

VALUE ATTITUDES OF STUDENT YOUTH TO PHYSICAL CULTURE AND SPORTS AS FACTORS IN THEIR ASPIRATION FOR SUCCESS

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ABSTRACT: The purpose is to determine the value attitudes of student youth to physical culture and sports and its influence on the quality of volitional self-regulation of behavior and aspiration for success. An empirical study was conducted among students who are not majoring in physical education. Psychodiagnostic techniques have been applied: original questionnaire to find out the level of students' physical and sports activity; the method of "Style of self-regulation of behavior" (Morosanova & Konož, 2000); "The need for achievement" test-questionnaire (Orlov, 1998). Results. A statistically significant interconnection was established between the parameters of self-regulation of one's behavior, namely: "Planning", "Evaluation of results", "Flexibility", "Independence", and the need for success among student youth ($p < .01$). The correlation between the level of students' physical and sports activity and their aspiration for success was established ($p < .01$). Differences between groups of students with high and low levels of physical and sports activity by the variables of self-regulation of behavior – "Planning" ($p < .05$), "Evaluation of results" ($p < .05$), "Flexibility" ($p < .05$), "Independence" ($p < .05$) were clarified. It proves that awareness of physical culture as a value influences volitional qualities of students' personality and their level of aspiration for success. It is established that students' attitude to physical culture as a value is an effective factor in the formation of a healthy lifestyle, intellectual abilities, their own "Self", as well as professionally important qualities.

KEYWORDS: Values, Value Orientations, Self-Regulation of Behavior, the Need to Succeed.

I. INTRODUCTION

Not only does sport reflect the system of value orientations of society, but it also influences the process of socialization of young people, creates a certain system of values, way of life and lifestyle which youth are focused on.

Studies indicate that sports-minded youth are better adapted to social and psychological environments than indifferent to sports youth. The ability and interest in sports have a positive effect on the development of self-actualization and the raising of prestige among peers [1-3].

Note that the mechanisms, which contribute to the development of individual motivation to a healthy lifestyle, sports, should include identification with the image of a healthy person engaged in sports.

Sport gives prominence to such important social values as values of victory, values of justice, honesty. Through sports, or even in the process of watching sports, social values are absorbed by the individuality; they are internalized into personal values [4].

Sport has a positive rating of humanistic ideals and values. It is important to emphasize the important role of sports in maintaining and promoting the health of people, their physical improvement, stimulating activity,

striving for the development of different abilities, talents and skills, acquiring new knowledge, establishing new efficient contacts.

Nowadays, classical sport plays an important role in many social processes and phenomena. As a social phenomenon, sport has taken shape relatively recently. Modern life cannot be imagined without physical culture and sports.

They perform many social functions, influencing the socialization of the younger generation, and promoting the socio-cultural development of young people. The social value of sport is increasing, performing various functions: emotional, political, as well as socialization and mobility. Today, there are no areas of activity that are not related to sports. Mass sports (amateur), sports excellence (big sport), the Olympic movement are universally recognized physical and spiritual values. Playing any kind of sport is becoming more prestigious [5; 6].

Recently, the sport is considered by scientists in a new perspective from the point of view of social value potential. An important part of general culture is the social and personal values of physical culture and sports. Attention should be paid to personal values that determine the purposeful activity of an individual who is focused on the values of healthy lifestyle and sport. In turn, they characterize the inner world of the individual and determine the stable, invariable, absolute characteristics of the person [7].

It is also important to note the value potential of sport that allows you to solve a number of educational problems. For example, sports activities help young athletes to cope with the difficult life situations that arise in their social environment (at school, student group, family). Athletes point out that sport has helped to become a personality with strong life principles, independent and purposeful. In the process of sports activities, they realize that success depends merely on them: on their work, patience, will, persistence. The value feature of sport meets the social needs of society [8].

Physical culture and sports are not only a means of enhancing a student's health, physical improvement, a means of increasing social activity, but also have a significant impact on other aspects of human life: work, moral and intellectual qualities; on the process of self-actualization and self-improvement, on the formation of will, etc. Physical culture plays an important role and makes sense of the value of harmonious development of a person in the structure of modern personality culture.

