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The impact of motor education when uttering personal demands (the Od factor)

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Abstract

Problem Statement: A subject apparently “marginal of pedagogical psychology” (Horst H.S.p.199), but also of motor education, the impact of motor education on the development of self and the utterance of claims (the Od factor abbreviated) was approached from our desire of bringing new indicators regarding a widely debated phenomenon – self-security.

Purpose of Study: This research started from the hypothesis according to which students who have a maximum frequency – 28 modules – at Physical Education lessons, and are active participants at sport games have no issues with their security. Moreover, they have the ability of uttering claims and fight for their materialisation in time, while absent students are reserved with their claims and desires, considering the others as aggressive and offensive, when they themselves disappoint by reacting aggressively. The group of subjects was made from 86 students (boys and girls), enrolled in the same institution and having similar interests.

Research Methods: The bibliographic study methods; the observation method; the enquiry method (questionnaire, discussion etc.); the pedagogical experiment method; the statistical-mathematical method; the observation method; the graphical method.

Findings: Through this study, we aim to emphasise that Physical Education classes must be part of the school and university syllabus, representing a national priority, a working method and an important instrument for defining one’s self, uttering claims and increasing one’s self-security.

Conclusions: By participating frequently at motor activities in the university syllabus, students gain the endurance of not becoming slaves of their first impulse, learn to utter their own claims, and to fight in order to gain them. In the absence of motor education, emotional modifications interfere in the process of self development, self-security and uttering one’s claims, with negative repercussions in the future for the evolution of values.

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1. Introduction

“The ego is what differentiates, individualises, gives an ontological consistency and delimitation, through self-determination and self-preservation of one’s personality in relation with the environment” (Golu M., p 579). Through a regular participation at physical activities from the university programme, students have gained the endurance of not bending to the first impulse; they learned to make their own demands, to fight for materialisation. In the absence of motor education, emotional changes occur in the development of the self, self-confidence and formulating demands, with negative repercussions for the future evolution of values. “The impact of physical education on the development of the self and uttering demands claims (the Od factor)” seems to be an issue apparently “... marginal for pedagogical psychology ...” (Horst, H.S., p. 199) but for motor activities also. The theme was nevertheless approached from our desire to bring new data regarding a broad phenomenon, disputed by experts on self-security, but little valued in essence.

2. Hypothesis

This research started from the hypothesis according to which students who are frequently absent from Physical Education classes fail their examinations, are introverted, abstain from uttering demands, easily accept offences from others or disappoint by acting aggressively when excluded, while students who have a maximum frequency – 28 modules – at Physical Education lessons, and are active participants at sport games have no issues with their security. Moreover, they have the capacity to arbitrate, have no issues with self-security, and have the ability of uttering claims and fight for their materialisation in time.

3. Methods

3.1. Subjects

The group of subjects was made from 86 students (boys and girls), enrolled in the Petroleum-Gas University from Ploiești.

3.2. Research methods:

The bibliographic study methods; the observation method; the enquiry method (questionnaire entitled *Self-Confidence*, having 30 items from which we would observe only a part, relevant for the present research, which we described in chapters 5 and 6, regarding the subject *Uttering one’s demands – the Od factor*; we would further extract them in an observation protocol and a graphical representation).

3.3. Research purpose

The initiated research aimed to demonstrate that Physical Education modules (28 in total for the two semesters) must be a part of the students programme throughout the academic life, and always to be associated with a sports game in which the student has an active involvement (in this case the responsibility of a fair arbitration, for at least 4 games). The proposed method thus becomes a way of working and an important instrument for defining the self, manifested as an answer for uttering demands.

4. Research tasks

- Choosing the group of students randomly;
- Applying the questionnaire *Self-Confidence*, after having selected the number of questions representative for the Od factor – uttering one's demands.
- Conceiving the observation protocol and the diagram for the Od factor – uttering one's demands;
- Data analysis and interpretation.
- Registering indicators in the observation protocol.

5. The content of the research

An extremely important concept that we invoke when discussing the Od factor – uttering one's demands - and the importance of motor acts in their education, is the dimension we use for the description and evaluation of the personality structure, between what we think, how we feel, how we behave when trying to reconstruct the adaptive potential of personality in the sphere of social life, in order to utter a relevant demand regarding the given subject. With this statement we wanted to emphasize that students who attend the 28 modules of Physical Education (this number of modules are present in an academic year with two semesters) and actively participate in sports games, initially refereed by a specialist for the first three lessons, then by each student individually, do not have issues with their personal security, when uttering demands, or fighting for their materialisation in time, while students who are frequently absent refrain from demanding, easily accepting an unjust decision, reacting aggressively, especially verbally, because they can not utter their demands and do not struggle to materialise them (see answers in Table 1). We, in the present study, aimed to use only those items grouped for the *Od factor – uttering one's demands and the importance of motor acts in their education*, as we present a segment regarding this subject, *Self-confidence*, a vast and intensely discussed topic.

