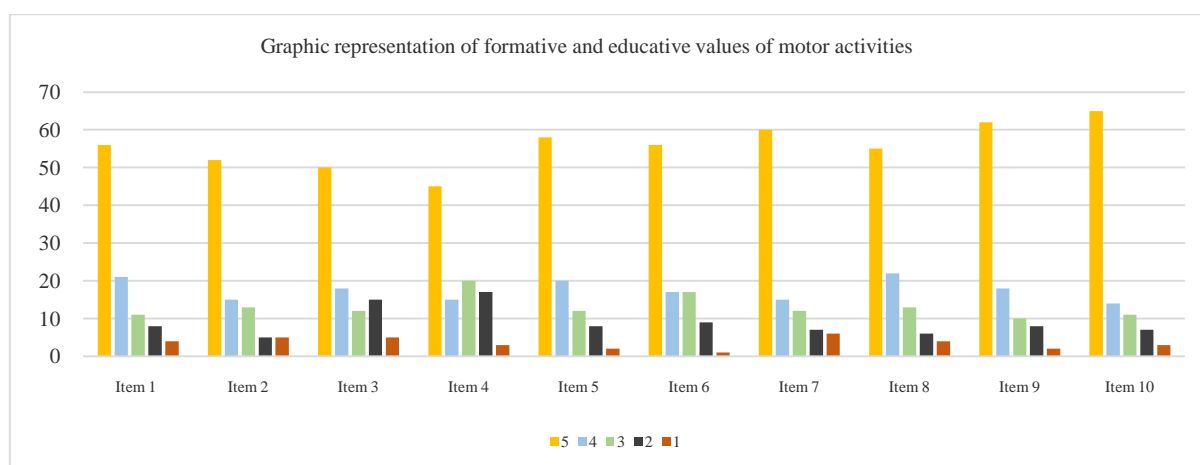


Figure No. 3 – Graphic representation of formative and educative values of motor activities

CONCLUSIONS

At the first question - regarding "in what measure the following social values are promoted as a result practicing sports curricular activities are reflected in your social and professional life?", students answered:

At the first choice a), regarding the social values promoted by the sport activities, "the communication and networking skills", 62% of the total number of students have rated 5 the importance of this social values, arithmetic mean of the scores given was 4.20, and gender differences were significant ($t = 3.453$);

The answer variant b), the social values promoted by sport, "the capacity for cooperation and mutual assistance", 58% of the total number of students gave the maximum grade 5, the arithmetic mean of scores were 4.11 and gender differences were not significant ($t = 1.400$);

Regarding variant c) "respect and fair play towards the opponent", 55% of the total number of students gave the maximum grade 5 average of the scores given was 4.16, and gender differences were not significant ($t = -1.120$);

At the response variant d) "increased capacity of social help", 58% of students gave the maximum grade 5, with a 4.18 average of the scores, with a significant gender difference ($t = 1.450$);

Regarding the answer variant e) "respect for institutions", 48% of the total number of students gave the maximum grade 5, with a 3.72 arithmetic mean of the answers, and a insignificant gender difference ($t = -0.120$);

At the answer variant f) "respect for colleagues work", 52% of the total number of students gave the maximum grade 5, with a 3.95 arithmetic mean of the answers, gender differences was not significant ($t = -0.230$);

In the case variant of response g) "capacity to take the right decisions in extreme situations", 58% of the total number of students gave the maximum grade 5, with an arithmetic mean of 4.14, the gender difference was significant ($t = 1.421$);

At the variant of response h) "compliance with the regulations of social life", 45% of the total number of students gave the maximum grade 5, the average of scores was 3.72, and the gender difference was not significant ($t = 1.190$);

At the answer variant i) 'concern to ensure an optimal working environment ', 40% of the total number of students rated 5, the average of the scores was 3.71, and the gender difference was not significant ($t = 1.340$);

Regarding the response variable j) 'willingness to act as a group ', 60% of the total number of students gave the maximum grade 5, the average score was 3.73, and the gender difference was significant ($t = 1.450$).

