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New Trends in Psychology

Satisfaction Questionnaire-Based Study for High School Students from Rural Environments

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Abstract: We were interested in learning types of physical activities students daily. Asked amount of time they physically active per wek. Students were asked to answer each question even if they did not consider themselves to be active. They were asked to think about activities they did at school, as part of housework and yard work, to get from one place to another, and in their free time, for recreation, exercise, or sports. Students thought about the heavy activities they did in the week. In conclusion the majority of the subjects (82%) consider that they exert an havy effort several days a week and the rest exert a light effort (98%) state that they exert many hours of heavy effort per day; (75%) consider that they exert many days a week with light effort.
Keywords: secondary school students; physical activities; satisfaction questionnaire; descriptive statistics

1. Introduction

Preventing and combating childhood obesity is addressed to specialists in the social, medical, psychological fields, and even to specialists in the field of physical education and sports.

Is indispensable for those who have decided to regain their normal weight, and to help them, physical exercise that contributes to weight loss must be scientifically directed in order to succeed.

Doctors sound the alarm on this disease, which is non-infectious and non-contagious by the way, being the first to notice this phenomenon. Directly observe and treat the ravages that advanced obesity can cause: diabetes, biliary diseases, hypertension, respiratory difficulties, sleep apnea, osteoarthritis, osteoporosis, hypercholesterolemia, back and joint pain, gout. These systemic diseases are not caused by obesity, but the risks of contracting them are greatly increased in this event.

Through play, the child follows a human model, selects, reproduces, on a small scale, the specifics of relationships between people and the activity carried out.

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Physical exercise an important role in the formation of the child's personality, offering him the possibility of continuously defining his cognitive, affective and moral-volitional traits. For the student, play becomes a serious activity, in which the assimilation of reality occurs according to precise rules, even if they are self-imposed. The European Commission has expressed the social value of sport as well as the fact that practicing physical exercises in school and extracurricular activities can bring substantial benefits for education and health. The European Union is also concerned about the results of studies conducted on the school population that have shown the decline in physical activity among young people but also the emergence of physical and mental problems due to the approach to a sedentary lifestyle.

Physical education in Romania faces certain limitations, among which we can highlight:

● limits of specialized knowledge;

● students' affinity for computer games to the detriment of physical exercise, play and socialization through sports competitions.

Sedentary behaviors have been identified in more than 50% of young people in the European Union who spend 2 or more hours in front of a screen. Education through movement is education in which intellectual abilities configure and structure motor activities, and these, in turn, enrich and refine the former. Thus, two specific sides of physical education are noted: the education of motor skills and the learning of movements.

The development of motor skills is achieved through a specific simulation, which ensures the optimal evolution of the body's natural abilities.

Learning movements represents the acquisition of a fund of elementary, special motor skills and abilities, of rational procedures for directing one's own movements, but also their adequate adaptation to concrete conditions.

Problem of students' adaptation to the school environment represents a fundamental aspect of the instructional-educational activity, being present in school life, in the daily concerns of teachers, but also in numerous researches, both nationally and internationally.

One of the periods in which school adaptation difficulties are frequently recorded is represented by the onset of pre-adolescence, a period that coincides with the transition from primary to secondary school for students and in which, against the backdrop.

Secondary school education is an integral part of basic education. School adaptation difficulties can manifest themselves at the beginning of the 5th grade, can be generated by multiple, sometimes sudden transformations and occur in two planes: the bio-psycho-social development plane and the instructive-educational activity plane. The possibilities of school adaptation of the preadolescent student depend on the way in which the interaction of the physical, intellectual, emotional and personality characteristics of the preadolescent is achieved, on the one hand, and the requirements and demands imposed by the instructional-educational activity, as well as the quality of family influences on school activity, on the other hand.

In terms of physical development, there is a great variability in the sudden growth spurt at the onset of puberty, increased appetite during sudden growth spurts and an increasing need for sleep.

Students' adaptation to middle school is determined by the type of family in which the student grows up. Thus, the adaptation period is more difficult for children from incomplete families, which is observed in their success. A correlation was found between the body mass index (BMI) and the type of family from which the student comes. Thus, a significant number of overweight children are found in

incomplete families for both girls and boys. Probably, the precarious financial situation of some of these families influences the food ration, in which carbohydrates and lipids.

In the physical education lesson, the formation of creative capacity that targets the motor component in the instructional-educational process depends on the teaching framework.

Within the motor activities, the emphasis is placed on acquiring as many motor skills as possible, utilitarian-applicative and specific to certain disciplines, branches or sports tests. In practical activity, students always come with pleasure and expect the teacher to bring something new, to achieve a motor response, of a practical type, to be able to present a theoretical response through which they can justify their interests and motivations for their performance.

Leptin deficiency may be due to a mutation in the gene that encodes it. It is an autosomal recessive condition characterized by severe obesity, and a series of metabolic, neuroendocrine and immune dysfunctions. It generally presents a very prompt response to parenteral leptin supplementation, with marked weight loss, accompanied by a significant voluntary reduction in caloric intake.

