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**STUDY ON THE MAIN ELEMENTS WHICH DETERMINE
STUDENTS TO PRACTICE MOTION ACTIVITIES**

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Abstract

During almost 30 years of experience in teaching physical education and sport, I understand that precisely the uniqueness, complexity of human nature can provide the correct answers to questions related to culture, perception, habits, etc.

The purpose of the paper: Determination of amounts that resulted in the case of students in developing a positive attitude - active against motor activities, and other students caused a negative attitude - passive.

Hypothesis work: Finding these elements can contribute to the development of teaching strategies that emphasize positive stimuli / improve on the negative, so that students participate consciously, actively, systematically practicing the exercise and after graduation.

During two years of study, we initiated an active observation of the degree of involvement of student participation in physical education classes and sports provided in the curriculum of the Faculty of Mechanics and Technology, University of Pitesti.

Following this approach we selected 20 students with a strong intrinsic motivation and 20 extrinsic predominant motivation for driving activities. These 40 students have completed the end of the second an opinion survey questions focusing on the practice of physical exercises (in various forms), family, school, material conditions, the subjective perception of reactions (physical and mental) of their own body to exercise.

Physical education in higher education, it is, as I like it define, ,, last redoubt "that the teacher must have a win for the stadium, on the mountain, in gyms or swimming pools, etc. to meet his former students, friends, family, moving.

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Keywords: Motive activities, positive - active attitude/ negative – passive attitude, students.

1. Introduction

During nearly 30 years of experience in teaching physical education and sport, I understood that precisely the uniqueness, complexity of human nature can provide the best answers to questions related to culture, perception, habits, skills, education and so on. Forming healthy habits are important objectives for those who educate, for society, for each and every person, by Popescu (2016) the three directions in which formative valences of handball or other games or motive activities manifest itself and taught in school are : recreational-fun, compensatory, neuro-psychomotive rehabilitation, formative on personality and character.

Besides entertaining activities of the game, the gymnastics and agonistic ones are added to the basic content of school's physical education, all contributing to the consolidation of an habitude of practicing a physical exercise beneath various forms (Epuran, 2013).

Leisure area is certainly one of the most dynamic areas, marking a rise lately in the unprecedented offers to practice the exercise (Moldovan, 2007).

Developing this idea, we can add that `taking into consideration the value of physical activity for people of all ages (personal and social benefits) a great priority should be granted to increasing motivation and opportunities of practicing physical exercises, safely and to an acceptable cost, conditions without these multilateral potential of physical activity could not be exploited` and in terms of permanent education `should be understood as a permanent conviction for the entire educational process, with a paradigmatic character` by Stancu (2015).

A recent Chronicle Herald article (Tierney, May 21, 2011) describes the research of Dr. Martin Seligman and identifies factors he views as critical to well-being: positive emotion, engagement, relationships, meaning, and accomplishment, <http://www.recreationns.ns.ca/wp-content/uploads/2012/05/MentalHealthLit.pdf>.

2. The Aim of this Paperwork

Determining factors that have contributed to a positive - active attitude for some students and promoting them within classes, and also those who have contributed to a negative – passive attitude and avoiding using them during classes.

3. The Hypothesis of this Paperwork

As better stimulating factors of a positive-active attitude will be known and promoted during the instructive – educational learning processes as much practitioners of motive leisure activities will there exist.

Subjects : 500 students, aged between 19-24 years old.

Methods used : As they intervened in the comparative study performed the methods are the following ones : observation, scientific documentation, questionnaire survey, statistical and graphical method.

4. Work Methodology

During two years of study, I have initiated an active observation of the way students are participating and getting involved in physical education classes and sports provided in the curriculum of the Faculty of Mechanics and Technology, University of Pitesti.

Each attendance received a code (1, 2, 3), signifying :

1. Presence at class as exempted student, without sports equipment, minimal involvement in their activity. This code that can occur only one time during a semester;
2. Minimum attendances for being able to take the final exam;
3. Active participation to all classes, even in addition with other groups or taking part in competitions between faculties organized at UPIT.

After this active observation I have selected 20 students with a strong intrinsic motivation and other 20 students with a predominant extrinsic for motive activities. These 40 students have completed at the end of the second year of studies an opinion survey. The questions were about practicing physical exercises (in various forms) among side family or at school, material status, the subjective perception of reactions (physical and mental) of their own body to physical exercises, accommodation, the necessity for practicing sports.

5. Results

Responses were then analyzed, processed and interpreted as follows:

1. For the first question: 'Do you consider yourself a dynamic person?', the answers are the following ones:

Table .1 Situation of self-dynamism perception.

