

## THE PERCEPTION OF PHYSICAL EDUCATION IN THE ROMANIAN EDUCATIONAL SYSTEM

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**Abstract:** *School physical education not only contributes to a good physical condition and health of students, but also helps them better understand physical activity and positive repercussions for their entire lives. Moreover, School Physical Education determines the transfer of knowledge and skills as a team spirit and fair play, cultivates respect, social awareness and self, provides a general understanding of the "rules of the game", which students can use then more promptly to other school subjects or life situations.*

**Key words:** *questionnaire, physical education, teachers.*

### 1. Introduction

Physical Education is an indispensable component of education, which aims at the harmonious and normal development of the body, the strengthening of health and the cultivation of certain physical qualities necessary for work and sports activity. It is the first kind of education that exerts influence on the body. Physical education aims at the biorhythm of the human being. They assume the task of ensuring the necessary conditions to enable the maturing of natural functions and development in optimal conditions of human personality. In addition to improving the health and quality of the body, it aims at developing and developing hygienic-sanitary abilities,

motor skills and abilities, cultivating physical qualities such as strength, strength, speed, precision, coordination and a beautiful fit.

Teaching physical education to primary school classes plays an important role both in its positive influence on the process of development and fortification of the body and as a didactic tool aimed at fostering knowledge of children, adapting them more quickly to the new requirements schooling, classroom conjugation, and the formation of an active, well-understood and assisted working climate.

In primary school, physical education is a general instruction and education tool that uses physical exercise as the primary means of developing students' physical

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qualities and abilities.

Childrens' interest in movement and exercise is very high during the primary cycle. Their desire for exercise and physical exercise is based on physical causes, which is why any diminishing or limiting their driving activities has repercussions on the vital functions of the body. [1]

Gh. Cârstea, stated that the subject of study of the Physical and Sports Education is represented by the motoricity of man, considered procedurally; a man integrated and Sport Science.

The science of physical education and sport is a discipline between the biological and social boundaries, being in close, partial dependence, both anatomy, biology, physiology, anthropology, and sociology, psychology, and the science of education. [3]

#### **Research hypothesis**

Physical education is not always perceived very well by teachers with other specializations and in this respect we have developed a questionnaire in order to identify both the divergences and the common opinions of the didactic staff with the specialization of Physical Education and Specialization.

## **2. Materials and Means**

The research activity was carried out in two stages:

Stage I consisted in the analysis of PIP students perception, the third year, after the psychomotricity course, on the role, importance and influence of physical education on students in the primary education cycle

Following this analysis, I noticed that they considered the following:

- Physical education is an important part

into the whole of social life. Having its own field of investigation and study, the Science of Physical Education and Sport is autonomus, multidisciplinary and integrative.

The pluridisciplinary nature of this science derives from the synthesis of particular scientific data, but also from other disciplines with which it collaborates and complements, such as system theory or informatics, and not from the application of particular sciences directly to the structure of Physical Education of personality training, developing healthy and harmonious body.

- Physical Education takes children out of daily school routines, relieves them of daily stress, the brain works more easily, and helps solve social problems more quickly, being also a means of reducing violence.

- Contributes to social integration including physically disadvantaged people.

- Sport is not good just for maintaining the body health and harmonious development. It influences the mood and helps the mind to relax.

- Most of those who have expressed their opinion on the importance of physical education classes have said with conviction that: "Several hours of physical education would help children to be more relaxed and would better focus on lessons"

- Physical Education time makes the child more responsible by preparing the appropriate outfit and respecting the rules imposed by this discipline.

- Attention and cognition are constantly stimulated. Develops motivation, honesty and perseverance. It influences the formation of personality.

In the second stage a questionnaire containing 16 questions with 66 answer

variants was applied on a sample of 300 teachers (150 teachers with specialization Physical Education and 150 other didactic staff), with higher education and with aged between 1 and 30 years old, who teach both in rural and urban areas, from Galați, Brăila, Tecuci, Iași, Huși, Suceava, Dej, Focșani, Băicoi, Mărășești.

The questionnaire is anonymous, includes 16 questions, of which 14 are common, two are specific to Physical Education and two are specially developed for other specializations.

The answers to the questions asked in the questionnaire, with a common and concrete specificity, allowed us to form a consultative opinion in general about the perception of the physical education discipline and its influence on the

cognitive area of the students, both by the frames didactic specialties as well as the perception of cadres of other specializations. Thus, each answer of the questioned was analyzed and interpreted by us in terms of the cause-effect relationship.

