



New Trends and Issues Proceedings on Humanities and Social Sciences



Volume 5, Issue 1 (2018) 49-56

ISSN 2547-8818

www.prosoc.eu

Selected Paper of 10th World Conference on Educational Sciences (WCES-2018) 01-03 February 2018 Top Hotel Praha
Congress Centre, Prague, Czech Republic

The students' perception of practicing bodybuilding considering the definition of fitness for the future sports trainers

Tatiana Dobrescu^{a*}, "Vasile Alecsandri" University of Bacau, 157, Calea Marasesti Street, 600115 Bacau, Romania

Suggested Citation:

Dobrescu, T. (2018). The students' perception of practicing bodybuilding considering the definition of fitness for the future sports trainers. *New Trends and Issues Proceedings on Humanities and Social Sciences* [Online]. 5(1), 49–56. Available from: www.prosoc.eu

Selection and peer review under responsibility of Prof. Dr. Jesus Garcia Laborda, University of Alcalá, Spain.

©2018 SciencePark Research, Organization & Counseling. All rights reserved.

Abstract

Starting from the importance of bodybuilding principles and means that aim at the somatic-functional and psychological development of practitioners, this sociological study was conducted on the first and second year students of the Faculty of Movement, Sports and Health Sciences of Bacau, from the Sport and Top Motor Performance programme. The research consisted in a sociological study, consisting in an inquiry, based on a questionnaire comprising 20 items using closed, precoded or open questions. The practice of fitness improving sports, and in this case of bodybuilding (even as a professional sport) have ample beneficial effects for their general physical and mental development such as: improvement of one's health, beneficial influence of one's conduct, improvement of one's motor skills, it ensures a good level of fitness, mental-emotional balance, it develops one's communication skills (especially nonverbal communication) and also, it develops the aesthetic sense.

Keywords: Bodybuilding, students, perception, fitness, sports trainers.

* ADDRESS FOR CORRESPONDENCE: **Tatiana Dobrescu**, "Vasile Alecsandri" University of Bacau, 157, Calea Marasesti Street, 600115 Bacau, Romania.

E-mail address: tatianadobrescu2002@yahoo.com / Tel.: +4-023-451-7715

1. Introduction

Disciplines such as bodybuilding, aerobic gymnastics, powerlifting, weightlifting, jogging aim to build the body, to develop the muscles through a combination of weight training, increase calorie intake and rest (Niculescu, Cretu & Matei, 2006). After reviewing the professional literature and based on the teaching experience at the university, various qualities emerged from disciplines such as fitness and bodybuilding, envisaging body modelling and fitness improvement.

This study can identify important landmarks regarding the students' perception on the practice of fitness, from the point of view of several convictions and motivations that can contribute to their training as future promoters of sports. Fitness is the ability to accede to an optimal quality of life, it represents a dynamic, multidimensional condition that is based on good health and it includes multiple components: intellectual fitness, social, spiritual and physical. Fitness is the ability to accede to an optimal quality of life, it represents a dynamic, multidimensional condition that is based on good health and it includes multiple components: intellectual fitness, social, spiritual and physical. Many researchers in their studies mention the fitness as a set of attributes through which the individual faces the physical and functional demands in everyday activities, being dependent on the anatomical and psychological condition (Corbin & Lindsey, 1983; Dobrescu, 2008a; Grosu, Popovici & Mihaiu, 2010). Through the increase of regular volume and intensity of the drills and through the diversification and dosage of the physical effort, the functional skills of the body together with the development level of the physical abilities increase during the training process (Jansone & Krauksts, 2005). According to Fedewa and Ahn (2011) and Keeley and Fox (2009), the effects of physical exercise lead to not only an optimal level of fitness but also psychological, cognitive and positive relationship highlighted in some of their studies. Performance motivation is considered to be the most important source of professional performance variation (Atkinson & Hilgard, 2005). In addition to cognitive skills, general motivation for performance can be viewed as a second relevant feature for professional success (Eckardt & Schuler, 1992). A determining role in reaching the goals of physical education is played by the pupils' motivation to participate in the curricular activities (Rata, Dobrescu, Rata, Rata & Mares, 2011). In the field of sport and physical education, the theory of self-determination is one of the most well-known theories of motivation studies (Atkinson & Hilgard, 2005; Deci & Ryan, 1991, 2000; Ryan & Deci, 2002; Vallerand, Fortier & Guay, 1997). The practice of bodybuilding considering these beliefs of self-determination has positive effects on future trainers and consequently, amongst athletes. We can obtain important information regarding the functioning of these essential personality elements within the inter-relational system in the fitness training (Vijjala Ignat, 2010).