Physical activity has been declining lately, with children becoming less active. Their lack of physical activity may be due to hours spent in front of the TV, computer, and other sedentary activities due to modern technology. Children who spend more than ten hours a week in front of the TV are more likely to become overweight.

2. Methodology

Scope

A 7-item questionnaire was administered to the students in our study (40) to obtain information about the types of physical activities that students engage in on a daily basis. The questions required responses regarding the amount of time they spent being physically active in the week. Each question was answered even if a student did not consider themselves to be an active person. Students considered activities they did school, housework around, and in their free time, or sports.

Participants

The study group consisted of 40 healthy volunteers, both girls and boys. Of the 40 students included in the study, 24 are from Baia Elementary School and 16 are from Jurilovca Elementary School, in Tulcea County.

Instruments

To conduct the questionnaire-based research, we established the following steps:

- The middle school students included in the study completed the satisfaction questionnaire that was designed;
- The Satisfaction Questionnaire was applied online via Google Form;
- The results were recorded and the obtained results were processed;
- Tables and graphs were created;
- The results were interpreted.

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Results

Study on the responses of the middle school students taken into the study. Descriptive statistics

The responses obtained to the satisfaction questionnaires were listed in the tabel 1:

Table 1. Responses of High School Students from Rural Environments

	N	median	mean	minimum value	maximum value	standard deviation	variance
weekly high effort (days)	40	5	4.4	0	7	2.21	4.89
daily high effort (minutes)	40	60	68	0	180	46.45	2157.65
weekly light effort (days)	40	2	1.74	1	4	0.85	0.73
daily light effort (minutes)	40	60	68.29	20	120	30.73	944.03
weekly walking time (days)	40	2	3.06	0	7	2.2	4.82
daily walking time (minutes)	40	60	64.29	0	180	39.2	1536.97
daily sitting time (minutes)	40	360	384	240	480	67	4489.41
weekly hight effort (hours)	40	5	6.36	0	21	5.88	34.54
weekly moderate effort (hours)	40	2	2.19	0.33	8	1.8	3.25
weekly walking time (hours)	40	2	4.35	0	15	4.71	22.17
weekly sitting time (hours)	40	6	6.4	4	8	1.12	1.25

N = 40 participants who answered all the questions

Havy effort = lifting weights, digging, aerobics, fast cycling

Light effort = carrying light loads, cycling, doubles tennis

Walking - at least 10 minutes

Percentage of participants in the questionnaire according to the number of days/minutes/hours of physical activity. Average minutes of physical activity +/- standard error (standard deviation/$N^{0.5}$)

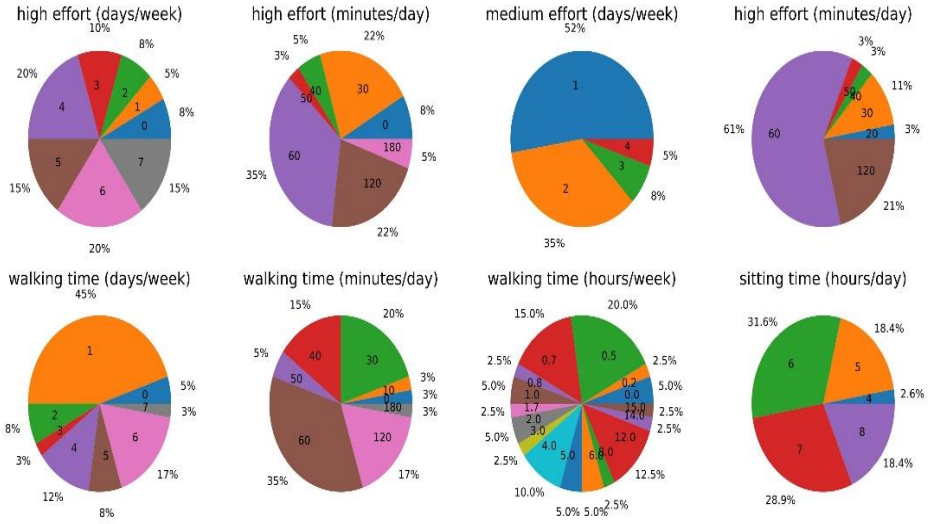


Figure 1. Percentage of Participants in the Questionnaire according to the Number of Days/Minutes/Hours of Physical Activity

