

MOTIVES FOR ENROLLMENT IN SPORTS ACTIVITIES OF STUDENTS FROM PEDAGOGIC FACULTIES FROM BULGARIA AND MACEDONIA

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Abstract: *Sport activity can not exist for itself. It is always accompanied by certain motives - personal and social significance. Structural psychological standpoint between them there is no significant difference as they arise in the process of social development of society. The strength of their impact depends on the degree of awareness of the purpose of the students. The motives arise on the basis of needs and interests and are the driving force of human actions and activities. Leisure time students is important to be organized and recovered as intellectual self and the formation of a healthy lifestyle in order hardening and mental unloading. This is especially important for the students of Teaching faculties as future teachers and educators. Our attention in this paper was directed toward the identification of activities that could full fill the leisure time of students at the Teaching Faculties in Universities Ruse, Sofia (Bulgaria) and Stip (Republic of Macedonia). The purpose of this paper is to identify and compare what motives of sports leisure activity guide the students in these faculties in different countries. The research was realized on a total sample of 408 students, particularly 114 students at the Faculty of Natural Sciences and Education, University "Angel Kanchev" in Ruse, 166 students at The Faculty for preschool and primary school education at Sofia University "St. Kliment Ohridski", Bulgaria, and 128 students at the Faculty of Educational Sciences at University "Goce Delcev" in Stip, Republic of Macedonia.*

Keywords: universities, motives, sports activities, students, leisure time, differences

The stimulation of sports activity has become an issue of serious theoretical debates. It is above all associated with the students' needs which underlie their aspirations, intentions, and actions. Needs, as a structure component, relate to a variety of motives. A sports pedagogue is not happy with the mere fact that a student's manages properly with a certain movement task. The sports lecturer needs to be clear about the motives behind the active learning. In terms of content, these are diverse.

Energetic sports activity is based on not just one single motive, but on a system of motives. The exact and differentiated recognition of each student's individual specific motivation for active learning is a key prerequisite for the student's optimal and effective training. The sports lecturer needs to focus his efforts on producing and forming such motives which correspond to the essence of the studying process. These are, first and foremost, the cognitive motives, the social motives, and the personal advancement motives.

Cognitive motives are formed and act at different levels. The pursuit of cognition arises out of the

movement activity itself. The cognitive motivation alone, applied in an isolated manner, cannot ensure the conditions required for character-forming energetic movement activity. The students personality might hence suffer one-sidedness.

Social motives encompass numerous social aspects of the students strivings to achieve a certain social status in the group, their strivings to establish certain relations with the sports lecturer, parents, or other important individuals.

Perspectives for personal growth mainly represent motives for energetic movement activity. It is important that in the course of training the connection between the students individual development and the requirements for managing with the movement tasks is made clear. The young people needs to understand this objective relation, or his/her pursuit of personal realization may turn egocentric. Therefore, the sports pedagogue has the key task to help trainees realize the interdependence of personal growth perspectives, in-group relations and social processes.

These are actually the factors which, alongside with the surrounding social circumstances incl. the available facilities, determine the quality of movement activity.

Motivation, along with objectives and needs, are the three personality phenomena standing at the basis of each sport activity. The behavior of students practicing sport is determined by their motivation, and is contingent on the particular situation as much as on the specific attitude of the community to sports and to the young generation's involvement in sport activity.

A students contentment with the achievement of certain sport objectives gives a notion of the power of motivation. It serves as the **starting point** for **identifying the factors** which have an influence on the sport motivation.

When the sport activity are ones bringing fun, pleasant emotional experience and enjoyment, then there is an **internally motivated** factor promoting an active participation in the educational-training process.

When, however, sport activity is related to certain hardships of subjective or objective nature, and to negative experience then the young athlete becomes overcome by the sense of dissatisfaction and displeasure. The students participation in the sports lacks interest and he/she often looks for different ways out.

When the feeling of contentment arises from the results from the sport activity practiced, and from the attitude of the people around, the students is externally motivated (positively or negatively).

In some cases internal and external motivation act in harmony, in others they are contradictory to each other. A students might be satisfied with the involvement in a sport activity but discontent with the attitude others take up to his/her occupation.

This poses some difficulties in defining the answer to the question: **When does a sporting student act driven my deeply private motives and when does he/she act under the influence of motives formed by external factors of the environment or the situation?**

The authors [1, 2, 3, 4, 5] in their studies prove that socio-economic conditions, being an environmental factor, have an equivocal influence on students' sport motivation.

The dynamic changes taking place in our society and in our educational system determine the necessity of conducting permanent research and analysis of the motives for regularly practicing sport.

The analyzing of certain motivation factors for students to get involved in sport activities is important in terms of employing effective mechanisms for keeping alive future sports lecturer interest and desire for active participation

in the educational training process, and for promoting the sporting development of students.

In this report we analyze the motives for sports students from the Faculty of "Science and Education" at Ruse University "Angel Kanchev", Bulgaria (UR), Faculty of Preschool and Primary Education (FNPP) at Sofia University "St. Kliment Ohridski ", Bulgaria (SU) Faculty of Educational Sciences at the University" Goce Delchev "- Stip, Macedonia (UGD).

Methodology of the survey

For the purpose of the study was used interview method. The questionnaire consists of 17 questions that are associated with leisure, sports and favorite motives for sports. We will consider the answers to the questions related to the reasons for the sport.

The survey was conducted during the month of December 2014 in January 2015 - at the end of the winter semester 2014/2015 results are analyzed with analysis of frequencies (f) and percentage (%).