2. Material and methods

Starting from the importance of bodybuilding principles and means that aim at the somatic-functional and psychological development of practitioners, this sociological study was conducted on the first and second year students of the Faculty of Movement, Sports and Health Sciences (FMSHS) of Bacau, from the Sport and Top Motor Performance programme.

The research was conducted between 2014 and 2016 within the FMSHS of Bacau, on a target group of 230 first and second year undergraduate students in full-time education.

In order for this research to be more relevant, two groups of subjects were organised, 113 second year students and 117 first year students, both from the FMSHS. The selected students have volunteered to participate in this study.

The aim of this paper was to identify the physical education and sports students' perception regarding the practice of bodybuilding to improve one's fitness. Formulated on the basis of the elaborated premises, the research hypothesis verified the assumption that the identification of the students' convictions and motives in their perception regarding the practice of bodybuilding as specialisation could constitute sine qua non conditions for the formation of the socio-professional

profile. The research methods we used were: study of the bibliographical material, the inquiry, the statistical-mathematical method and the graphical representation method.

The research consisted in a sociological study, consisting in an inquiry, based on a questionnaire comprising 20 items using closed (with YES/NO answers choices), precoded or open questions. The study also started from the conviction that young students need to act in order to mobilise their development capabilities, which at this age are amplified. The practice of fitness improving sports, and in this case of bodybuilding (even as a professional sport) have ample beneficial effects for their general physical and mental development such as: improvement of one's health, beneficial influence of one's conduct, improvement of one's motor skills, it ensures a good level of fitness, mental-emotional balance, it develops one's communication skills (especially nonverbal communication) and also, it develops the aesthetic sense. All these benefits that the weightlifters can get after enrolling in physical education programmes can contribute in the end to the development of their self-esteem and self-motivation, deciding factors in the socio-professional training and in the development of the future specialist's personality.

3. Results and discussions

In regard to the first items, according to the respondents' opinion, the order of the effectiveness of a discipline in improving one's fitness is as follows: bodybuilding (74%) followed by aerobic gymnastics (66.50%), jogging (50.5%), weightlifting (31%) and powerlifting (19%) (Figure 1).

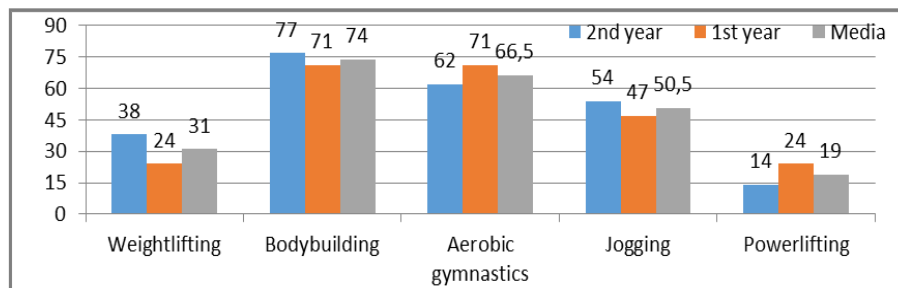


Figure 1. Disciplines considered to be effective in improving one's fitness

In regard to the perception of each group, the same order is recorded, which means that bodybuilding has a higher recognition due to its popularisation and accessibility among the male students. This also justifies the high number of choices for the discipline fitness optimisation—Bodybuilding fitness in the third year Physical and Sportive Education programme, compared to the choices for aerobic gymnastics. Other items of the questionnaire identify the information sources that were used by the students to inform themselves regarding the diversity of fitness improving disciplines, forming their basic beliefs about their role, and directing themselves toward the specialised centers.

The students in both groups recognised the Internet search engines (74%) as their most important source of information, so the information from friends, acquaintances, colleagues (39.50%) and promotional materials (29%) was less recognised and even less was the information from other sources (instructors, specialists and gyms near their home) (16.50%) (Figure 2).

The answers to other questions highlight the essential motivation of each respondent to consider the values of body shaping activities for their personal benefit. The answers to this question show that most of the inquired students attribute the intentions for influencing fitness on age and on the concept of the athletic shapes of men (62.50%). Close values can be found for the values of the future profession in the perception of the physical education students (33.50%) and for the orientations toward a new lifestyle (29%). The last position is occupied by the socio-economical options (23.50%) (Figure 3).