As part of the culture, physical culture and sports are related to the value categories they accumulate and transmit: 1) they directly influence the physical and spiritual development of the individual, the disclosure of the creative potential of participants in the sports process; 2) they are a means of shaping lifestyles; they are a cultural model of a positive influence on people's consciousness and on the relationships between them; 3) they demonstrate a variety of patterns and models of individual behavior that best fit the characteristics of each individual; 4) they serve as an instrument of influence on the physical, intellectual, spiritual development of the younger generation; 5) they are a model of social interaction based on the democratic principle of fairness and equality of opportunity; 6) they are a universal means of communication, facilitating the development of interpersonal, international contacts. Symbolic models, cultural patterns, meanings related to physical culture and sports are actualized in a society that is focused on the value of sustainable development [1].

Considering the value potential of students' physical culture, one can distinguish two levels of values: personal and social. The personal level of learning the values of physical education is determined by the students' knowledge in the field of physical improvement, motor skills and abilities, the ability to self-regulate healthy lifestyles, social and psychological settings, orientation to sports and physical activity. When students understand the social values of physical education as an integral part of a healthy society, they also form their personal physical culture [9].

Values have not only cognitive but also regulatory and purpose values for the person. Because of values, a person justifies for him/herself the norms that are realized in the interaction of people. The awareness and obligation of a certain norm for a subject depends on the following conditions. Firstly, it depends on the subject's ability to be aware of his/her situation, to draw consistent conclusions from that knowledge. Secondly, it depends on the level of focus on the subject of value, which is also the object of behavior. Thirdly, it depends on the ability of the subject to realize his/her own ideas, the development of his/her volitional qualities.

Therefore, awareness of the obligation of a certain norm occurs when the norm becomes meaningful to the individual, that is, becomes valuable [7].

The modern system of physical education of students of non-physical training areas is dominant in the development of physical culture and sports as structural components of the general human culture, healthy lifestyle and professional competence of the specialist.

Physical culture is not only a means of physical training, safekeeping and promotion of physical health, but also a mechanism of interpersonal interaction [1]; a condition for successful social cooperation [9]; a means of self-development and self-improvement of physiological, psychic, mental abilities [3]; the formation of value orientations that contribute to the conscious increase of physical, moral and personal qualities [4].

Some scholars have noted that physical training is the basis of sociocultural development of the individual [10], and is an integral part of forming the general and professional culture of the specialist [11]. Physical culture establishes the basic guidelines of free self-determination of the personality, who, in different periods of life from the whole set of values, selects the ones that are currently the most significant.

Of scientific interest are the studies, in which students, who are convinced of the importance of physical culture as one of their main personal values, are capable of organizing and maintaining a healthy lifestyle. Such respondents demonstrate independence, determination and persistence in many areas of their lives after graduation. The high level of formation of personal orientation and motivation of students to systematic physical and sports activity substantively increases the performance of both physical and professionally important qualities of students. As a result, they show value attitude for a healthy lifestyle [12].

In order for a student to achieve better results in future professional activity, he or she must be motivated to succeed. Physical education and sports can be a means of motivating students to succeed. The formed need for success develops in a young person high activity, persistence in achieving the set goal; motivation to achieve success contributes to overcoming various obstacles. There are studies that show that respondents engaged in physical culture and sports have high levels of success. They are also able to set conscious goals and strive not only to achieve high results, but also have a well-developed sense of obligation and responsibility [13; 14].

Hypothesis. The authors suggest that students who consider physical education as a personal value are more capable of volitional self-regulation in activity and more oriented towards success in life.

Purpose. Value attitudes of student youth to physical culture and its influence on the manifestation of the qualities of volitional self-regulation of behavior and aspiration for success are to be determined.