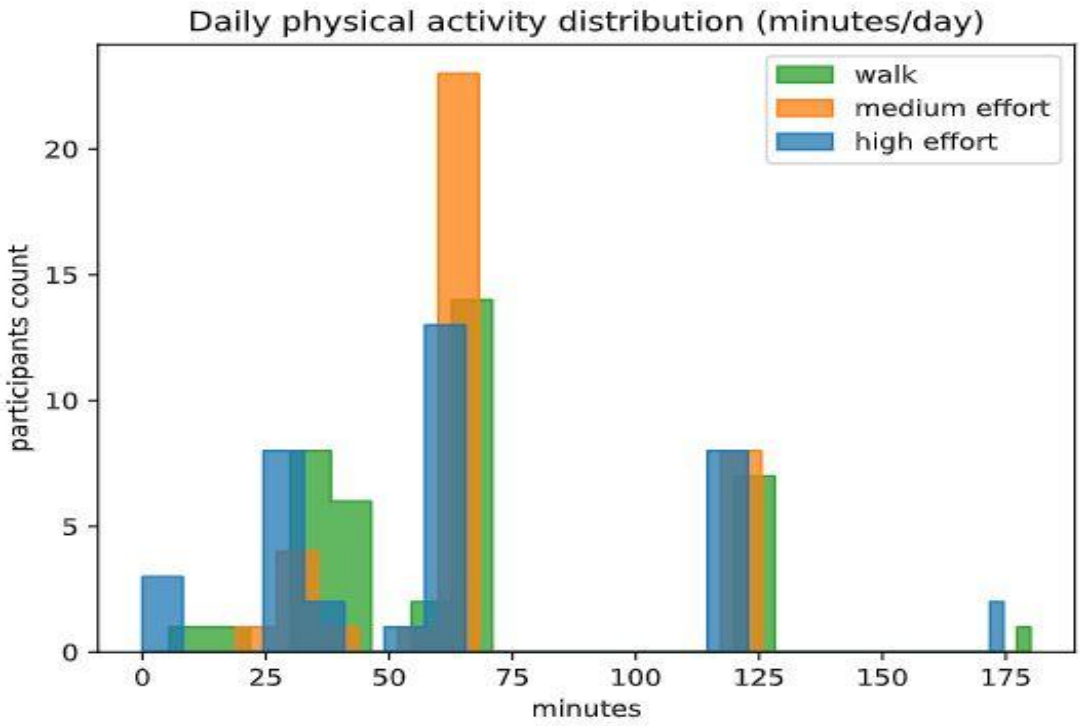


Figure 2. Daily Physical Activity Distribution(Minutes/Day)

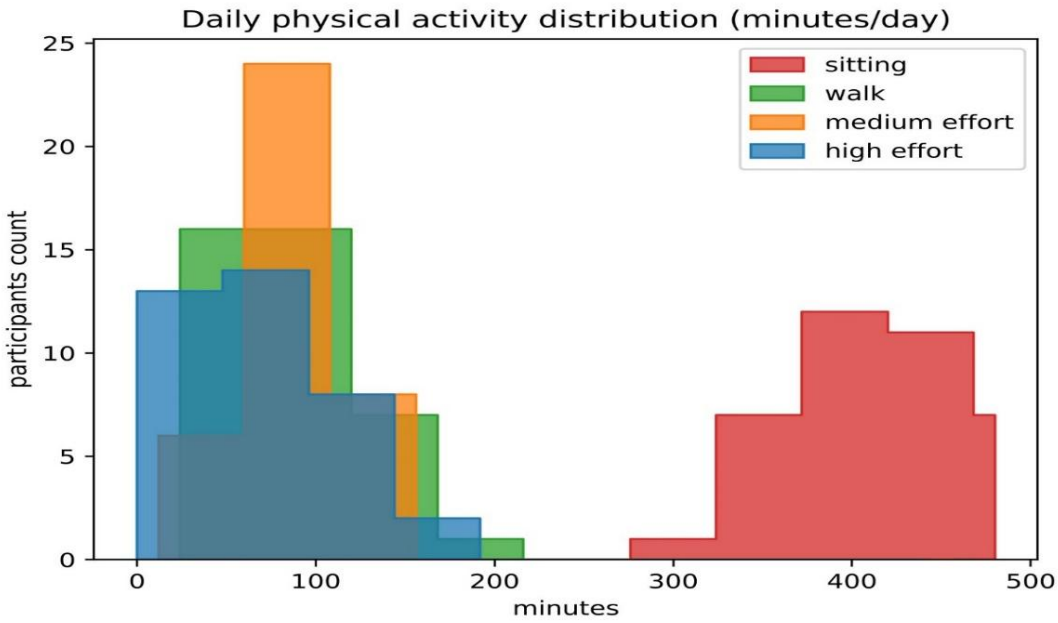


Figure 3. Daily Physical Activity Distribution(Minutes/Day)

