

## UNIVERSITY PHYSICAL EDUCATION – MEANS OF DEVELOPMENT FOR PROFESSIONAL ABILITIES

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**ABSTRACT.** The academic research projects, which have been concluded in the last period, have certified the fact that analyzing the effects from the athletics field, have focused not only on processes that concern just the motion dimension from the perspective of the field mentioned above, but on the ordinate of different dimensions, such as the social, the individual, the moral, of attitude, the coherent etc. of the participants in athletics activities. In the actual framework of education from the university teaching, athletics features a final element in defining and building as detailed of the professional skills scene of the future graduates, from the view of personality forming, attitude sets, of value and behavior linked point blank and objectively to the contemporary society's requests in which we develop the daily activities. In accordance with the sustained ones, we have performed a study that included two sampler populations, 219 students and 80 academics from 8 universities, study which aimed at finding the respondents' opinion towards the moral and physical requests of the future trades/employments, consequence of practicing athletics activities. In other terms, the study highlighted if there is an influence on the students' perceptions towards the awareness or not to the values that can be valued by these in distinct social environments, professional, homelike through participating in activities appropriate to athletics' field.

**Keywords:** athletics, professional abilities, values

**REZUMAT. Educația fizică universitară – mijloc de formare a Competențelor profesionale.** Proiectele de cercetare academică, ce au fost finalizate în ultima perioadă, au certificat faptul că analizarea fenomenelor din domeniul educație fizică, s-au focusat nu doar pe procese ce privesc doar dimensiunea motrică din perspectiva domeniului mai sus amintit, ci pe ordonata diferitelor dimensiuni, precum cele sociale, individuale, profesionale, morale, atitudinale, axiologice etc. ale participanților la activități de educație fizică și sportive. În contextul actual al educației din învățământul superior, educația fizică reprezintă un element hotărâtor în definirea și constituirea cât mai completă a tabloului competențelor profesionale ale viitorilor absolvenți, din perspectiva formării personalității, seturilor atitudinale, valorice și de conduită corelate în mod direct și obiectiv cerințelor societății contemporane în care ne desfășurăm activitățile

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cotidiene. În concordanță cu cele afirmate, am întreprins un studiu ce a inclus două populații de eșantionare, 219 studenți și 80 cadre didactice, de la opt instituții de învățământ superior, studiu care a vizat aflarea opiniilor respondenților referitoare la cerințele fizice și morale ale viitoarelor profesii/ocupații, efect al practicării activităților de educație fizică. Cu alte cuvinte, studiul a evidențiat dacă există influențe asupra percepțiilor studenților referitoare la conștientizarea sau nu a valorilor ce pot fi valorificate de către aceștia în diverse medii social, profesional, familial prin participare la activități specifice domeniului educație fizică.

**Cuvinte cheie:** educație fizică universitară, competențe profesionale, valori

The professional ability is reckon by the ideologists as the "ability to apply, transfer and combine knowledge and skills in distinct work situations and environments, to accomplish activities asked at your job, at the qualitative level, mentioned in standard" (1). The set of professional abilities has to represent the balanced usage and joining of the knowledge, the skills, the attitudes and the values acquired for getting some suitable results professionally, in order to obtain a professional quality. In this context, formal and non formal education hold important parts in obtaining a professional skill. On the level with the institutions of higher education, through formal education the professional future assures itself the comprehensive development, by continuous assimilation of knowledge from as many fields as possible, performing in a formal environment with definite and accurate rules. Through nonofficial education is completed the official education; the nonofficial education reflects the educational influence that display out of classes and take place deliberate and methodical for the reach of a higher level of distinctive knowledge and other teaching lines.

The purpose that we had to fulfill for this variable consisted in finding the students' opinion as regards to the appropriate moral and physical requests of the future trades/employments. The item through which we have analyzed this variable from the questionnaire of opinion and values addressed to the students and the item from the questionnaire forthcoming to the educational staff had the same statement namely: 1.3/1.5 how the following values formed also through activities from the athletics area and sport, higher education of no profile, appreciate that it should define the future graduate of...?

Furthermore, we have had in mind and we have succeeded to know what is the intensity of the connections between the opinions of the two sample populations concerning the listed values, by calculating the correlation coefficients.

In the charts 1 and 2 are registered the students' options and of the academics towards to the acknowledgment of values which is assimilated and promoted through practicing athletics and sporting activities, values that should be in a value scale of any graduate of a higher institute. We mention that we

display this item in a questionnaire of opinions and values alike, equally taking interest in which are the students' choices of answer and as well of the academics. We set ourselves to do a parallel analysis of the answers of the two sampler populations, measure that facilitates for us to see if there is or not a common agreement of the stated opinions.