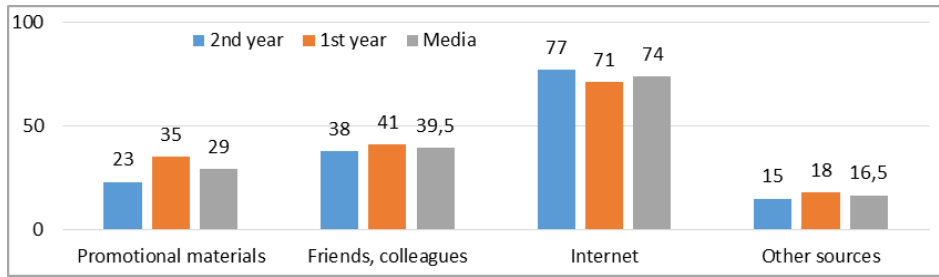


Figure 2. Sources of information for fitness improving disciplines

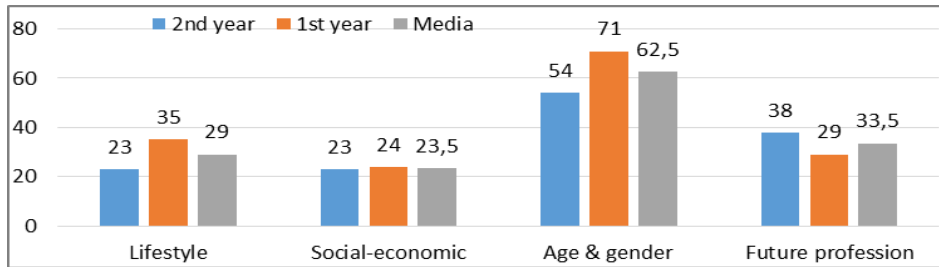


Figure 3. Personal attributes that could contribute to the perception of the value of fitness improving disciplines

Most respondents, especially the second year students, assess their fitness based on the harmonious physical development of their body (68%) and their muscle strength and endurance (55.50%). A unanimous opinion is found in both groups in regards to the importance of influencing the functionality of the major body systems (36%). With close values, the subjects recognise the role played by fitness programmes in balancing the body composition (26%) and distribution of the adipose tissue (27.50%) (Figure 4).

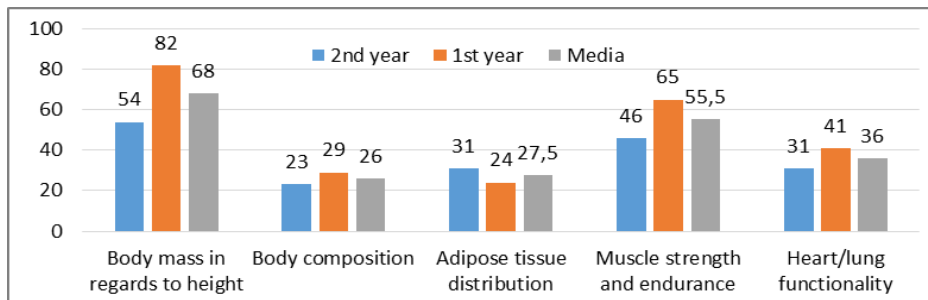


Figure 4. Types of influences of fitness programmes

The results of the inquiry for other category of items prove a good information of the respondents in regards to the professional fitness improving sports, defined using the terms of the capacity for capitalisation of the specific motor skills. They have emphasised more weightlifting as a somatic-functional defining discipline (81.50%), then power lifting, 39.50% and 32% professional fitness. First year subjects perceive weightlifting much more, 94%, as professional sport, than the other two sports, powerlifting and professional fitness (41%) (Figure 5).

