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RELATIONSHIP MOTIVATION - VOCATIONAL MATURITY TO STUDENTS TO PRACTICE SPORTS CONTACT

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Abstract: *The present study aims to assess the maturity, vocational level and motivation of a group of 23 students who practice contact sports and institutionalized children, in order to identify relationships that, at group level, between their motivation to practice sport and the level of: decision, goal-oriented and trust, as well as vocational maturity factors. Results confirmed that vocational students are motivated for success, determined and goal oriented students are motivated by standards of performance and goal oriented students are extrinsically motivated. What we didn't get is a positive correlation, statistically significant between vocational maturity as a factor of confidence and motivation. One can say our group is not motivated by trust vocational level. It can be put down to the fact that these children come from institutional environment, which has not cultivated a sense of confidence.*

Keywords: *motivation, vocational maturity, students, sports performance, contact sport*

1. INTRODUCTION

1.1 Motivation. Man runs many activities: eating, playing, learning, collects works of art, assaulting their peers, helps them, etc. A common feature of these activities is motivation, their first chronological element. To know a person's motivation equates to finding the answer to the question "why" does he undertake the activity. The answer is difficult, because the causes are multiple triggers and can not be reduced to external stimuli. The activity, the reactions are triggered from internal causes; Motivational system components are numerous, varying origin, way of meeting and function, classification and their explanation is controversial. Most psychologists now accept that human motivation includes needs, trends,

intentions, desires, motives, interests, aspirations, beliefs.

1.2 Vocational Development / vocational Maturity. Super (1996) proposes a number of vocational development stages, starting from the stage of growth, in early childhood, and going through the exploration phase, stabilizing and maintaining careers and final disengagement or withdrawal in advanced ages. Each stage requires a certain task development. Vocational maturity of the person is the extent to which the person can cope with the condition for the effective functioning of the person concerned in stage roles and prepare the person for passage to the next stage. Steps are representative of school age and growth stage exploration stage. Tasks specific to development stage of growth are self-knowledge and knowledge occupations.

These next steps are basal elements, without considering that the process of self-knowledge and knowledge of the occupations ended. Exploration phase is characterized by: crystallization, specification and implementation of vocational options (Super, Savickas and Super, 1996). This means that adolescents evaluate their skills and values and make the choice for a general field (crystallization), then specify this option (specification) and follow the implementation of the option.

1.3 Research methodology.

The research objective: is to identify at the research group, motivational aspects, as well as vocational maturity level, these two aspects of students who practice contact sports can influence their further life. Knowing that motivational factors are those who mobilize an action-oriented person, highlights the possibility of a close relationship between the level and type of student motivation and choice, decision and vocational orientation. For a small group of participants, so as in case, the research to practical purpose is to provide relevant information for the coach, for the team, providing information about the motivational factors but also develop vocational maturity level, both at group level and individual level. Correlation motivation-vocational maturity place the athlete both in group level, but also as individual data, with that, the coach becomes conscious of the potential of student's motivational level, and the coach may steer them as a future sports men. Hence and support for this research.

A general OBJECTIVE The study is to identify the existence of positive relationship between student's motivation practicing contact sports and vocational maturity.

The hypothesis of the study is that there on direct and positive relationship between students' motivation to practice contact sports and vocational maturity.

1.4 Method.

Participants: The study has 23 participants, they are part of a group of **50 children in foster care** in family homes in Giurgiu, belonging to the General Directorate of Social Assistance and child Protection Giurgiu, **participate in organized sports activities** in the gym of High School "Viceamiral Nicolae

Balanescu". Thus, as of February 2014 three times a week, after classes, children from family homes St. John, Gabriela Constantin, Danube, Asaloni, My House, they usefully spend their free time pleasantly. Along with other children in the community, children of Giurgiu DGASPC (foster homes) are involved in physical training and tactical activities under section wrestling Municipal Sports Club Danube Giurgiu. The activities conducted under the guidance of Florin Antonescu, CSM coach Giurgiu Danube

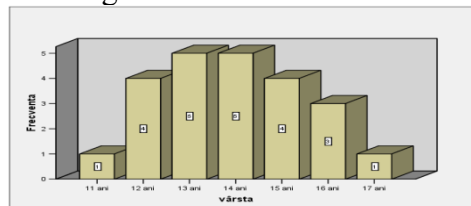


Chart 1: Number of pupils by age

The graph above presents the number of students participating in the study, depending on their age. So: we can easily identify: a student of 11 years, 4 students 12 years, 5 students 13 years, 5 students 14 years, 4 students, 3 students of 16 years and a student of 17 years.