It is important to mention that this article represents the fourth part of a larger subject – *Self-confidence* –, published under different titles *Self – expressing one's feelings and the impact of physical activities over them*, p. 17, and *A study about self and criticism and the physical acts involved in their education*, p. 23, and presented at the WCPCG, 2013 Conference, <http://www.wcpcg.org>.

6. Data analysis and interpretation

The research process was realised within the practical lessons of Physical Education, on a group of 86 students from the Petroleum-Gas University of Ploiești, between 2011-2012. A part of these subjects participated at all modules of Physical Education, while the rest of them were absent and did not graduate the module. For the test application we had no time limit, but a cursive manner of working, and the students were told that this is not a contest and that sincerity is an important factor. Each question has, according to Horst H.S, 2000, p. 204, 206, 207, five answer options, as following:

- 1 = very little
- 2 = little
- 3 = not quite
- 4 = maybe
- 5 = certainly

The Od factor – uttering one's demands (according to Horst H. S., 2000, p. 209), was determined after reading the students' answers for questions 5, 17, 21, 25, and 29 from the *Self-security* test, composed of 30 items. The total value of points scored for this protocol must not exceed 25 points.

Applying the test needed that only the indicated items were checked. From their sum the resulted values and percentage were registered in the observation protocol from Table 1. The values recorded in Table 1 could reach a maximum and a minimum value of the Od factor. We intended to describe the category of questions representative for the Od factor – uttering one's demands –, the category of students who answered these

questions, due to the fact that these data were relevant for our research, and their relevance regarding the impact of motor education over the development process of self and the capacity of freely uttering their demands (according to data from Table 1). From the data recorded in the two tables (1 and 2), and in Graph 1, it may be observed that fluctuations occur for the categories of students and the data registered.

Table 1 Observation protocol regarding the score for each question with the purpose of identifying the Od factor – uttering one’s demands and the manner in which students answered

Relevant questions about the Od factor= uttering one’s demands, from the questionnaire of (Horst H.S. p. 204, 206-207, 209, 212-213 – Self-security)	The category of students who answered the questions.	Answer options and the number of people who chose this answer				
		1.	2.	3.	4.	5.
		Very little	Little	Not quite	Maybe	Certainly
		No. of people	No. of people	No. of people	No. of people	No. of people
1. I think that for my merits there ought to be a greater reward. (item 5)	Students who attended all 28 modules of PE and are active participants at sports games					31/ people
	Students who are mainly absent from PE or who failed their examinations		45/ people		10/ people	
2. On the repairs bill for my apartment appear some works that I did not order, but I pay the invoice without further comment. (item 17)	Students who attended all 28 modules of PE and are active participants at sports games	31/ people				
	Students who are mainly absent from PE or who failed their examinations				27/ people	28/ people
3. As non-smoker I can not withstand those who have this habit, but if any of my colleagues lights a cigarette in my office I do not say anything to not give rise to any discussion. (item 21)	Students who attended all 28 modules of PE and are active participants at sports games	38/ people				
	Students who are mainly absent from PE or who failed their examinations		7/ people		41/ people	
4. I was invited to a charity ball. My partner/life partner warns me not to drink too much, but do it because I have too many troubles. (item 25)	Students who attended all 28 modules of PE and are active participants at sports games	30/ people				
	Students who are mainly absent from PE or who failed their examinations		29/ people			27/ people
5. My boss asks me to go to a meeting with a client, just when I have something else to do, but I accept, for the meeting is important to us. (item 29)	Students who attended all 28 modules of PE and are active participants at sports games	4/ people	27/ people			
	Students who are mainly absent from PE or who failed their examinations				31/ people	24/ people

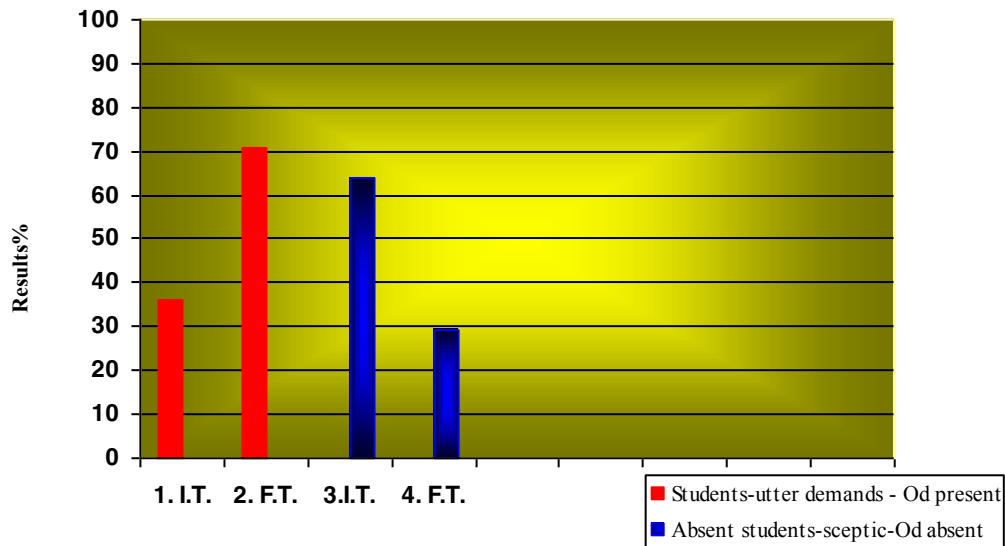
After the implementation of the questionnaire for the initial test (I.T.), in the first phase, we conceived the protocol described above, and we utilised it in order to prove that Physical Education has a determinant role for the identification of the Od factor. After the initial test, we proceeded to the modification of the basic programme and we introduced a controlled programme, based on the following elements:

- Maximum attendance for all the 28 modules of Physical Education;
- Implementing a refereed sports game (basketball);
- Active participation in sports games;
- Refereeing, initially by a specialist for the first three lessons, in order that each student learn the rules and the utility of the whistle for a game;
- Then each student individually becomes a referee for at least 4 games, in this case having the responsibility of respecting fair-play.

We mention that: during the university year, students were instructed to participate in all of the 28 existing modules, and to play a sports game – basketball – with the task of playing effectively, and to arbitrate correctly according to the game rules, when their turn came, using the whistle, for at least 4 games. Why the 28 modules? Because each semester has 14 modules, an academic year consists of two semesters of 14 modules each, which represents 28 modules a year. At the beginning of the first semester we did the initial test (I.T.), and at the end of the second semester, a semester apart from the implementation of this program, the final test was given (F.T.) to students and the results were recorded according to the data in Table 2.

Table 2 Observation protocol regarding the statistical indicators registered for the identification of the Od factor – uttering one's demands – presentation in percentage %

Type of participant student for the test	The Od factor – uttering one's demands and the manner in which each category of students answered	Points scored after the implementation of the questionnaire according to the test evaluation		No. of students who obtained the score according to the test evaluation		Results in %	
		I.T.	F. T.	I.T.	F. T.	I.T.	F. T.
Students who attended all 28 modules of PE and are active participants at sports games	Had the capacity of uttering their demands (I.T.). The sports game brought them an increased capacity of uttering their demands. They had no issues with their self-security and had the ability of patiently listening to the arguments of the others (F.T.)	In the category for a score of 11-12	In the category for a score of 5-10	31 students	61 students	36.04 %	70.93 %
Students who are mainly absent from PE or who failed their examinations	Did not have the capacity of uttering their demands (I.T.), and did not fight to materialise them. Had a sceptic attitude and were introverted. (F.T.)	In the category for a score of 19-25	In the category for a score of 13-18	55 students	25 students	63.96 %	29.07 %
Total	The identification of the Od factor – uttering one's demands	Minimum score - 5 points Maximum score - 25 points		86 students		100%	



Graph 1 Identifying the type of student and the Od factor – uttering one’s demands, after the implementation of the questionnaire

Caption:

- **Students** who had the capacity of uttering demands – participated at all 28 modules of Physical Education and refereed sports games: Initial test – **1. (I.T.)**; Final test – **2. (F.T.)**.
- **Students** who were absent from Physical Education or failed their examinations – did not have the capacity of uttering demands, or fighting to materialise them (I.T), or had a sceptic attitude, generally abstaining (F.T.): Initial test – **3. (I.T.)**; Final test – **4. (F.T.)**.

As a consequence, students who attended all 28 modules of Physical Education and are active participants at sports games had the capacity of uttering their demands, had no issues with their self-security and had the ability of patiently listening to the arguments of the others. For the initial test, from the total of 86 students, the number of students recorded for the above described segment was 31, meaning a percentage of 36.04 %. Through the sports game and an active participation in classes, we had a modification in the subjects’ thinking and mentality, thus triggering an increased capacity of uttering their demands, in the extend that for the final test, the number of disobedient subjects, with the capacity of uttering their demands, increased to 61 students, meaning 70.93 % from the total. This aspect confirms the research hypothesis according to which students who have a maximum frequency – 28 modules – in Physical Education classes, and who actively participate in sports games, have the ability to arbitrate, the arbitration in this case being a form of “physical communication” of their demands; they had no issues with their self-security and the ability to issue claims, to impose themselves through decision (audible warning of the whistle as a form of imposing a correct decision) and to fight for their materialisation, in comparison with students who are absent from Physical Education, and abstain from formulating demands (I.T. - 63.96%) and obediently accept the attitude of the others.

5. Conclusions

- The Od factor – uttering one’s demands - and the importance of motor acts in their education, is the dimension we use for the description and evaluation of the personality structure;

- Through a regular participation at physical activities from the university programme, students gain the endurance of not bending to the first impulse; they learn to make their own demands, to fight for materialisation;
- As a consequence, students who attended all 28 modules of Physical Education and are active participants at sports games have the capacity of uttering their demands, have no issues with their self-security and have the ability of patiently listening to the arguments of the others;
- Students who are absent from Physical Education abstain from formulating demands and obediently accept the attitude of the others, thus confirming the research hypothesis;
- In the absence of motor education, emotional changes occur in the development of the self, self-confidence and formulating demands, with negative repercussions for the future evolution of attitude in recognising and respecting values;

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