II. METHODOLOGY AND METHODS

The methodological starting points of the empirical study of the value attitudes of student youth to physical culture and sports as factors in their aspiration for success are a set of consistent measures with the use of psychodiagnostic methods. This methodology has been tested by researchers in the study of safe educational environment and motivation of respondents' achievement [15-17], studies of expected mental states in educational, sports, training, competitive and tourist activities [18-25], research on the training of future teachers of physical education [26-28]. All experimental and empirical studies reviewed contained elements of value attitude, volitional self-regulation, and motivational aspects of respondents' aspiration for success.

Participants. The study involved 114 students of 2-3 full-time courses of Kherson State University, except for students of the Faculty of Physical Education and Sports. The research is conducted in accordance with the ethical standards of the responsible committee on the rights of experiments of Helsinki declaration of 2013 [29].

Organization of research. Assessment of students' attitude to the values of physical culture and analysis of stimulating motives for physical and sports activities were done with the help of a previously developed author's questionnaire. The questionnaire reflects the level of students' enrollment in various forms of athletic exercises, their physical and sports interests, needs, motives.

Quantitative and qualitative characteristics of physical and sports activity are represented by indicators of the time spent for physical culture, regular exercises, and students' motivation for physical culture.

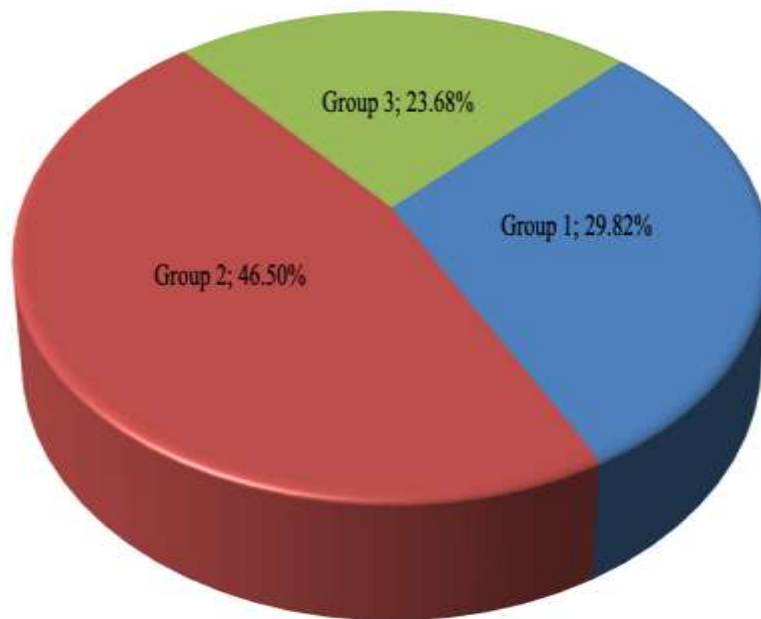
The “Style of self-regulation of behavior” questionnaire was used to identify volitional sphere of student youth [11]. This questionnaire is designed for research and practical diagnostics of various aspects of individual self-regulation. Questionnaire statements are based on typical life situations and do not directly relate to the characteristics of particular professional or educational activity. The questionnaire has a scale “Total level of self-regulation” (TL), which characterizes the level of formation of the individual system of self-regulation of arbitrary human activity. In addition, there are six scales that are selected in accordance with the main regulatory processes: planning (Pl), modeling (M), programming (Pr), evaluation of results (Er); as well as regulatory and personal properties: flexibility (F) and independence (I). Some statements come in two scales at the same time.

The “Need for Achievement” questionnaire was used to identify the need for success, goals, motivation for achievement [30]. The motivation to achieve is expressed in the desire to improve results, persistence in attaining personal goals, the need to overcome obstacles, self-improvement, compete with other people and lead them, the desire for self-realization, raising self-esteem.

Statistical analysis. Statistical processing of empirical data was performed using the statistical programs “SPSS” (v. 23.0) and “MS Excel”. Correlations are established using the Spearman’s rank correlation coefficient. The statistical difference between the groups is determined by the Fisher’s angular transformation criterion ϕ .

