

MOTIVATION OF OVERWEIGHT STUDENTS FOR PHYSICAL ACTIVITY WITH ATHLETICS EXERCISES

Research notes

Teodora Nikolaeva Simeonova

Konstantin Preslavsky University of Shumen, Bulgaria

Abstract

Motivation is the driving force of human activity and efficiency. A marker of this internal process that guides and cultivates human behavior is the relationship between goals, actions, and results. The motivation to learn is a set of various motives that determine the activity and achievement in the learning activity of the individual, which predetermines his/her social behavior. Motivation is considered to be a central component of the personality profile and is defined as an internal process that activates, directs, maintains and regulates behavior driven by the respective goal. The purpose of this study is to investigate the desire and motivation of overweight students for systematic athletics activities. During period of six months, 40 students' participants in the study categorized as obese and overweight students (between 18 and 40 years old), took part in adapted athletics programs twice a week. During these periods, students filled a questionnaire related to behavior, intention and intrinsic motivation for playing sports (The Situational Motivation Scale). They filled the questioner in three time points, at the beginning, the middle and at the end of the intervention, they filled in questionnaires. Basic descriptive statistic parameters were calculated to obtained data. Results from Scale of the motivation of students involved in athletics exercises are presented and analyzed. In general, there is a positive trend, which we believe is due to the acquired knowledge about physical exercises and their effect on the human body, and the positive emotions that students experienced during the six months of sports activities.

Keywords: *motivation, athletics, exercise, overweight*

INTRODUCTION

Nowadays we witness a very important medical, biological, health and social problem that in recent years there has been an increasing awareness of the role of obesity as a risk factor leading to severe metabolic and degenerative diseases that significantly reduce the life expectancy.

The rising standard of living, the wide variety of high-calorie foods and, above all, the concentrated carbohydrates, as well as their easy accessibility, are a natural prerequisite for the constantly increasing tendency for weight gain. This unfavorable competition is also compounded by the enhanced use of technical devices in manufacturing and everyday life, which is accompanied by reduced energy consumption and growing immobility and hypodynamia. The main reasons for the high prevalence of obesity are obvious. Overweight and obesity contribute greatly to chronic noninfectious diseases, which affect the quality of life.

One of the reasons for the upward trend in obesity rates is the reduced physical activity during leisure time at the national level, especially among young people (18-39 years). Furthermore, a group of students (people with disabilities) is excluded from ordinary sports at most universities in Europe, as there are no guidelines to teach these sports. (www.equalsports.eu).

Motor activity at student age is one of the main factors leading to a long creative life. Excessive work engagements of young people largely predetermine the dangers of inactivity, the negative relationship between the parameters for physical development, the increased risk of diseases of the cardiovascular system, nervous system and mental problems (Moneva, (Монева), 2016).

The author Yordanova (Йорданова) (1993) also points out that inactivity is one of the principal reasons leading to muscular disorders and poor posture of young people. Undoubtedly, reduced physical activity and unhealthy eating are the main causes of obesity of the population in Bulgaria, therefore physical exercise and systematic sports are the main means of coping with overweight and weight control (Nikolovska (Николовска), 2013).

The results of the study conducted by Stoychev (Стойчев),

(2006) shows that structuring the teaching content based on the interests and preferences of the sports of the students helps to increase their motivation and activity in the classes. This in turn leads to an increase in the efficiency of physical training and the personal development of adolescents in the educational process.

Motivation is the driving force of human activity and efficiency. A marker of this internal process that guides and cultivates human behavior is the relationship between goals, actions, and results. The motivation to learn is a set of various motivations that determine the activity/ procedure and effectiveness/ achievement in the learning activity of the individual, which predetermine his or her social behavior (Georgieva (Георгиева), 2017).

Motivation is considered to be a central component of the personality profile and is defined as an internal process that activates, directs, maintains and regulates behavior driven by the respective goal. In the field of sports, motivation is the main and specific mechanism of the functioning of an athlete's personality. It is the explanation of why, how and to what extent one is active or inactive (Domuschieva-Rogleva (Домусчиева-Роглева), 2011).

