

STUDY OF THE BODY VALUES IN THE CONTEXT OF THE NEW MASTER PROGRAMS. A COMPARATIVE ANALYSIS OF THE STUDENTS FROM THREE MASTER PROGRAMS OF PHYSICAL EDUCATION AND SPORT FACULTY CLUJ-NAPOCA

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ABSTRACT. With the establishment of new Master programs, the option of students includes a wide range which reflects, in most cases, some tangible values. When choose follow the Masters program, not all students are aware, not all of them take it into account. The Magister students came from different social, cultural and geographical backgrounds. Their basic body values have different aspects like a social, cultural and geographical reflection. Those reflections differ from one society to another from one individual to another. The type of body values dominant in Romanian society are mostly those which are connected to the hedonistic, esthetic and emotional dimension of the body itself. Therefore, our study aims to prioritize and emphasize those values that Master students of the Faculty of Physical Education and Sport of the Babes-Bolyai University in Cluj-Napoca are endowed as part of their studies in order to facilitate their integration into social life, highlighted by the changes of modern society post EU accession.

Keywords: *students, master degree programs, education*

REZUMAT. *Studiu privind valorile corporale în contextul noilor programe Masterale. Analiza comparativă a studenților din cadrul a trei programe Master a Facultății de Educație Fizică și Sport din Cluj-Napoca.* Odată cu înființarea noilor programe Masterale, opțiunea studenților cuprinde o paletă largă ce reflectă, în majoritatea cazurilor, anumite valori corporale de care, în momentul alegerii programului masteral de urmat, nu toți studenții sunt conștienți și de care nu toți țin cont. Studenții masteranzi provin din medii sociale și geografice

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diferite în care valorile corporale capătă aspecte diferite, de la o societate la alta de la un individ la altul. În general, în România, tipologia valorilor umane este asociată cu dimensiunile hedonistice, estetice și emoționale ale corpului uman. Tocmai de aceea, studiul nostru are ca obiectiv să ierarhizeze și să scoată în evidență acele valori cu care studenții masteranzi ai Facultății de Educație Fizică și Sport ai Universității Babeș-Bolyai din Cluj-Napoca sunt înzestrați ca parte integrantă a formării caracterului lor ce le va facilita integrarea în structurile vieții sociale puse sub influența transformărilor societății moderne post aderare la Uniunea Europeană.

Cuvinte Cheie: studenți, master, programe, educație

Introduction

The human body it is an entity, a very complex system who synthesize the biological, psychological, social, emotional etc., dimensions of the human being that presents multiple levels of development. In our study, we try to present how the biological dimension could achieve, through his ontology, different values.

Our body is a hermeneutical tool and a category by which we can interpret the world. The body is a fundamental component of education itself. Therefore we can say that the starting point of any education is always the body and that education can be seen as a process, through which the human body develops, from a simple condition of material and biological existence into a spiritual awareness (Isidori, 2002).

The Physical Education and Sport curricula of the Faculty of Physical Education and Sport “see” the body like a biological, physiological, sociological and culturally integrated system involving various levels of acts, actions and activities inseparable from the experience of the person. The curricula, give for each student the freedom and possibility to develop the skills in order to be well prepared for life. Everybody could be educated.

Study of the body and its values, in the context of sport and physical education, offer a new way of thinking about a human being and her/his interaction with society. Body values are always images and depend by the society in which we live (society shapes body and bodies shape society through values in a continuous circle). Values are always expressed by bodies (who are the human beings). For this reason, there exists a strict connection among body, values and society, and if we study the body values of a person or a group of people, we have the possibility of reconstructing the images and characteristics of the society in which they live (Isidori et al., 2010).

