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STUDY REGARDING THE KNOWLEDGE AND SELF-KNOWLEDGE OF THE PHYSICAL EDUCATION AND SPORTS STUDENTS IN THE PROFESSIONAL FORMATION PROCESS

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Abstract: *This paper is an experimental study conducted on 35 subjects, in February 2011, first year undergraduate and second year graduate physical education students. The study was based on the* ***self-knowledge test*** *"Are you a good collaborator?" created by Nicolae Radu, in 2007, pag. 107-109. As research methods, we used the study of specialized literature, the testing method, the statistical-mathematical method, and the observation method. The aim of the study was to attain a good knowledge of the students and to make them aware of their abilities and their possibilities for self-assertion. The results emphasized that the students' average values were 18.86 points for coordinator, 17.31 for modeller, 15.51 points for creator, and 18.34 for collaborator, which demonstrates higher inclinations and abilities towards leading the didactic process than for coordination and creation. At the same time, the maximum individual values, of 33 points for coordinator, 27 points for modeller, 20 points for creator, and 31 points for collaborator, prove that there are exceptions that will excel in our profession. The first hypothesis, stating that "there are no differences regarding the type of behavior between the undergraduate and the graduate students" proved to be false. The graduate students had higher individual and average values for coordinator and modeller, while the undergraduates scored higher for collaborator and the coordinator. Concerning the creator type of behavior, in all situations we observed low individual and average values, an aspect that must direct the individual and group formative process.*

Key words: *knowledge, self-knowledge, profession, study, tests.*

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1. Introduction

The evolution of life, and of the society, makes us ask ourselves a series of questions, but it especially determines us to introduce new ways and new means of action in the professional formative process. The specific physical education and sports educational strategy has greatly evolved over the last few years, especially as team work is concerned. In order for us to know how to act during the formative process, it is necessary that we start with knowing the people whom we are working with. Because physical education and sports are activities performed in large or small groups, manifesting a balanced, constructive, team work behavior is a must for the future teacher. This aspect makes us think that "the resistance that the formative process meets and the pushing of which it touches the substance of education, is determined by the psychological, physical, and spiritual nature of the personality, of its idiographic and idiomatic aspect" (Ioan Neacşu, 2010, page 59), but also determines us to find new possibilities that would stimulate the professional training. Professional recognition is a consequence of one's work, of one manifesting a certain type of behavior that needs to be formed and polished during the formative act. A thorough knowledge of the students involved, and their self-knowledge, both represent a starting point in the student-orientated education, and a condition for the implementation of an effective formative act, submitted to a continuous process of assessment and self-assessment. Morandi, F. in 2005 (page 50) states that "the new education supports an inside-generated development", which means that the teacher should know the inner being of the pupil/student/athlete, while the latter gets to know himself/herself.

People are different, physically, intellectually, socially etc., which leads to an instructive-educational process that is organized and conducted differently from one individual to another, as a result of certain actions of knowing and self-knowing. These actions are based on an assessment conduct that allows us to know each individual's personality. During the professional training "the assessment becomes more like a progress indicator that directs the training, than an action envisaging a climactic point. The pupils, the teachers, and the parents include in the assessment a variety of forms and methods" (Cojocariu V., 2010, page 77), through which we can not only know the possibilities, but also the effectiveness of a certain action strategy. One of the difficulties of professional training is the "insufficient self-knowledge/maturity, as basis of carrier decisions" (Cojocariu V., 2010, page 77), but also a lack of involvement of the teachers in this direction. The obligatory character of the knowledge and self-knowledge of the pupils/ students/ athletes is a part of the design for training the human behavior, especially the professional one, as a condition of directing the individual towards a prestigious career.

2. Aim

The aim of the study was to attain a good knowledge of the students and to make them aware of their abilities and their possibilities for self-assertion, to give them a new look concerning the understanding of the necessary tasks and competences for the educational work. What is especially important for the teaching process is its organization and developments, taking into account each student's specific characteristics, each individual's learning abilities.

3. Hypotheses

We started our study from the following hypotheses:

1.There are no differences regarding the type of behavior between the undergraduate and the graduate students;

2.Knowing the type of behavior can ensure an improvement of self-knowledge.

4. Research Methods

For this experiment, we used the study of specialized literature, the testing method, the statistical-mathematical method, and the observation method.