**Table 1.** The values distribution formed by athletics and sporting activities to the future graduate, in the students opinion.

ID	VALUES	SCALE					PLACE		
		5	4	3	2	1	5+4	3	2+1
a	Self confidence	47	85	68	12	7		III	
b	Fair play	34	84	64	22	15		V	III
c	Sympathies towards the group facing real difficulties not supposed	55	75	66	12	11		IV	
d	Commitment and loyalty towards the institution from which you are a part of	59	70	54	23	13			IV
e	Competence of adequate employment	37	83	52	28	19			II
f	Courage and making decisions which implies taking chances	80	90	25	21	3	I		
g	The ability to have initiative	74	80	40	20	5	II		
h	The ability to adapt, the flexibility at solving some new coming situations	38	87	66	24	4		IV	
i	The inventive -creative ability	52	68	74	14	11		I	
j	Self control of the emotional states	78	42	70	28	1		II	
k	High coefficients of the initial motion qualities (speed, endurance, skill, strenght) required for fulfilling the profession effectively	69	78	47	20	5	V		
l	Positive influences on personality	46	37	63	48	25			I
m	Responsibility	93	59	40	19	8	III		
n	Affirmative behavior	59	80	46	26	8			V
o	Impulse for competition	84	67	51	12	5	IV		
p	Generosity	57	84	48	19	11			
<b>TOTAL OF OPTIONS</b>		962	1169	874	348	151			
	PERCENTAGE	27%	33%	25%	10%	5%			

From number one chart interpretations are distinguished the following acknowledgments:

a) due to the maximum interval 5 the first five positions are occupied decreasing of values like “responsibility” with 93 subscriptions, “impulse for competition” with 84 options, “courage and making decisions that imply taking chances” with 80 options “self control of the emotional states” with 78 votes and “higher coefficients of the initial motion qualities required for fulfilling the profession effectively” with 69 nominations from the respondents.

b) concerning the options' percentage stated by the respondents, we underline the descending trend acquired on scale sizes, starting from the fourth step and reaching to the first step, without register variations of the collected answers, from a level to the next. For the upper step have been acquired 27% out of the answers' total for the listed values, for the fourth level 33%, for the middle level 25%, and for the lower levels 10, respectively 5%.

c) significant for us is placing the indicator stated through "higher coefficients of the initial motion qualities (speed, endurance, skill, strenght) required for fulfilling the profesion effectively" that has been scaled maximum interval, on the fifth position, from a total of 16 values displayed for this item.

We express, therefore, the satisfaction concerning the students' choice for this feature of the physical size, required for getting and keeping a better physical shape which has to be compatible, necessary, useful and adequate to professional action of the future graduates.

We consider interesting the approach of the values list and the places' establishment occupied after the total of the intervals 5+4 and 2+1. Therefore, we obtain the following positions of the values for 5+4: first place is assigned for „courage and making decisions which imply taking chances" with 170 choices, second place for „initiave ability", with 154 options, and „responsibility" with 152 votes is taken by third place.

We observe, with satisfaction, that the percent acquired through results' addition on the upper intervals represents 60% of the total of the stated options. For the intervals 2+1 we discover that „positive influence on personality" takes first palce with 73 adhesion; „competence of adequate employment" second place with 47 choices and third place „fair play" with 37. The lower scores acquired by this values give us the chance to point up that these are quite well divided on upper intervals.

For a more thorough analysis of this item, we introduce in chart number 2 the answers' summarization of the academics, wanting to know their opinion, respecting the field's distinctiveness from which they are a part of and the experience of some of them as former performers to distinct sporting areas.

Analyzing the acquired data from the number 2 chart, after questioning the academics on the same subject, we underline the placing of approximate three of the values charted on the maximum interval namely "competence of adequate employment "wherefore have been acquired 48 from the total of the 542 options stated for this interval, "the ability to have initiative" with 46 options, "the ability of communicating in situations of risk or difficulty" with 45 options.

Furthermore, are noticed the places pointed to the values upon the intervals total 5 and 4, the interval 3 and the intervals 2 and 1. Therefore, on the maximum first place was given for "the ability of communicating in situations of risk or difficulty", second place for "self control of the emotional states", third place for „the ability to have initiative".