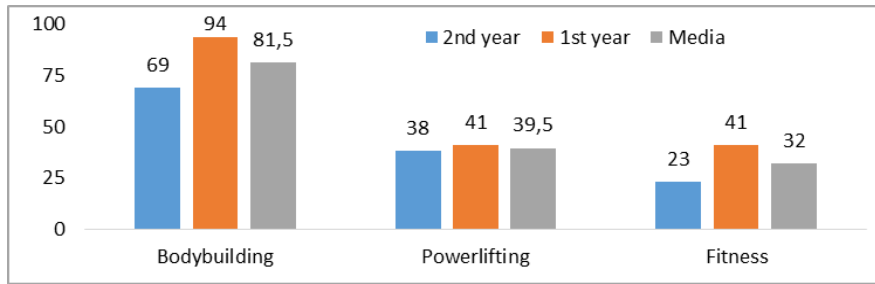


Figure 5. Professional fitness improving sports

The subjects perceive bodybuilding as a professional sport that opens new opportunities in their professional training. In this sense, there is a large percentage (63%) of the ones who think they are compatible with its practice, which does not necessarily mean they would choose this specialisation. Of the second year subjects who are much closer to make a decision in regards to their specialisation, 31% are undecided and did not make a clear choice. First year students are much more convinced at this moment as they are compatible with this sport, but in the next year, their choice could be influenced by many factors that can direct them toward this specialisation (Figure 6).

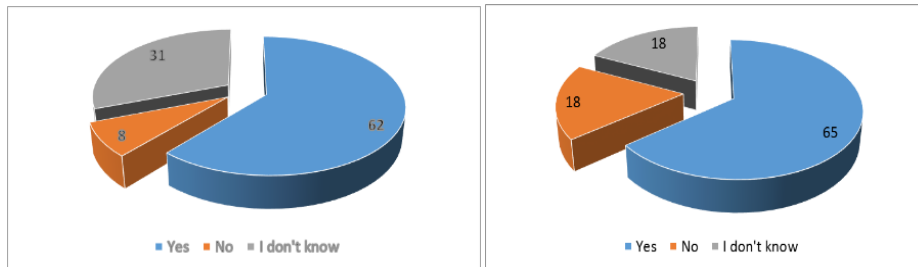


Figure 6. Compatibility with the practice of bodybuilding in the second/first year subjects

According to some answers, most subjects (90%) appreciate the value of bodybuilding programmes in regards to its role in developing muscle mass, and half of them (50.50%) recognise its influence on enlarging the pectoral perimeter. The other effects of bodybuilding, on the somatic and functional aspects of the practitioners are appreciated by 26–33% of the subjects. The first year students mention in a larger percentage (35%) the influence of rigorous training on the respiratory function by increasing the thoracic cavity, while the second year students emphasise its influence on the control of subcutaneous fat (31%). Both groups appreciate less the interventions on the skeletal proportions (23% and 29%) (Figure 7).

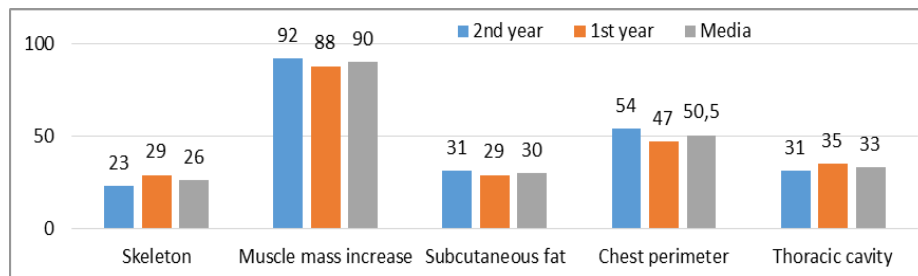


Figure 7. The objectives for practicing bodybuilding

In regards to the students' motivational dimension, the intention was to develop in them those abilities that would allow them to have the best possible socio-professional integration in the future. The inquiry shows the subjects first placing a need that envisage gaining new knowledge regarding the body shaping activity (73%). Another important motivation relates to social relations, affiliation,

belonging to a group, which indicates the fact that the subjects need to improve their social relations, especially in regards to their quality (63%). In the case of the first year subjects, one place in the motivational categories is taken by a need in the category of self-assertion, self-appreciation (Ego needs) (41%). Both groups consider useful for the professional activity, the possibility to think and act independently (57%), to develop new friendships (40%) and the feeling of safety in regards to the physical shape (47%). After comparing the answers of the two groups, one can see that the second year subjects are more convinced of the motivational values of personal development and self-accomplishment (Figure 8).

