

**NATIONAL UNIVERSITY OF PHYSICAL EDUCATION
AND SPORTS BUCHAREST**

DOCTORAL SCHOOL

**ORIENTATIONS AND TENDENCIES
REGARDING MOTIVATION IN
PRACTISING SPORTS WITH
SECONDARY SCHOOL CHILDREN**

RESUME

DOCTORAL THESIS

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Introduction

The cornerstone of our research paper is the desire to bring to light, in detail, which is the nature of the motivation's force, where does it come from, how does it manifest itself and how can it be improved so that we can offer concrete methods and means, perfectly adaptable to the school environment, to the teacher, especially to the sports teacher.

Our objective is also the desire to find ways, methods and means by which the teacher, maybe in his/her non-formal activity, can and must put the basis of a permanent education for sport.

Theme choice motivation

The motivation is a very strong mechanism that acts to work the entire human behavior. Taking into consideration the fact that today the volume of information is very big, it is important to analyze the aspects that are involved in our whole body. What differentiates us from the animals is not only our intelligence but a long list of concepts and behaviors that represent us as species and individuals. The motivation is one of these and it joins us along our whole lives, thus being able to do and to be whatever we want – the only person who limits us is our person.

The motivation represents the first chronological element of our behavior, being the one that puts our body to work, persisting up to the tension's reduction. (La Rousse 1996)¹

A lot of actions are considered to be difficult, until our first satisfactions or rewards of any kind, appear. After this first step, everything is much easier and it comes naturally. In our everyday lives we come across persons who are very capable and skilful, but only the ones who are motivated will achieve remarkable results in their actions. Theoretically speaking, if we meet two persons or two teams, of equal value, the more motivated ones will succeed to fulfill a more demanding duty. The sport's jargon expresses this, using the phrase of "wanting the victory more" or "they wanted more than their competitors". But how can we measure the level of motivation, where does it begin, how can we increase it and do we actually have the necessary means in school to increase this level and to direct and control some behaviors? Are we allowed to direct and change some behaviors? Do we have an ethical problem here?

¹ Adet, Nicoleta(2010) – *Motivația preadolescenților pentru învățare*, Editura Pim, Iași, p.6

Anyway, this thing is done by the education, at least by the present education, by the existent teachers; these are the ones who guide the young generation in adopting new ways of behaving and ways of manner so that these should be in concordance with the social requirements.

From the moment of choosing this topic up to the present moment, we have tried to find the best methods by which we could evaluate the motivation's level regarding sports at secondary school children and also to find the best improvable techniques that could be applied in school classes, in order to improve the level of motivation².

Concept delimitations

The Concise Dictionary of the Romanian language defines the word "orientation" as being "the action of orienting and its resultant, direction, way, tendency, pitch, belief, conception".³

The verb "to lead" seems to be more interesting, as the Concise Dictionary of the Romanian language defines this verb as "*to know which way to go in order to reach a destination, to recognize, to establish a direction, to find a way, to find the best way in a certain circumstance, attitude, the best solution, to act adequately. fr. Oriente.*"⁴

The word "tendency" has the following definition in the Concise Dictionary of the Romanian language: natural mood for something, hankering, start, conscious action towards a determined goal; common orientation of a category of persons; somebody's evolution towards a certain direction, *fr. tendance.*"⁵

The concept of motivation was first used in psychology at the beginning of the 20th century and it comes from the Latin *motivus* – which makes things move. The translation of the term from Latin is very interesting; it draws our attention to the fact that this motivation forms the cornerstone of our entire acts, actions and human activities, whether conscious or not.

The Concise Dictionary of the Romanian language online gives the following definition to the word "motivation": *the totality of the reasons and motifs (conscious or not) that determine someone to undergo a certain action or to tend towards certain goals.- from French motivation.*⁶

²Bondar, Emil, Bulz, Andrada, Popescu, Elena, Cristina, Tulvan, Szteklacs, Victoria, Iuliana, (2017)- *Exercițiul fizic-miracol necesar în viața omului de azi(Studii și cercetări)*, Editura StudIS, Iași p.7-10

³Academia Română (2009) – *Dicționarul explicativ al limbii române, ediția revăzută și adăugită*, Editura Univers Enciclopedic Gold, București

⁴Academia Română (2009) – *Dicționarul explicativ al limbii române, ediția revăzută și adăugită*, Editura Univers Enciclopedic Gold, București