**Table 2.** Academics' options towards the future graduate's features, consequence of the students' participation appropriate to field

Id	VALUES	SCALE					PLACE		
		5	4	3	2	1	5+4	3	2+1
a	Self confidence	24	40	16	0	0	IV		
b	Fair play	30	24	20	6	0		II	
c	Sympathies towards the group facing real difficulties not supposed	34	28	12	6	0			
d	Commitment and loyalty towards the institution from which you are a part of	20	30	14	10	6			I
e	Competence of adequate employment	48	16	6	10	0	IV		
f	Courage and making decisions which implies taking chances	40	14	16	10	0			
g	The ability to have initiative	46	20	4	10	0	III		
h	The ability to adapt, the flexibility at solving some new coming situations	28	16	18	12	6		III	
i	The inventive -creative ability	35	28	2	15	0	V		II
j	Self control of the emotional states	38	30	12	0	0	II		
k	High coefficients of the initial motion qualities (speed, endurance, skill, strenght) required for fulfilling the profession effectively	30	25	25	0	0		I	
l	Positive influences on personality	40	12	12	10	6			I
m	Responsibility	28	24	16	12	0			
n	The ability of communicating in situations of risk or difficulty	45	25	10	0	0	I		
o	Impulse for competition	30	27	13	10	0			
p	Generosity	26	25	15	14	0			III
r	Others ( specifications)	0	0	0	0	0			
<b>TOTAL OF OPTIONS</b>		542	384	211	125	18			
PERCENTAGE		42%	30%	16%	10%	2%			

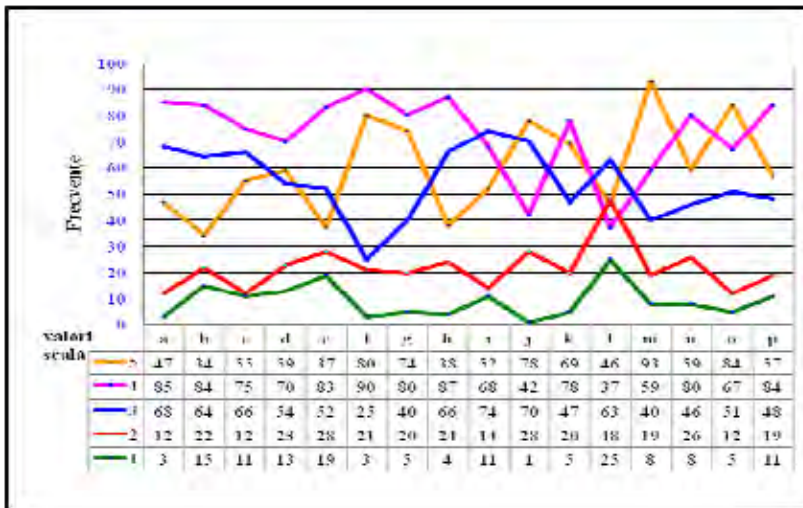
We notice that on the medium interval „higher coefficients of the initial motion qualities (speed, endurance, skill, strenght) required for fulfilling the profession effectively” have acquired first place. This last value conjunctly with other four values have been scaled by the respondents starting from level 3 unto the maximum.

It is stated that the high percentage acquired by the sample studied upon the scaling at upper levels 5 and 4 is of 72%, unlike the options' percentage stated by the same sample for the values scaled on the lower intervals that is 12%.

It is interesting to underline the distribution of the values on the intervals 5, 4 and 3 in the opinion of the two samples. Therefore, the students have allocated the listed values the following percents: 27%, 33% and 25%, being acquired a total percent upon the three intervals of 85%, while the academics have displayed 42%, 30%, 16%, having as a result a percent of 88%, upon the upper and medium levels.

It is noticed, with positive grades, the quite small difference between the scaling made between the two sampler populations upon the three intervals phrased above.

What do we want to highlight? We consider that the importance of these displayed values is not known and appreciated just by the academics from the athletics field, but also by the students, through the quite proximate percentages, of which stated options for the respective values have ranged on the upper positions 5, 4 and 3, succeeding in surprising us pleasantly. In number one image we display the graphical distribution of the stated options by the students towards the values that should characterize the future graduates of higher education.



**Figure 1.** The featured values of the future graduate - the students' opinion

From the graphical diagram, we appreciate that it is interesting to analyse, for each value, where the maximum the minimum of the frequency is achieved. We notice with satisfaction that all the values from the displayed list have acquired the minimum value upon the first lower interval. From the total of the 16 values designated, the imaged ones by a, b, c, d, e, f, g, h, k, n and p reach the maximum of options stated upon the interval 4, j, m, and o reach a maximum upon the interval 5 and i and l, have got a maximum upon the interval 3. On the lower levels 2 and 1 the student's options for the scaled values have been of 449, respectively 15% from the total of 3504 stated.

As a first conclusion, we can state that the students have found the majority of the values significant, and the big frequencies acquired upon the upper interval 4 for 11 values from the displayed ones, have only strengthened their opinion toward the knowledge and the acknowledgment for these values.

As we stated at the beginning of this article, we were interested in which is the connections' profundity between the opinions stated by the questioned populations and how they link. We introduce in chart number 3 the links' matrix between the opinions displayed by the two samples, towards the value image that should feature the future graduate.