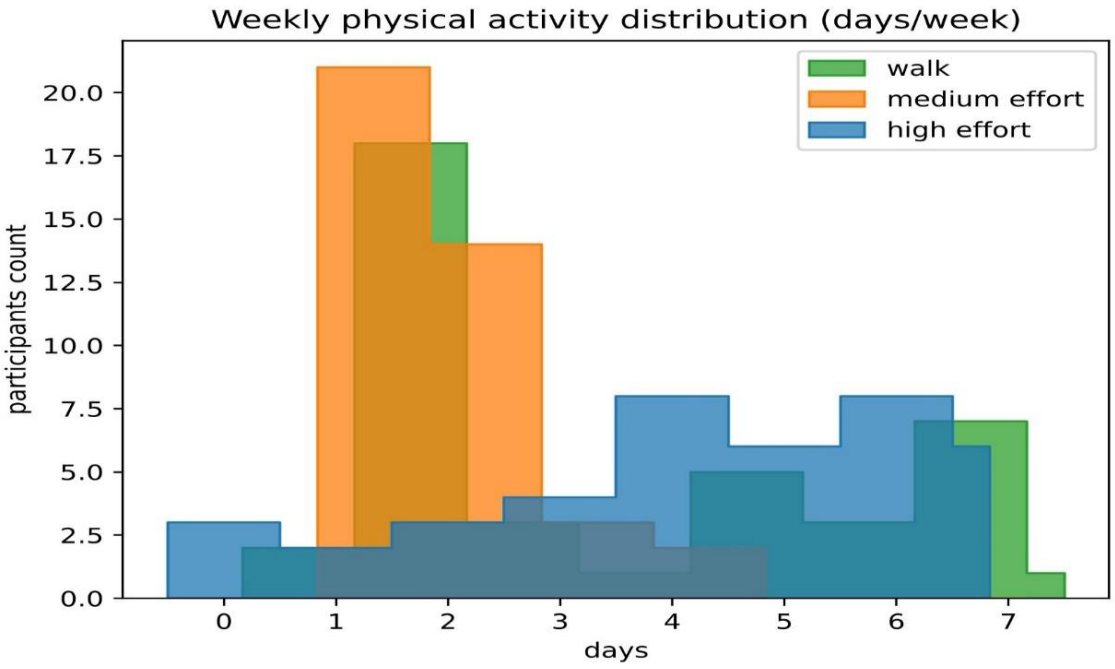


Figure 4. Weekly Physical Activity Distribution(Days/Week)

Mean minutes of physical activity +/- standard error (standard deviation/N)