Answers	Yes		No		Somehow	
	Nr.	%	Nr.	%	nr	%
Group						
Active	12	60%	2	10%	6	30%
Sedentary	2	10%	8	40%	10	50%

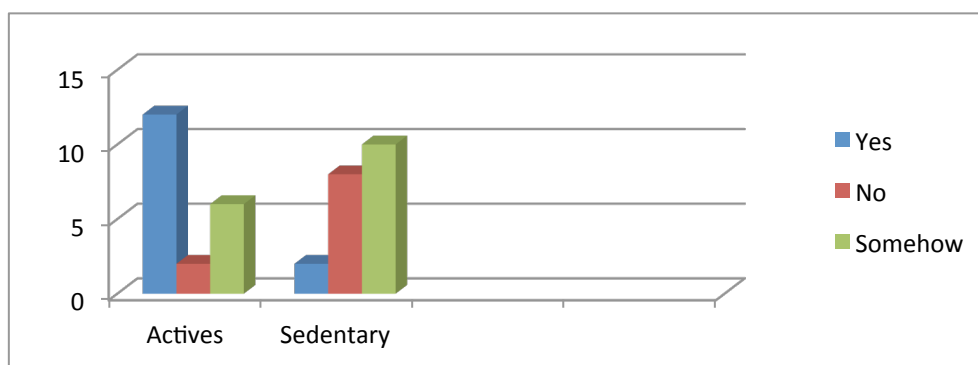


Fig. 1. Self perception of dynamism.

2. For the second question: 'How much of your free time is dedicated to the following activities?' the answers were :

Table 2 Leisure time – Comparative percentage configuration

Answers	Reading	Gadgets	Sports	Time out with friends
Groups				
Active	16	25	31	28
Sedentary	24	32	13	31

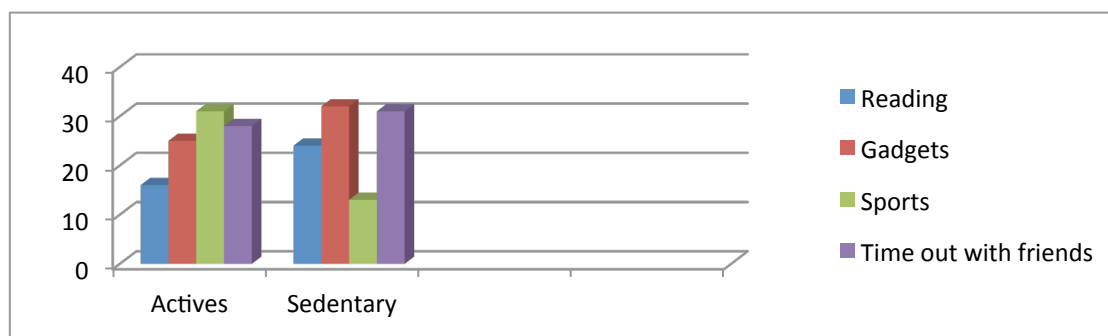


Fig. 2 .Leisure time repartition

3. Question number 3 checks students' perception on the responsibility of certain factors in the formation of healthy habits. The results showed that students from both groups assign percentages, almost alike to school, then family and on the third place to friends and other institutions.

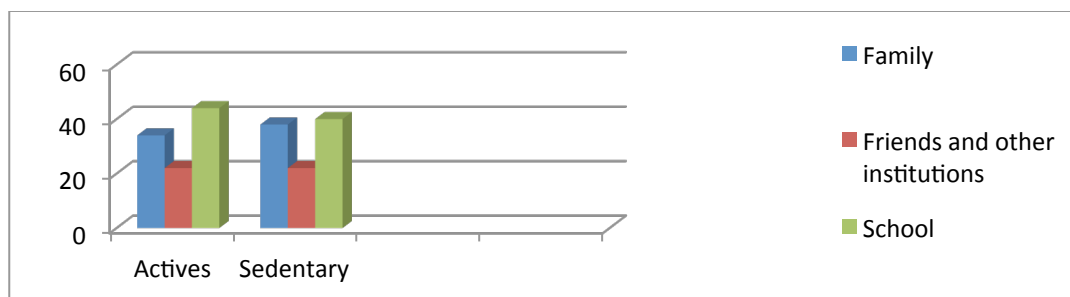


Fig. 3. Perception on different factors' responsibilities in achieving healthy acquirments.

4. Regarding question No. 4, students' responses indicates a different perception on the influence of certain persons in helping them to appreciate sports. Thus, the sports teacher is assigned with a percentage of 50% of sports lovers and only a percentage of 22% from the others.