III. RESULTS AND DISCUSSION

The questionnaire on the variable of time spent on physical activity and sports activity determines that students are divided into three groups: 1) students who do not exhibit sports activities, namely, up to 1 hour per week (n=34; 29.82%). For this group of students’ physical activity did not become a vital need. There are no motives in this field of activity; 2) students with optimal physical and sports activity – up to 6 hours per week (n=53; 46.50%). This group of students is motivated by the need to meet the curriculum standards and to receive credit; the real amount of motor activity does not ensure full development and promotion of health; 3) students with relatively high physical and sports activity – 7-8 or more hours per week (n=27; 23.68%) (see Fig. 1).



Note: Group 1 – students who do not exhibit sports activities, namely, up to 1 hour per week; Group 2 – students with optimal physical and sports activity – up to 6 hours per week; Group 3 – students with relatively high physical and sports activity – 7-8 or more hours per week.

Figure 1. Structure of physical and sport activity of students

When analyzing students’ responses to the question about the adequacy of motor control for normal life and health, 34.21% of the respondents answered satisfactorily, 30.70% of the respondents said “difficult to answer”, 35.09% of the respondents are ready to admit the fact that their own motor control is insufficient.

Descriptive characteristics of the results by the method of “Style of self-regulation of behavior” [11] are presented in Tabl. 1.

Table 1. Mean values and mean square deviations on the scales of the method “Style of self-regulation of behavior” (n = 114)

Scale	M	SD
Planning (Pl)	5.671	2.074
Modeling (M)	6.134	1.895
Programming (Pr)	4.967	2.036
Evaluation of results (Er)	6.285	1.782
Flexibility (F)	5.781	2.117
Independence (I)	4.679	1.854
Total scale of self-regulation	29.413	4.231

Note: M – arithmetic mean; SD – mean square deviation.

Based on the comparison of the obtained data with the normative indicators on the scales of the methodology, it was determined that by the scales “Planning” (M = 5.671; SD = 2.074); “Programming” (M = 4.967; SD = 2.036); “Flexibility” (M = 5.781; SD = 2.117) the average level of manifestation of the corresponding characteristics was obtained. The “Modeling” (M = 6.134; SD = 1.895) and “Evaluation of results” scales (M = 6.285; SD = 2.782) showed higher than average scores, demonstrating the ability of students to identify meaningful conditions for achieving goals both in the current situation and in the future. In addition, the sample of students is characterized by the formation and constancy of subjective criteria for evaluating results. It should also be noted a slight decrease in indicators compared to the normative evaluations on the scale “Independence” (M = 4.679; SD = 1.854). That is, sometimes behavior plans and programs are constructed under the influence of the situation, circumstances, other people.

On the whole, mainly the average evaluations obtained throughout the study sample lead to more differentiated analysis.

According to the results of the “Need for Achievement” test-questionnaire [30], the following mean group values were obtained (M = 14.65; SD = 3.246), which, when compared to the test norm scale, indicate that the need for achievement is above the average. People with a high level of need for achievement are characterized by the following features: dissatisfaction with the achieved, the desire to do the job better than before, the tendency to get involved in the activity, the desire to experience the pleasure of success, the need to find new techniques; a willingness to accept assistance and help others to solve difficult tasks together to experience the joy of success.

For the purpose of correlation analysis the indicator of the level of physical and sports activity is converted into an interval scale and is indicated as follows: low level – 1 point; average level – 2 points; above average level – 3 points (see Tabl. 2).

Table 2. Correlations on the scales of the method “Style of self-regulation of behavior” [11] with “Need for achievement” indicators [30] and the level of physical and sports activity

Criteria of self-regulation of behavior	Need for achievement	Level of physical and sports activity
Planning (PI)	.279**	.234*
Modeling (M)	.185	.167
Programming (Pr)	.191	.185
Evaluation of results (Er)	.264**	.174
Flexibility (F)	.312**	.192
Independence (I)	.319**	.269**

Note: * – $p < .05$; ** – $p < .01$.

Correlation analysis revealed statistically significant interconnection between the need for achievement of student youth and the variables of self-regulation of one’s own behavior, namely, with the scales: “Planning” ($r_s = .279$; $p < .01$); “Evaluation of results” ($r_s = .264$; $p < .01$); “Flexibility” ($r_s = .312$; $p < .01$); “Independence” ($r_s = .319$; $p < .01$).