Various factors, such as health, income, education, social and ecological environment, etc., influence the choice of a particular type of physical activity by an individual. Several authors, including Simeonova & Stoychev (Симеонова & Стойчев), (2019), Baselkov, M (Базелков, М), (2019), Baselkov, S (Базелков, С), 2019, Ignatova (Игнатова), (2019), Simeonova & Baselkov, (Симеонова & Базелков), (2019), emphasize self-esteem and motivation as a driving force in choosing the physical activity of overweight and obese people. They conduct surveys and theoretical motivational sessions with individuals between the ages of 18 and 40, which contribute to the awareness of the effect of physical activity.

The general physical condition is a current problem for modern society, especially in the student age, but the research is mainly directed at improving the teaching methodology and enhancing the educational process. Although the main attention is focused on the methods and means of training, which have a favorable effect on the development of general physical education, nevertheless, insuf-

ficient attention is paid to the present state of physical development and the motor ability of students (Yaneva (Янева), 2013).

Athletics combine such widespread and natural physical exercises as walking, running, jumping, throwing. When used in the preparation of trainees from other sports, athletics is a universal training tool for developing speed, endurance, strength and agility. But this is not the only advantage that makes it attractive. Its accessibility, the natural character of athletics exercises, the wide range of exercise opportunities outside the stadiums and runways, in the parks, on the seashore, have made a lot of people admire it everywhere (Yordanova & Atanasova (Йорданова & Атанасова), 2008).

METHODS

A research team from the Faculty of Education at the Konstantin Preslavsky University of Shumen has developed and adapted a program for intervention through athletic exercises, which combines practical training and motivational sessions (Simeonova & Stoychev (Симеонова & Стойчев), (2019); Simeonova & Baselkov, (Симеонова & Базелков), (2019). It aims at improving the health status of the practitioners by boosting their motor activity and improving their physical fitness. This program is used as a base for current study.

The purpose of this study is to investigate the desire and motivation of overweight students for systematic athletics activities. To achieve this goal, we took on the following tasks: 1) To analyze the available literature and electronic resources related to the topic of our research; 2. To conduct a sociological study of overweight students; 3. To process and analyze the results of the questionnaire survey and present them in a table; Obtained results are used to present conclusions and give recommendations that will increase the students' motivation for systematic sports activities.

The study has a longitudinal character, realized in a period of six consecutive months. During this period, the adapted program was applied and survey was conducted in three time points: at the beginning, in the middle and at the end of the study. During this period, students participated systematically in athletics classes (twice a week), each activity with a duration from 35 to 75 minutes. The classes were with low and moderate to medium intensity. The means and methods we used to develop the motor skills and improve the technical skills of the students were selected according to the physical status and the motor abilities of the students.

The study sample was composed from 40 students from the Konstantin Preslavsky University of Shumen that participated in the survey. To determine student motivation, we used a questionnaire, The Situational Motivation Scale (SIMS), containing 16 answers to the question, "Why are you currently engaged in this activity?". These answers measure the degree of motivation of overweight students who are not actively involved in physical exercise or sports. For this purpose, under each answer, there is a scale from 1 to 7, which the student uses to decide to what extent the answer corresponds to his or her opinion. The full questioner, The Situational Motivation Scale (SIMS) is presented as Additional file 1. Obtained data were analyzed using basic descriptive parameters and presented with percent's (%).

RESULTS AND DISCUSSION

The survey was conducted at the beginning, in the middle and at the end of the interventional period of implementation of adapted program. Each answer in the survey was answered using one of seven provided options. The scale of each item is as follows: 1 - it does not correspond at all; 2 - it has a very little correspondence; 3

- it has a little correspondence; 4 - it corresponds moderately; 5 - it corresponds enough; 6 - it corresponds a lot; 7 - it has an exact correspondence. Table 1 presents obtained results for each question and each level within and are calculated in percent's (%).

The students who took part in the study are ranged in age from 18 to 38 years. From the total sample, 60% were males and 40% were females.

With the first answer, we examined the extent to which athletics activities are of interest to them. The results show that the longer they participate in the proposed program, the more interest they have. At the beginning of the survey, only 20% of the respondents indicated the maximum rating for interest in the sport, while at the end of the survey they increased to 70%. This is due to the progress and refinement of the most technical elements, as well as an increase in the level of physical capacity.

The purpose of the next answer is to check what part of the respondents think these activities are for their good. The results show that, at the beginning of the study, almost everyone was aware of the positive effects of regular sports activities.

As for question # 3 at the beginning of the survey, respondents were almost unanimous in attending these classes because they were expected to do so, and at the end of the experiment, half replied that this was not the main reason for their regular attendance. In our view, this change in responses is because we have provoked students' interest and thus have succeeded in enhancing their desire to practice athletics.

