MOTIVATIONAL STRATEGIES OF ATTRACTING STUDENTS IN PRACTICING PHYSICAL ACTIVITIES

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Abstract
Specialists consider that motivation is rightfully „the essential feature of human behaviour being an dynamical element of the activity (Maslow, 2007).
The purpose of our study is to know the structures of the motivational characteristics of students enrolled in a physical education course. Understanding the motivational profile of our students will lead to a clear coordination and efficient organization of the physical education at the University of Bucharest. To understand the motivational structure of our students we used the a survey method based on the questionnaire. Some motivational strategies to attract students in the practice of physical education include: the diversity of the educational offer and increasing the attractiveness of education activities. The way in which educational objectives are set by the teacher is another motivational strategy for attracting students in practicing at physical activities. Another motivational strategy has in view the importance of feedback and how we need to reward students behaviour/progress. The courses about lifestyle and healthy food is also a strong motivational strategy. In this way students can complete their knowledge about physical activities. Another proposal regarding motivational strategies is referring to the use of competitions during the classes. Another way to stimulate motivation to sports and general motivation is the teacher's teaching qualities. Data from our study were compared with results of other studies that have been conducted on similar themes and concluded that the needs of classes of reasons that influence the participation of students at physical activities during college years fall within the specialized literature data.
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Introduction
Motivation is one of the most important elements of a student and an athlete involvement in the physical activities causing the success or the failure of the subject, having the same valuable role as the aptitudes in succeeding.

Throughout years the motivation and the attitude of students and athletes for physical activity and especially for performance in sports have aroused the interest of teachers.

Specialists consider that motivation is rightfully „the essential feature of human behaviour being an dynamical element of the activity (Maslow, 2007)

Motivation studies the „Why’s” of the human behaviour. According to Gory Yohus, the term „motivation” is not easy to define (Neacșu, 1978). He sustains that motivation leads to perseverance in work and to an effort made in a certain direction.

As most psychologists think that motifs are within forces that indicates and stimulates the actions. Motifs are, according to P. Gogu, „external causality turned into internal causality” (Epuran, Holdevici, Tonita, 2001).

Motivation is a concept explained in many different ways. The origin of the word comes from latin „movere” which means „what is in movement, what leads to action” (Neveanu, 1978).

As Al. Rosca said, motivation represents „the totality of internal aspects of behaviour” even if they are native or earned, conciously or unconsciously, simple biological tendencys or abstract goals (Epuran, 1984).

Identifying with the model
The need of status
The need of being part of a group
The need of competition
The need to compare oneself with others

Self-assertion
The need of self-assertion
The need of success
The need of approval
The desire of perfection
Inferiority compensation

Intrinsic motivation

Native tendencies
The tendency of activity
Playing tendencies
Aggressive tendencies

The interest for performance physical activity
Curiosity
The desire of becoming an athlete
The desire of becoming a champion
Extrinsic motivation

Mark
Praise
Admonition
The obligation of attending

Fig 1.1 The structure of motivation for physical education (Epuran, 1984)

Learning in physical education and sport was discussed in relation to motivation which, according to some authors, has as variable "the power of learning, an important equivalent with those of aptitudes" (Epuran, 1984)

If we are informed on aspects of behavior and attitude of students towards the movement, we can intervene by programs specially designed to amend their availability to the subject taught.

The purposes of practicing stimulating activities are different, thing which demonstrates the originality of our personality.

In the specialized literature it is considered that these complex motivational structures are the base of physical activity.

Purpose

The purpose of our study is is to know the structures of the motivational characteristics of students enrolled in a physical education program/course; at the beginning of the academic year the student will chose a discipline that they want to practice.

Understanding the motivational profile of our students will lead to a clear coordination and efficient organization of the physical education at the University of Bucharest.

Methods of research

To understand the motivational structure of our students we used the a survey method based on the questionnaire. The questionnaire was taken between November 01 to November 15, 2013 by 100 students in the second year at UB with ages between 18 to 25 years.

The responses for each of the variations listed in the questionnaire were recorded and tabulated and then translated into percentages and interpreted. There was also used a graphical representation of responses (Tudor, 2005)

Our research represents only a part from a much more comprehensive study that has as a purpose the knowledge/understanding and the analysis of the motivational elements.

The pattern that was questioned was a number of 100 students from...
the second year from the University of Bucharest, being part of a well organized system of attending various sports disciplines. The research was made at the Department of Physical Education from the University of Bucharest, in the university year of 2013-2014, during the first semester, and it required survey based on the questionnaire about different aspects of the curricular process and also about the content of the physical education courses. Part of the questions were about understanding and evaluating our own potential through the participation at the physical activities. In the survey were also included questions about fixed goals, the utilisation of examinations at the beginning and at the end of the university year, the need of overfulfilment, health, the need of a better image of ourselves, competition, the need of physical activity, of a status, association. The answers received for every of the possible variants listed in the questionnaire were recorded and tabulated and then translated into percentages and interpreted.

**Research results**

Based on the motivation questionnaire applied we found:

In the personal opinion questionnaire 77% were female students and 23% male students.

Environment place of the student is 82% urban and 18% countryside.

The influence that sports have over their body is 72% health strengthening, 11% harmonious growth, 14% a way to relax after intellectual effort and 3% a way to stimulate the intellectual activity.

![Figure 1. Physical activities’ effect on the body](image)

60,5% of our students consider that a theoretical approach of the sport classes would be necessary while 27,5% do not want this and 12% have not yet decided.
88% think that a young person should practice sport periodically, 11% answered “no” and 1% “Don’t know”.

At the question „Do you consider that having some fixed educational targets can influence in a positive way motivation? 63% answered yes, 21% don’t agree, 16% are hesitant.