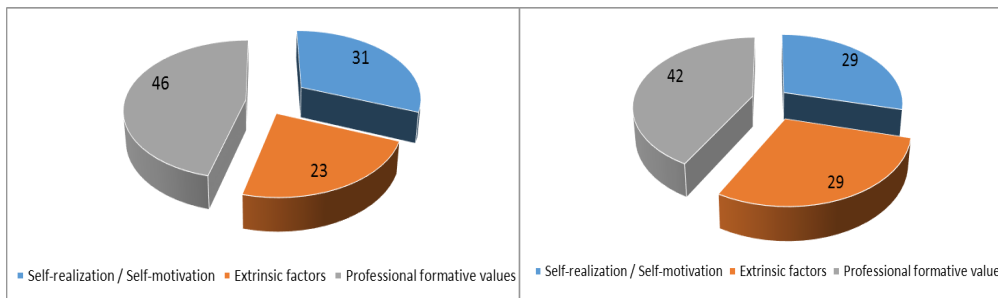


Figure 8. Needs for the practice of bodybuilding as formative values of the future specialist in the second year subjects

3.1. Discussion

Fitness for life is a phrase that represents a whole philosophy that reveals the importance of a rational regime in which physical exercise is inseparable from the existence of man (Dragnea & Bota, 1999).

The most famous bodybuilder of all time is certainly Arnold Schwarzenegger, who before becoming the world's most paid actor and governor of the State of California was a multi-world amateur and professional champion as well as the holder of seven Mr. Olympia titles, the most important competition of professional bodybuilding (Chirazi & Ciorba, 2006). His image represents a model of bodybuilding practitioners and determines the motivation for the desire to accumulate the knowledge and skills specific to the body modelling activity (Dobrescu, 2008b). The essential motivations of each respondent in considering the value of body shaping activities for personal benefit were based on the age and the concept of athletic shapes of men, the values of their future profession and their orientations toward a new lifestyle. At the end of the inquiry, it can be observed that the option to practice bodybuilding is determined by extrinsic motivations such as the need to gain new knowledge regarding the body shaping activity, the need to improve their social relations and the need for self-assertion and self-appreciation (Ego needs).

In the opinion of the investigated subjects, choosing this discipline could be linked to the satisfaction of those intrinsic needs that they think are important for the success of self-realisation, self-motivation and personal development. Also, over half of the subjects consider to be useful for their professional training qualities regarding the possibility to act and think independently, to develop new friendships and the feeling of safety in regards to the physical shape, that can be stimulated by bodybuilding training. These qualities can be passed on to pupils through physical education and sports activities in schools. The role of perceived teacher support, motivation climate and satisfaction with psychological needs in motivating students for guided movement is also supported by Cox and Williams (2008).

Cheon and Moon (2010) highlights in one study the impact of autonomy support on satisfaction of students' psychological needs, self-determined motivation, emotional-behavioral commitment and intent to physical activity through fitness programmes. Research findings have shown that supporting

students 'autonomy through fitness programmes could enhance students' psychological needs, particularly the need for autonomy, and also to promote their autonomous motivation and emotional-behavioral commitment. The theory of self-determination is also supported by Amorose and Anderson-Butcher (2007), in a study on autonomy—coaching and self-determined motivation in high schools and college athletes. In support of these determinant perceptions in personality formation regarding intrinsic motivations were the studies conducted by Hollembeak and Amorose (2005) and McAuley, Duncan and Tammen (1989).

4. Conclusions

- The poll helped identify the student's opinion about the most effective disciplines in improving one's fitness, most of them choosing bodybuilding.
- Of the sources of information that formed the base for the student's opinions about the role of fitness improving disciplines, the Internet came first, then, the friends and others, promotional materials and other sources (instructors, specialists and gyms near their home).
- A large portion of the answers have highlighted the students' (especially the second years ones) appreciation of the role played by fitness in harmoniously developing the body and of muscle strength and endurance.
- Identified by its ability to capitalise on the specific motor skills, more respondents recognised bodybuilding as a somatic-functional defining sport, and other think they are compatible with its practice, which does not mean they would necessarily choose it as a specialisation.
- At the end of this research, it can be said that the hypothesis was confirmed, and the informations identified in the perception of the first and second year Sports and Top Motor Performance students can constitute arguments for their capitalisation.

Acknowledgements

The team that carried out this study declares on their own responsibility that the subjects participating in the research and their parents were informed of the voluntary nature of participation in the research, understood the information received and requested for research. They understood that withdrawal from the research could be done at any time, without any adverse consequences on the participant or legal representative. Research has observed the ethical standards of research; we mention that the legal representatives of the research participants have given their informed consent for the participation in this research.