The aim of this research is to compare and evaluate the body value priorities of the students of three Master degree programs from Physical Education and Sport Faculty of "Babes-Bolyai" University Cluj-Napoca: 1. Physical Education, Fitness and Outdoor activities – Educatie Fizica, Fitness si Agrement in Turism (EFFAT), 2. Training and Sport Performance – Antrenament si Performanta Motrica (APS), 3. Kinetoterapy in the Affections of Locomotors Apparatus – Kinetoterapia in Afectiunile Aparatului Locomotor (KAAL). The main assumption of the research was that, detecting the hierarchy of values in each Master program, the students can better understand and apply into the life their specific attitudes and culture earned after a three year of license studies. The Master degree programs must show one mature student and their way of thinking and relating not only to sport but also with the entire society and the citizens too.

Theoretical framework

This study aims to draw the hierarchy of body values in three Master degree programs university students, the future educators, coaches, tourism managers and professionals of body care and well-being in European society; those in order to understand their preferences, the limitations of specific professional education taught during the three years of license studies at University, and the possible cultural differences that can emerge from the three different Master degree programs.

The three Master degree programs – EFFAT, APS and KAAL – in which this comparative research has been carried out are different in terms of specific activities, but not so much in point of view of culture, language and social traditions.

Methods of research

To carry out the research, about 90 subjects - female and male Master degree students were selected.

The students' values hierarchy was obtained through a Spanish questionnaire (Gervilla 2000, cit. Isidori et al., 2010) adapted and translated into Romanian. The questionnaire was based on a Likert scale of summated ratings. The aim of the questionnaire was to detect the level of agreeability or disagreeability shown by each Master degree student when presented with some words regarding 10 main body values models, that is: biological body (BIO); ecological body (ECO); instrumental body (INS); dynamic/sporting body (DYN), emotional/social body

(EMO); ethical body (ETH); esthetic body (EST); religious body (REL); intellectual body (INT); pleasure body (PLE). These models aim to represent all the dimensions of the human body, and are based on Howard Gardner’s theory of multiple intelligences (2006).

The test consisted of 10 forms, 25 words each, concerning the 10 body models identified above. An algebraic addition of the obtained scores was made. The closer the reported score for each group of 25 words was to 50 (or -50), the more the subject was shown to prefer (or not to prefer) that body values’ model.

Data analysis

The following analyses were done: per the three Master Programs (see fig. 1); per gender (see fig. 2); - per geographical birthplace Rural / Urban (see fig. 3).

Figure 1 show that the highest scores are presented at the intellectual and biological body values and the smallest scores are presented at the religious one. In five cases, the APS students have the highest values. The lowest value has the KAAL students at religious body.

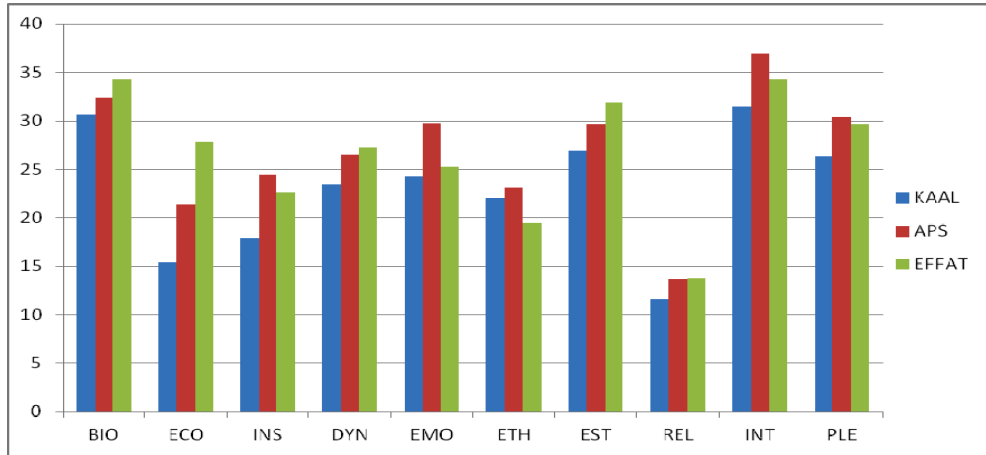


Figure 1. Analysis of variance per Master Programs

Figure 2 show that there is a considerable difference between genders in biological and intellectual values, followed by esthetical, dynamic and pleasure values. In all those cases, the women (EFFAT and APS) values are more significant than the men’s is.

