



SELF-CONFIDENCE AND REALIZATION OF FEMALE STUDENTS FROM THE FIRST YEAR OF TRAKIA UNIVERSITY-STARA ZAGORA REGARDING PHYSICAL DISABILITY

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ABSTRACT

The research used a survey method at the level of "entry" and repetition after the first semester. The results are presented in a graphical format and a comparative analysis is made. The main factors for the frequent discrepancy between the self-assessment at the beginning of the studies and after the expiration of only one semester are indicated.

Key words: survey, physical capacity, correlation

INTRODUCTION

Physical education and sports, as a subject of the curriculum in secondary and higher schools, is often included in the so-called "unloading" classes. One of its main goals is to minimize the mental load of the learning process and increase the physical load. The reality presents another answer - neglect of physical education, especially in the high school stage of secondary school. It is related to both objective reasons - poor material base, poor supply of sports equipment, an unrealistic place in the weekly program of students, and subjective reasons - lack of interest, weak control, lack of desire to develop the physical condition of the body, low qualification of the teachers. This characteristic weakness for sports poses important questions not only about the place and development of physical education, but also the attitude and self-evaluation of young people towards classes in the subject, with an emphasis on the last academic year of secondary school.

PURPOSE

Self-esteem is the main motivator for confidence, responsibility and the ability to achieve higher quantitative and qualitative standards. According to the Canadian psychologist Albert Bandura, "a

person builds his self-image through self-observation and learning about his own capabilities, as well as through comparison with others he observes" (cited in Bachvarova, V.).

Good self-esteem is the basis of the most important motive for acquiring new knowledge, namely the motivation for achievements. They reflect the individual's attitude not only to what he has achieved so far, but also to everything he strives for. It is an important psychological source for self-improvement and self-development.

When entering post-secondary schools, students face a different reality than the school stereotype (2). Responsibilities increase, independence is of great importance, the pressure of acquiring new knowledge and skills increases, while at the same time the constant doubt and fear of failure increases. In such a complicated situation, the role and place of physical education and sports acquire special importance. An important factor for the fulfillment of the goals and tasks of physical education is the correct and sincere self-assessment of each student in terms of his physical capacity.

Physical capacity gives an idea of the general working capacity of the body based on the complex development of physical qualities and the motor skills and habits necessary for their manifestation. Good physical capacity is a guarantee of good health and increased mental-cognitive activity (1).

METHODS

In the present study, a survey method was applied to collect and analyze information to determine the self-esteem of female students regarding physical education and sports. It was organized at the beginning and repeated with modification at the end of the first semester, with the aim of finding similarities or differences in self-assessment. 65 female students from the 1st year participated.

The survey was constructed using qualitative indicators, without quantitative interpretation. In

the first stage, a question from anthropometry (weight assessment) is asked, which plays the role of control.

The participants must independently answer "from memory", with a rating from "poor" to "excellent" for the results achieved in determining the levels of physical qualities in the XII grade of secondary school.

Before filling out the questionnaire, the examiner recalls the essence and main characteristics of the different types of physical qualities, the exercises related to them and the ways of their measurement and their place in the curriculum of physical education and sports in schools.

RESULTS

The questions from the survey are presented in appendix №1 - the entrance survey and the modified survey at the end of the first semester, and their results are in **Table 1**.

Table 1. Self-assessment of female students regarding classes in middle school and higher education institutions (number of respondents)

Question no	Answers									
	Entrance survey					Exit survey				
	Weak	Average	Good	A lot good	Ex.	Weak	Average	Good	Very good	Ex.
1	5	12	31	9	8	11	16	27	7	4
2	-	-	-	27	38	-	-	-	-	-
3	-	14	18	19	14	-	-	-	-	-
4	12	17	13	18	5	16	21	15	13	-
5	10	21	17	11	6	13	19	18	8	7
6	15	12	14	18	6	13	21	16	10	5
7	18	14	17	9	7	16	19	14	5	11
8	12	18	20	9	6	15	17	21	8	4
9	11	8	22	11	13	5	7	23	16	14
10	5	18	20	12	10	-	-	32	18	15

Zab. The symbol "-" means that the question is not asked or the answer is "0"

The results of the survey are clear and definite. The self-esteem of high school seniors is very different from the self-esteem of freshmen. It becomes more realistic and is truly aligned with real outcomes and capabilities at the individual level. The answer to question #2 is impressive - the unrealistically high grades in physical education and sports at school, leads to unrealistic self-esteem. In comparison - without questions #2 and 3 - an excellent self-assessment was given by

almost the same number of respondents - 61 to 60 for the entrance and exit respectively, but the distribution of questions is different. The answer to the last question in the initial survey makes a strong impression - more than 20% give an excellent self-assessment of their desire to improve their physical qualities, and that after only one semester of classes. In this way, physical education and sports in higher institutions can and

should fulfill its main role and responsibility – improving the physical condition of students.

CONCLUSIONS

The conclusions that can be drawn:

- the need for a fundamental change in the attitude of students in the upper course of secondary schools towards the subject of physical education
- it is not sidelined, but should become one of the main subjects;
- need to increase the qualifications of a number of teachers, who do not "gift" grades to their

students, but realistically and carefully evaluate their achievements;

- the justified self-assessment - sincere and correct
- makes it possible to increase the requirements for the individual, to open a path for the realization of new qualities and levels in the development of the students;
- the periodic check of the change or not, in the self-assessment is an important indicator of the development of the individual in all educational areas.

Application 1

Questionnaire survey

for the self-assessment of female students at the beginning and end of the first semester

1. What is your self-assessment of your own weight?
 - poor medium good very good excellent
2. What is your PE score in the XII grade in middle school?
 - poor medium good very good excellent
3. What is your objective self-assessment of the results in PE?
 - poor medium good very good excellent
4. What is your self-assessment of the physical quality "speed"?
 - poor medium good very good excellent
5. What is your self-assessment of the physical quality "endurance"?
 - poor medium good very good excellent
6. What is your self-assessment of the physical quality "strength"?
 - poor medium good very good excellent
7. What is your self-assessment of the physical quality "flexibility"?
 - poor medium good very good excellent
8. What is your self-assessment of the physical quality "dexterity"?
 - poor medium good very good excellent
9. What is your self-assessment of the attitude towards the PE education in middle school and higher institutions?
 - poor medium good very good excellent
10. Your self-assessment of the desire to develop physical qualities?
 - poor medium good very good excellent

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