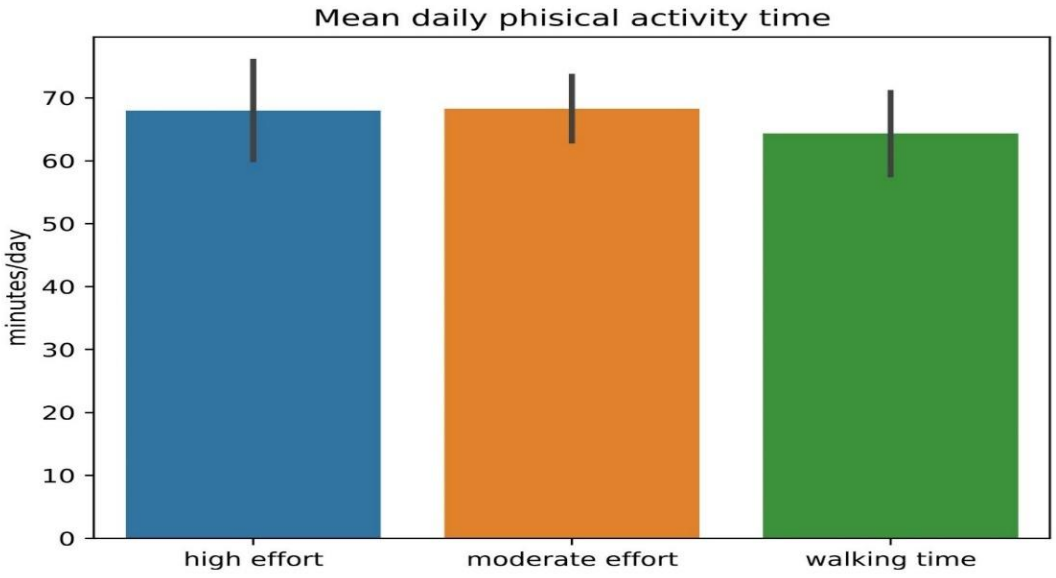


Figure 5. Mean Daily Physical Activity Time

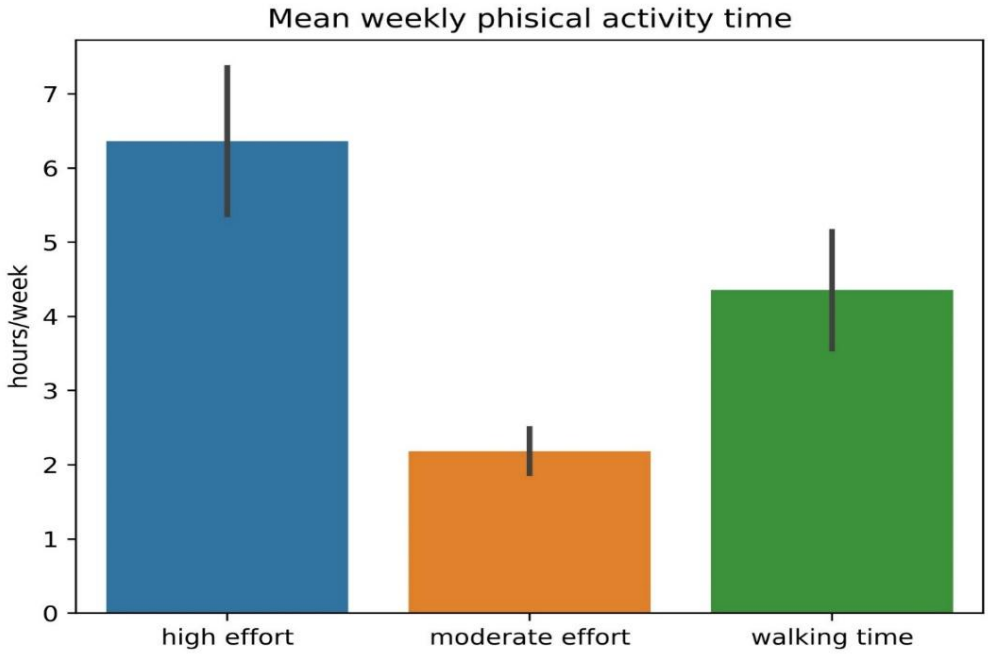


Figure 6. Mean Weekly Physical Activity Time

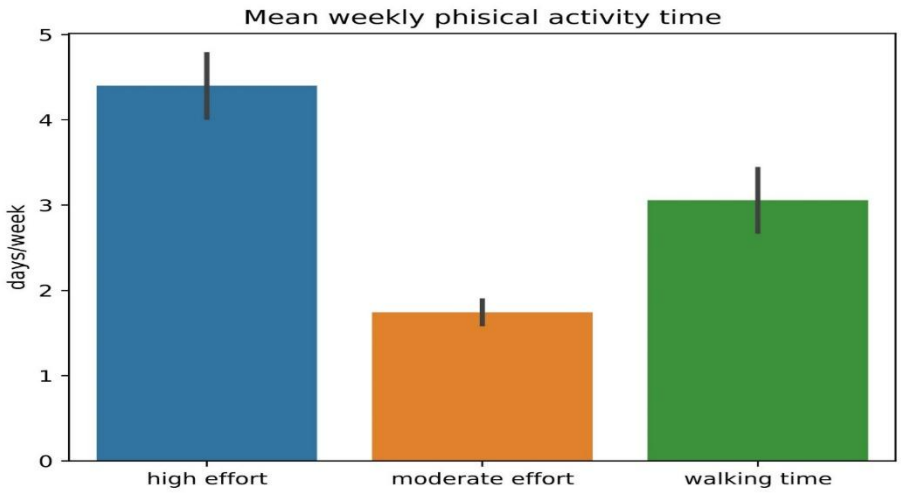


Figure 7. Mean Weekly Physical Activity Time

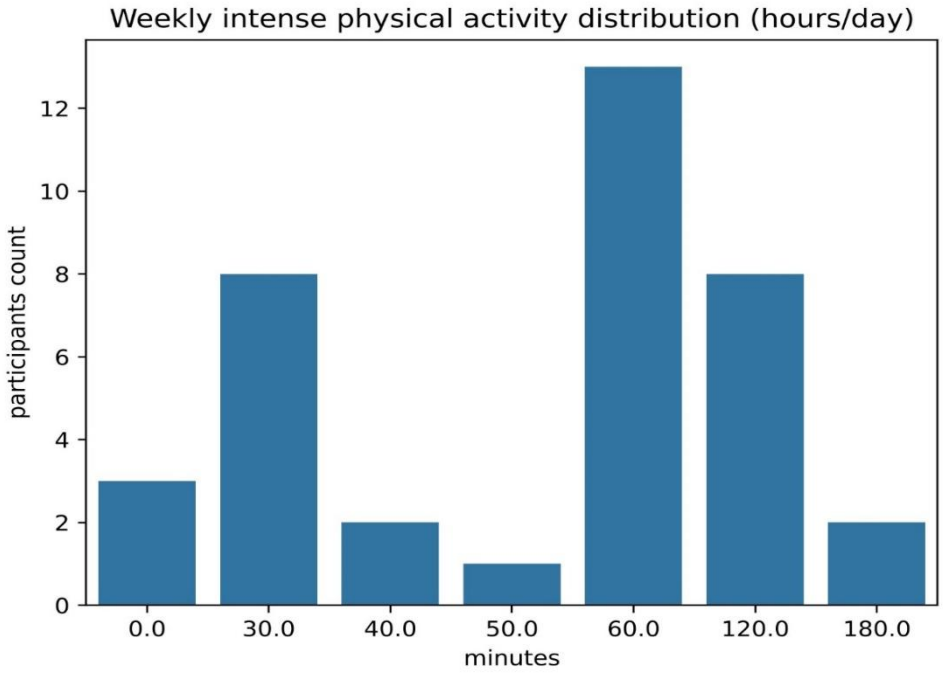


Figure 8. Weekly Intense Physical Activity Distribution(Hours/Day)

