

țări. Sunt asigurate toate condițiile pentru educarea celor patru aptitudini psihomotrice de bază, pe de o parte și pentru formarea deprinderilor motrice specifice unor ramuri de sport, pe de altă parte. Ceea ce lipsește din pregătirea elevilor, sunt exercițiile din fotbal și handbal. Totuși, ne simțim datori să menționăm faptul că, în acest caz, profesorul de la școală este cel care își fixează atât obiectivele cât și mijloacele prin care dorește să le realizeze.

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A STUDY ON THE USE OF THE SURVEY METHOD IN THE DOMAIN OF PHYSICAL ACTIVITIES

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Key words: method, survey, physical activities

Abstract

In physical education, the use of the survey method is of vital importance, considering that it represents the only explorative method in the social or educational fields. The purpose of the survey is to extract the subjective opinions of the speakers on a particular issue. Out of all methods of knowledge, this method is an auxiliary one, because it is not based on measurement.

Ideas do not appear at random. There is something that lies at their origin. Something that prepares and announces them. They cannot appear out of nothing. Even when we think that an idea occurs to us suddenly, if we look carefully into the matter, we find that it still springs out of somewhere in the past. We also discover that it has a source, an observation, a previous attempt that we have either neglected or forgotten about, but which remained stored in our unconscious, waiting to be activated. It originates either in a reassessment of our knowledge, or in previous experience; in any case, it "comes" from somewhere, it has a source with which it is logically connected. For this reason, in reporting it to the unconscious, we can assign it an archetypal origin.

Moreover, ideas have their history, too. They are born, often unnoticed, and remain as such for long before they are imposed, adopted, or become fashionable, and then, they are to be replaced with new ones, while the old inventory enters into the history of science.

Knowledge is a dynamic field. It has its fundamental principles, which develop basic theoretical ideas, and these change, and get continually enriched. The existence and development of a field of scientific knowledge start from *observational facts* and stop at the *theoretical ideas* of that science; in between, we can find methodology, as an organized intellectual group, which "operates" this transformation of "the research topic" into "scientific ideas".

The matters under investigation are both practical and theoretical; thus, we need to use methods and techniques, generated by the previous experience of the individual researchers who set a landmark through their results.

The survey method is specific to the humanities. It has appeared due to the development of sociology, as specific to this field; in time, the survey methodology has developed as a unified field of research and practice; this resulted in its being used by all branches of science, except for exact sciences, on account of the fact that it is not a method based on measurement.

The survey method has set as a goal investigating the subjects' opinion regarding a particular object (phenomenon). Its spread is very large, sometimes being used as a substitute for the method of observation,

with negative effects on the latter. The fields where the survey method is most appropriate are the affective, the cognitive, etc. The domain of facts to be surveyed ranges from sensations, perceptions, voluntary effort, to subjective states related to the cognitive and affective and ends with attitudes and motifs.

The survey method is used in sociology, to analyze micro- and macro-groups, in pedagogy, to determine how the individual receives certain information, etc.

Research hypotheses

In writing this paper we have made two assumptions, namely:

1. The survey as a method of research is accessible to a large number of specialists in the field of physical activities, being used extensively by them;
2. The survey in physical activities takes specific forms which distinguish it from other fields, such as sociology, legal sciences, psychology, etc.

Paper objectives

Through the design of the present work, we intend to highlight how the survey is used in the field of physical activities, trying to outline the most important objectives pursued.

Assuming that the survey is one of the easiest methods of knowledge, we try to indicate why the investigation is not a method with high degree of generality and why it is included in the category of private methods.

The paper also proposes an attempt at providing feedback available to teachers from FMSHS on how the graduates approach research methodology in drafting their final paper or dissertation.

Research methods

The methods used in conducting our research were observation, statistical-mathematical and graphical methods.

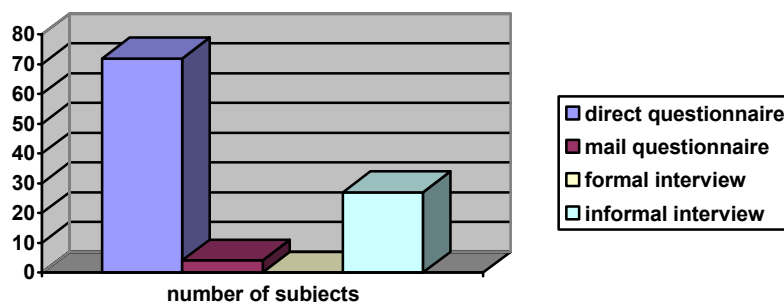
In the present study, we have attempted a systematization of papers written by graduates from the Faculty of Movement, Sports and Health Sciences Bacău, during the period 2006-2008, in order to reflect the extent and the specificity of the survey method usage in the domain of physical activities.