⁵Academia Română (1998) – *Dicționarul explicativ al limbii române, ediția a II - a*, Editura Enciclopedică București

⁶<http://www.webdex.ro/online/dictionar/psihogenezafeb>. 2015

Alexandru Rosca quoted by Todor Liana says that by the concept of motivation we understand *the totality of the consciousness's internal motifs, either being inborn or acquired, conscious or not, simple physiological needs or abstract ideals*".⁷

Liana Todor defines the motivation as *a dynamic force that is the result of a necessity's knowingness*.⁸

It is natural and normal that, in the context of the present society, the young generation to be prepared for the existent exactingness, and this preparation **must** have a strong and well-determined motivational sub layer.

Cosmovici Andrei gives motivation the following definition: *the reason represents the psychological phenomenon that has an essential role in the motivation's release, orientation and change*.⁹ He also considers that *the reason is an internal cause of our behavior*.¹⁰

Mielu Zlate quoting Nuttin give a more consistent definition to motivation: *the general and abstract term of motivation will be used in order to designate the dynamic and directional aspect of the behavior. The motivation is the one which is responsible for the fact that a behavior is oriented towards a category of objects more than towards another one*.¹¹

Dorina Salavastru quoting Sillamy says about motivation that *it is the assembly of dynamic factors that determine the behavior of a person*.¹²

The Structure of the Doctoral Thesis

The present thesis is structured in three parts, having 10 chapters.

Part I: The Theoretical Foundation of the Research

Motivation – the essential condition for mobilization of processes, activities and psychological characteristics of the personality

It has been shown that in order to establish the characteristics of the personality, the motivation has an essential role, the internal one or the external one. The internal motivations will prevail during the years of body growth, and the external ones are not always eloquent, not always bringing the same answers to

⁷Todor, Liana (2010) - *Motivația factor conditional al învățării* , Editura Universității din Oradea, p.14

⁸Todor, Liana (2010) - *Motivația factor conditional al învățării*, Editura Universității din Oradea, Oradea p.8

⁹Cosmovici , Andrei (1996) – *Psihologie generală* , Editura Polirom , Iași p.198

¹⁰Cosmovici , Andrei (1996) – *Psihologie generală* , Editura Polirom , Iași p.198

¹¹Zlate , Mielu (2006) – *Fundamentele psihologiei* , Editura Universitară, București p. 242

¹²Sălăvăstru , Dorina (2004) - *Psihologia educației* , Editura Polirom, Iași p. 69

different persons. Although we can say that there are some personality characteristics that are “basic” ones that control in a certain way the other features.

Motivation and the psychological aspects of life

The motivation of a human being appear in the moment of the birth, being unconscious and only of adaptive nature and reflect the primary human needs. Which is the sub layer of these primary needs? We can say that they are the instincts, but they also have a foundation from which they arouse and generate these goods. If these necessities are explained by the concept of instinct, along with the growth of the human being this is diversified and colored, but it is also more and more aware.

Some phylo-genetics motivations of the human being manifest themselves strongly and frequently from the beginning of our life, and some other ones are built and stabilized along the way, under the pressure of the external motivation, ending as autonomous motivations without needing an external adjuster. However, we must say that the intrinsic motivations strongly and constantly influence the human behavior, at least until a certain age.

Taxonomy of the learning motivation

The concept of motivation appeared at the beginning of the 20th century, and during the years, as it was studied and different theories and classifications of this element appeared, so that after more than a century of research, we can say that we have an overall view of the concept, being able to phase it.

From the level of regarding the human being as having an instinct based behavior, the concept of motivation has evolved significantly during its study, in the present moment this representing more than we have expected a hundred years ago.

Motivation and sports

In the 21st century we must develop new techniques of reaching our school target in sports, by increasing the motivation for sports and by increasing the education for sports activities that have to be included in the daily routine; these must be adapted to the new social and cultural realities. We cannot talk about using the same means like 20-40 years ago. If during those days, the human being was involved in different activities from early childhood, activities that meant a lot of physical effort, of any kind (of production, of leisure, etc), nowadays the implication of the body in different physical activities that imply effort, is more and more reduced.

Thus, the human being, which for thousands of years has been in continuous movement, woke up in the 21st century, chair-ridden (in school and at work) and starting to develop a sedentary behavior, which, as we all know, has led to overweighting, obesity and several other diseases, at every age category.