**Table 3.** The matrix of the links towards the graduates' featured values

Valori	a- CD	b- CD	c- CD	d- CD	e- CD	f- CD	g- CD	h- CD	i- CD	j- CD	k- CD	l- CD	m- CD	n- CD	o- CD	p- CD
a-ST	0,91	0,80	0,69	0,86	0,25	0,38	0,30	0,52	0,40	0,69	0,86	0,20	0,72	0,54	0,71	0,72
b-ST	0,85	0,64	0,53	0,82	0,03	0,16	0,10	0,31	0,27	0,53	0,70	0,04	0,59	0,34	0,57	0,61
c-ST	0,91	0,88	0,76	0,84	0,37	0,51	0,41	0,64	0,44	0,77	0,93	0,35	0,78	0,65	0,76	0,75
d-ST	0,95	0,94	0,88	0,91	0,54	0,64	0,59	0,75	0,64	0,87	0,94	0,49	0,90	0,77	0,89	0,88
e-ST	0,90	0,64	0,60	0,90	0,10	0,17	0,19	0,30	0,41	0,58	0,66	0,01	0,63	0,39	0,64	0,67
f-ST	0,92	0,86	0,96	0,95	0,73	0,69	0,80	0,71	0,91	0,94	0,78	0,62	0,91	0,88	0,97	0,92
g-ST	0,95	0,94	0,97	0,95	0,72	0,73	0,77	0,79	0,84	0,96	0,89	0,63	0,95	0,88	0,98	0,94
h-ST	0,87	0,71	0,61	0,85	0,14	0,27	0,20	0,42	0,37	0,58	0,75	0,06	0,69	0,41	0,66	0,71
i-ST	0,82	0,84	0,66	0,73	0,30	0,49	0,31	0,63	0,31	0,68	0,92	0,30	0,72	0,56	0,67	0,68
j-ST	0,55	0,89	0,73	0,49	0,68	0,87	0,64	0,94	0,50	0,71	0,88	0,73	0,83	0,73	0,74	0,77
k-ST	0,96	0,96	0,95	0,94	0,66	0,71	0,71	0,78	0,77	0,93	0,92	0,58	0,95	0,85	0,96	0,93
l-ST	0,09	0,44	0,17	0,07	0,15	0,41	0,08	0,52	0,01	0,11	0,45	0,22	0,42	0,11	0,25	0,40
m-ST	0,75	0,95	0,97	0,73	0,92	0,94	0,93	0,95	0,85	0,97	0,88	0,89	0,94	0,99	0,95	0,88
n-ST	0,97	0,90	0,89	0,98	0,54	0,59	0,61	0,68	0,74	0,87	0,86	0,44	0,91	0,75	0,92	0,92
o-ST	0,86	0,99	0,96	0,81	0,78	0,85	0,80	0,91	0,75	0,97	0,97	0,76	0,94	0,93	0,94	0,89
p-ST	0,99	0,87	0,86	0,98	0,47	0,52	0,54	0,62	0,67	0,86	0,86	0,38	0,85	0,72	0,88	0,86

The number 3 chart points out the value of the link coefficients between the stated opinions by the respondents towards the sustained values as a consequence of the appropriate activities' practicing that should be distinctive to the future graduates. Therefore, we will effectuate the discussion upon the options stated by the students and academics for the same listed values, respectively value "a", from the students with the same value at the academics, corresponding as well for the other values "b", "c" etc. From the underline diagonal, we find out that from the 16 values displayed, 12 have got the link coefficient above 0,5 (apud. Popa, 2008) describing a high relation that frames in the intervals (0,5-0,7) very high (0,7-0,9) and almost perfect (0,9-1,0) between the items brought up.

A single value namely “the competence of adequate employment” is on the minimum step (0,0-0,1), pointing the fact that there are major distinctions of opinions between the stated answers “positive influences on personality” are in the interval 0,1-0,2, describing a minor relation; on the interval 0,3-0,5 it is ranged “the ability to adapt”, and “the inventive-creative ability”. From the values that have acquired high link coefficients we specify: self-confidence, commitment and loyalty towards the institution from which they are a part of, high coefficients of the initial motion qualities required for fulfilling the profession effectively, responsibility, impulse for competition etc.

At the final of the displayed article, based on the analysis performed on the monitored data in tables and graphics, we conclude that there are similarities towards the habits of mind of the questioned samples, from the point of view of the foundation’s set of values assimilated and promoted, consequence of practicing athletics and sporting activities, that the future graduates should hold. At the same time, we are convinced of the fact that students are aware, through the knowledge and acknowledgment of the listed values, at least at a theoretical level that by practicing athletics and sporting activities are being developed values that positively reflect upon the attitude, behavior, as well as upon professional abilities of the future graduates.

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