In order to present the results of the questionnaire we will analyze the answers to six questions representative of the study. Two of the selected questions refer to the cognitive area, two relate to the contents of the Physical Education lesson and their influences, and two questions relate to the influence of Physical Education on the cognitive development of pupils and the increase in their school efficiency.

Table 1

*Centralization answers specialization Physical Education*

No. que	Physical Education							
	a	b	c	d	e	f	g	h
1	2	5	86	42	15			
2	25	16	5	104				
3	1	55	44	32	18			
4	15	120	14	1				
5	22	89	39					
6	145	5						
7	143	6	1					
8	150							
9	43	38	68	1				
10	30	22	6	91	1			
11	145	2	3					
12	147	2	1					
13	64	43	29	5	2	6		
14	11	45	94					
15	8	5	8	11	7	19	92	
16	1	47	94	8				

Table 2

*Centralization answers others specializations*

No. que	Other discipline							
	a	b	c	d	e	f	g	h
1	6	16	96	29	3			
2	18	11	4	117				
3	2	98	19	25	6			
4	23	99	28					
5	18	99	33					
6	150							
7	149	1						
8	149	1						
9	26	23	101					
10	7	12	2	129				
11	146	1	2	1				
12	145	2	3					
13	76	41	23	7	4			
14	25	54	71					
15	142	3	5					
16	138	3	9					

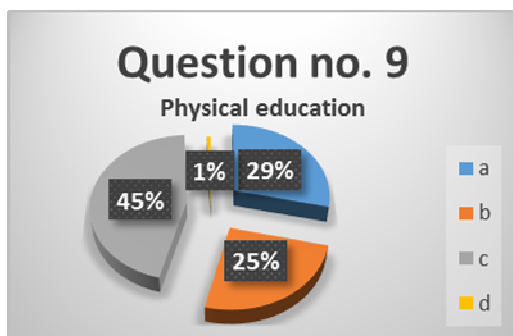


Fig. 1. Graphic representation of the results obtained in question no.9. Physical Education

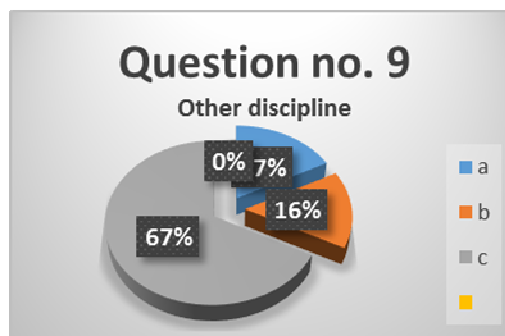


Fig. 2. Graphic representation of the results obtained in question no.9. Other discipline

Figures 1 and 2 reflect the opinions of the Physical Education specialists and other subjects in the pre-university education question: Which of the following elements do you consider to influence the cognitive area of the students?

It is evident from figure 1 that the Physical Education Teachers questioned answered ambiguously to this question despite the positive attitudes perceived by them. Thus, the answers were as follows: 1% responded differently than those suggested in the questionnaire variants; 27% consider that the cognitive area of students is influenced by the motor skills specific to some sporting branches; 29% think that utilitarian-applicative motor skills (climbing, crawling, escalation etc.) are the ones that influence this area; 43% believe that those that

favourably affect the cognitive area are the driving qualities.

Figure 2 we note that the opinion of the teaching staff with other specializations is almost unanimous. Thus, 68% believe that the cognitive area of students is influenced by motor skills; 15% believe that the cognitive area is influenced by motor skills specific to the sports fields (dribbling, throwing etc); 17% believe that utilitarian-applicative motor skills (climbing, crawling, escalation, etc.) have a great influence on the cognitive area.

After analyzing the answers to this question, we find that both Physical Education and other specializations have roughly the same answers, with small differences.

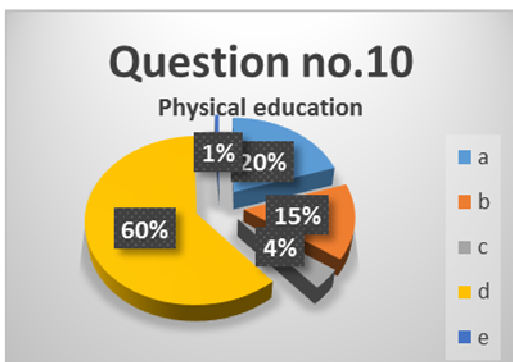


Fig. 3. Graphic representation of the results obtained in question no. 10, Physical Education

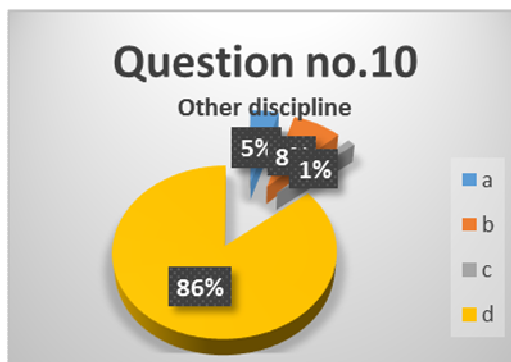


Fig. 4. Graphic representation of the results obtained in question no.10. Other discipline

Figures 3 and 4 reflect the opinions of the Physical Education specialists and other subjects in the pre-university education to the question: Which of the following motoring qualities do you think influences the cognitive area of the students?