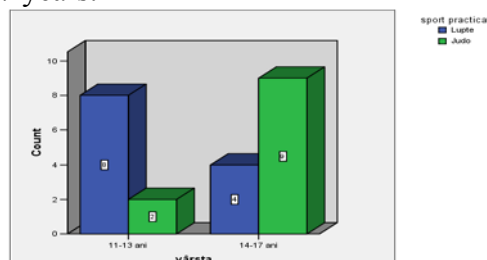


Chart 2: Distribution of participants by age levels and the sport

The No.2 graphic presents the age group between 11 and 13 ($m = 12.40$, $SD = .69$), and group students aged 14-17 years old ($m = 15.00$, $SD = 1.00$) 4 practice wrestling and Judo.

Tools: two instruments were for motivational factors and one to determine the level of vocational maturity. These are: **Scale-Lynn Ray about the reason for success / achievement**. It is a self-assessment scale consists of 14 items. The instrument is a translation-adaptation of the scale developed and validated J. J. Ray from University of New South Wales, on the basis of old scales (Lynn, 1969, and Smith, 1973) and is a measure of



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motivation for achievement and personal success.

Academic Motivation Scale (AMS), the authors: Robrt J Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Briere, Caroline B. Senecal, Evelyne F. Vallieres (1992-1993). It has 28 items and five subscales: motivation generated by interest accumulating information, intrinsic motivation, extrinsic motivation, motivation for performance standards, responsible for learning motivation.

Questionnaire for determining vocational maturity (CAMI): created by John O. Crites in 1978. It contains 28 items and three subscales: Scale decision guidance, scale-purpose and reliable scale.

Procedure: Data was collected by the coach after informing them about the purpose of research but not least, the legal matter and use of data for research purposes. Both parties agree, finally, a random, selecting 23 students out of 50, to avoid the possibility of identifying subjects in the study. Participants understood the instructions and reply to answer items.

1.5 Results. The research results were processed with SPSS v.13.

After analyzing descriptive data resulted the following table (Table 1) where we can see the internal coefficient consistency of the scales applied.

Table 1. Variables internal consistency coefficient measured

Scale	<i>Cronbach Alpha</i>
Motivation for Success	.74
Motivation- interest generated by accumulating information	.68
Motivation- intrinsic	.78
Motivation-extrinsic,	.61
Motivation for performance standards.	.54
Motivation- responsible for learning	.75

Decision	.58
Orientation towards a goal	.68
Confidence	.50

For inferential data analysis, nonparametric test was used, Spearman's bivariate correlation because the small number of participants and the deeds that following the Kolmogorov-Smirnov test, there was normalcy in data, it was decided to assign ranks, scores, variables measured to be able to use a non-parametric test.

As will be seen in Table 2, the average correlation exists between: motivation for success of students who practice contact sports and vocational maturity factor size decision, which may mean that students who have already taken a decision in terms of career they are more motivated for success. Anna Roe, specialist in clinical psychology believes that each person inherits a certain tendency to use their own "psychic energy" in a specific way. His theory is based on three components, being influenced by Gardner Murphy's theoretical concepts and Abraham Maslow. Gardner Murphy's influence is found in the use of the concept of channeling psychic energy in establishing the influence he has on the choice of vocational life experiences from childhood. Anna Roe is also based on A. Maslow's theory about the needs and prioritizing them. The third component is the influence of genetic factors in decision making vocational as the structure *hierarchy of needs*.

