

ANALYSIS OF ESTABLISHING OF SCHOOL WELLNESS

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INTRODUCTION

Playing Recreational motor programs is a specific, interesting, attractive and healthy activities for teenagers (Trendafilov et al., 2013; Ignatova et al., 2017; Yosifov, 2018; Dimitrova, 2018; Miletiev, 2018; Ivanova, 2019). Activity that requires concentration and mobilization, the basis for a serious impetus to achieve a higher level of motivation in young people and their future professional realization in the knowledge base economy (Petrova, 2013; Ignatova et al., 2020; Donev et al., 2019, Chipeva, 2019; Trendafilov, 2020; Dimitrova et al., 2021). Purposeful and constant work in the direction of increasing self-esteem greatly increases the motivation for achievement. To maintain optimal motivation for success, it is necessary to set higher, real, individual, and team goals for athletes. It is necessary to work in the direction of optimizing the relationship between player-player and coach-player, as a means of greater satisfaction and maintaining a high interest in the game of basketball. At the same time, Recreational and Wellness innovative methods, programs, sets of exercises aimed at balanced physical activity, and effective motivation of young people around the world are sought (Dimitrova, 2019; Yosifov, 2019; Miletiev, 2019; Vulev et al., 2019; Ignatova, 2020). Modern needs presuppose personal motivation for activating motor culture and sports for health (Dimitrova, 2020; Ivanova, 2019a).

The present analysis aims to track the attitudes for general self-assessment and motivation for Recreational and sports achievements of junior high school students actively involved in basketball in terms of school physical education. The subject of the analysis is the indicators for general self-assessment and motivation for achievements, allowing harmonization and individualization of the establishment of school wellness. The scientifically substantiated conclusions will allow establishing the attitudes of the students for improving the quality of the sports-educational process and their motivation for active participation in it, in order to successfully form knowledge and sports-educational skills. Object are specific indicators giving an idea of the objective attitudes of students, as well as their systematization in comparative analysis. A questionnaire survey was conducted of junior high school students in secondary physical education. To establish the relationship between the monitored indicators, a comparative analysis of the dynamics of the targets is applied through mathematical and statistical processing to derive correlations between them.

METHODS

The aim of the present study is to study the degree and follow the attitudes for general self-assessment and motivation for sports achievements of junior high school students in the conditions of school physical education actively involved in basketball. The subject of the analysis is the indicators, self-assessment, and motivation for achievements, allowing harmonization and individualization to establish the presence of school wellness. Object are specific indicators giving an idea of the objective attitudes of students, as well as their systematization in comparative analysis. The attitudes towards the studied indicators in the

97th Secondary High School "Bratya Miladinovi" were studied. The total number of children included in the study was 30, of which 15 were boys and 15 were girls. The study took place in April - 2021. Thus, 15 students were formed into two target groups, each separated by gender, and the results were compared by gender and analyzed. All parents were acquainted with the study and signed declarations of informed consent for the measurement data to be published in our scientific analyzes and developments. We performed mathematical and statistical processing of the results of diagnostic analyzes and tests (comparative and correlation), as the values of the correlation coefficient - r (standard symbol) are interpreted according to reference values expressed in Table 1. The studied contingent consists of 30 junior high school students (15 girls and 15 boys) aged 11-12, actively practicing basketball in school. To derive the relationship between the indicators, a comparative dynamic analysis is applied by means of mathematical-statistical processing to derive correlation coefficients. The correlation coefficient of the studied indicators is obtained with the capabilities of the EXCELL program - KOREL function. The coefficient of correlation is expressed by the Pearson index, as the most widely used index for rectilinear dependence - a single, summary index for the degree to which two variables are linearly related or dependent on each other.

RESULTS

In the course of the research, the following tasks were formed, increase the motivation for performance and sports achievements and increase the realization of the students in the sports-educational direction. A questionnaire survey was conducted of the students of the target age range in the conditions of school physical education. To derive the relationship between the monitored indicators, a comparative analysis of the dynamics of the parameters was applied through mathematical and statistical processing to derive correlations between them. The main research parameters in the present study are the attitudes of students practicing basketball at school. The analysis of the data follows the logic of the set goal, finding realization in the set tasks of the research. An analysis of the studied parameter - level of general self-assessment is forthcoming. Diagram 1 presents data from the study of the general self-assessment of girls. From the obtained results there is a tendency towards low values of the reflected data.