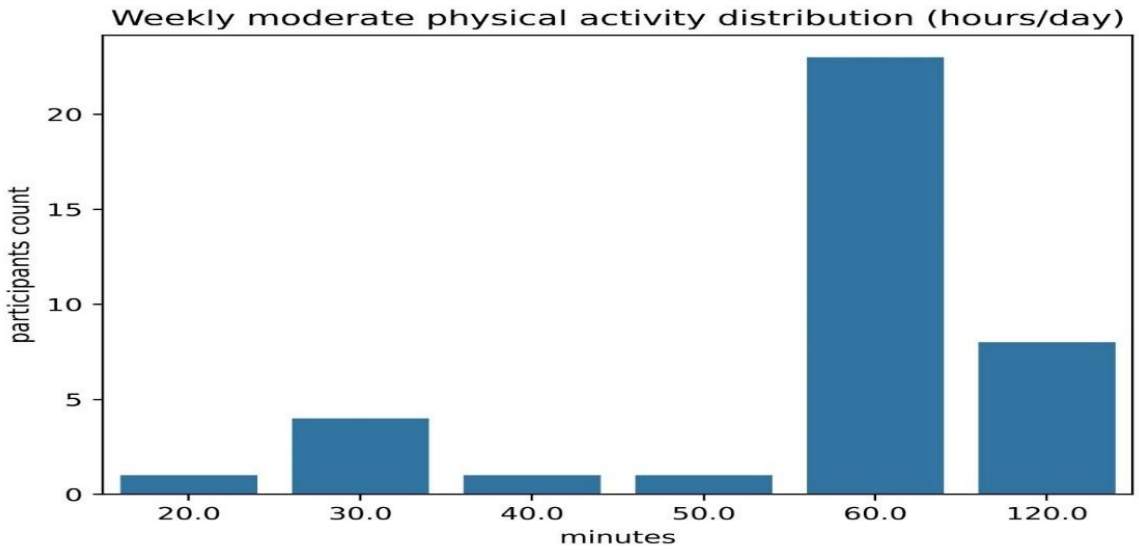


Figure 9. Weekly Moderate Physical Activity Distribution (Hours/Day)

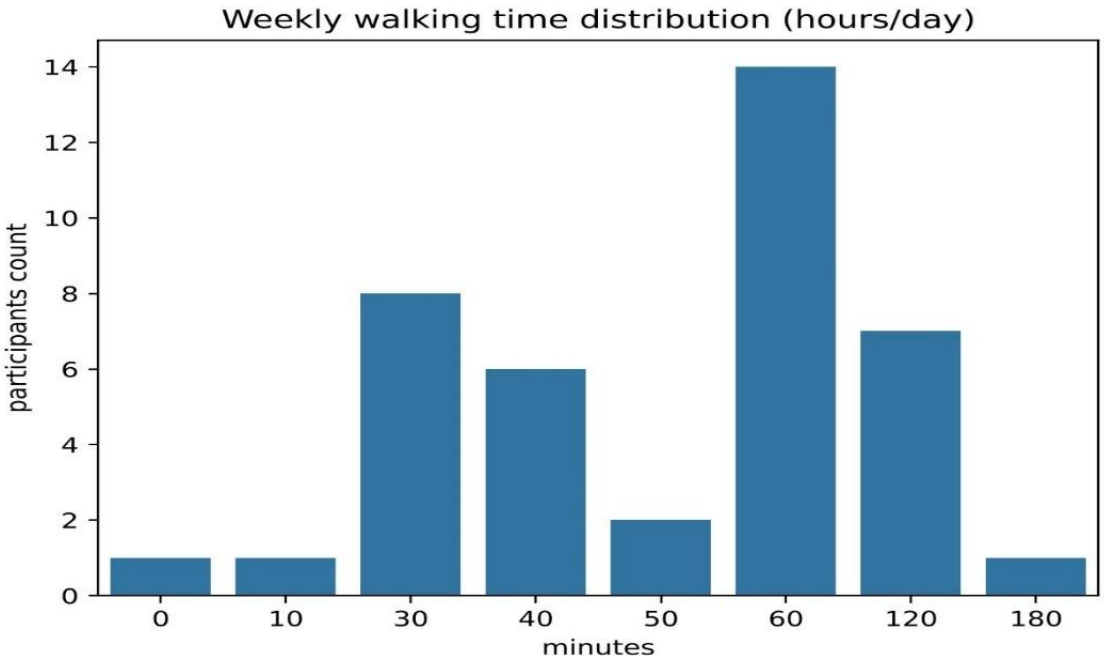


Figure 10. Weekly Walking Time Distribution(Hours/Day)