In the case of this question, the answers of the Physical Education specialists (Figure 3) are divided as follows: 1% have different answers than those suggested in the questionnaire variants; 4% believe that force is the driving force that can influence the cognitive area of students; 15% believe that resistance is responsible for influencing the cognitive area; 20% attributes this influence to speed, 60% think that skill (co-ordinating skills) can have an obvious influence.

In figure 4 we can observe the highlight of teachers' answers with other specializations as follows: 1% think that force can influence the cognitive area; 5% think that speed is responsible for influencing the cognitive area; 9% responded that resistance has

influence; 80% of respondents are of the opinion that skill has the strongest influence on cognition.

After analyzing all the answers to this question we found that among the respondents with other specializations, only a small part considered that the speed, strength and strength could have an impact on the cognitive area, while most of them consider that skill (coordinating capacities) may have this influence, an opinion with which we also agree.

On the other hand, respondents specialized in Physical Education do not have a unitary opinion, this being possible because they have different specializations, and the answers were also given by the way in which the sport practiced had an influence on. For example: resistance involves a long-lasting, aerobic effort, during which the brain will be oxygenated for a longer period of time. Although the opinions are divided, the latter consider 60% of the skill (co-ordinating skills) to influence the cognitive area.

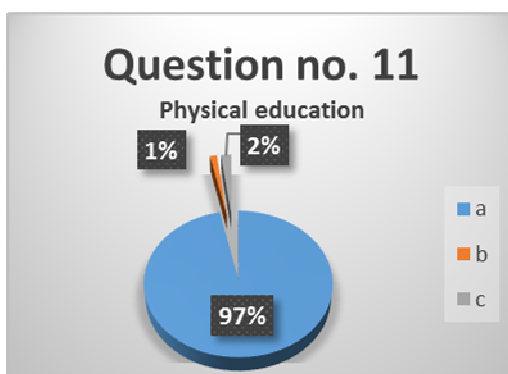


Fig. 5. Graphical representation of the results obtained in question no. 11, Physical Education

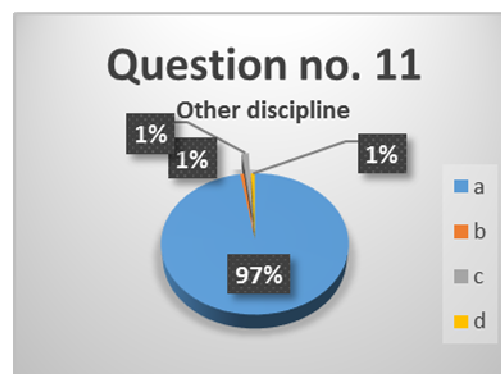


Fig. 6. Graphical representation of the results obtained in question no. 11, Other discipline

In figures 5 and 6 are reflected the opinions of the Physical Education specialists and other subjects in the pre-university education question: Can we influence the intelligence of the children so that they can be reflected in their school performances through the content of the physical education lesson?

And for this question, the answers of the Physical Education specialists (Figure 5) are divided as follows: 1% thinks that we cannot influence the school performance of the students; 2% said they did not know; 97% think that pupils' school performance can be influenced.

Figure 6 can be seen the opinion of the

teachers with other specializations: 1% responded that school performance cannot be influenced, I do not know, or have an answer other than those suggested in the variants of the questionnaire; 97% felt that school performance could be influenced.

The conclusion that emerges from the analysis of all respondents answers to this question is that regardless of their specialization they believe that the content of the physical education lesson can influence the school performance of the pupils has not been filled in yet. In the final editing process, the page number will be changed by the editor.