Diagram 1. Dynamics of test data - general self-assessment – girls

Of the surveyed basketball players - 66.67% have low overall self-assessment, 26.67% have average self-assessment and only 6.67% have high self-assessment. These data are a consequence of self-criticism, which is reflected in the results of the self-assessment test for girls. Of the surveyed basketball

players, 86.67% have an average and 13.33% have a high motivation for achievement (Diagram 2). There is a moderate trend in the dynamics of the studied indicator

From the parallel results presented in Diagram 3. it can be seen that the motivation for achievements as an individual and average value (15.73 points) is lower than the values of the general self-assessment (24.07 points). In 26.67% of the girls, there is an average overall self-assessment and an average assessment of the motivation test. 13.33% of girls show a high level of motivation for achievement, and 6.67% of them show a high overall self-assessment

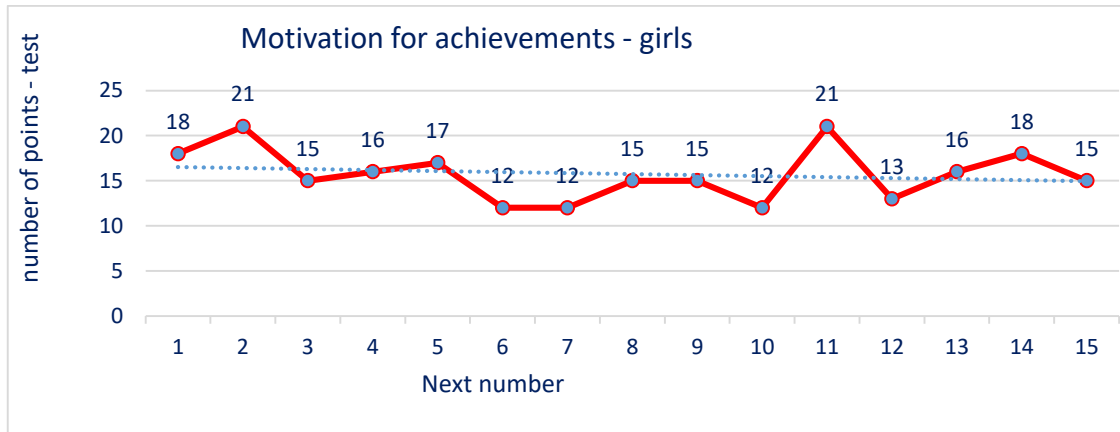


Diagram 2. Dynamics of test data - motivation for achievement – girls

. In general, girls show a lower level of motivation for achievement compared to the level of general self-assessment.