5. Contents of the Experiment

Starting from the statement of Fickeisen, D.H. (1991, page 6), who thinks that "the teachers must preoccupy themselves with a better knowledge of the students", but also from the fact that the physical education specialist is a person who leads, directs, organize, and monitors activities, we initiated this research as a ***constative-type experiment***. In conducting it, we used the ***self-knowledge test*** *"Are you a good collaborator"*, created by Nicolae Radu, in 2007, page 107-109. The answers to this test allow us to analyze the manifestation of balanced and constructive behavior in a person who is a dependent relation to other persons. The test comprises 28 assertions grouped by four in seven situations in which a person can find himself/herself in the professional activity: "when I take part in completing an activity" ..., "in order for me to have the feeling of usefulness" ..., "in the situation in which I have to" ..., "in everything I do in everyday life" ..., "when I am part of a team that I do not know very well, and I have to solve a problem urgently" ..., "when I am part of a team" ..., "usually inside a group" ... . The answers to the seven situations of behavior are grouped on four types of manifestations: coordinator, modeller, creator, and collaborator. For the four behavior patterns we allocate 10 points that are divided according to the answer of the person taking the test. Out of 10, the subject gives points to the four variants (A, B, C, D), according to their option, hence a variant can receive all 10 points, or another number, or no point at all. We added the points for each type of behavior, thus obtaining a certain score. The highest score confirms whether a person can be a coordinator, modeller, creator, or collaborator. The way of manifestation and situating himself/herself of each student can be stimulated, because in physical education and sports the teacher can be found in all of the four types (coordinator, modeller, creator, and collaborator).The experiment comprised 35 ***subjects***, divided in 2 groups. Group A comprised 22 undergraduate students, while group B, 13 graduate students. The testing was made at the beginning of ***February 2011***, inside the Faculty of Movement, Sports, and Health Sciences. The recorded results were presented and discussed with each subject. The conclusions we draw will be used in approaching the second semester instructive-educational process.

6. Results

The results can be found in Table 1, presented at the end of the paper. They were analyzed on three groups (group A of 23 undergraduate students, group B of 12 second year graduate students, and group C of 35 undergraduate and graduate students). The results are represented in the three charts.

Results for the test "Are you a good collaborator" Table 1

No.		Coordinator	Modeller	Creator	Collaborator
AD	20	21	6	12	31
UD	50	23	10	15	22
LM	21	18	12	16	24
BV	40	29	13	10	18
MI	23	33	13	18	6
FS	20	20	13	19	18
GA	22	18	14	19	19
DC	20	21	15	13	21
RR	20	19	15	16	20
HA	22	23	15	16	16
AA	20	16	15	17	22
AIA	20	12	15	20	23
CA	20	18	15	20	17
MT	44	25	16	12	17
CI	20	16	16	17	21
PM	20	19	16	17	18
US	19	18	18	14	20
CM	20	18	18	16	18
BT	35	16	18	18	18
FM	20	16	18	19	17
PRE	44	20	19	14	17
MR	19	17	19	15	19
RB	20	18	19	15	18
CG	20	16	19	16	19
GM	22	17	19	16	18
PM	20	18	19	16	17
ŞA	20	15	19	17	19
MV	21	18	20	14	18
RN	22	17	21	13	19
O M	21	14	21	20	15
NN	25	19	22	8	21
DD	20	17	22	15	16
GMD	36	21	23	11	15
IS	20	15	26	20	9
SP	23	19	27	9	16
Average	24.26	18.86	17.31	15.51	18.34
Studev	8.34	4.03	4.25	3.14	4.05
Max	50	33	27	20	31
min	19	12	6	8	6

Group A Results

The results for the 19-21 years old students group, the group from the beginning of the formative act (second year undergraduate students), are presented in Chart 1. They emphasize the fact that the arithmetical means for coordinator has a value of 17.27 points, for modeller 17.09 points, for creator 16.55 points, and for collaborator 19.09 points.