The next question shows us how many of the respondents do not see good reasons for systematic sports activities. The answers to this question show that as early as the beginning of the experiment, 80% of those who responded thought that this answer corresponded to their opinion "a little" or "very little". This indicates that they are aware of the positive impact of this type of activity but are not convinced of it.

For answer of question #5 "Because I think it's nice" almost half of the students said that it corresponds a lot, and 35% said the answer was completely in line with their opinion. By comparison, at the end of the experiment, the percentage of respondents who felt that this response reflected considerably their opinion had decreased to 35%, and 65% said that the answer was "direct correspondence" to their opinion, which indicates an increase in the interest of those involved in the exercises at the end of the study.

Internal awareness that sports activities are a good choice as regards obesity prevention is reported in question #6 "Because this activity is good for me". At the beginning of the survey, 50% of those who responded found this answer completely in line with their opinion and 35% pointed out that it corresponded to a large extent. In comparison, at the end of the survey, 65% of the respondents indicated that the answer was completely in line with their opinion. This increase in the percentages after the start of the athletics training model is due to the effect of systemic pursuits and the progress in mastering the technical elements that practitioners themselves notice.

In response to question #7, both at the beginning and in the middle, as well as at the end of the experiment, most of the interviewees indicated that they were engaged in this motor activity because they considered it necessary and should do so. At the beginning of the survey, only 5% of the surveyed people were not fully convinced of the answer given, but at the end of the survey, we notice their greater confidence and an increase in the number of respondents who indicated the maximal relevant figures 6 and 7 to answer question #7. For us, this answer is very important because we see students' conscious attendance in sports activities is at their own will.

Table 1. The survey answers

Why are you currently engaged in this activity?							
1. Because I think that this activity is interesting							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 10%	5 – 25%	6 – 45%	7 – 20%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 5%	6 – 55%	7 – 40%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 0%	6 – 30%	7 – 70%
2. Because I am doing it for my own good							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 5%	5 – 10%	6 – 45%	7 – 40%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 0%	6 – 60%	7 – 40%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 0%	6 – 30%	7 – 70%
3. Because I am supposed to do it							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 5%	5 – 50%	6 – 35%	7 – 10%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 10%	6 – 70%	7 – 20%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 0%	6 – 50%	7 – 50%
4. There may be good reasons to do this activity, but personally I don't see any							
Beginning:	1 – 0%	2 – 35%	3 – 45%	4 – 20%	5 – 0%	6 – 0%	7 – 0%
3 th month:	1 – 0%	2 – 45%	3 – 50%	4 – 5%	5 – 0%	6 – 0%	7 – 0%
6 th month:	1 – 20%	2 – 80%	3 – 0%	4 – 0%	5 – 0%	6 – 0%	7 – 0%
5. Because I think that this activity is pleasant							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 25%	6 – 40%	7 – 35%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 0%	6 – 75%	7 – 25%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 0%	6 – 35%	7 – 65%
6. Because I think that this activity is good for me							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 15%	6 – 35%	7 – 50%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 5%	6 – 50%	7 – 45%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 0%	6 – 35%	7 – 65%
7. Because it is something that I have to do							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 5%	5 – 15%	6 – 40%	7 – 40%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 15%	6 – 60%	7 – 25%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 5%	6 – 50%	7 – 45%
8. I do this activity but I am not sure if it is worth it							
Beginning:	1 – 10%	2 – 35%	3 – 40%	4 – 10%	5 – 5%	6 – 5%	7 – 0%
3 th month:	1 – 5%	2 – 35%	3 – 50%	4 – 10%	5 – 0%	6 – 0%	7 – 0%
6 th month:	1 – 20%	2 – 55%	3 – 25%	4 – 0%	5 – 0%	6 – 0%	7 – 0%
9. Because this activity is fun							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 5%	5 – 20%	6 – 40%	7 – 35%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 5%	5 – 15%	6 – 55%	7 – 25%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 5%	6 – 50%	7 – 45%
10. By personal decision							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 15%	5 – 15%	6 – 25%	7 – 45%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 5%	5 – 25%	6 – 40%	7 – 30%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 10%	6 – 45%	7 – 45%
11. Because I don't have any choice							
Beginning:	1 – 30%	2 – 50%	3 – 15%	4 – 5%	5 – 0%	6 – 0%	7 – 0%
3 th month:	1 – 25%	2 – 60%	3 – 15%	4 – 0%	5 – 0%	6 – 0%	7 – 0%
6 th month:	1 – 30%	2 – 65%	3 – 5%	4 – 0%	5 – 0%	6 – 0%	7 – 0%
12. I don't know; I don't see what this activity gives me							
Beginning:	1 – 15%	2 – 70%	3 – 10%	4 – 5%	5 – 0%	6 – 15%	7 – 0%
3 th month:	1 – 15%	2 – 70%	3 – 15%	4 – 0%	5 – 0%	6 – 10%	7 – 0%
6 th month:	1 – 45%	2 – 55%	3 – 0%	4 – 0%	5 – 0%	6 – 0%	7 – 0%
13. Because I feel well when doing this activity							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 5%	5 – 10%	6 – 55%	7 – 30%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 5%	6 – 70%	7 – 25%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 0%	6 – 55%	7 – 45%
14. Because I believe that this activity is important to me							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 10%	6 – 45%	7 – 45%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 10%	6 – 45%	7 – 45%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 5%	6 – 50%	7 – 45%
15. Because I feel that I have to do it							
Beginning:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 10%	6 – 50%	7 – 40%
3 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 10%	6 – 65%	7 – 25%
6 th month:	1 – 0%	2 – 0%	3 – 0%	4 – 0%	5 – 10%	6 – 45%	7 – 45%
16. I am involved in this activity, but I'm not sure if it's worth it							
Beginning:	1 – 10%	2 – 40%	3 – 45%	4 – 0%	5 – 5%	6 – 0%	7 – 0%
3 th month:	1 – 10%	2 – 50%	3 – 40%	4 – 0%	5 – 5%	6 – 0%	7 – 0%
6 th month:	1 – 15%	2 – 75%	3 – 10%	4 – 0%	5 – 0%	6 – 0%	7 – 0%