We can see three correlations average intensity: goal-oriented students were predominantly intrinsic motivation type, which can create prerequisites for a bigger conditioning during training, as well as better defined tasks in which the student can respond promptly; students who have a motivation based on performance standards, they also have vocational maturity as determinants of

decision and orientation effect, which emphasizes the natural course of things, namely, athletes who know their purpose, and better orientate for this, they made a decision based and sustained level of performance-energetic who aims to reach; Regarding orientation brings purpose and need of support from motivation to learn, what emerges from the positive correlation between the two concepts. "The process of maturation of interests on the one hand characterized by widening their scope and, on the other hand, selectivity: the multitude of objects and activities interest at this age begin to stop preteen strongly to one or which are thus two interests - pivot, the other is polarizing around them. In this way, cognitive interests intertwine with the professional - human characteristic phenomenon of vocation. "(I. Drăgan after 1975, p. 45-47).

What was not identified in the study, namely the absence in the study group, statistically significant correlations between trust factor and motivational dimensions of students, practitioners of contact sports? In this case, we can take into account that all students come from family homes, or maternal family, the car is actually in these young people, in terms of their social status, trust as a valuable condition is poorly delineated, which is demonstrated by numerous other studies, based on research on self-esteem Brown and Dutton (1995). Ginzberg, Ginsburg, Axelrad and Helma (1950): These four experts from different backgrounds (economist, psychiatrist, sociologist and psychologist) believes that the first 25 years of a person can be divided into three periods: fantasy; During attempts / flirtation; realistic period.

Stage interests (11-12 years) - stage where children begin to realize the need to identify a vocational directions. The choice is made based on the intrinsic potentiality of the work itself, how pleasant is that activity. Often, the choice reflects identification with one parent, usually the father.

Stage Capacity (13-14) is introducing the concept of novelty skill in vocational considerations. Increased degree of identification with the father and its influence in choosing vocations; increase the influence of others.

The state values (15-16 years) introduce the idea of serving society. Teenagers seem to become aware that they can meet their labor needs; is the period when the first signs may appear of a future careers (ex.: doctor) humanitarian reasons rather than the status of that activity.

The state transition (17-18 years old) is a calm stage. Young people understand that we must take responsibility for the consequences of their own decisions. This stage differs from the previous in that the young have more independence in its actions. Start external factors awareness work.

Table 2. Spearman test

		RANK of maturitatea_voc ientarea_spre scop	RANK of maturitatea_voc decizia	RANK of maturitatea_ increderea	
Corelatie cu testul S	RANK of Motivatie_p	Correlation Coe	,309	,528*	,119
		Sig. (2-tailed)	,151	,010	,588
		N	23	23	23
RANK of motivatia_r		Correlation Coe	,078	,210	-,321
		Sig. (2-tailed)	,723	,335	,135
		N	23	23	23
RANK of motivatia_r		Correlation Coe	,299	,391	-,111
		Sig. (2-tailed)	,165	,065	,614
		N	23	23	23
RANK of motivatia_e		Correlation Coe	,554*	,398	,073
		Sig. (2-tailed)	,006	,060	,739
		N	23	23	23
RANK of motivatia_p performanta		Correlation Coe	,529*	,560*	-,151
		Sig. (2-tailed)	,009	,005	,492
		N	23	23	23
RANK of motivatia_ responsab_pt_invata		Correlation Coe	,471*	,230	-,137
		Sig. (2-tailed)	,023	,291	,534
		N	23	23	23

**Corelatia este semnificativă la nivelul 0.01 (2-tailed).

*Corelatia este semnificativă la nivelul 0.05 (2-tailed).

2 CONCLUSIONS

Starting from the objective and the general assumption study, covering the results, we can say that at this group study found positive relationships between the two concepts: motivation and vocational maturity. Also it can be stated that ACES students, aged between 11 and 17 years, and their decisions are motivated sports career and oriented in order to start a successful career also, extrinsic reasons and standards performance requirements. Also, as we have seen, are distrustful of the future, which can be explained by the lack of psycho-emotional support due to their status of institutionalized children.



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3. LIMITS OF RESEARCH

The boundaries of this research are extremely small number of participants, not including data in a complete psycho-emotional assessment and not including the profiles for the students. Failure applying parametric tests.

In the future we like to continue RESEARCH including overcoming the limitations.

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