

STUDY REGARDING THE PHYSICAL ACTIVITY PERFORMED BY FIRST AND SECOND YEAR'S STUDENTS ENROLLED AT THE BABEȘ-BOLYAI UNIVERSITY OF CLUJ-NAPOCA

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ABSTRACT. Introduction: Once students enter the higher education system, the preoccupation for performing physical activities decreases when compared with the same preoccupation exhibited while in the pre-university education system. This study took into consideration first and second year university students for which physical education is mandatory, and it investigated the causes of students' lack of interest in physical activity. **Objectives:** The objectives were focused on the involvement of first and second year students enrolled at the Babeș-Bolyai University of Cluj-Napoca in physical activities, organized or not by the academic environment. Another investigated aspect was students' perception on the professional material endowment and the attractiveness of sport and physical education classes. **Materials and methods:** Data acquisition was performed using a Google instrument (online questionnaire) distributed by the online media and filled in by 1,485 students enrolled at the Babeș-Bolyai University of Cluj-Napoca. **Conclusions and recommendations:** Students expressed their willingness to be involved in sport activities, other than physical education classes, organized by BBU, with the condition that those activities would be professionally organized and communicated. As a recommendation for the future, PE teachers should include in their classes short talks about the benefits of practicing physical activity outside the academic schedule.

Keywords: *students, physical activity, Babeș-Bolyai University.*

REZUMAT. Studiu referitor la activitatea fizică desfășurată de studenții din anii întâi și doi ai Universității Babeș-Bolyai din Cluj-Napoca. Introducere: Odată ce studenții intră în sistemul de învățământ superior, preocuparea de a face activitate fizică este mai mică în comparație cu cea efectuată în sistemul preuniversitar. Autorii au decis să realizeze acest studiu aplicat pe studenții din anii I și II pentru care educația fizică este obligatorie și de a identifica cu adevărat cauzele pentru care aceștia nu mai sunt atrași de activitatea fizică, fiind inconștienți de faptul că aceasta „influențează în mod favorabil asupra lor prin întărirea organismului, ascuțindu-le

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mintea și dezvoltându-le deprinderi de socializare”. **Obiectivele cercetării:** Obiectivele s-au axat pe atingerea gradului de implicare a studenților din anii I și II ai Universității Babeș-Bolyai din Cluj-Napoca în activitățile fizice, indiferent dacă sunt organizate de mediul universitar sau nu, al doilea aspect reprezentând percepția studenților asupra dotării materiale profesionale și atractivității orelor de educație fizică și sport. **Materiale și metode:** Pentru colectarea datelor s-a folosit un instrument Google (chestionar online) distribuit prin rețelele de socializare și completat de 1.485 studenți ai Universității Babeș-Bolyai din Cluj-Napoca. **Concluzii și recomandări:** Studenții doresc să se implice în activități sportive universitare, altele decât orele de curs, cu condiția ca acestea să fie organizate și comunicate într-un mod profesionist. Recomandăm ca pe viitor, cadrele didactice să cuprindă într-o oră de educație fizică și elemente motivaționale pentru practicarea activității fizice benevole, aducând la cunoștință, în prezența studenților, beneficiile pe care le oferă acestea.

Cuvinte-cheie: *studenți, activitate fizică, Universitatea Babeș-Bolyai.*

Introduction

Once students enter the higher education system, the preoccupation for performing physical activities decreases when compared with the same preoccupation exhibited while in the pre-university education system. Students are young people who enter the second age category (20-60 years), life's most effervescence period. The quality of their life will depend also on the concretization of these values and on the achievement of "wellbeing" until old age.

In our country, physical education was introduced at the university level at the beginning of the sixth decade, approximately 20 years later after the action done by the great Romanian man, Nicolae Iorga. But the ideas, even if they are big, are not always put into actions. The resistance that this initiative encountered was determined by "the lack of receptivity from the educational forums towards the respective event" (Bănășan, Bîrjega, & Nicu, 1973, p. 20).