Part II: Preliminary Research Regarding the Motivation for Sport Practicing by the Secondary School Children

During the study of the bibliography we noticed that the motivational aspect of the secondary school children is rather poorly represented in the domain's literature and we can say that the aspect regarding the practice of sports is entirely absent from the research papers studied. In the second part of the doctoral thesis we have undertaken a preliminary research, undertaking a study based on personal premises and observations, drawing the following hypothesis:

Succeeding in evaluating the level of sport practice, this will lead to the awareness of the movement deficit, fact that can lead to a change in attitude, showing a desire to change this deficit in a positive way.

Taking into consideration the main goal, that of increasing the quality of motivation for sport practicing, we have established as a main goal of this preliminary research, the study of the ways in which the motivation can be evaluated, researched and improved in children motivation for sport.

The subjects of this preliminary research were 30 5th graders, by means of which we wanted to see how much our personal observations regarding the low number of sports classes are or are not objective. We also wanted to detect the presence of the platfus or incorrect postures that could be corrected by practicing sports are more frequent in secondary school children.

Together with the medical staff from the school we evaluated the children in the 5th D Class. More exactly, in March of the 2014-2015 school year, we undertook the following actions:

- anthropometric measurements (weight and height);
- coefficient of body mass; the formula for the body mass was the one used for adults because of the fact that we couldn't find a unitary formula for children but also because we considered it to be more relevant; yet this gives us a relative idea of the normal body mass that a child should have at a certain age;
- at the medical office of the school, together with the school doctor, we checked if the pupils had platfus – these evaluations were done naked and barefooted;
- a questionnaire made up of 5 questions.

Analyzing the results we came to the conclusion that more detailed research was needed and we could pass to the next level which was a more complex research regarding the sports practicing in secondary school children.

Part III: Personal research regarding the motivation in the practicing sports with secondary school children

6. The Design of the Personal Research

Taking into consideration the premises of the preliminary research and the basis of the bibliography and synthesis analyze, our research has been organized and undertaken in the idea of promoting ways, techniques and methods by means of which to improve the life quality of the people, by being aware of the necessity of practicing sports and more important the idea of practicing sports in secondary school children.

Premises and hypothesis of the personal research

Taking into consideration the information given above, we consider that pertinent studies are needed and we have wanted to study the increase in motivation for sports practicing in secondary school children, undergoing a research that should be based on the following ideas:

1. the change in attitude for sports practicing can be done only by being aware of the lack of practice in our lives;
2. by increasing the quality of sports education, we can reach an increase in the time assigned for sport by the secondary school children;
3. the conscious attendance in non-formal activities can improve the quality of motivation for sport to children, putting the bases of continuous education for sports.

Goals of the personal research

Based on the holistic approach of the education, we have noticed by direct observations that a permanent education for sport and movement of the young generation of children is necessary, in order to achieve the objectives of the physical education and sports.

By our practical observation and by studying the bibliography in the field, regarding motivation and sports we have established as the main objective of the research the finding of ways, methods and means of increasing the motivation for sport in secondary school children.

Moreover, we have wanted to study the ways by which we can evaluate the motivation for sport but also the effects of the increased motivation regarding the achieving of the education's objectives.

We have also has as an objective the finding of ways, methods and means by which the teacher, in his/her non-formal activity, can and must achieve the basis of a permanent education for sports.

The Subjects Included in the Research

The subjects of this research are the pupils of the 5th grade A, B, C, D, from "Oltea Doamna" Secondary School, in total 99 subjects, 54 in the control group and 45 in the experimental group. This research started in May 2015 with a set of anthropometrical measures, probes and norms of control from the National Evaluations and also, a non-specific test to effort (the Ruffier test). The test will take place in the school. In September, along with the beginning of the school, an enquiry of 3 tests was applied. This experiment is run on the 5th graders from the above mentioned school and it will continue until the end of the 6th grade, in June 2016. The final tests took place in September of 2016-2017 school year.

Organizing and Developing the Personal Research

The experiment itself was addressed both to the biological and functional side as well as to the psychological one; more exactly, our target was to actually engage the subjects in different sports but also to plant some "seeds", by which to catch the attention or to raise the interest regarding sports practice, by means of meetings, films where the pupils could get the information about these sports. By doing this, we wanted to draw the attention of the pupils from the experimental group towards sports and make them include sports' practice in their everyday lives, so that they become a habit.