Answer to question #9 “Why are you involved in this activity?” is of special interest for research team. At the beginning of the survey, a relatively small proportion of the survey respondents found this activity fun. Only 35% said “Because it’s fun” is fully in line with their opinion, and 5% said they didn’t enjoy the activity. At the end of the survey, we see a rather large increase in the percentage of respondents who find the activities in the adapted program fun and enjoyable.

A good result of the theoretical sessions during the intervention of the sports is the opinion of the young people that they have personally decided to participate. The effectiveness of the applied methodology is also reflected in the final answers to question #10. We note that the majority of the respondents have independently decided to take part in this activity.

With the next answer, “Because I have no choice”, we aim to see if there are any participants in the study who had no other choice than to start these activities. Almost unanimously, they indicated, in the beginning, in the middle, and at the end of the study, the answers numbered 1, 2 and 3, indicating a discrepancy with their personal opinion, i.e. they decided to participate in the athletics exercises, although they had the choice not to do it.

With the answer “I don’t know; I don’t understand what this activity gives me” we want to see to what extent students are aware of the benefits and effects of sports activities. From the results, it is clear that at the beginning of the experiment only 15% of the informants were not fully aware and did not understand the benefits of regular sports activities. The others point out this answer as inconsistent with their opinion. At the end of the 6 months of classes, we used the same question to provoke the students’ opinion again. From the answers, it is clear that all the respondents are unanimous and indicate that they are aware of and understand how they benefit from the systemic physical activities.

With the next answer # 13, we want to check how students feel during volleyball exercises. At the beginning of the experiment, 55% indicated that they were largely feeling good about taking part in the activities, and 30% completely agree with the response. At the end of the experiment, we see an increase in the percentage of respondents who feel good during sports activities (45%). In our opinion, this change in the mood of the athletes is due to the improvement of the elements of sports techniques and their application in training games, as well as the increase of their physical capacity due to the athletics activities.

From the results of the subsequent answer “Because I think this activity is important to me” we conclude that the students are almost unanimous and agree at the beginning and at the end of the study that this answer corresponds completely or to a great extent to their opinion. The reason for this, in our opinion, is that the respondents are aware of the importance of practicing systematically and purposefully the sport they have chosen to improve their figure and health.

In response to question #15, “Because I feel I have to do it,” we again notice almost complete unanimity in the answers at the beginning and at end of the survey. All respondents to the experiment indicated that the answer is in correspondence to their opinion to a large extent or completely and they should practice activities consisting of physical exercises. The reason for this, in our view, is that they are aware of the negative effects of their sedentary lifestyles and immobility. This provoked them to change their habits and to turn to systematic athletics exercises.