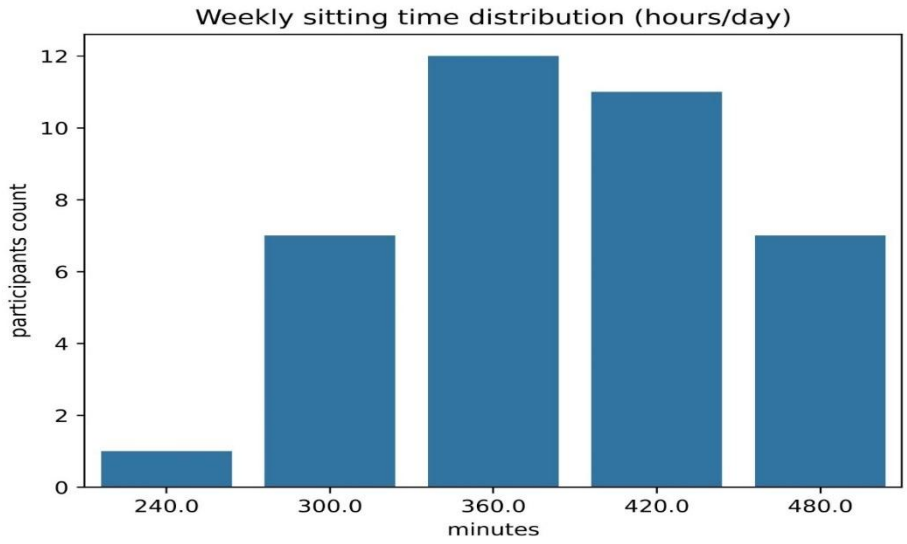


Figure 11.Weekly Sitting Time Distribution(Hours/Day)

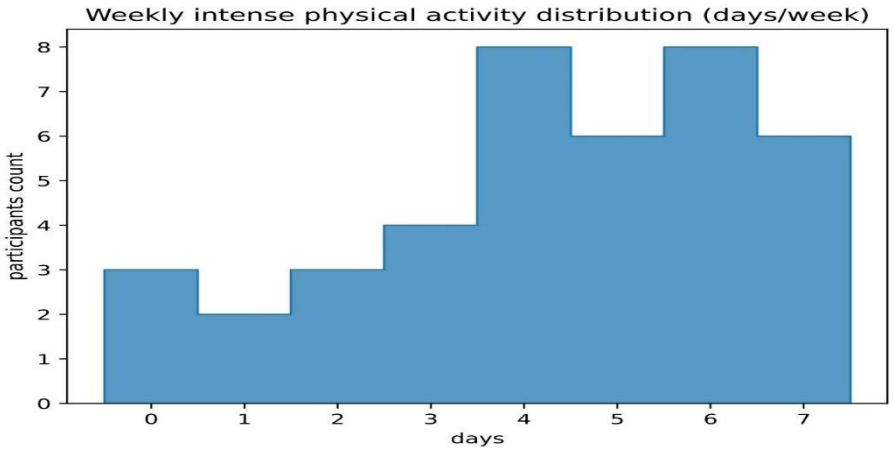


Figure 12. Weekly Intense Physical Activity Distribution(Days/Week)

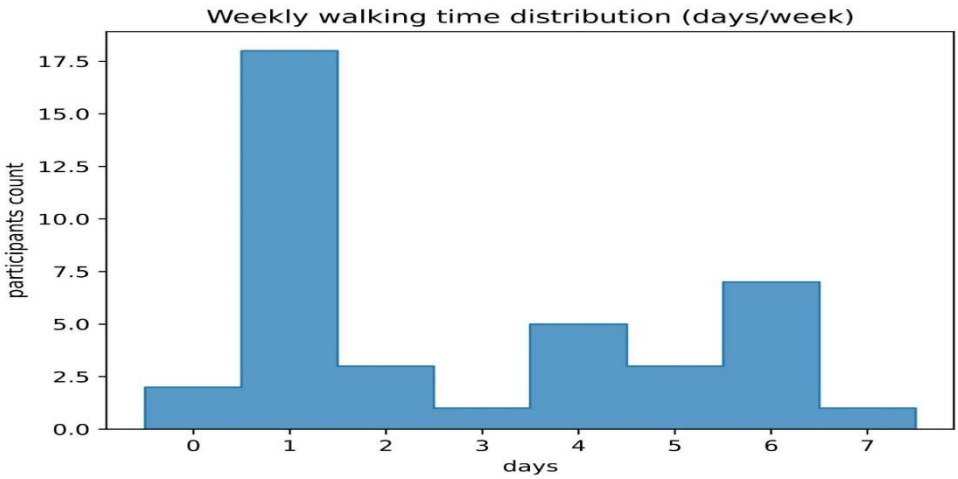


Figure 13. Weekly Walking Time Distribution(Days/Week)

