

ANALYSIS PHYSICAL ACTIVITY AND SELF-CONFIDENCE STUDENTS OF HUMANITARIAN FACULTIES FROM KAUNAS (LITHUANIA)

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Annotation. The purpose of the study - to identify the features of self-confidence students in the humanities faculties of universities in Kaunas, based on their level of physical activity and depending on their visit to the required and optional physical training. Hypothesis of this study was the assumption that students are engaged in physical activity, according to the program of study at the university more self-assured than those for whom such activities are not required. The main methods of research were the questionnaire and statistical analysis of the data obtained Zaborskis' (1997) questionnaire. Self – confidence was analysed using V. Stolin (1983) scale. The survey using an anonymous questionnaire was implemented in Kaunas in 2012. The study involved 249 first-year students. All students were divided into 4 different groups according to the level of physical activity. 144 students were invited to participate in the study where the subject of Physical Education is a compulsory and 105 - not compulsory respectively. The conclusions: physically active and involved in sports students as well as students who attend compulsory physical education, more self-confident.

Keywords: students, physical activity, sport, self–confidence, compulsory/not compulsory physical study.

Introduction

One of main values of personality is self assertion. Every individual differs from other people by own qualities, their combination. Qualities characterize him as inimitable, unique being. Self-assertion can become a characteristic feature. When self-appraisal of a person is encouraged in compliance with his (her) existing abilities, his (her) self assertion develops [4, 11, 18]. Self cognition and correct evaluation of own abilities create base for choosing of appropriate activity and using of all own available potential.

Self-assertion is mentioned as an indicator, which influences on efficiency of sport actions [12]. A. Bandura (1986) underlines influence of self-assertion on efficiency of actions. In its turn, inefficient actions are conditioned by expectations of negative results [3].

Interconnection of students' physical activity and self-assertion has not been studied yet sufficiently. That is why we consider urgent the researches, in which there would be compared the levels of university students' self-assertion, curriculum of whom stipulates compulsory academic physical culture trainings, with self assertion of students, whose university's curriculum does not envisage such trainings.

The object of the research – is physical activity and self-assertion of humanitarian faculties' students of Lithuanian HEEs.

The work has been carried out as per plan of scientific & research works of Lithuanian university of sports.

Purpose, tasks of the work, material and methods

The purpose of the research is to find specific characteristics of self-assertion of humanitarian faculties' students of Kaunas (Lithuania) HEEs, depending on their physical activity and their attendance of compulsory or optional physical culture trainings.

The hypothesis of the present research was an assumption that students, who practice physical culture according to HEE curriculum, have higher self-assertion than those, for whom such activity is optional.

The methods and organization of the research. Main methods of the research were questioning and statistical analysis of the obtained data.

On the base of A. Zaborskis,s question list [17] we created a questionnaire, which permitted to determine the level of students' physical activity. Students, who took part in the research, were divided into four groups, depending on the level of their physical activity. Practicing of a kind of sports (achievement of results in a certain kind of sports, participation in competitions) were evaluated coming from the fact, if respondents practiced this kind of sports for achievement of sports results as on the moment of questioning for more than one year. Physical activity of the tested was evaluated by weekly quantity of trainings. Those tested were regarded as physically active, who trained from 2 to 6 times a week with one training not less than 30 minutes, up to starting of sweating and breathing frequently. Representatives of low-activity were those, who practiced physical exercises once a week or more rarely. Representative of physically passive were those, who did not practice either sports or physical culture (see table 1)

Table 1

Characteristics of groups of tested

| Group | Representatives | Quantity of respondents |
|-------|-----------------------|-------------------------|
| I | Sportsmen | 34 |
| II | Physically active | 87 |
| III | Physically low active | 95 |

| | | |
|----|--------------------|----|
| IV | Physically passive | 33 |
|----|--------------------|----|

For determination of students' self-assertion we applied methodic of V. Stolin (1983). Respondents were to choose either positive (yes) or negative (no) answers to 14 of the offered definitions. The accumulated for answers pointes were transformed into sthenes according to the methodic [2].