The object of the study were 408 students of bachelor degree. Faculty from "Science and Education" at Ruse University "Angel Kanchev", Bulgaria (UR) surveyed 114 students from the Faculty of Preschool and Primary Education (FNPP) at Sofia University "St. Kliment Ohridski ", Bulgaria (Sofia) - 166 students and 128 students from the Faculty of Educational Sciences at the University" Goce Delchev "- Stip, Macedonia (UGD).

The subject of this study are the motives for sports students from the Faculty of Education of the three universities.

Analysis of results and discussion.

The first question "What matters to you have physical activity and sport?" is connected with the importance of sports activities for students, table 1. Of those surveyed 41.2% consider that sport is a secondary activity, according to 36% - is of great importance, and for 11.5% every day dealing with physical activity. For 9.1% sporting activity is of great significance and importance .

Table 2 presents the next question "Are you doing more sport now as a student than in primary and secondary education?". For students 31.4% had more sports activity in secondary education, 21.2% - in primary education and 15.3% - in higher education. A high percentage of prospective teachers have kept his sporting activity, and only 9.4 percent have not practiced sports before and now.

On the question "How many times a week you exercise in sport?" Most students 29.2% practice sport two times a week. They have indicated that they have a physical activity 26.7%, and no sports 6.7 percent, table 3.

Table 1
In my life physical activity and sport:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	do not matter	9	2,2	2,2	2,2
	do not attach great significance and importance	37	9,1	9,1	11,3
	represent a secondary activity, there are more important other activities	168	41,2	41,2	52,5
	have a very important - I think are very important during my studies	147	36,0	36,0	88,5
	I can not imagine a day without exercise	47	11,5	11,5	100,0
	Total	408	100,0	100,0	

Table 2
Are you doing more sport now as a student than in primary and secondary education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I am more practiced with sport in primary education	86	21,1	21,2	21,2
	I am more practiced with sport in secondary education	128	31,4	31,5	52,7
	I practice more sport as a student now	62	15,2	15,3	68,0
	I practice sport equally now and before	92	22,5	22,7	90,6
	I do not practice sports and now and before	38	9,3	9,4	100,0
	Total	406	99,5	100,0	
Missing	System	2	,5		
Total		408	100,0		

Table 3
How many times a week you exercise in sport?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	27	6,6	6,7	6,7
	one time	108	26,5	26,7	33,4
	two times	118	28,9	29,2	62,6
	three times	76	18,6	18,8	81,4
	four times	30	7,4	7,4	88,9
	five times	33	8,1	8,2	97,0
	six times	12	2,9	3,0	100,0
	Total	404	99,0	100,0	
Missing	System	4	1,0		
Total		408	100,0		

Table 4 presents the answers to the question "What are your motives for practicing sport?". According to 41.1% of students sport I will maintain good function and health status, tempering of will and character. About 20 students, 7% striving for mental landing. Desire for sports have 12.1 percent, while experiencing

pleasant emotions 13.1%. Few students identified as motifs ensure my sport recreational activity (6,2%), the possibility for me to participate in organized competitive activity (2,7%) and occupation my sport will help my future teaching (4,2%).

Table 4
What are your motives for practicing sport?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	passion for the sport and a desire to participate in sports	49	12,0	12,1	12,1
	sport I will maintain good function and health status, tempering of will and character	167	40,9	41,1	53,2
	the assurance that I will know pleasant emotions	53	13,0	13,1	66,3
	the possibility for me to participate in organized competitive activity	11	2,7	2,7	69,0
	ensure my sport recreational activity	25	6,1	6,2	75,1
	striving for mental landing	84	20,6	20,7	95,8
	occupation my sport will help my future teaching	17	4,2	4,2	100,0
	Total	406	99,5	100,0	
Missing	System	2	,5		
Total		408	100,0		

Table 5 presents the individual preferences of the students' sports activities. Of them prefer indoor sports - 60.7%. Interest in individual and team sports is distributed evenly - 51.3% (individual sports), 48.7% (team sports). More students

prefer sport for pleasure without competition - 62.1%.

Table 5					
5.1. When I choose sports activities in their free time, I prefer they are:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	outdoor	229	56,1	60,7	60,7
	sports hall or indoor	148	36,3	39,3	100,0
	Total	377	92,4	100,0	
Missing	System	31	7,6		
Total		408	100,0		
5.2. When I choose sports activities in their free time, I prefer they are:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	individually	184	45,1	51,3	51,3
	team / group	175	42,9	48,7	100,0
	Total	359	88,0	100,0	

Missing	System	49	12,0		
Total		408	100,0		
5.3. When I choose sports activities in their free time, I prefer they are:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	competition	134	32,8	37,6	37,6
	no competition	221	54,2	62,1	99,7
	3	1	,2	,3	100,0
	Total	356	87,3	100,0	
Missing	System	52	12,7		
Total		408	100,0		

CONCLUSION

Based on our studies, we have classified the most important motives of students for a sporting activity:

1. The practice of sport maintain good function and health status, tempering of will and character.
2. Striving for mental landing.
3. The assurance that I will know pleasant emotions
4. Interest to sport – an internal motivating factor of primary significance for an active participation in the educational-training process.

The attitude of people towards the activities substantially affect his participation in it. It is a personal position of the individual to the surrounding reality. The ratio together with the reasons determined the psychological content of human activity, regardless of its type, and therefore directly determines its effectiveness.

Sports educators can successfully enhance intrinsic motivation of students by meeting the needs for sports, maintaining curiosity, provoke interest, organizing competitions and ensure freedom of self goal setting. The external stimuli include the formulation of clear expectations, providing unambiguous and frequent feedback, and organizing free time.

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