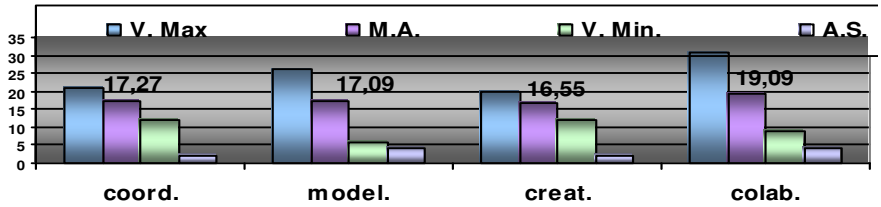

Chart 1**.** *The percentage of the types of behavior found in Group A*

For ***collaborator*** we could find the highest score (19.09 points). This shows that our young students are sociable, have a good ability to adapt to changes, have a team spirit, are preoccupied with the needs of the people around them, and are predisposed towards collaboration, helping people and team work. These qualities favor the specialist that has to organize activities for children, students, athletes, or other social groups. The highest value, of 21 points, was recorded in only one person, and it proves the fact that our students, at this age, are not preoccupied mainly by the act of leading, and the lowest value, of 12 points, suggests that this individual could not handle a leading position with many responsibilities.

For ***creator***, the lowest value (16.55 points) underlines the lack of interest for novelty and inventiveness. This aspect must be stimulated, because creativity represents the key for success in the instructive-educational process, but also a way to attract young people towards exercise. The fact that 10 out of the 23 have a score between 6 and 17 points shows also a low self-control and low responsibility towards exercise.

The 17.27 points for ***coordinator*** and 17.09 points for ***modeller***, as values situated between the two extremities (and right under the general average of 17.5, out of the 70 points) emphasize qualities for leading and mediating the instructive-educational act, but also institution managing skills. Out of the 23 subjects comprised in this group, 10 do not surpass the average values for creator and 11 for modeller, while 13 and respectively 12 persons go beyond that value for coordinator and modeller. The highest value is recorded for coordinator, of 21 points, and for modeller, of 26, while the lowest value for coordinator was of 12 points, and for modeller, of 6 points.

Group B Results

The results for the 22-50 years old first year graduate students group are presented in Chart 2. They emphasize the fact that the arithmetical means for coordinator has a value of 21.54 points, for modeller 17.69 points, for creator 13.77 points, and for collaborator 17.08 points.

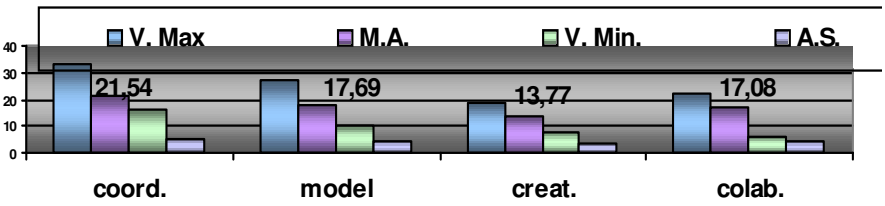

Chart 2. *The percentage of the types of behavior found in Group B*

For this group, the ***coordinator*** type has the highest value (21.54 points). The graduate students, between 22 and 50 years old, have higher aspirations, being more mature in regard with performing activities. Out of the 13 persons included in the study, only three scored lower points than the average value for all the results, while the other 10 have points between 18 and 33. The graduate students who scored 33 and 29 points are two of the best students, they are group leaders, and they have influence over the group. For the ***modeller*** type, the value recorded by each of the participants is between 10 and 27 points, with an average value of 17.69 points. Out of the 13 subjects, 6 have a lower value than the average (17.5), while seven have higher values. The person who scored 27 points is full of energy, a little impulsive, can become easily frustrated, is always attentive during discussions, and prepares himself thoroughly. He is also self-confident and can easily maneuver the group.

The third type, the ***creator***, scored the lowest average value, of 13.77 points. The people in this group are not preoccupied with novelty and inventiveness. Out of the 13 subjects, 10 have values comprised between 8 and 16 points, and three have values between 18 and 19. This aspect emphasizes the fact that they must pay more attention to stimulating the initiative and personal progress, and self-control. The average value of 17.08 points for the ***collaborator*** type, with individual values between 22 and 6 points, emphasizes a lack of interest for the group, or diverse preoccupations. Out of the 23 subjects comprised in this group, 6 do not surpass the average value, while 7 do. The person with the highest value, of 22, is popular, unostentatious; he supports all his colleagues, and succeeds in having good relations with the whole group.

Group C Results

The results for the 19-50 years old students group are presented in Chart 3. They emphasize the fact that the arithmetical means for coordinator has a value of 18.86 points, for modeller 17.31 points, for creator 15.51 points, and for collaborator 18.34 points.