Anonymous questioning, in which 249 first year students of humanitarian faculties of Kaunas HEEs took part, was carried out in spring 2012. The tested were chosen by method of random selection.

Most of respondents (n=144) were from university, named after A. Stulginskiy (YAC), the curriculum of which stipulates compulsory physical culture trainings, less part (n=105) – were from university, named after Vitautas the Great, in which physical culture trainings are optional.

Statistic processing of data was fulfilled with the help of program for accumulation and analysis of data *данных* SPSS (Statistical Package for Social Science) 17.0. For comparing of results of different groups of tested we used χ^2 (chi-square) criterion. Confidentiality of differences of average group data were determined by Stjudent's t-criterion with the level of significance $p < 0.05$.

Results of the researches

Analysis of students' self-assertion level showed that students-sportsmen (group I) more frequently than physically passive students (group IV) agree with such definitions like: "I have sufficient abilities and energy to realize my ideas" (100% of sportsmen and 66.67% of those, who are not sportsmen) ($\chi^2=13.56, p < 0.05$); "I think, I am able to get along with clever and educated person without problems" (97.06% of sportsmen and 72.73% of those, who are not sportsmen) ($\chi^2=7.81, p < 0.05$); "I respect myself" (97.06% of sportsmen and 75.76% of those, who are not sportsmen) ($\chi^2=6.53, p < 0.05$); "I control my destiny" (76.47% and 36.36% accordingly) ($\chi^2=10.97, p < 0.05$); "I am not going to be afraid of difficulties" (85.29% and 60.61% accordingly) ($\chi^2=5.19, p < 0.05$), (see fig. 1).

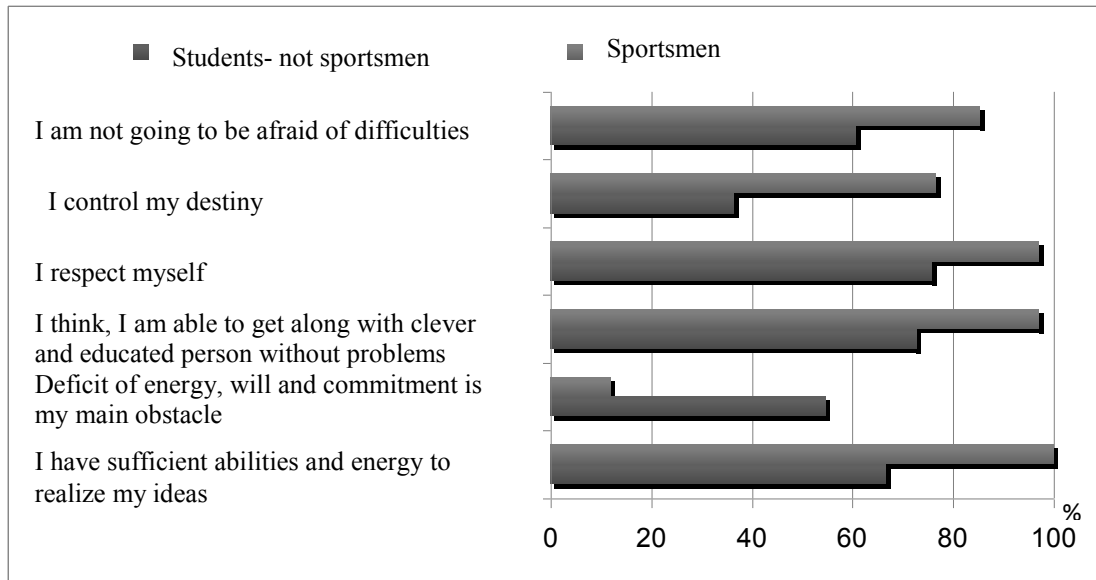


Fig.1. Percentage of students' (sportsmen and not sportsmen) positive answers (p < 0.05).

