

SPORT ACTIVITIES AMONG STUDENTS UBB CLUJ-NAPOCA

POP GABRIELA MARIA^{1*}, POP HOREA¹

ABSTRACT. The importance of a working life for a healthy lifestyle has been proven in many studies and researches. A healthy life cannot be conceived without daily exercise. The exercises conducted regularly and physical activity have proved vital to the health condition of the individual and in the long term. In order to bring health improvements may include physical activity every day. They established many benefits of practicing sport, both anatomically speaking and mentally, emotionally and socially. This paper aims to highlight students' preferences vis-à-vis the sport and the forms of sport practiced by them during their free time. A questionnaire on 465 students aged between 18 and 40 years, coming from the faculties of "Babes-Bolyai" University of Cluj-Napoca in years I and II. The data shows that most students (62.4%) prefer individual sports and declare themselves followers of a minority team sports (15.7%). A high percentage say they do not practice any sport in their free time. In the sport that students would like to practice it, swimming is the girls agreed, followed by aerobics and fitness, while boys would play football, would swim and placed third in basketball items.

Keywords: *sports, leisure, individual sports, team sports.*

REZUMAT. Practicarea activităților sportive în rândul studenților UBB Cluj-Napoca. Importanța unei vieți active pentru un stil de viață sănătos a fost demonstrată în foarte multe studii și cercetări. O viață sănătoasă nu poate fi concepută fără mișcare zilnică. Exercițiile efectuate în mod regulat și activitatea fizică s-au dovedit vitale pentru sănătatea individului și pentru starea sa de bine pe termen lung. Cu scopul de a aduce îmbunătățiri ale sănătății pot fi incluse activități de natură fizică în fiecare zi. Au fost stabilite multiple beneficii ale practicării sportului, atât anatomic vorbind, cât și psihic, emoțional și social. Această lucrare urmărește evidențierea preferințelor studenților vis-a-vis de activitățile sportive dar și formele de sport cele mai practicate de aceștia în timpul lor liber. S-a aplicat un chestionar pe un număr de 465 de studenți cu vârste cuprinse între 18 și 40 de ani, proveniți din facultăți ai Universității „Babeș-Bolyai” din Cluj-Napoca din anii I și II. Datele ne arată că majoritatea studenților (62.4%) preferă sporturi individuale și doar o minoritate se declară adepții sporturilor de echipă (15.7%). Un procent destul de mare declară că nu practică nici un sport în timpul liber. În ce privește sportul pe care studenții ar dori să-l practice, înotul

¹ Faculty of Physical Education and Sport, Babes-Bolyai University, Cluj-Napoca

* Corresponding Author: pophorea2005@yahoo.com

este cel mai agreat de fete, urmat de gimnastica aerobica și fitness, pe când băieții ar juca fotbal, ar face înot și pe locul trei în preferințe se plasează baschetul.

Cuvinte cheie: *activități sportive, timp liber, sport individual, sport de echipă.*

Introduction

Cultural metamorphosis of modern society, have led several models of free time, accepted as a generic term under the influence of the social, traditions, moral values, religious etc. These models reflect the individual's wishes regarding disposition of their own time in an organized manner as personal. Leisure and recreation as is often regarded as a mood (D. Hurd A. Anderson, 2011, p. 10), during which the individual experiences a transformation marked by freedom of choice and enrichment personal. This can be considered a social institution because of the interest shown by professionals from many fields as economics, sociology, and other scientists in the field of social sciences.

It is wrong to argue that sport is intended only for persons with special physical abilities. Some play sports movement itself, some to make friends. Some seek fame and wealth through sport, while others simply use it to detach the demands of everyday life. Whatever the reasons, sport plays an essential role in society (Leonard, WM, 1993). The sport can be both recreational and game such as a meeting with friends in a park to play basketball, the recreational activity, but there is also the objective of winning. There are physical activities available that do not require excessive costs: Moderate exercise, brisk walking, cycling, swimming, all helping to strengthen the immune system, thereby reducing the possibility of physical or mental illness.