Data processing and interpretation

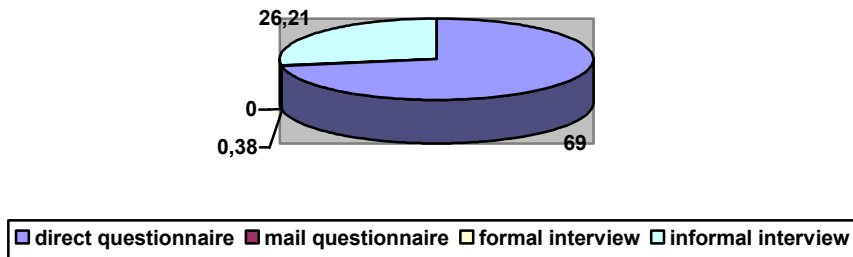
In analysing a total of 180 diploma papers, we have found the following:

- 115 papers clearly stated to have used the survey research as a method;
- In 12 of these papers, representing 0.11%, the use of the survey method remained only at the level of intention;
- For the 103 papers that not only indicated survey as a research method, but also used it effectively, the distribution of the survey types was as follows:
 - o direct questionnaire was used in 72 cases;
 - o mail questionnaire was used in 4 cases;
 - o formal interview was not found in any case;
 - o informal interview was recovered in 27 cases, of which 4 were identified as a clear method of informal interview and 23 were identified as informal talk.

The graphic representation of the results can be rendered as follows:



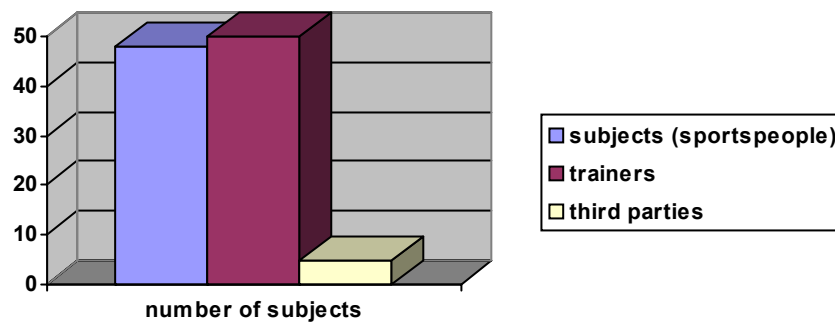
The ratio of survey usage is also registered in the following pie chart:



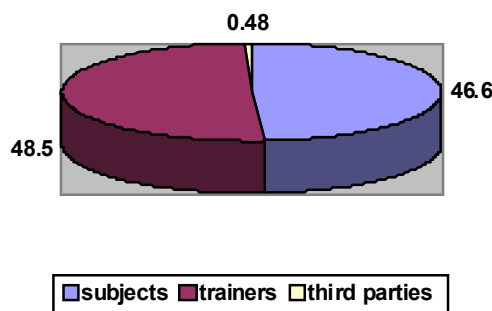
Form the point of view of the surveyed subjects, we have identified the following uses:

- To test subjects' opinion: 48 cases;
- To test the opinion of teachers /trainers: 50;
- To test third parties: 5.

We render a comparative graph of survey use, according to its subjects:



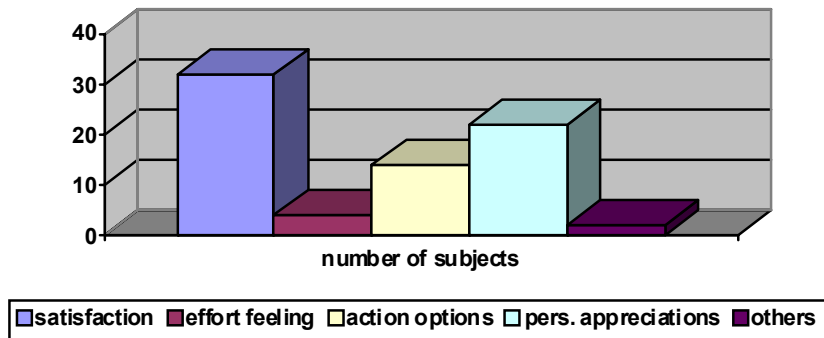
In terms of percentages, the graph is represented as:



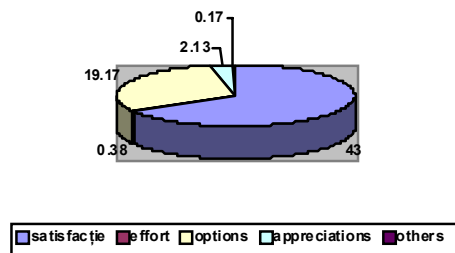
With respect to the questionnaire directly applied to subjects, this has targeted the following matters, specific to opinion surveys:

- Personal opinions about the process seen from the outside (pleasure, displeasure, satisfaction / dissatisfaction): 32;
- The manner of feeling the effort /fatigue: 4;
- Personal choices of action (leisure activities, etc.): 14;
- Assessment of coaches / teachers: 22;
- Others: 2.