At the question: „Do you consider necessary the examinations in the curricular process at the beginning and at the end of the university year?“ 68% answered affirmative, 21% negative, and 11% „I don’t know” or they didn’t answer.
At the question „Why?” 57% chose the variant a) i can compare my results and my progress, 31 % chose b) I can compare myself with other colleagues, and 12% chose I don’t know.

Based on the motivation questionnaire applied we found:
-higher interest (positive attitude) for sport classes 76,2%
-these days the predominant practiced physical exercises are fitness (n=30), aerobics (n = 25), dance (n = 15), followed by sportive games (n = 12), swimming (n =10), lawn tennis (n = 6) and self-defense (n= 5), other disciplines ( n= 7).
-students appreciate, in a higher number (79%) the necessity of sport classes in the free time.
- academic competitions are considered very good by 75% of the students
-60% of the students considered that highly specialized theoretical knowledge would be useful. They wish to be taught things about nutrition, relaxing technique, evaluation of physical effort.
Discussions

The motivational structure is presented as follows:

Practicing aerobic gymnastics will make students feel the need of improving their health, of obtaining a balanced physical growth and at the same time the shaping of their bodies in a harmonious way. They are stimulated when they notice that the hard work is not in vain and that the exercises performed during the classes will lead them to a desired body. They will feel accomplished when they see that their musculature is becoming more firm. Our priorities and needs are in a lasting connection with the improvement of our self image. The satisfaction is related to our own success, of overcoming our limits and the improvement of our physical look.

They fixed personal standards which will help them improve their self image, with the improvement of their physical look. The students understood the importance of physical activity in association with their physical look wanting their musculature be more firm, more toned, athletical, better looking and this transformations will be noticed from the people around them. Girls are very sensitive when it comes to the harmonious aspect of their body.

The need of affiliation it is a very important and complex element in the human behaviour. The social contact under its various ways of manifestation is absolutely necessary for a harmonious growth of the human being since childhood until senescence (Vintanu, 1998).

The diversity of the educational offer and the improvement of physical activities at UB were among the motivational strategies of attracting students in practicing physical activities. At this we can also add the flexibility of the schedule which is made in a way that every student can
chose the hour/time when they can attend the physical education classes. At the questions of how appealing are the courses and the diversity of physical disciplines 78% and 85% of the students answered positively, 21% and 14% answered negatively and 1% answered „I don’t know”.

At the University of Bucharest the students options for the sports they want to practice are entered in a hierarchical system as follows: fitness, aerobic gymnastics, sport dance, natation, tennis, folklore dance, self-defence.

Another motivational strategy to attract students to the systematic practice of sports activities is the way in which educational objectives are set by the teacher. In general, challenging goals, precise and clearly defined exert a positive influence on motivation; achieving this kind of target strengthens the self esteem of the person involved in the process leading to higher efficiency. On setting objectives, theory mentions the necessity to observe some conditions: targets are not supposed to be assigned to an authoritative individual, they must be doable from his point of view, which implies resources and time, and he/she also will need the constant support of the teacher (At the question „Do you consider that having some fixed educational targets can influence in a positive way motivation?...% they answered in a positive way,...% they don’t agree,...% they are hesitant)

Another motivational strategy that we use is the importance of feedback and the utilisation of rewards in motivating student behavior. (When asked: Do you consider necessary the examinations/tests in the teaching process at the beginning and at the end of the academic year?...68% answered affirmative 21% negative,11% I don’t know or they don’t answer. (At the question „Why?” 57% they chose the variant a) I can compare my results and my progress, 31% b) I can compare myself with other colleagues, 12% I don’t know.

So if the previous actions led to positive results, the individual will want to repeat the same action but if the action leads to negative results the he/she will no longer want to repeat them.

Another proposal regarding motivational strategies is about using competitions during the physical education classes. It is well known that this kind of activities will develop the need of relations that involves social needs and also association and respect from the others, the desire of competition, the feeling of success, the tendency of pinpoint in competitions, the need of prestige.

Introducing some courses/classes about lifesyle, healthy food is also a very good motivational strategy. The abilities learned through physical activities are essential for the school of life.

- to deliver informations about the development of abilities
- to deliver informations about the results obtained (Deacu, 2007)
Another way we can strengthen the motivation for physical activities is generated by the curricular qualities of the teacher. In the structure of the pattern/sample, the students’ respect for other students/colleagues will come first, followed by the training of the teacher, the atmosphere created during the lessons and the flexibility of the teacher.

**Conclusion**

The motivational structure is in a perpetual movement. It is essential that all reasons are organized around dominant reasons, which is subordinated, and the harness of self image is one of them. This need represent a positive and essential coordinate in the motivational structure of students which opens a wider perspective of important values. Health is the first thing that students have in mind when they decide to participate in the physical activities. The reasons that students come to this courses is also the improvement of their self image which is on a high position in the classification.

The motivation of practicing physical activities through college years is closely associated with the desire to improve and enhance self-image.

Some motivational strategies to attract students in the practice of physical education include: the diversity of the educational offer and increasing the attractiveness of education activities.

The way in which educational objectives are set by the teacher is another motivational strategy for attracting students in practicing at physical activities.

Another motivational strategy has in view the importance of feedback and how we need to reward students behaviour/progress.

The courses about lifestyle and healthy food is also a strong motivational strategy. In this way students can complete their knowledge about physical activities.

Another proposal regarding motivational strategies is reffering to the use of competitions during the classes.

Another way to stimulate motivation to sports and general motivation is the teacher's teaching qualities.

Data from our study were compared with results of other studies that have been conducted on similar themes and concluded that the needs of classes of reasons that influence the participation of students at physical activities during college years fall within the specialized literature data.

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