Adrian Dragnea (2000) claims about sport that is a privileged form of contemporary culture, whose complexity makes it difficult to define. This sport is "individual and institution experience, specializing in leisure and competition level, spontaneous expression and a technical, educational and entertainment practice, play and work, physical exercise and mental conduct." All these traits, he says, are different, but the techniques are similar achievement and cultural forms specific to different areas of the world (Dragnea, 2000, p. 76).

Objectives

1. How to divide students by type of sport by gender?
2. What are the favorite sports practiced by students according to gender, in order of importance and their attractiveness?

Methods and Materials

The study was conducted on a sample of 465 students, boys (n = 116) and girls (n = 349) aged between 18 and 40 years of years of study I and II, most of Vashti between 19-21 years (91.3% of students). Students come from 13 faculties of "Babes-Bolyai" University of Cluj-Napoca. The research was based on a questionnaire that contained more questions about the sport activities by young students in their free time.

One of the items requested specification sport or physical activity that students practice more frequently, if not practice any sport in a box to tick species. The questionnaire was finally attached to a table of 40 sports, some of the most popular and the most elite sports, sports grouped into categories: individual, racket, team and sports not included in the previous categories. Another item request list of five sports in order of importance for respondents, even sports that were not in the attached table.

Data obtained using research tools and techniques have been processed and presented in interpreting and drawing conclusions. To achieve the plots we used Microsoft EXCELL computer product, version 2007 and SPSS 20 statistical analysis program.

Results

Table 1. Practiced sports students by gender

| Girls | | Boys | |
|--------------|-------------------|-----------------|-------------------|
| Sport | No. practitioners | Sport | No. practitioners |
| Jogging | 81 | Football | 33 |
| Fitness | 41 | Jogging | 12 |
| Aerobic | 37 | Fitness | 7 |
| Swimming | 20 | Basketball | 6 |
| Dance | 14 | Martial Arts | 4 |
| Athletics | 10 | Bodybuilding | 4 |
| Volleyball | 10 | Swimming | 4 |
| Basketball | 9 | Volleyball | 3 |
| Tennis | 8 | Aerobic | 2 |
| Cycling | 6 | Athletics | 2 |
| Badminton | 6 | Billiards | 2 |
| Football | 6 | Weightlifting | 2 |
| Climbing | 4 | Mountain-biking | 2 |
| Martial Arts | 3 | Tennis | 2 |
| Handball | 3 | Handball | 2 |
| Gymnastic | 2 | Climbing | 1 |
| Ice skating | 2 | Cycling | 1 |

| Girls | | Boys | |
|------------------------------------------------------|------------|------------------------------------------------------|------------|
| Billiards | 1 | Skiing | 1 |
| Bowling | 1 | Motorsports | 1 |
| Equitation | 1 | Badminton | 1 |
| Judo | 1 | Dance | 1 |
| Snowboarding | 1 | Hunting | 1 |
| Ping Pong | 1 | Do not participate in any sport or physical activity | 22 |
| Rugby | 1 | Total | 116 |
| Fishing | 1 | | |
| Do not participate in any sport or physical activity | 79 | | |
| Total | 349 | | |

In Table 1 we find sports practiced by students enter our research and the frequency of their practice. The results show that the most popular sport for girls is running (jogging), followed by fitness and aerobics. All these are part of individual sports. The boys prefer team sports, so the first are those who say that football practice, followed by running (jogging) and the top three is completed by those who go to fitness. We have large numbers of students who do not do sports.

Graphical representation of students' preferences in the category of sport show that most students prefer individual sports. Figure 1 shows the graphic image that reveals the differences between girls and boys to the type of sport. Specifically, individual sport is preferred by almost 70% of respondents and only 42% of respondents. The order is reversed when it comes to team sports, where almost 38% of boys compared to 8.3% declares practitioners of the girls. Moreover, these differences are statistically significant, so that girls prefer individual sports to a greater extent, and the boys on the team ($p < .000$, $\phi = 0.356$, $C = 0.356$, $V = 0.336$).