Such results confirm that a personality who has high performance scores, when needed to succeed, is capable of consciously planning activities, building realistic, detailed plans, and being self-dependent in goal formulation. In addition, the high level of the need for achievement determines the adequacy and sustainability of subjective criteria for evaluating results, allowing for flexible adaptation to changing conditions. The need for success is also supported by a high level of independency. This implies the individual's ability to independently plan activities and behaviors, organize work to achieve the goal, control the progress of its implementation, analyze and evaluate both the intermediate and final results of the activity.

By our assumption, the level of physical and sports activity is determined by the volitional characteristics of the individual, namely, the variables of self-regulation. According to the results of correlation analysis, only two statistically significant interconnections were established: with the “Planning” scale ($r_s = .234$; $p < .05$) and the “Independence” scale ($r_s = .269$; $p < .01$). We mean students who have a higher level of physical and independent activity and are characterized by the ability to self-plan and organize their activities, a certain discipline and consistency of their own activities with the ultimate goal.

However, these results of correlation analysis at the same time indicate that there is a non-linear connection between the level of physical and sports activity, which is a reflection of the value attitude to physical culture, and the qualities which control the behavior. This assumption prompted further research.

In the next stage of our study, two polar subgroups were distinguished for comparative analysis from the research sample: group 1 – students who do not show physical and sports activity ($n=34$; 29.82%); group 2 – students with relatively high physical and sports activity ($n=27$; 23.68%).

Fisher’s angular transformation criterion was used to prove the statistical difference between the two samples (see Tabl. 3). For comparison, the percentage of persons from each subgroup, who have a high level of manifestation of the studied indicator, is taken.

Table 3. Differences between groups in terms of indicators of self-regulation criteria of behavior ($n_1=34$; $n_2=27$)

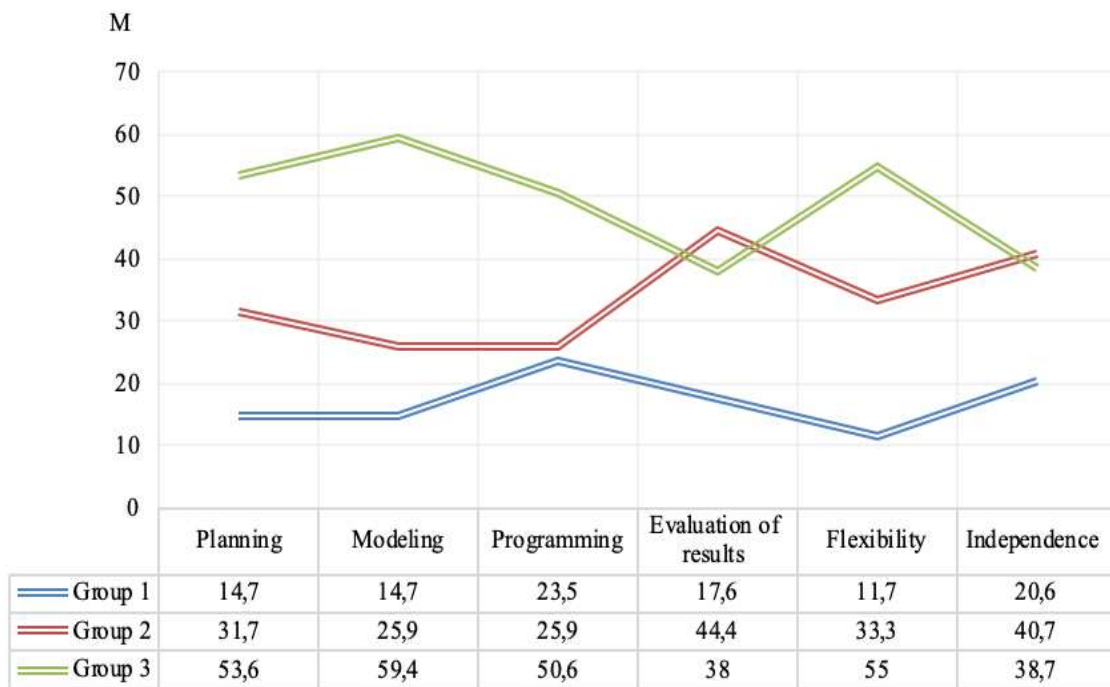
Scale	Group 1 ($n_1=34$), %	Group 2 ($n_2=27$), %	Fisher’s criterion, ϕ_{emp} .	Significance level
Planning (PI)	14.7	37.1	1.97	$p < .05$
Modeling (M)	14.7	25.9	–	–
Programming (Pr)	23.5	25.9	–	–
Evaluation of results (Er)	17.6	44.4	2.25	$p < .05$