This is the reason why, the sport from school is better organized than the one from university even today. It is true, we can see a decrease in the practice of physical activities to a number of teenagers who during school, while being students, they were also involved in sporting competitions, because they were strongly motivated by their parents. As students, they can be less influential from this point of view, taking their own decisions. The young's decision to concentrate on the professional training diminishes the need to do physical activities. Specialists are trying to solve the gap between the two elements by finding a solution to this problem. We can describe educational management as the theory and the practice, the science and the art of projecting, organizing, coordinating, evaluating and regulating of educational activity elements in order

to result in an integrative, harmonious, autonomic, and creative activity of free development of an individual according to the ideal that was established by the education policy (Macra Oșorhean, Zegrean, Petruș, & Ormenișan, 2016, p. 138).

Objectives

The objectives were focused on the involvement of first and second year students enrolled at the Babeș-Bolyai University of Cluj-Napoca in physical activities, organized or not by the academic environment. Another investigated aspect was students' perception on the professional material endowment and the attractiveness of sport and physical education classes.

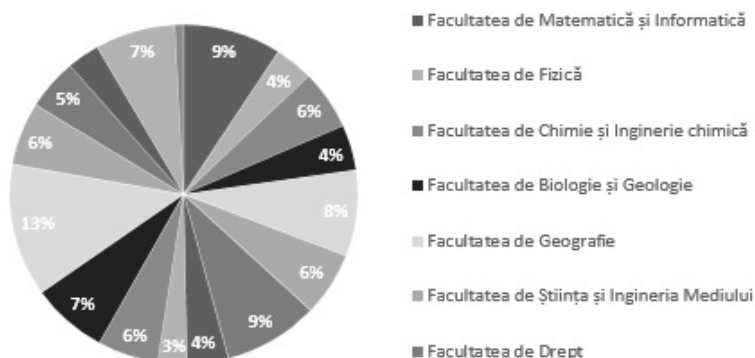
Materials and methods

The opinions of 1,485 students from Babeș-Bolyai University of Cluj-Napoca were collected during the time period 20.10.2016-20.04.2017. From the respondents, a number of 942 girls (63%) and 543 boys (37%) have contributed for the realization of this study.

An online questionnaire with 13 items was filled in by first and second year students. Data analysis was performed with the help of Microsoft Office (Excel) and consisted of graphical representations of students' answers.

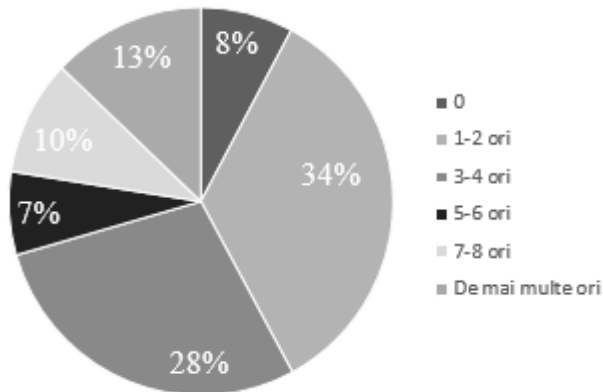
Results

This study was performed on students from different faculties of Babeș-Bolyai University, the higher number of participants being from the Faculty of Economic Sciences and Business Management (188 respondents), the Faculty of Mathematics (136 respondents), and the Law Faculty (132 respondents) (Graph no 1).



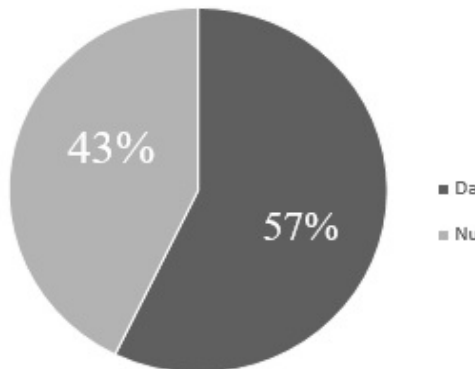
Graph no 1. The faculty where students are studying

Avoiding third year students and the master/doctorate cycle, the research was carried out on first and second year students, the first year students representing 46% and second year students 54%. Among them, 34% answered that they perform physical activity at least once or twice per week, while 8% do not perform any physical activity (Graph no 2).



Graph no 2. Students' weekly physical activity

Over 45% from the respondents did not participate in any physical education or sport classes organized by the University (Graph no 3), and from the ones that participated, over 40% participated to less than 5 physical education classes.