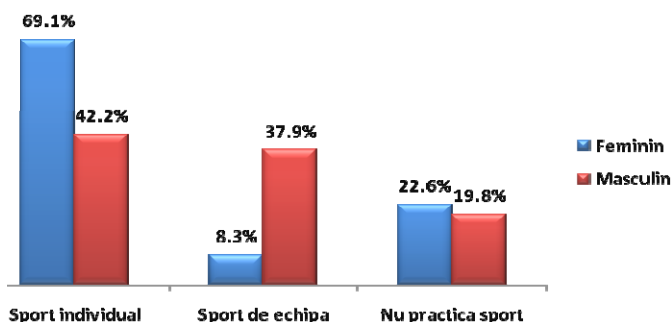


Figure 1. Distribution of the type of sport by gender

In Tables 2 and 3 have listed for both girls and boys, a top 10, depending on the number of students for each desired sporting activity.

SPORT ACTIVITIES AMONG STUDENTS UBB CLUJ-NAPOCA

For girls, swimming is almost always the first option. Aerobics and fitness among the top desired physical activity of students in perspective the importance of physical appearance, body image as well as dance and athletics and cycling. Along with these, and relevant to girls appear tennis and riding, as the category of elite sports and skiing and ice skating in winter sports group. With high-risk sports are also included and are preferred by girls climbing and skydiving. For girls, among the team sports, only favorite sport is the volleyball.

Table 2. Sports that the students would like to practice - top 10

| Fete | | | | | | | | | |
|------------|----|-------------|----|-------------|----|-------------|----|-------------|----|
| Act.1 | | Act. 2 | | Act. 3 | | Act. 4 | | Act. 5 | |
| Sport | No | Sport | No | Sport | No | Sport | No | Sport | No |
| Swimming | 73 | Swimming | 38 | Swimming | 38 | Swimming | 29 | Skiing | 23 |
| Aerobic | 28 | Tennis | 26 | Skydiving | 23 | Volleyball | 20 | Swimming | 20 |
| Fitness | 27 | Aerobic | 25 | Tennis | 21 | Fitness | 18 | Volleyball | 19 |
| Tennis | 19 | Fitness | 25 | Equitation | 19 | Ice skating | 18 | Dance | 17 |
| Cycling | 15 | Skydiving | 20 | Aerobic | 18 | Skydiving | 17 | Equitation | 16 |
| Equitation | 15 | Climbing | 17 | Fitness | 18 | Tennis | 17 | Cycling | 15 |
| Volleyball | 15 | Equitation | 17 | Dansuri | 17 | Climbing | 16 | Skydiving | 15 |
| Dance | 15 | Ice skating | 16 | Climbing | 15 | Cycling | 15 | Tennis | 14 |
| Athletics | 12 | Volleyball | 15 | Ice skating | 14 | Equitation | 12 | Aerobic | 13 |
| Climbing | 12 | Cycling | 13 | Volleyball | 14 | Skiing | 12 | Ice skating | 13 |

Table 3 shows that the main options are for boys soccer, swimming and billiards. The preference is evident for sports games than girls. Tennis is a sport that fascinates and boys in largely the same as girls. The importance of physical appearance has great importance and guys, as evidenced by the choice of sporting activities which aim body shaping and fitness and bodybuilding. The table reveals also the boys' desire to practice some sports with a higher risk leading to extreme sports like motorsports, skydiving, rock climbing. If the girls have expressed preference for dance, a sport of grace and coordination, the boys were oriented to sports predominantly male such as martial arts, judo, fishing, bowling.