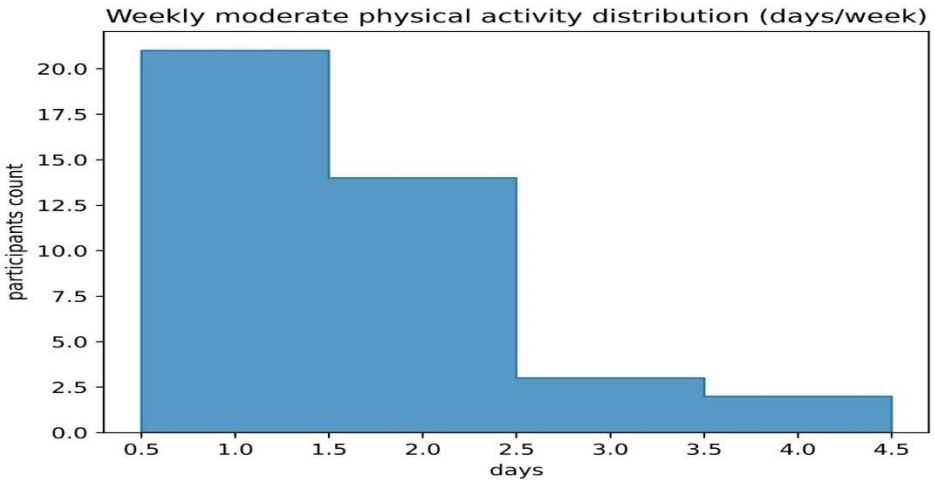


Figure 14. Weekly Moderate Physical Activity Distribution(Days/Week)

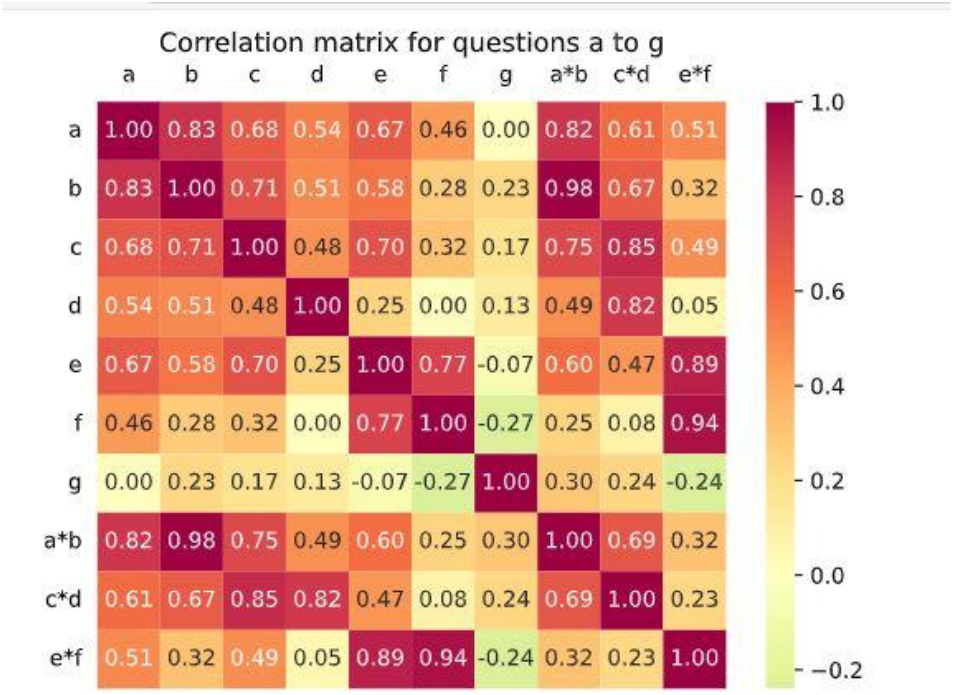


Figure 15. Correlation Matrix for Questions a to g

Legend:

a) days per week of heavy physical exercise;

b) hours per day of heavy physical exercise;

c) days per week of light physical exercises;

d) hours per day of light physical exercises;

e) days per week of walking;

f) hours per day of walking;

g) hours per day of sitting.

• a*b = hours per week of heavy exercise

• c*d = hours per week of light exercise

• e*f = hours per week of walking

Heavy exercise = weight lifting, digging, aerobics, fast cycling

Light exercise = light lifting, cycling, doubles tennis

Walking – at least 10 minutes

3. Conclusion

Following the application of the Questionnaire regarding the satisfaction of the effort of the students taken into the study, the following were observed (Figure 15):

1. The majority of the subjects (82%) consider that they exert an havy effort several days a week and the rest exert a light effort;

2. The majority of the subjects taken into the study (98%) state that they exert many hours of heavy effort per day;

3. The majority of the subjects taken into the study (75%) consider that they exert many days a week with light effort.

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