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Research on Motivation to do Boxing

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Students are a labour resource of this country, they are future parents and a base for a healthy and successful nation. Boxing helps to improve general physical condition, meets demands for movement, develops one's body fit, increases social status and communicational skills.

Keywords: students, motivation, boxing, social importance, health, constitution, need for movement.

Research area: 24.00.00 – culture studies.

Students are the most vulnerable part of the young population, especially at their initial stage of learning process, since they have to cope with a number of difficulties coming from study load increase, low-level of physical activity, comparative freedom in campus life and challenges in social and personal communication. Today's students are considered to be a basic labour reserve in this country; besides, they are future parents and their health condition and general wellbeing pave the way to a healthy and successful nation. Due to this fact there is a great role of researches dedicated to studies of motives, interests and demands of youngsters for physical trainings (Vilenkii M., 1990).

There is a number of potential motives for students to take up doing sport suggested by R.S. Nagovitsin (Nagovitsin R., 2011):

- 1) recreational (i.e. those which give an opportunity to improve health condition)

- 2) motor and activity motives (i.e. need for movements)
- 3) competition and competitive motives (i.e. sport achievements)
- 4) aesthetic (i.e. body build improvement and plasticity)
- 5) communicational (i.e. activities according to interests: recreational run, tourism, cycling, sport games, etc.)
- 6) informative and skills-oriented motives (i.e. an opportunity to learn about one's organism and improve it)
- 7) creative motives (i.e. search for new potentials in physical development)
- 8) professionally oriented motives (i.e. development of skills needed in future profession)
- 9) managerial (i.e. exams and final tests pass)
- 10) psychologically relevant motives (i.e. gaining of self-confidence)

- 11) educational (i.e. self-paced training, self-control, insistence skills development)
- 12) high – status motives (i.e. improvement of an ability to resist in extreme and personal conflicts)
- 13) cultural (i.e. influence of cultural environment, society and "group" rules).

The analysis of students' attitude towards these motives performed by R.S. Nagovitsin showed that most students follow managerial motives (59 %) while only 1 % of respondents put a priority on professionally orientated motives, which are closely connected with professional skills development.

While boxing, one can combine several motives at a time, for example, motor and activity motive with competetional, communicational, informative, skills-oriented, creative, psychological, high-status and cultural motives. In other words, boxing creates the environment for sport achievements as well as opportunities for body building and communication. In the course of boxing students can learn about their organisms and improve themselves. Besides, it provides a good atmosphere for creative activity. This kind of sport helps to increase the level of self-confidence, and aiming at sport results has a great educational importance, i.e. self-paced training, self-control, insistence skills development. Boxing improves the ability to resist in extreme and personal conflicts. Besides, we should not forget about influence of cultural environment, society and group rules.

All these motives for boxing in universities are supported by managerial motive, i.e. a necessity to pass exams and final tests in physical education. However, by taking up boxing students (not without highly qualified teaching) gain additional motives. Here we decided to prove the

statement by conducting a student survey showed in Table 1 below.

As the table shows, the average performance ($12,32 \pm 5,68$ %) of motivated responses measured in % is the lowest in the most numerous group ($n=102$) among students not involved in boxing at all. Significantly higher ($P < 0,05$) this performance ($35,44 \pm 6,66$ %) in the group of students ($n=12$) who just want to take up boxing.

Most probable motives for students who are not engaged in sport activity to take up boxing are the following:

Those students who were in group ($n=102$) put a priority on "managerial" motive (89 %) as they have to pass their final tests. Physical education is a credit subject and passing final tests at the appropriate time as well as avoiding conflicts with teachers and administration of the University motivate people to do physical training consequently.

Other motives are connected with public views on boxing, i.e. firstly, it is quite the thing today and secondly, infirm or vulnerable people start doing boxing for self protection. In peer groups boxing students get positive attitude, as boxers are usually held in respect. In this way, boxing increases personal status if any of conflict situations resolved by physical actions occurs; besides, being engaged in any kind of sport is a good opportunity to develop one's willpower. In this group students find it doubtful to improve their health condition in addition to existing low demand in movement. Therefore, there are almost no motives for taking up boxing in this group.

Quite another situation we see in group ($n=12$) where students have chosen boxing as a course in physical education (see Table 3). They come at training to meet their demands in movements (100 %). Most of them consider trainings to be a good opportunity to relieve from negative emotions, pass final tests in physical education

Table 1. Question form "Potential motives for taking up boxing in Institutions of Higher Education"

You have become a student at the University where physical education is a credit course. This means that if you can not pass final tests in this discipline you would not be admitted to exams. To acquire the subject you are offered to take up boxing. If you chose boxing how would you explain your choice?			
MOTIVES FOR BOXING(%, opinion) n = 112 – students who are not involved in sport activity n=12 – students before boxing and a year on boxing activity	Before (%) the experiment	After th experiment (%)	
	n=102	n=12	n=12
1	2	3	4
1. There is a demand for movement	12	100	100
2. There is an opportunity to improve health condition	15	33	58
3. I want to achieve a concrete sport result	7	58	66
4. I want to improve appearance and impression on other people....	6	41	50
5. I want to improve my body	6	17	41
7. I want to learn and improve my organism and abilities	3	8	8
8. I want to perform in physical and sport activity	2	8	42
9. I want to develop professional skills	1	8	66
10. I have to take my final tests	89	66	17
11. I want to become more self-confident	27	50	100
12. I want to achieve high-status in conflicts	32	58	100
13. I want to control myself in stress situations and conditions	2	17	91
14 I want to abstract from horrid ideas	0	8	58
15. I want to relieve from mental strain	0	0	66
16. I want to improve the level of hardiness	2	17	75
17. I want to relieve from negative emotions	0	75	91
18. I want to improve self-control and self-development skills	7	33	100
19. I want to develop moral and willpower characteristics	23	41	100
20. I want to rise the feeling of civic spirit and patriotism	0	0	91
□ =	12,32	35,44	69,47
m =	±5,68	±6,66	±5,88
Significance of differences between n=102 and n=12 before the experiment	P<0,05		
Significance of differences before and after the experiment (n=12)			