Flexibility (F)	11.7	33.3	2.02	p < .05
Independence (I)	20.6	40.7	1.68	p < .05

There are differences between group 1 and group 2 by some variables. Group 1 (with low level of physical and sports activity) had lower scores compared to group 2 (with high level of physical and sports activity) according to the “Planning” criterion ($\varphi_{emp.} = 1.97$; $p < .05$). In Group 2, the “Evaluation of results” criterion of self-regulation of behavior is more observed ($\varphi_{emp.} = 2.25$; $p < .05$). This indicates that students’ awareness of physical culture as a value leads to better planning, implementation and evaluation of their performance, and this applies not only to sports activities.

There are also statistically significant differences between group 1 and group 2 in terms of behavioral self-regulation characteristics such as “Flexibility” ($\varphi_{emp.} = 2.02$; $p < .05$) and “Independence” ($\varphi_{emp.} = 1.68$; $p < .05$). That is, students engaged in physical and sports activity are more readily adapted to changing circumstances, able to adequately adapt the program of action to change the situation, demonstrate the ability to respond authentically and to solve a task in time.

Indicators of self-regulation criteria of behavior of all three study groups are presented graphically (see Fig. 2).



Note: M – arithmetic mean.

Figure 2. Graph of indicators of self-regulation criteria of behavior Group 1, Group 2 and Group 3

The lower scores in Group 3 were recorded in the “Evaluation of results” and “Independence” variables, unlike Group 2. This is explained by the fact that the higher than average level of physical and sports activity (Group 3) is accompanied by non-linear dependence in these studied variables, which requires additional research. Obviously, these indicators are largely related to the development of cognitive processes and are less dependent on the volitional regulation of respondents' behavior.

It was found that scales of the “Style of regulation of behavior” method [11] “Programming” and “Modeling” did not show statistically significant correlations with the level of physical and sports activity in the student youth group. This is explained by the fact that the ability to identify the conditions for achieving goals in the promising future, to work out in detail, to think through and adjust behavior plans and programs, predominantly due to complex cognitive processes. This is less to do with value components in conscious behavior regulation.

IV. CONCLUSIONS

1. A statistically significant interconnection was established between the variables of self-regulation of one's own behavior, namely: "Planning", "Evaluation of results", "Flexibility", "Independence" and the need for success in student youth ($p < .01$).
2. We certify the interdependence between the level of physical and sports activity of students and their aspiration for success ($p < .01$).
3. The differences between groups of students with high and low levels of physical and sports activity according to the variables of self-regulation of behavior – "Planning" ($p < .05$), "Evaluation of results" ($p < .05$), "Flexibility" ($p < .05$), "Independence" ($p < .05$) have been identified.

This proves that awareness of physical culture as a value influences students' volition organization of research. al personality traits and the level of their aspiration for success.

4. The obtained results give grounds for the conclusion that physical education of students should take place as a formation of conscious and active attitude to learning the values of physical culture. During the period of study at the university, students should have the confidence to constantly work on themselves, to study the peculiarities of their body. They must learn to use their physical potential rationally, to lead a healthy lifestyle.
5. Students' attitude to physical culture as a value is an effective factor in the formation of a healthy lifestyle, intellectual abilities, their own "Self", as well as professionally important qualities.

V. ACKNOWLEDGMENTS

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