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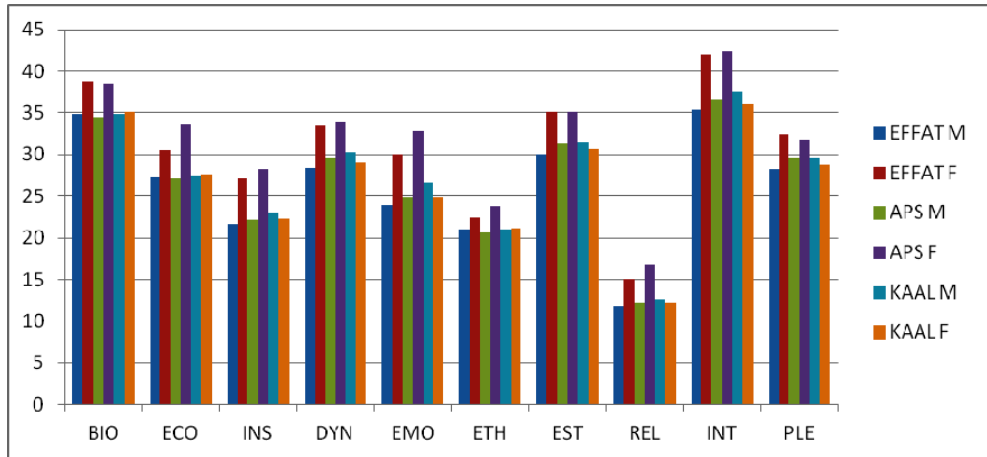


Figure 2. Analysis of variance per gender

In the Figure 3, we can observe the geographical space from where the students are coming from. The figure demonstrates the connection between body and values (that is, thinking and behaviors) and the possible differences that exist among students due to their gender and space of birth.

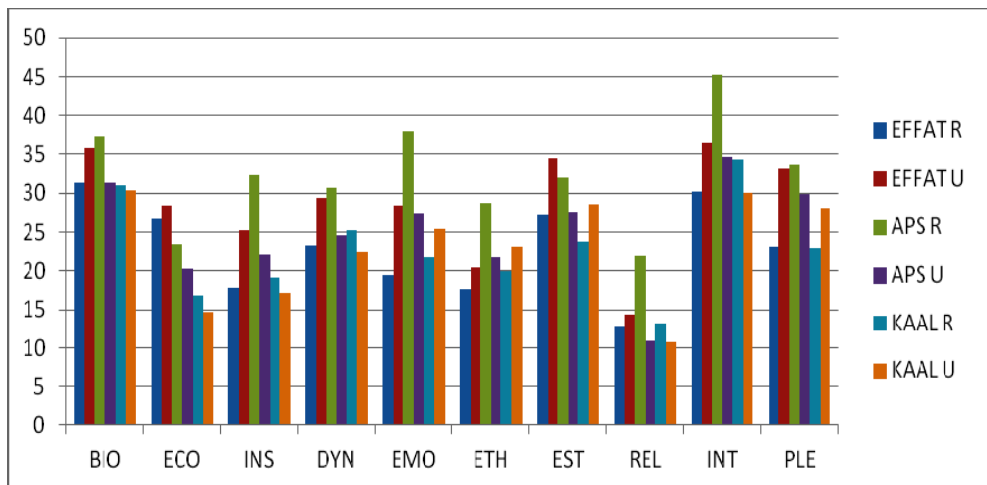


Figure 3. Analysis of variance per geographical birthplace (URBAN /RURAL space)

Results and discussion

The research shows some differences in the perception of body values among the three Master degree students. Generally speaking, and with reference to the following values, the three groups of students demonstrate the following differences:

1. Intellectual and Biological body values: all Master degree students have a deeper perception of those body dimensions. They already need the acquisition of those dimensions in order to be intellectually and biologically active.
2. Dynamic body values (that is sporting body values): at all Programs are situated, like values, right at the middle of the hierarchy.
3. Ecological body values: the KAAL and APS students are more sensitive and aware of these kinds of values than the EFFAT students has. The practical dimension of the body it is not considered to be more agreeable by KAAL and APS students. Probably they consider that been involved in Master programs the goals are on the research activities and not on practical one.
4. Esthetic and Pleasure body values: the KAAL and EFFAT students consider this kind of body value as agreeable.
5. All students present the lowest religious body values.
6. The female of EFFAT and APS students present the highest values at ALL the body models.
7. The APS rural students present the highest values in eight body values models. The KAAL urban students have in four situations the smallest values.

All the data collected have been used to outline the three Master degree programs sport sciences students' body values hierarchy. This hierarchy, which allows us to draw a general body values profile of Master degree students, has been compared. The values are different and form a hierarchy, different for each person.

Table 1 shows the average points of the KAAL, APS and EFFAT students' response regarding each body value while table 2 shows the arrangement of values in order of their significance in the views of these students.

Table 1. Average of body values' scores

	BIO	ECO	INS	DYN	EMO	ETH	EST	REL	INT	PLE
KAAL	30,6	15,375	17,875	23,425	24,2	22,05	26,9	11,6	31,475	26,3
APS	32,32	21,36	24,44	26,48	29,72	23,16	29,6	13,68	37	30,4
EFFAT	34,24	27,8	22,6	27,16	25,2	19,44	31,92	13,72	34,28	29,6

Table 2. Compared body values hierarchy profiles of KAAL, APS and EFFAT Master Students

Values Hierarchy KAAL		Values Hierarchy APS		Values Hierarchy EFFAT	
1	Intellectual / 31,475	1	Intellectual / 37	1	Intellectual L / 34,28
2	Biological / 30,6	2	Biological / 32,32	2	Biological / 34,24
3	Esthetic / 26,9	3	Pleasure / 30,4	3	Esthetic / 31,92
4	Pleasure / 26,3	4	Emotional / 29,72	4	Pleasure / 29,6
	Emotional / 24,2	5	Esthetic / 29,6	5	Ecological / 27,8
6	Dynamic / 23,425	6	Dynamic / 26,48	6	Dynamic / 27,16
7	Ethical / 22,05	7	Instrumental / 24,44	7	Emotional / 25,2
8	Instrumental / 17,875	8	Ethical / 23,16	8	Instrumental / 22,6
9	Ecological / 15,375	9	Ecological / 21,36	9	Ethical / 19,44
10	Religious / 11,6	10	Religious / 13,68	10	Religious / 13,72

Conclusions

The results of this research have shown that the hierarchies of body values of Master degree program students respect the goals and aims of every student in particularly and of the University curricula in generally. Further, there are differences in the perception of values among students due to cultural and historical differences, the traditions sportive and intellectual heritage of the societies where they live and came from.

This research has also highlighted the need to develop a more effective moral education within the curricula of the three Masters programs studied at the Institution. This education ought to focus on ethics and environmental values, which are considered less important by students.

The point of view of this research is that all the body values are important and, for this reason, in order to improve competences, there are no values more or less important for specific skills acquisition.

The curricula of the Master degree programs, the body values always express the multidimensionality of the human being which is in the concordance of the society expectations. A lack of values in any of these dimensions can obstruct a correct professional development of the students. In order to become a good professional, with high competences, it is important to develop an international recognized *Master degree programs* including a curricula focused on developing the body values which helps university students to develop all the dimensions of their competences.

Therefore, the three sport sciences university's studied must try to develop, through the use of specific teaching programs or didactic tools, a curricula focusing on education for body values aimed at developing deeper competences in students who will be the future European sport scientist professionals.

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