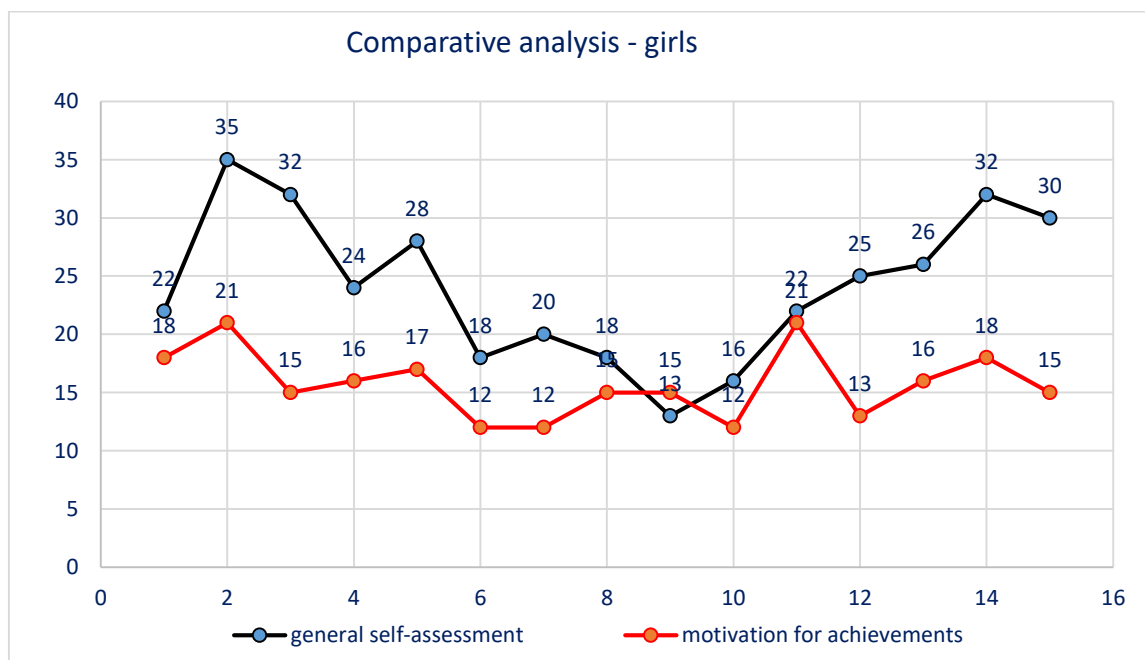


Diagram 3. Data dynamics - general self-assessment and motivation for achievements – girls

The mathematical-statistical analysis based on the determination of Pearson's correlation coefficient was made according to the formula:

$$r = \frac{n \sum XY - \sum X \sum Y}{\sqrt{[n \sum X^2 - (\sum X)^2] \cdot [n \sum Y^2 - (\sum Y)^2]}}$$

There was a significant correlation (Table 1), a proportional and statistically significant linear relationship between the level of overall self-assessment and motivation for achievement in girls. With registered value of correlation coefficient $r = 0.504$, with guarantee probability $p < 0.05$ (i.e. 5% risk of error). The statistical significance of this dependence is greater than 95%.

Table 1. Correlation scale

| Values | Correlation scale |
|-----------|-------------------------|
| 0 - 0,3 | weak correlation |
| 0,3 - 0,5 | moderate correlation |
| 0,5 - 0,7 | significant correlation |
| 0,7 - 0,9 | high correlation |
| 0,9 – 1,0 | very high correlation |

Diagram 4 presents the data from the study of the general self-assessment of boys. From the obtained results there is a tendency to a slight increase in the values of the reported data.

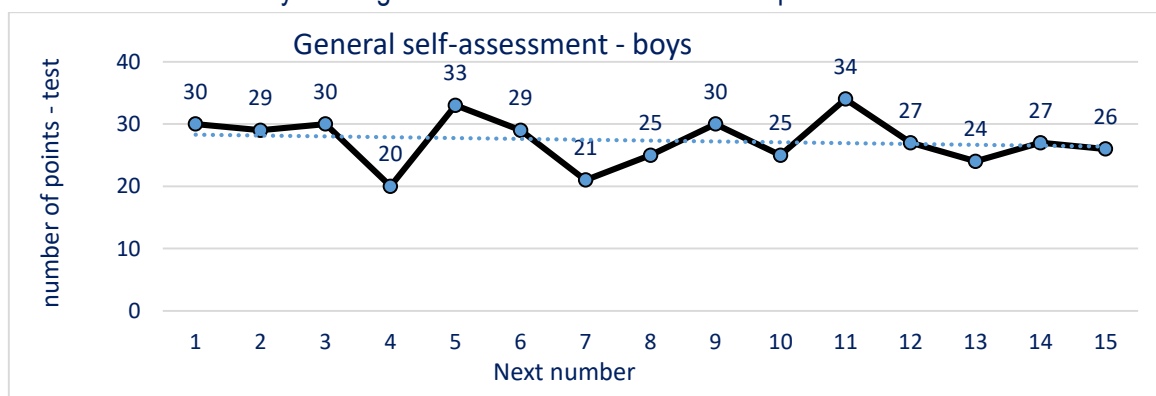


Diagram 4. Dynamics of test data - general self-assessment – boys

From the parallel results presented in Diagram 5. it can be seen that the motivation for achievements as an individual and average value (18.87 points) is lower than the values of the general self-assessment (29.53 points). In 40% of the boys, there is an average overall self-assessment and an average assessment of the motivation test. 53.33% of the boys show a high level of motivation for achievement, and 26.67% of them show high overall self-assessment. In general, boys show a higher level of motivation for achievement compared to the level of overall self-assessment.