References

- Amorose, A. & Anderson-Butcher, D. (2007). Autonomy-supportive coaching and self-determined motivation in high school and college athletes: a test of self-determination theory. *Journal of Sport and Exercise Psychology*, 8, 654–670.
- Atkinson, R. L. & Hilgard, E. R. (2005). *Introducere in psihologie* (XIV-a ed.). Bucuresti, Romania: Editura Tehnica.
- Cheon, S. H. & Moon, I. S. (2010). Implementing an autonomy-supportive fitness program to facilitate students' autonomy and engagement. *Korean Journal of Sport Psychology*, 21, 175–195.
- Chirazi, M. & Ciorba, C. (2006). *Culturism intretinere si competitie*. Iasi, Romania: Editura Polirom.
- Corbin, C. & Lindsey, R. (1983). *Fitness for life*. Glenview, IL: Scott Foresman.
- Cox, A. & Williams, L. (2008). The roles of perceived teacher support, motivational climate, and psychological need satisfaction in students' physical education motivation. *Journal of Sport and Exercise Psychology*, 30, 222–239.

Dobrescu, T. (2018). The students' perception of practicing bodybuilding considering the definition of fitness for the future sports trainers. *New Trends and Issues Proceedings on Humanities and Social Sciences* [Online]. 5(1), 49-56. Available from: www.prosoc.eu

- Deci, E. L. & Ryan, R. M. (1991). A motivational approach to self: integration in personality. In R. A. Dienstbier (Ed.), *Nebraska symposium on motivation: perspectives on motivation* (Vol. 28, pp. 237–288). Lincoln, NE: University of Nebraska.
- Deci, E. L. & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227–268.
- Dobrescu, T. (2008a). *Gimnastica aerobica—o alternativa pentru un nou stil de viata al adolescentelor* (128p). Iasi, Romania: Editura Pim.
- Dobrescu, T. (2008b). *Gimnastica aerobica—strategii pentru optimizarea fitness-ului* (128p). Iasi, Romania: Editura Pim.
- Dragnea, A. & Bota, A. (1999). *Teoria activitatilor motrice*. Bucuresti, Romania: Ed. Didactica si Pedagogica R. A.
- Eckardt, H. H. & Schuler, H. (1992). Berufseignungsdiagnostik. In R. S. Jager & F. Petermann (Hrsg.), *Psychologische diagnostik* (ss. 533–551). Weinheim, Germany: Psychol Verlags Union.
- Fedewa, A. L. & Ahn, S. (2011). The effects of physical activity and physical fitness on children's achievement and cognitive outcomes. *Journal of Research Quarterly for Exercise and Sport*, 82(3), 521–535.
- Grosu, E. F., Popovici, C. & Mihaiu, C. (2010). *Locul si rolul fitness-ului in stiina sportului*. Cluj- Napoca, Romania: Edit. G.M.I.
- Hollebeak, J. & Amorose, A. (2005). Perceived coaching behaviors and college athletes' intrinsic motivation: a test of self-determination theory. *Journal of Applied Sport Psychology*, 17, 20–36.
- Jansone, R. & Krauksts, V. (2005). *Sporta izglitibas didaktika skola* (336p). Riga, Latvia: RaKa.
- Keeley, T. J. H. & Fox, K. R. (2009). The impact of physical activity and fitness on academic achievement and cognitive performance in children. *International Review of Sport and Exercise Psychology*, 2(2), 198–214.
- McAuley, E., Duncan, T. & Tammen, V. V. (1989). Psychometric properties of the intrinsic motivation inventory in a competitive sport setting: a confirmatory factor analysis. *Research Quarterly for Exercise and Sport*, 60, 48–58.
- Niculescu, M., Cretu, M. & Matei, A. (2006). *Bazele stiintifice si aplicative ale pregatirii musculare*. Craiova, Romania: Editura Universitaria.
- Rata, G., Dobrescu, T., Rata, B. C., Rata, M. & Mares, G. (2011). Study regarding the professional motivation in physical education and sports students. *Sports and Society Interdis Journal of Physical Education and Sports*, 11(2), 126–136.
- Ryan, R. M. & Deci, E. L. (2002). Overview of self-determination theory: an organismic dialectical perspective. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 3–33). Rochester, NY: University of Rochester Press.
- Vallerand, R. J., Fortier, M. S. & Guay, F. (1997). Self-determination and persistence in a real-life setting: toward a motivational model of high school dropout. *Journal of Personality and Social Psychology*, 72, 1161–1176.
- Vijjala Ignat, M. (2010). *Dimensiuni ale personalitatii si specificul motivational la sportivii de performanta* (Unpublished doctoral dissertation). Bucuresti, Romania: Universitatea Bucuresti.