At the second question regarding "appreciate whether the following moral values promoted as a result of curricular motor activities are impacting your daily activities?" The students answered:

At the first variant of response a) "spirit of decision," 56% from the total number of students gave the maximum grade 5, the average of the scores given was 4.17, and gender differences was not significant ($t = 1.124$);

Regarding the answer variant b) "concern for the objectives", 52% of the total number of students gave the maximum grade 5 average, the arithmetic mean of the scores given was 4.24, and the differences between genders was significant ($t = 2.450$);

In the variant of answer c) 'fairness', 50% of the total number of students gave the maximum grade 5, the arithmetic mean of the scores given was 3.93, the gender differences was not significant ($t = -0.100$);

At the answer variant d) "cultivate modesty compared to colleagues", 45% of the total number of students gave the maximum grade 5, the arithmetic mean was 3.82, the gender differences was not significant ($t = -0.230$);

In the case variant, of answer e) "social responsibility", 58% of the total number of students gave the maximum grade 5, the arithmetic mean was 4.26, the gender gap is significant ($t = 2.670$);

Regarding the answer variant f) "dignity", 56% of the total number of students gave the maximum grade 5, the arithmetic mean was 4.18, the gender gap is significant ($t = 1.980$);

At the answer variant g) "devotion and loyalty to colleagues and the group", 60% of the total number of students gave the maximum grade 5, the arithmetic mean was 4.16, the gender differences was not significant ($t = 1.560$);

In the variant h) "respect for self and others", 55% of the total number of students gave the maximum grade 5, the arithmetic mean was 4.18, the gender difference is significant ($t = 1.870$);

Regarding answer variant i) "rules and regulations, principles, laws, norms," 62% of the total number of students, the arithmetic mean was 4.30, the gender difference is significant ($t = 2.345$);

At the answer variant j) "discipline and self-discipline", 65% of the total number of students gave the maximum grade 5, the average of the scores was 4.31, the gender difference was significant ($t = 2.560$);

In the last case variant k) 'integrity', 43% of the total number of students gave the maximum grade 5, the average of the scores was 3.80, the gender difference was not significant ($t = -0.120$).

At the question 3 regarding "formative and educational effects of motor activities," the students responded as follows:

At the answer variant a) "balance on physically and mentally levels", 58% of the total number of students gave the maximum grade 5, the average of the scores given was 4.10, gender difference was significant ($t = 2.450$);

In the variant of answer b) "promoting moral, social, sporting and ethical values, 62% of the total number of students gave the maximum grade 5, the average of scores given was 4.30 and gender difference was significant ($t = 1.986$);

Regarding the answer variant c) "development of the pro motion skills", 57% of the total number of students gave the maximum grade 5, the arithmetic mean of the scores given was 4.09 and gender difference was not significant ($t = 1.400$);

At the answer variant d) "develop positive behaviors," 50% of the total number of students gave the maximum grade 5, with a mathematic mean of scores given by students of 3.93 and the gender difference was not significant ($t = -1.390$);

In the variant case of answer e) "training habit of practicing independent leisure time", 54% of the total number of students gave the maximum grade 5, with an average of scores given of 4.21 and gender difference was significant ($t = 2.100$);

Regarding the answer variant f) "educating compliance sanitary", 45% of the total number of students gave the maximum grade 5, the average of scores given by the students was 3.98, and the gender difference was not significant ($t = -1.430$);

At the answer variant g) "keeping a balance between the components of lifestyle," 58% of the total number of students gave the maximum grade 5, the average of the scores given by students was 4.16, and the gender difference was significant ($t = 2.340$);

Regarding the answer variant h) "promote the values of a healthy lifestyle," 65% of the total number of students gave the maximum grade 5, the arithmetic mean of scores given by students was 4.33, and the gender difference was not significant ($t = 1.230$).

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