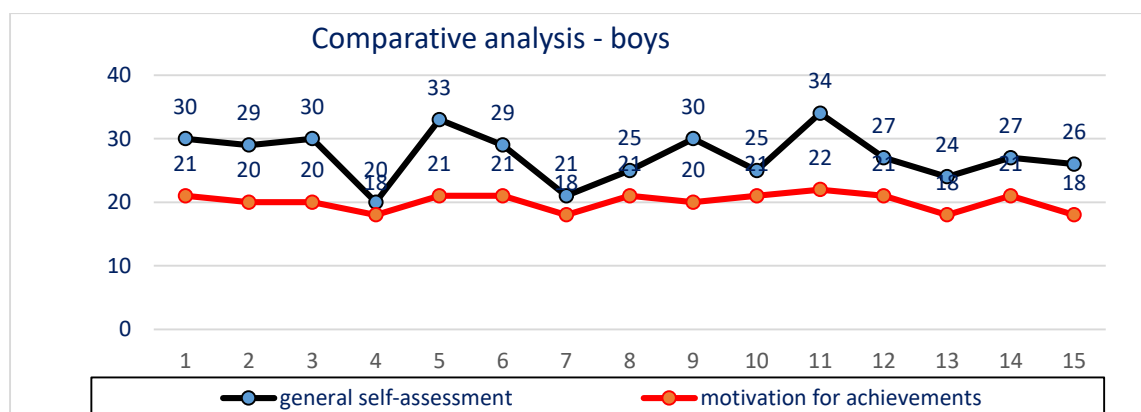


Diagram 5. Data dynamics - general self-assessment and motivation for achievements – boys

From the mathematical-statistical analysis based on the determination of Pearson's correlation coefficient, a moderate correlation was reported (Table 1), a directly proportional and statistically significant linear relationship between the level of overall self-assessment and motivation for achievement in boys. With reported value of correlation coefficient $r = 0.451$, with guarantee probability $p < 0.05$ (i.e. 5% risk of error). The statistical significance of this dependence is greater than 95%.

Diagram 6 shows the fluctuation of the data obtained in the analysis of the relationship between the studied parameters - overall self-assessment and motivation for achievements in both target groups.