Table 2. Most probable motives for boxing among students not involved in sport activity (n=102)

1. I have to pass final test in physical education	89 %
2. I want to get high status in conflict situations	32 %
3. I want to become more self confident	27 %
4. I want to develop my moral and will-power characteristics	23 %
5. There is an opportunity to improve my health condition	15 %
6. I need to move actively	12 %

Table 3. Most popular motives among those students who want to do boxing (n=12)

1. There is a demand in movement	100 %
2. I can relieve from negative emotions	75 %
3. I have to pass final test in physical education	66 %
4. I want to achieve a concrete sport result	58 %
5. I want to get a high personal status in conflict situations	58 %

Table 4. Motives for those students who do boxing (n=12)

1. There is a demand in movement	100 %
2. Adaptation of self-control and self-development skills	100 %
3. I want to develop my moral and will-power characteristics	100 %
4. I want to become more self confident	100 %
5. I want to get a high personal status in conflict situations	100 %

with honor, increase their personal status in conflicts and, moreover, they want to achieve high sport results. This group has significantly high ($P < 0,001$) motivation performance of those students who want to choose boxing and others – who have already taken up training ($69,47 \pm 5,88$ %).

In the process of training their opinion about advantages of boxing has increased (see Table 4). By doing exercises they meet all demands for movement, improve their self-discipline by mastering self-control and self-development skills, bearing physical fatigue, developing their moral and will-power characteristics, becoming more self-confident and gaining personal status in conflict situations.

Basically, educational motives can not be considered as an attractive idea for young people to take up sport activity. We try to answer why so? The matter is that, education and self-dependence are two crucially different items. Self-dependence, to say more directly, is a freedom to do what exactly you want in this very moment (for example, a baby has this instinct). On the other side, education is closely connected with control over one's behavior (limitation of freedom).

As often as not, some people separate the process of education from the process of re-education (here we can say about jails as a place where one's freedom is restricted and a person undergoes re-education). To put it simply, education is the process of personal qualities formation and development (i.e. education starts

from the ground up in comparison with re-education), whereas re-education means working with a person who has already been formed.

We develop each other. Parents bring up their children, children, in their turn, say something new to their parents. A good husband develop his wife, so a good wife does the same. A good employer trains their employees and they respond in the same way. As a rule, we prefer bringing up somebody, but not being brought up (Psychologos..., 2014). Quite often young girls are keen on getting married to be more independent in their behavior.

However, boxing is a teaching process and limitation of acquired skills performance (competitions rules and social environment), i.e. the process of education. Future sportsman wants to take up boxing and as a result, finds himself involved in this process. In the course of trainings educational results have showed up (see Table 4). Boxing helps to relieve from negative emotions (91 %) and develop professional skills (66 %). It is quite significant, that according to their opinions boxing rise the feeling of patriotism and civic spirit (91 %).

In this way we conclude the following:

1. Students are the most vulnerable part of the young population, especially at their initial stage of learning process, since they have to cope with a number of difficulties coming from study load increase, low-level of physical activity, comparative freedom in campus life and challenges in social and personal communication. Today's students are considered as a base labour reserve; they are future parents and their health

condition and general wellbeing pave the way to healthy and successful nation.

2. Boxing helps to improve one's health, meets demands for active life, creates an appropriate environment for sport results achievements, opportunities to master one's fit and to communicate with other people. In the course of boxing students can learn about their organisms and improve themselves. Besides it provides a good atmosphere for a creative activity. This kind of sport helps to increase the level of self-confidence and aiming at sport results has a great educational importance, i.e. self-paced training, self-control, insistence skills development. Boxing improves the ability to

resist in extreme and personal conflicts. Besides, we should not forget about influence of cultural environment, society and group rules.

3. To be more precise, boxing is a teaching process and limitation of acquired skills performance (competitions rules and social environment), i.e. the process of education. Future sportsman wants to take up boxing and as a result, finds himself involved in this process. In the course of trainings educational results have showed up (see Table 4). Boxing helps to relieve from negative emotions (91 %) and develop professional skills (66 %). It is quite significant, that according to their opinions boxing rise the feeling of patriotism and civic spirit (91 %).

References

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Исследования мотивации занятий боксом

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Студенты – трудовой резерв страны, будущие родители, залог здоровья и благополучия нации. Занятия боксом укрепляют здоровье, удовлетворяют потребность в движении, совершенствуют телосложение, расширяют социальную значимость и коммуникативные возможности.

Ключевые слова: студенты, мотивация, бокс, социальная значимость, здоровье, телосложение, потребность в движении.

Научная специальность: 24.00.00 – культурология.