The actual experiment contained several activities, practical and theoretical ones, having as a goal the increase in children's motivation with sports practice.

Conclusions

Taking into consideration the theories that have been found in the bibliography in the field, regarding motivation and sports, our research brings to light the fact that the possibility of increasing the motivation for sports in secondary school children, can be at hand for the sports teacher.

We consider that the present research regarding pupils' motivation for sports in secondary school is necessary and important. We can say that, after undergoing the experiment, the experimental group, which at certain initial tests had lower results, at the end had comparable if not better results than the one of the witness group. This proves that by increasing the motivation the specific goals of sports and physical education are better achieved. Taking into consideration the limits of the research, the results of our research attests the achievement of the objectives and the validation of the research hypothesis. We can conclude that, after this research, hypothesis no.1 has been confirmed because the subjects of the experiment have achieved big steps and positive visible developments from the performance point of view.

Regarding hypothesis no.2, this has been confirmed only in part; both groups have achieved improvements, but the ones in the experimental group have achieved bigger improvements, the number of children practicing sports, once or twice weekly, has increased. Because of the fact that the number of children practicing sports, twice or three times, has fallen, and also of the ones who don't practice sports at all, this hypothesis is confirmed only in part.

Also, hypothesis no.3 is confirmed because the pupil from the experimental group have developed more than the ones in the witness group, from the physical and resistance point of view, and most of them have achieved a normal weight. One child has become overweight.

Thus, after finishing this research, we can conclude that the experiment has had as an effect the homogenization of motricity with the children in this experiment, according to the probes included in the National Evaluation. There have been 96 subjects, so we can draw some conclusions that can be applied to a larger number of persons.

After this research we can notice that there is a rather low development of the motrical capacity of these subjects, so the ones in the experimental group have achieved of being only equal to the ones in the witness group.

We consider that, if the level of awareness regarding the necessity of practicing sports increases, this will lead to a mobilization on every level of the human being in order to surmount this deficiency of movement. We have achieved our goal in this research, because by the means and methods used, we succeeded to determine an increase in motivation for sports in the experimental group; this increase being seen in the sports performances achieved after the research.

The entire research has given us the opportunity of attending and spreading at scientific conferences and publishing different papers in different scientific publications.

Thus, we have attended the following scientific conferences:

Congresul ICPEK ediția 5, 2015 : Vasile MARCU, Iuliana .V. TULVAN, Emil BONDAR, Andrada BULZ, Monica COJOCARU, Francesco COLLARCO, Cristina. E. POPESCU- The effects of early physical therapy in women with breast implants.

Congresul ICPEK ediția 6, 2016: Andrada BULZ ,Emil BONDAR, Iuliana .V. TULVAN, Cristina. E. POPESCU, Anca SABĂU- Effects of neuromuscular control training in learning body techniques elements in rhythmic gymnastics.

Esențial în educație fizică- studii de specialitate-(revista școlară, nr.1, iulie 2016)- *Biomecanica alergării*, prof. Bondar Emil, Școala Gimnazială „Oltea Doamna”, Oradea, Jud. Bihor, ISSN2537-205X, ISSN-L 2537-205X.

Bondar, Emil și Matei, Dan Constantin (2016)- Motivația învățării motrice, Studia Universitatis”VASILE GOLDIȘ”, Revistă Semestrială, Vol. 5, nr.2, Arad, EBSCO Publishing, ProQuest, Index Copernicus International și Scipio.

Congresul ICPEK ediția 7, 2017: Cristina E. POPESCU , Emil BONDAR, Iuliana V. TULVAN , Andrada BULZ - Current concepts in assessment and treatment of gait disorders in children with hemiplegia.

Bondar, Emil (2017)- *Importanța motivației în reeducarea capacităților coordinative*, Studia Universitatis”VASILE GOLDIȘ”, Revistă Semestrială, Arad, EBSCO Publishing, ProQuest, Index Copernicus International și Scipio.

Together with some colleagues we published a book” *Culegerea de cercetare (2017): „Exercițiul fizic – miracol necesar în viața omului de azi (Studii și cercetări)”* Emil Bondar(coordonator)”, autori: Emil Bondar, Andrada Bulz, Cristina Elena Popescu, Iuliana Victoria Szteklacs Tulvan., Editura AdiCenter, Iași, being appreciated by the experts in the field.

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