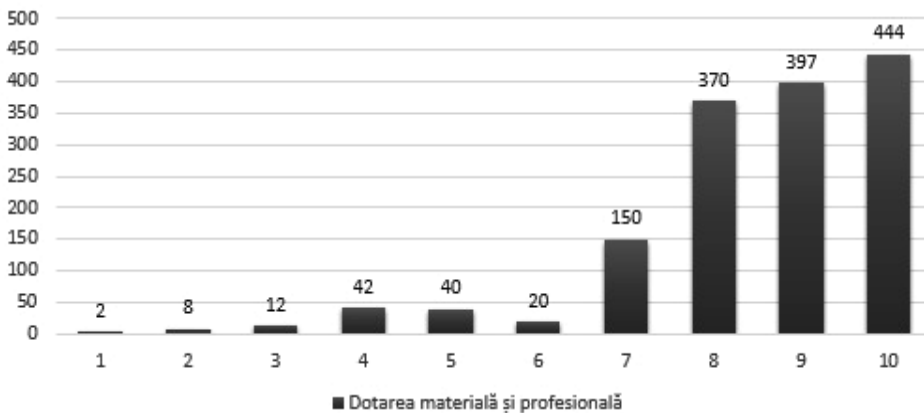


Graph no 3. Participation on the physical training classes

Analysing the data collected for question number 7 (i.e. "This academic year did you actively participate to any physical activity (other than the physical training classes) organized by the University (no matter if they were organized

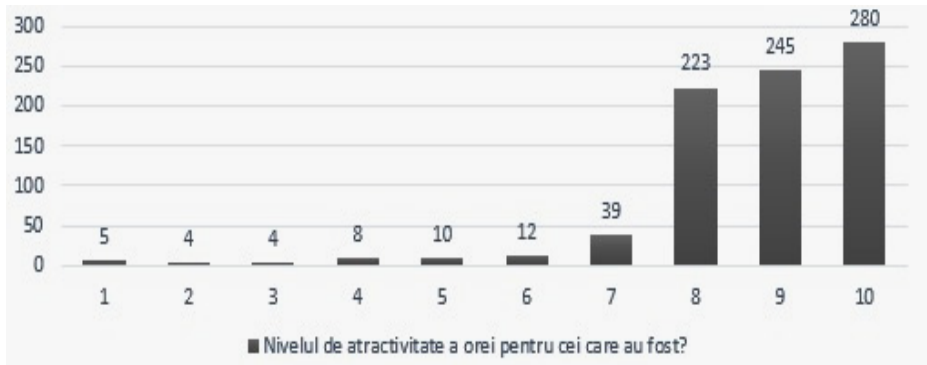
by the University or an association)?”), over 53% responded that they did not participate to any physical activity (other than the physical training classes) organized by the University. The main explanation that students gave was the “lack of information”. 57% confirmed the fact that they did not know when the sports competitions/ physical trainings were being organized. The evaluation of the students’ perception over elements like the professional and material endowment of the University for the activity, the attractiveness of sport and physical training classes or the satisfaction degree towards sport activities organized by the University, shows a positive result with an average of 8,11 on a scale from 1 to 10 for all elements. Therefore, for the professional and material endowment on the sports activities of Babeş-Bolyai University, the students appreciate the teachers’ training, but they also confirm that the lack of space is a problem for the dynamic of the classes, “as there are too many students in a small place”.

Table 1. The grades for the professional and material endowment of the University



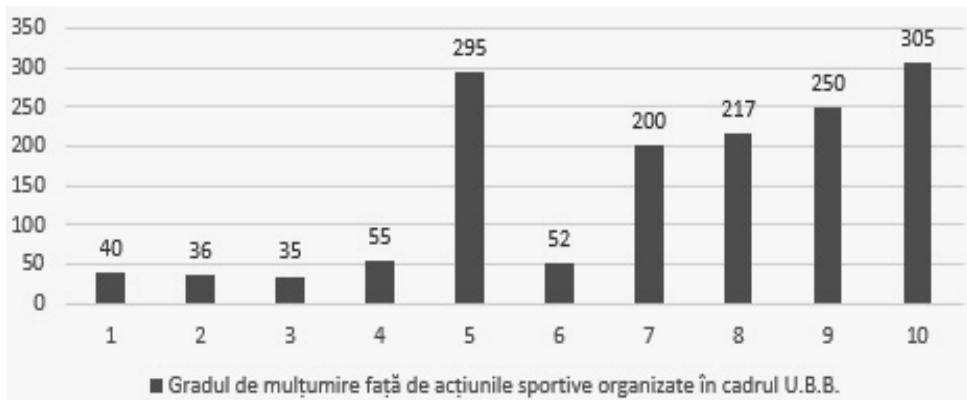
From the attractiveness of sport and physical training classes’ point of view, the respondents say that the schedule is an obstacle to perform physical activities, considering it “unsatisfying”, but they appreciate, at the same time, the wide range of options from where they can choose physical activities they want to perform during classes (volley, basket, fitness). There were taken into consideration only the answers of 830 students that were present at least once at the physical training classes.