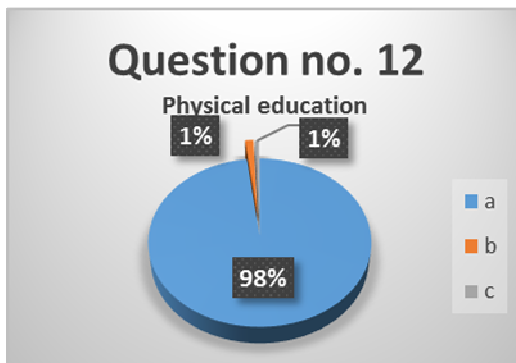


Fig. 7. Graphic representation of the results obtained in question no. 12, Physical Education

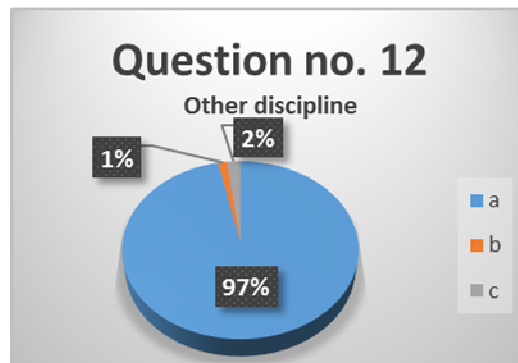


Fig. 8. Graphical representation of the results obtained in question no. 12, Other discipline

Figures 7 and 8 reflect the opinions of the Physical Education specialists and other subjects in the pre-university education question: Do you consider that the activities and contents specific to Physical Education should be a priority for the school, taking into account the latest studies in the field that show that the movement helps logical thinking and develops students intelligence? As the graph of figure 7, the majority of Physical

Education teachers consider the physical education activities and content to be a priority, while only slightly to the contrary: 98% believe that physical education activities and content should be a priority for school; 1% disagree; 1% are undecided.

In figure 8, teachers with other specializations responded in line with those of Physical Education, considering them as a school priority the activities and

contents specific to Physical Education, and only a very small percentage having other opinions: 97% consider that the specific activities and contents of Physical Education should be a priority for school; 1% disagree; 2% are undecided.

And in the case of this question, we can conclude by saying that all the questioned teachers answered unanimously that the specific activities and content of Physical Education should be a priority for school, which can only be enjoyed.

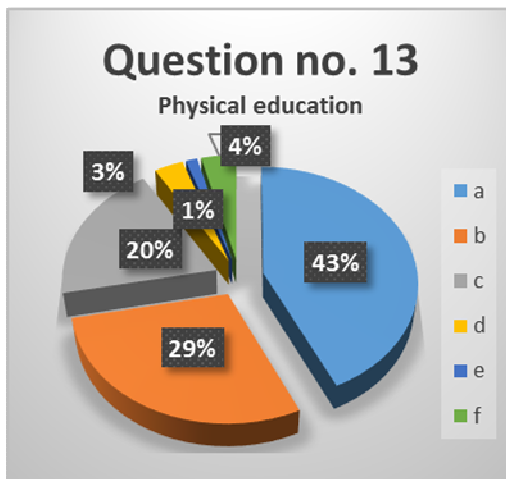


Fig. 9. *Graphic representation of the results obtained in question no. 13, Physical Education*

Figures 9 and 10 reflect the opinions of the Physical Education specialists and other subjects in the pre-university education to the question: In your opinion, which cognitive qualities develop the physical education lesson? In this case, the opinions are divided among the teachers with the specialization of Physical Education as well as those of other specializations. The answers were as follows: 2% of the respondents with specialization Physical Education and 3% of other specializations consider that the answer is the reproduction of knowledge, 4% Physical

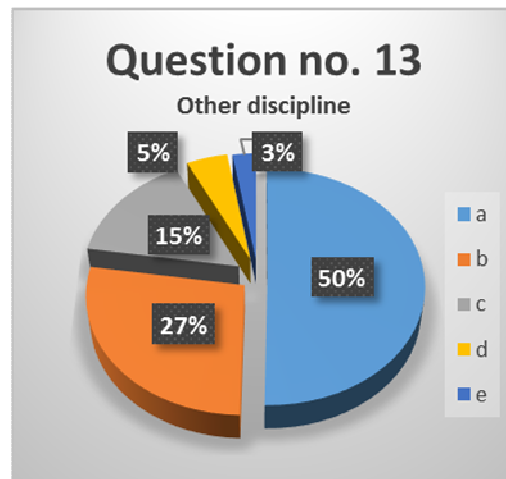


Fig. 10. *Graphical representation of the results obtained in question no. 13, Other disciplines*

Education specialization and 5% other specializations consider the answer to be fixed, other 4% of the respondents with specialization Education physical education and 20% physical education and 15% other specializations consider that the answer is generalization, 28% and 27% chose the agreement, respectively 42% and 50% choose the perception.