Physically passive students more frequently than sportsmen agree with definition "Deficit of energy, will and commitment is my main obstacle" (54.55% of physically passive and 11.76% of sportsmen) ($\chi^2=13.90, p < 0.05$), "I often banter of myself" (63.64% and 58.82% accordingly) ($\chi^2=0.16, p > 0.05$) (see fig.1).

Comparison of students' (active and low active in physical culture) answers showed that opinion of physically active (group II) and physically low-active (group III) students confidently differ in such definitions, like: "Deficit of energy, will and commitment is my main obstacle" (agree 21.84% of physically active and 37.89% of physically low –active students) ($\chi^2=5.55, p < 0.05$); "In difficults situation I, usually do not expect that problems will be solved by themselves" (agree 89.66% and 78.95% correspondingly) ($\chi^2=3.89, p < 0.05$), (fig 2).

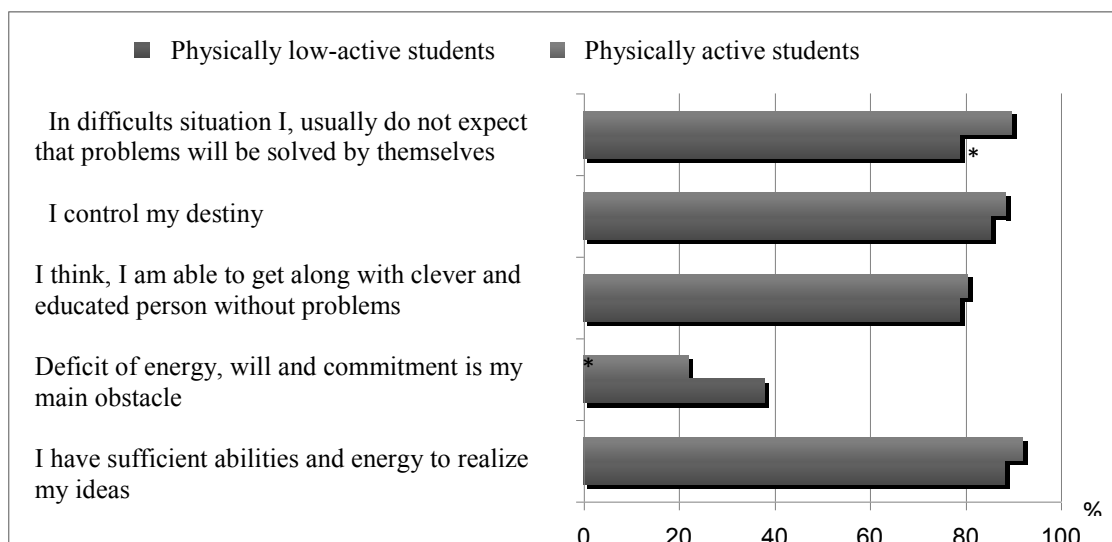


Fig.2. Percentage of students' (physically active and physically low-active) positive answers
Notes: * - ($p < 0.05$).

Analysis of answers of students, who attend compulsory or optional physical culture trainings, showed that their opinions confidently differ in the following definitions: "Deficit of energy, will and commitment is my main obstacle" (29.4% and 37.1% correspondingly) ($\chi^2=3.29$, $p < 0.05$); "I think, I am able to get along with clever and educated person without problems" (80.56% and 26.67% correspondingly) ($\chi^2=7.81$, $p < 0.05$); "I am sure, one can rely on me in most difficult moment" (87.50% and 79.05% accordingly) ($\chi^2=3.26$, $p < 0.05$), (see fig.3).