Table 3. Sports that students would like to practice - top 10

| Băieți | | | | | | | | | |
|------------|----|----------|----|-----------|----|----------|----|-----------|----|
| Act. 1 | | Act. 2 | | Act. 3 | | Act. 4 | | Act.5 | |
| Sport | No | Sport | No | Sport | No | Sport | No | Sport | No |
| Football | 15 | Swimming | 13 | Billiards | 8 | Swimming | 8 | Billiards | 10 |
| Swimming | 11 | Cycling | 7 | Swimming | 8 | Tennis | 8 | Swimming | 8 |
| Basketball | 9 | Tennis | 7 | Cycling | 6 | Bowling | 5 | Hunting | 5 |

| Băieți | | | | | | | | | |
|--------------|---|------------|---|--------------|---|-------------|---|--------------|---|
| Tennis | 8 | Rowing | 5 | Tennis | 6 | Cycling | 5 | Cycling | 4 |
| Martial Arts | 6 | Tennis | 5 | Bodybuilding | 5 | Jogging | 4 | Equitation | 4 |
| Handball | 6 | Basketball | 5 | Skiing | 5 | Athletics | 4 | Judo | 4 |
| Athletics | 5 | Handball | 5 | Football | 5 | Skydiving | 4 | Volleyball | 4 |
| Cycling | 4 | Football | 4 | Volleyball | 5 | Skiing | 4 | Athletics | 3 |
| Bodybuilding | 4 | Fishing | 4 | Athletics | 4 | Motorsports | 4 | Climbing | 3 |
| Fitness | 3 | Jogging | 3 | Fitness | 4 | Basketball | 4 | Bodybuilding | 3 |

Conclusion

The conclusions to be drawn from these tables that students engage in various sports activities, but most addresses physical activity accessible to both the material basis and from a financial standpoint. But when we follow what they would like these young people see that their wishes are turning to sports involving techniques of greater difficulty and were not found in the habits formed during school education, and require techniques that involve greater difficulty and high financial costs as swimming, tennis, horse riding. For boys, football is the sport most commonly practiced followed by jogging and fitness, and he is the most desirable sports activity followed by swimming and basketball instead girls jogging, fitness and aerobics but they want most to Practical swimming, aerobics and fitness succeeded. The spirit of emulation and measurement of forces with other boys from the perspective characterizes participation in physical activities, while girls are interested in physical appearance, body maintenance. Worrying is the high percentage of students who do not do any kind of sporting activity, which found no incentive to engage in some form of physical exercise.

REFERENCES

- Bota, A.(2006). Exerciții fizice pentru o viață activă, Activități motrice pentru timp liber, Editura Cartea Universitară, București.
- Carter, N. (2012). Sport as Medicine: Ideas of Health, Sport and Exercise. In *Medicine, Sport and the Body: A Historical Perspective* (pp. 13–35). London: Bloomsbury Academic. Retrieved July 28, 2014, from <http://dx.doi.org/10.5040/9781849662062.ch-001>
- Coakley J. (2008). SPORT IN SOCIETY, Chapter 1; www.mhhe.com/au/coakley
- Dragnea, A (coord.), (2000). Teoria educației fizice și sportului. București: Ed. Cartea Școlii
- Dragnea, A., Bota A. (1999), Teoria activităților motrice. București Ed. Didactică și Pedagogică
- Hanțiu I. (2013) Kinesiologie, Știința Mișcării (Note de curs) Oradea

- Hurd A. R. și Anderson D.M., 2011. The Park and Recreation Professional's Handbook
<http://www.humankinetics.com/excerpts/excerpts/definitions-of-leisure-play-and-recreation>
- Kraus, R. (2000). Basic concepts of play, leisure, and recreation. Retrieved from
<http://www.courseweb.uottawa.ca/lsr3515/PDF/lecture5.pdf>
- Leonard, W. M. II (1993). A sociological perspective of sport. New York: Macmillan Publishing Company.
- Lindstrom, M., Hanson, B. & Ostergren, P. (2001). The socioeconomic differences in leisuretime physical activity: The role of social participation and social capital in shaping health related behaviour. *Social Science and Medicine*, 52, 441-451.
- Rhodes R. E. & Chris M. Blanchard C. M. (2011). Time Displacement and Confidence to Participate in Physical Activity, *International Journal of Behavioral Medicine*, 18:229-234, DOI 10.1007/s12529-010-9133-6
- Șiclovan I,(1979). Teoria educației fizice și sportului, Editura Sport-Turism, București.