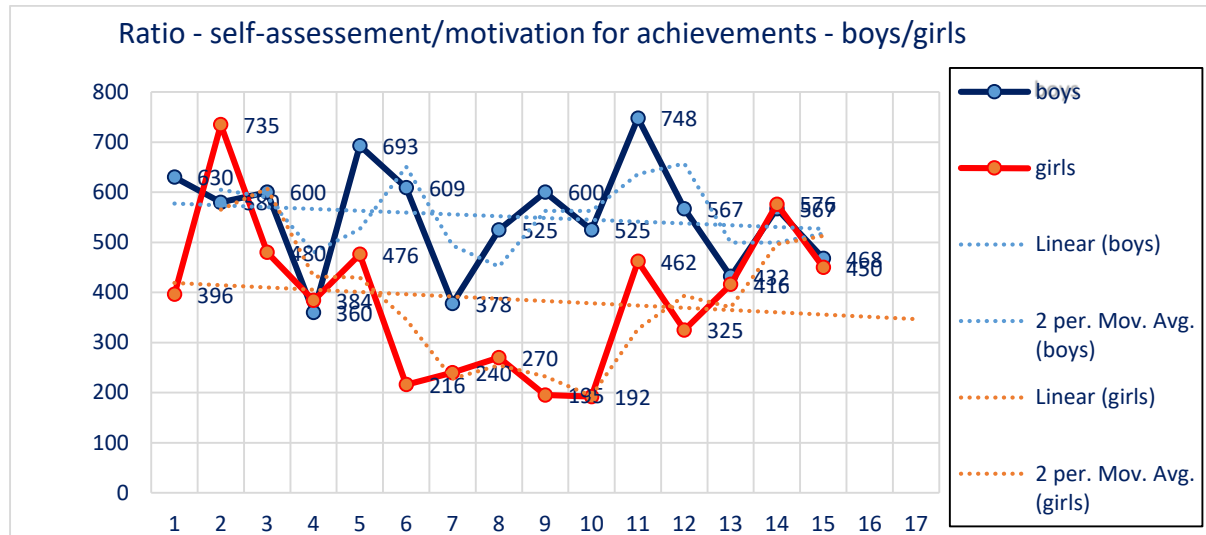


Diagram 6. Ratio - self-assessment / motivation for achievements - boys / girls

The data for boys with a higher level of parameter - general self-assessment stand out, and the trend in this indicator is for a moderate increase. This tendency is intensified by the data from the indicator - motivation for achievements, as here the dynamics of a moderate increase in the values of the monitored indicators in boys is observed. This is due to the fact that in sports victories and defeats are natural elements of the training and sports-competitive life of every athlete. From an early age, physical education teachers and coaches teach their students to make a real assessment of each of their actions on the field, to be self-critical, and at the same time to give a real assessment of their achievements, discover their mistakes, and look for ways to overcome them. With a significant degree of guarantee probability, the established significant correlation (for girls) and moderate (for boys), the higher the self-assessment of the competitors, the stronger will be their motivation for achievement and vice versa. With a purposeful and constant increase in self-assessment, it is very likely to increase the motivation for achievement of students in the target age period. There is a relatively low overall self-assessment. There is a medium to high motivation for achievement, as the individual and average value are higher than the values of the overall self-assessment. There is a moderate and significant, directly proportional, statistically significant relationship between the level of self-assessment and the level of motivation for achievements in both target groups.

Motivation for sports activities

Sports is an interesting and attractive way for young people to express themselves, requiring concentration, discipline, and responsibility. Playing sports builds personal qualities and shapes the character of the athlete. Basketball is a very dynamic sport, which is a prerequisite for making quick decisions, adequate reactions to the actions of the opponent, change in technical skills, even when athletes are at the limit of their physical capabilities/concentration, physical and mental endurance /. In order to achieve results, not only motor but also moral and volitional qualities are needed, such as

discipline and perseverance. Directing children to sports is a function of either independent choice or the influence of a Physical Culture and Sport teacher who has built positive attitudes in children for sports. The support of the family environment and the circle of friends have a strong influence on sports activity. For the studied group, support is an important condition and additional incentive to deal with difficulties in achieving higher sports and educational results.

DISCUSSION

The theoretical analysis, the conducted empirical research, the processed and analyzed results give grounds to make the following generalized conclusions:

- The overall self-assessment of the studied group of young basketball players has low values of monitored indicators - overall self-assessment and motivation for achievements, which indicates the presence of increased self-criticism in self-assessment. Students assess their achievements as satisfactory, which speaks of self-criticism and striving for higher results.
- Although junior high school students do not see professional realization as athletes, most of the group have confidence that they are prepared to participate in competitions.
- There is a medium to high motivation for achievements, probably due to age characteristics (adolescence, which is characterized by increased overall activity). There is a desire to achieve higher results in increasing competition, in the face of other teams, which is why the girls in the study group set higher goals to achieve.
- The internal motives for sports in the studied group are very strong, which predicts higher purposefulness, persistence, and spontaneity in the practice of sports and competitive activities.
- Orienting children to sports is a function of either independent choice or the influence of the Physical Culture and Sport teacher, who has built positive attitudes in children for sports.

CONCLUSIONS

Against the background of high overall satisfaction with basketball, their strongest satisfaction is with the attitude of the coach and the relationship between the players in the team. As a result, interest in basketball as a result of a systematic training process is increasing. For the majority of respondents, basketball has a positive effect on almost every aspect of their lives, but mostly by making them more disciplined and organized. The degree to which children consider that sport helps them in their academic achievements also deserves attention. Empirical research confirms that there is a significant relationship between students' level of self-assessment and their motivation for achievement - it should be expected that the higher the self-assessment, the stronger their motivation for achievement and vice versa.

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