We continue to submit a comparative graph of the matters investigated by the questionnaire:



The same data can be rendered as percentages in:



As regards the mail questionnaire, in two of 4 cases registered, we have met two situations, representing 50% of the cases, which surveyed the subjects' opinion on leisure activities; the other two targeted the subjects' knowledge on various topics.

With respect to the second instrument of investigation, the interview, we make the following judgments:

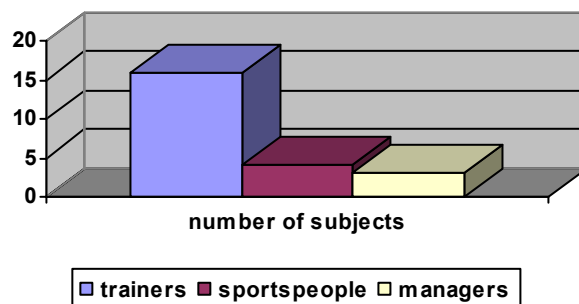
The use of a formal interview was not reflected in any of the papers studied, which indicates either the students' poor knowledge in this field or their convenience, given the fact that the formal interview is a direct survey conducted without paper support.

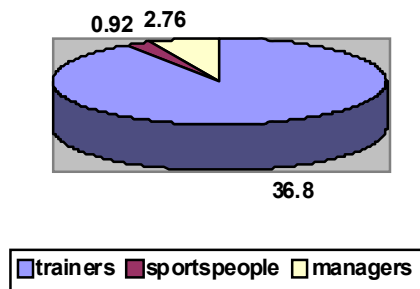
Young researchers manifested their preference to written documents, which could be submitted as evidence of research, on account of the fact that the interview requires special qualities of the operator, good memory and self-control that can only be acquired by training and over a relatively long period.

A problem was encountered in the case of the atypical informal interviews: it was only 4 cases of 27 which could be identified as correct informal interviews; all the other cases provided samples of informal talk as a pedagogical method of investigation tool.

Analysis of those 23 cases actually showed clearly that we were dealing with informal interviews and not talk. In support of this assertion, there stands the analysis performed for each case, so as to highlight the goals of the 23 interviews as "talks"; we thus met 16 (36.8%) cases in which the purpose was that of finding out opinions of coaches on the training schedule, 4 (0.92%) cases referred to the views of athletes regarding satisfaction or dissatisfaction with the quality of training and 3 (2.76%) referred to the opinions of club managers on the conditions they offer to their sportspeople.

We can further provide the graphic representation of informal interview usage in a bar graph, followed by a pie graph:





Conclusions

As a result of this survey, we can say that the research hypotheses were confirmed in the following areas: The survey is one of the most important tools used in the research of physical activities; in support of this assertion, we can mention the share of 63% of diploma papers which have used this method.

Intensive usage of surveys in the field of physical activity studies is possible because of the relative ease in conducting them, but the analysis of the problems addressed has led us to the conclusion that there were also cases of erroneous use of this method. This statement is based on the fact that some authors chose to survey the opinion of coaches /teachers for certain phenomena, rather than to consult planning documents, which would have been instruments of measurement and not of assessment as the survey is. Of the survey types, the questionnaire is the best used, due to the fact that it is easily applicable, and it does not require special skills on the part of the interviewer. Direct questionnaire is preferably applied because, most often, young inexperienced researchers work out of time, and the direct questionnaire benefits from a very short time elapsed between the application and the interpretation of data.

We can also note the confusion generated between informal interview and talk that a significant number of researchers performed. From this perspective, we believe that greater emphasis is needed on the difference between the two concepts, both in terms of the discipline of bodily activity research methodology and of physical education and sport theory and didactics.

We can say that the survey method takes a particular form of application in the field of bodily activities.

This statement is based on the fact that the objectives of the survey are relatively stable, focused on:

- The opinions of coaches on a training process;
- The way in which the subjects perceive effort /fatigue, and several other processes;
- Options for leisure activities;
- Motivations for sports practising;
- Motivations for choosing a particular branch of sport;
- Etc.

What I wish to emphasize is that, by comparison with the legal investigation, the survey of bodily activities involves a conscious and active participation of subjects and, as a result, we can speak about more effective and easier results than the ones from the legal system.

STUDIUL PRIVIND FOLOSIREA METODEI ANCHETEI ÎN DOMENIUL ACTIVITĂȚILOR CORPORALE

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Cuvinte cheie: metodă, anchetă, activități corporale

Rezumat

În domeniul educației fizice folosirea metodei anchetei este determinantă. Este important de reținut faptul că este singura metodă de explorare din domeniul social sau pedagogic.

Scopul anchetei este de a extrage părerile subiective ale interlocutorilor referitor la o anumită problemă dată. Dintre metodele particulare de cunoaștere, această metodă este una auxiliară deoarece nu se bazează pe măsurare.