In the case of this question, the answers given by both parties are divided in relation to the cognitive qualities developed in the Physical Education lesson. But most of the answers were a – perception.

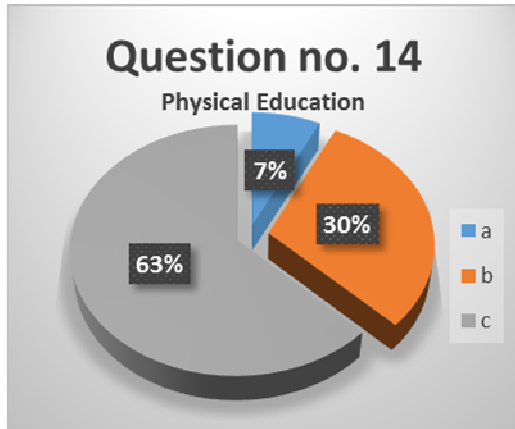


Fig. 11. *Graphic representation of the results obtained in question no. 14, Physical Education*

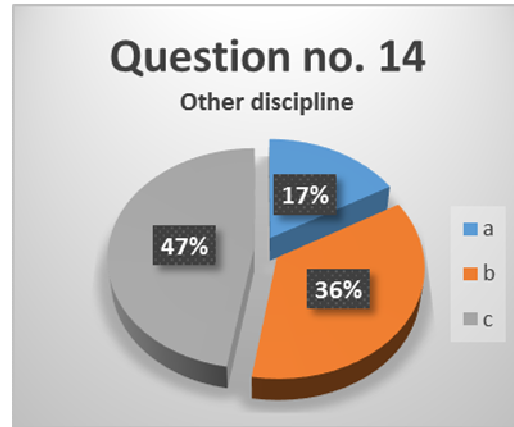


Fig. 12. *Graphical representation of the results obtained in question no. 14, Other disciplines*

Figures 11 and 12 reflect the opinions of teachers with the specialization Physical Education and other subjects in the pre-university education to the question: Which of the practical - methodical means specific to the Physical Education listed are considered the most effective to attract and motivate the pupils in order to increase the school efficiency? As we can see, both the answers from the Physical Education specialization and those from other specializations are roughly the same. All specializations are of the opinion that among the means of physical education, driving games can have a positive influence in order to increase the pupils' school efficiency. 62% of the respondents with the specialty of Physical Education and 47% of respondents with other specializations were of the opinion, 31% physical education and 36% other specialties considered that the exercises with a high degree of generalization would be suitable for an increased efficiency and 7% Physical education and 17% other specializations believe that exercises with

a high degree of complexity could help achieve this goal.

### 3. Conclusions

In conclusion, we assert that the collected and interpreted data provided us with valuable information for organizing the training process regarding the Physical Education discipline and its role in enhancing pupils' performance.

At the same time, the vast majority of respondents, teachers in pre-university education, have expressed their opinion on the positive influence of modernized physical education on improving cognitive capacities and increasing academic performance.

The selected opinions contributed to the elaboration of a modern work strategy within the educational process in Physical Education discipline for primary school pupils, which generates the cognitive skills training in all school disciplines by developing the basic cognitive psychological processes: perception,



attention, memory, thinking and creativity.

After analyzing the answers given to question number 9, we find that both Physical Education and other specializations have roughly the same answers, with small differences. In question 10, we noticed that among the respondents with other specializations, only a small part considered that speed, strength and strength could have an impact on the cognitive area, while most of them appreciated that skill (cognitive capacities) may have this influence, opinion with which we are and we agree. On the other hand, respondents specialized in Physical Education do not have a unitary opinion, which is possible because they have different specializations, and answers have been given also by the way in which the practiced sport had an influence on them. For example, resistance involves a long-lasting, aerobic effort, during which the brain will be oxygenated for a longer period of time. Although the views are divided, the latter consider 60% of the skill (co-ordinating skills) to have a practical influence on the cognitive area.

The conclusion drawn from analyzing the answers of all respondents to question 11 is that regardless of their specialization, they believe that the content of the physical education lesson can influence the pupils' school performance.

For question 12, we can conclude by saying that all questioned teachers responded unanimously that activities and content specific to Physical Education should be a priority for school, which can only be enjoyed.

In question 13, the answers given by

both parties are divided in relation to the cognitive qualities developed in the Physical Education lesson. But the answers of the majority were the variant a, namely the perception.

For question number 14, as for the last three, the answers are almost identical.

As a result of this study, analyzing the results of the questionnaire, we can say that although teachers with specializations other than Physical Education do not always recognize the beneficial influences of this field both physically and mentally, they still know that Physical Education does not can be neglected.

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