For Group C, the highest value (18.86 points) can be found in the ***coordinator*** type. The subjects have individual values comprised between 12 and 33 points. Out of the 35 people included in the study, 13 have lower points than the average value for all the results (17.5 points), while 22 have points between 18 and 33. This proves that most of the students are initially capable to coordinate activities. type.

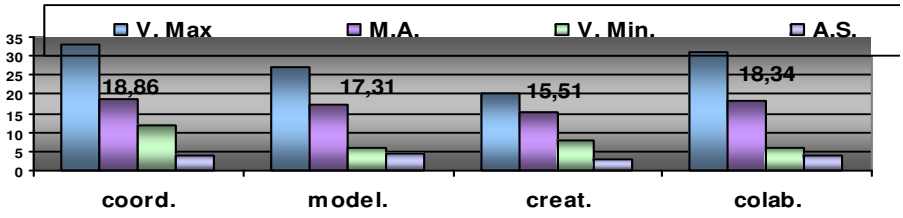

Chart 3. *The percentage of the types of behavior found in Group*

The subjects have individual values between 31 and 6 points. Out of the 35 subjects comprised in this group, 16 do not surpass the average value of 17.5 points, while 19 students have higher values. The 19 above average values show that more

than half of the tested subjects can collaborate, and are open about working in a team. The third highest score was for the ***modeller*** type, with an average value of 17.31 points, and with individual values between 6 and 27 points. Out of the 35 subjects, 16 have an individual value lower than the average value, while 19 scored higher individual points. This aspect emphasizes the fact that a large portion of the students comprised in this study are not ready to easily overcome obstacles, they manifest a certain degree of camaraderie, they are intolerant towards unclarity and confusion, they are competitive and expect much of themselves, but they have difficulties adapting in a group. The last place is taken by the ***creator*** type, with an average value of 15.51 points, with individual values between 8 and 2 points. Out of the 35 subjects we tested, 26 have individual values under the average value, and only 9 over it. The group analysis demonstrates, just like the individual analysis, that our subjects are not very creative, or imaginative, they neglect details, they do not have much confidence in themselves, and feel, most of the times, inhibited.

7. Discussions

In this period we could find a combination of certain characteristics that are part of the process of professional formation, together with others that, one way or another, foresee those features of the teachers. In higher education, "more time spent for completing the tasks ... more coherence in the curricula" (*Harrison Owen, 1991)*, represents for students a way of learning the contents of the course, a way of acquiring more competences and abilities. The behavioral changes taking place during the professional formation process are essential; they are shown especially through the method of involvement in the tasks received in each subject, and the progress recorded between the two assessment dates. **David W. Eby, Lisa J. Molnar, Jean T. Shope, Jonathon M. Vivoda and Tiffani A. Fordyce** have "also assessed the perception regarding the usefulness ..., and especially the possibility to use the working register as an 'instrument to facilitate' a good direction of activity and recording the reality." This can be considered both a "self-assessment instrument", and an instrument of being aware of certain modification that could affect the process of forming the skills of leading and directing. The average values recorded by the subjects are situated at 18.86 points for coordinator, 17.31 for modeller, 15.51 points for creator, and 18.34 for collaborator, which demonstrates higher inclinations and abilities towards leading the didactic process than for coordination and creation. At the same time, the maximum individual values, of 33 points for coordinator, 27 points for modeller, 20 points for creator, and 31 points for collaborator, allow us to say that there are exceptions that will excel in our profession.

8. Conclusions

The obtained results emphasized the following aspects:

1. This study conducted on students can help to know them better; can help them to better know themselves, and to stimulate their less formed competences.
2. Emphasizing the differences between the types of behavior in the undergraduate and graduate students can contribute to an improvement of the instructive-educational process.
3. The first hypothesis, stating that *"there are no differences regarding the type of behavior between the undergraduate and the graduate students"* proved to be false. The graduate students had higher

individual and average values for coordinator and modeller, while the undergraduates scored higher for collaborator and the coordinator. Concerning the creator type of behavior, in all situations we observed low individual and average values.

4. Knowing the type of behavior can ensure an improvement of self-knowledge.

9. Suggestions

Organizing and conducting the seminars and the lessons in such a manner as to stimulate the collaboration between participants, and also their inventiveness.

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