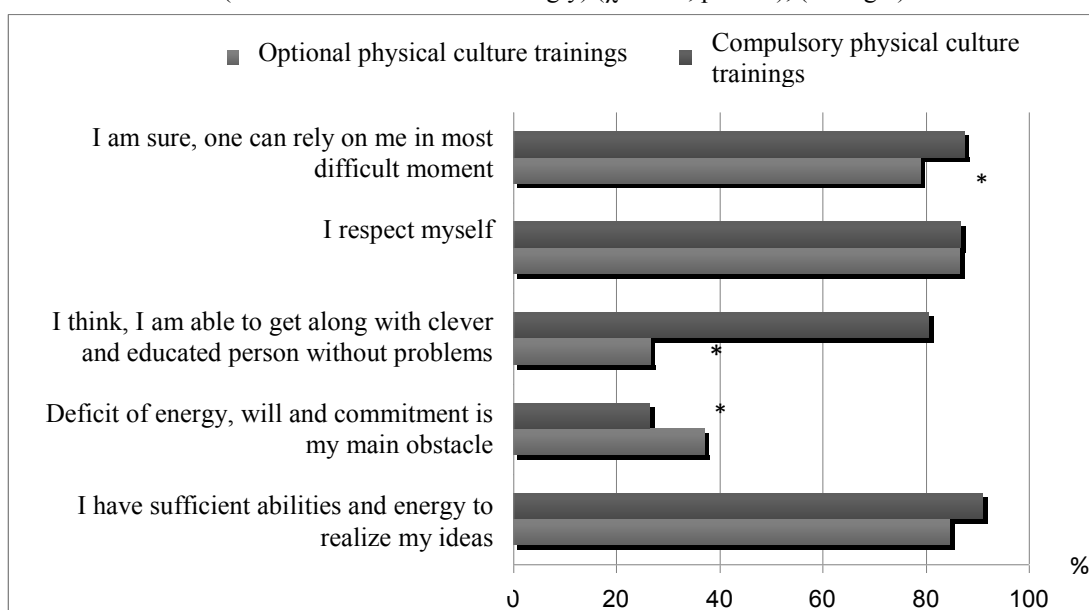


Fig.3. Percentage of students' (attending compulsory and optional physical culture trainings) positive answers
Notes: * - ($p < 0.05$).

Self-assertion – is an expression of own self-appraisal [9]. Person, who respects and positively appraises himself, does not think that he is the best of all. He just believes in his self and in own abilities to overcome any difficulties [1].

Students, who have complete self assertion, put forward real aims. They understand their abilities and feel themselves satisfied and quite happy, on reaching the extreme of these possibilities, they do not try to reach unreal aims [7,8].

"Self-assertion" is characterized in sport psychology as assertion in the fact that the desired action can be fulfilled perfectly. Action can be of any kind, the main thing is belief, that it will be fulfilled properly [15].

Self-assertion is the main variable with achieving of high sport results [5,7,8,10,13,16]. We know a lot of data from different researches, proving that students-sportsmen are more self-asserted in ordinary life [6].

Absolutely all sportsmen of extra-class affirm that self-assertion is «wheel of fortune and success" and their sport activity is saturated with self-assertion [9]. However, though sportsmen understand significance of self assertion,

many of them have not enough skills for regulating of such important psychological quality. Coaches admit that for victory, sportsmen must have self-assertion, but to obtain self assertion one must have victories [9,14].

In the research, which has been carried out, we found out that high physical activity influences positively on self-assertion. It has been established that sportsmen, physically active students are characterized by higher self-assertion's level. Exactly self-assertion is the main value for a sportsman, because it permits to achieve his goals. It is hardly possible to find even one coach or sportsman, who would be doubt that self-assertion is vitally important quality in struggle for victory and achieving of one's goal.

Generalizing the results of the research we can affirm that sports, sufficient physical activity, compulsory physical culture classes educate students' self-assertion and influence positively on it.

The hypothesis, put forward before the researches has been partially proved.

Summary

Physically active students and students-sportsmen, as well as students, who attend compulsory physical culture trainings, are more self-asserted.

The further prospects are oriented on more detail study of students' physical activity and self-assertion.

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