Table 3. Responsibility factors - percentage comparative configuration

Answers	Family members	Friends	Sport teacher
	%	%	%
Groups			
Active	20	30	50
Sedentary	38	40	22

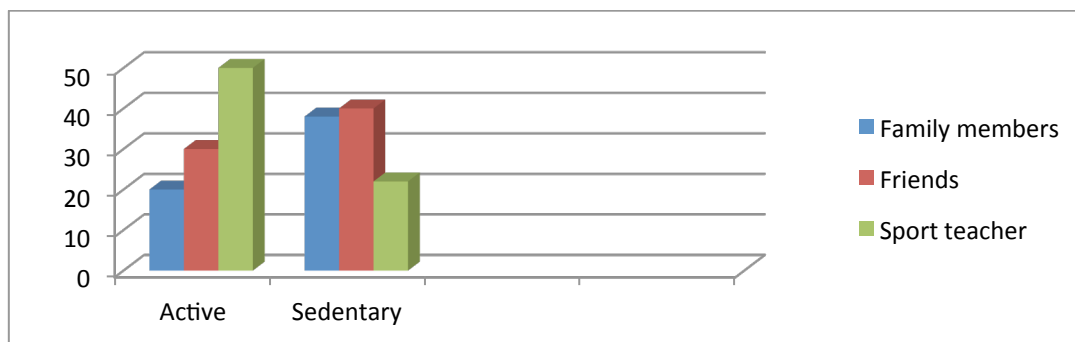


Fig. 4. Perception on different factors' responsibilities in in helping them to appreciate sports

5. When asked to assess the quality of physical education and sports classes in pre university education, the first group have an average rating of 7.3, while the second one, a percentage of 3.8.

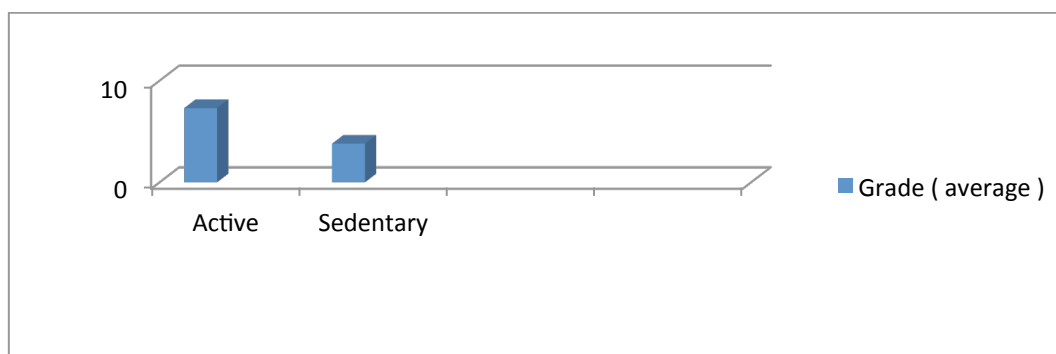


Fig. 5. Evaluation of physical education lesson

6. Since absenteeism from physical education classes and sports is a major cause of the fact that such a skill can not be formed, students who are active are not really missing classes (only 10%), while the others are absent in a percentage of 35 %.

Table 4. Situation of class attendance

Answers	Rare		Middling		Frequently	
	Nr of stud.	%	Nr of stud.	%	Nr of stud.	%
Groups						
Active	11	55%	7	35%	2	10%
Sedentary	5	25%	8	40%	7	35%

7. Which of the following arguments would make you practice even more sport activities (if you are an active person) / or will make you start practicing a sport you like most (in case you are a sedentary), was the last question that students responded.

Table. 5. Determinant reasons

Answers	More time		More sport facilities		Health		More money	
	Nr of stud.	%	Nr of stud.	%	Nr of stud.	%	Nr of stud.	%
Groups								
Active	2	10%	10	50%	0		8	40%
Sedentary	6	30%	5	25%	4	20%	5	25%

The analysis of these answers showed that students who practice motive activities in their leisure time complain less about lack of time, in a percentage of 10% and have no health problems - 0%. On the other hand they feel the need for more sport facilities – 50% and more money for equipment in a percentage of 40%.

Students who practice much less motive activities in their leisure time, they also want more money for equipment - 25%, and more sport facilities - 25% but complain about health problems - 20%, and about the lack of time - 30%.

6. Conclusions

1. We note that students who perceive active allocate 31% of their free time practicing physical exercises.
2. As might be expected, they are the ones who miss gym classes.
3. As private role of institutions, school is assigned the responsibility of forming healthy habits.
4. Among those with responsibility in shaping taste for movement, sports teacher is assigned (50%) of cases.
5. The two key words: school - professor remain crucial elements in building and strengthening the healthy habits.
6. Physical education in universities, is, as I like to define: `the last redoubt` a teacher must win in order to make people go hiking, at stadiums, to gyms or swimming pools among side their friends and families. The satisfaction is even bigger when you succeed, especially when those people considered themselves sedentary persons.

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