Table 2. The attractiveness of sport and physical training classes for students

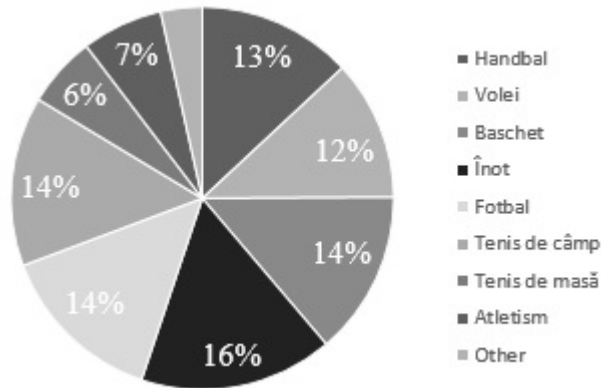


Referring to the satisfaction degree towards the sports actions organized by the Babeş-Bolyai University (BBU) of Cluj-Napoca, students are not entirely satisfied, most of them grading 5 (Table 3) on a scale from 1 to 10 this element, thus pointing out the lack of interest/lack of involvement from University's behalf in these type of actions.

Table 3. The satisfaction degree towards the sports actions in BBU

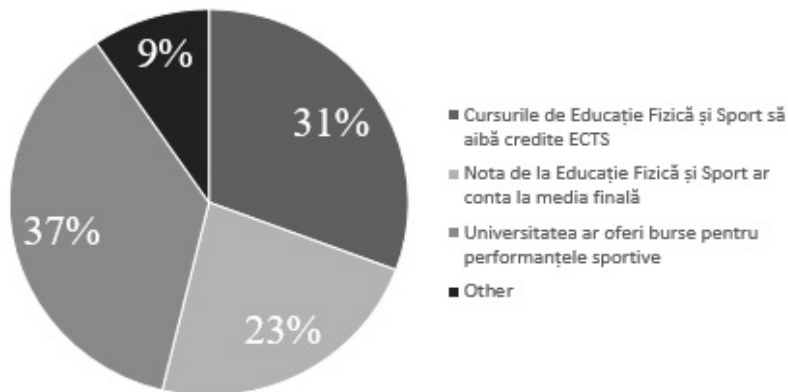


As expectations and desires, the students manifested a real interest in a larger variety of sport disciplines that they could practice during classes, among which swimming (16%) and tennis (14%) were mostly selected, 4% saying that fencing, horse riding and tourist orientation could be among their favourite disciplines (Graph no 4). Being asked what kind of elements would determine a better involvement in the physical and sports activities, the students indicated scholarships for sports performance from the University as a solution.



Graph no 4. Students' favorite sports

Results show that extrinsic motivation is stronger than intrinsic motivation among students, which were not being interested in the benefits of performing voluntary physical activity (Graph no 5).



Graph no 5. Determining factors for the physical activity

Conclusions and recommendations

8% of participants responded that they do not perform any physical activity besides those performed during physical education classes. 92% of respondents were being interested in practicing a sport in their free time. The fact that out of 57% participants at the physical education classes, more than a half participated to only 5 classes, suggest that BBU should be more involved in the process of stimulating students to physically exercise.

The BBU's teachers specialized in physical education (PE) and sport were being appreciated for their dedication during classes. As a suggestion, PE specialists should pay more attention at the students' involvement in physical activities and at their problems. Students expressed their willingness to be involved in sport activities, other than PE classes, organized by BBU, with the condition that those activities would be professionally organized and communicated.

As a recommendation for the future, PE teachers should include in their classes short talks about the benefits of practicing physical activity outside the academic schedule.

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