With the last answer of the survey “I am involved in this activity, but I am not sure if it’s worth it”, we want to check how many students who attend the proposed program feel that this training meets

their expectations. From the answers we received at the beginning of the experiment, it seems that half of the participants point out this response as corresponding to their opinion. 45% answered “it corresponds a little”, and only 10% answered “it does not correspond at all”, indicating that they are not completely convinced of this activity and the results that can be achieved with systematic activities. At the end of the survey, a change in the respondents’ answers is observed, with 75% giving this answer is very little in line with their opinion. This indicates that to some extent students have perceived changes in their health and physical condition and have recognized the effects of regular sports exercises.

CONCLUSION

Based on the results of the survey with the students who participated in the adapted athletics classes for overweight people, we can summarize:

- As a positive outcome, we can consider the motivation of overweight students to participate in sports activities. In our view, this is due to the specially selected exercises and theoretical motivational sessions that helped them understand the effect of motor activity on their bodies.
- Physical training and sports exercises in the modified athletics model have influenced positively the internal awareness of the need for systematic exercises and participation in sports activities.
- Adapted models for physical activity can be used by students in pedagogical specialties in practical training as well as in their future work as teachers.

In general, there is a positive trend in answering all the questions, which we believe is due to the acquired knowledge about physical exercises and their effect on the human body, and the positive emotions that students experienced during the six months of sports activities.

REFERENCES

- Базелков, М. (2019). Проучване мотивацията на студенти с наднормено тегло за занимания с волейбол. [Study the motivation of overweight students for volleyball. In Bulgarian.] Сборник Научни трудове Иновации в образованието (236-243). Велико Търново: Изд. „Фабер“.
- Базелков, С. (2019). Мотивация на студенти с наднормено тегло за занимание със спорт. [Motivation of overweight students for sports. In Bulgarian.] In Proceeding of 11th International scientific conference “Modern tendencies in physical education and sport” (248-252), Sofia: Сборник Съвременни тенденции на физическото възпитание и спорта София: University publishing house “St. Kliment Ohridski”.
- Домусчиева-Роглева, Г. (2011). Водещи мотиви за занимания със спорт при различни групи състезатели. [Leading motives for sports with different groups of athletes. In Bulgarian.] Кинезиология, 113–119.
- Георгиева, С. (2017). Няколко гледни точки за мотивацията и техниките за повишаването и в обучението по български език. [Several points of view on the motivation and techniques for raising in the teaching of Bulgarian language. In Bulgarian.] Сборник од XII Международен балкански образователен и научен конгрес „Образование за живота, професионалната реализация и благополучието“ (450-460). Несебър: Тракийски университет Стара Загора.
- Игнатова, Т. (2019). Танцът – осъзнат избор на студентите. [Dance - a conscious choice of students. In Bulgarian.] Сборник Научни трудове „Иновации в образованието“ (422-426). Велико Търново: Изд. „Фабер“.
- Йорданова, Н., & Атанасова, Р. (2008). Лека атлетика. [Athletics. In Bulgarian.] Велико Търново: Изд. Фабер.
- Йорданова, Н. (1993). Обездвижването – заплаха за подрастващите. [Immobilization - a threat to adolescents. In Bulgarian.] Спорт и наука, 11-12.
- Монева, Е. (2016). Проучване на отношението на студентите от УНСС към изучаването на спорт и прилагането на мултимедия в обучението по тенис на маса. [Study of the attitude of the students from UNWE to the study of sports and the application of multimedia in the teaching of table tennis. In Bulgarian.] Спорт и наука, 60(4), 93 – 99.
- Николовска, Л. Физиотерапия при затлъстяване и целулит. [Physiother-

- ary for obesity and cellulite. In Bulgarian] Спорт и наука, 3(85 - 91).
- Симеонова, Т., & Стойчев, Ч. (2019). Мотивация за физическа активност на студенти участници в адаптирани спортни занятия за хора с наднормено тегло и заглъстяване. [Motivation for physical activity of students participating in adapted sports activities for overweight and obese people. In Bulgarian.] Годишник на ШУ, Том XXIII D (1003 - 1015). Шумен: УИ „Епископ Константин Преславски“.
- Симеонова, Т., М. Базелков. Моторика – самооценка на студенти с наднормено тегло от Шуменски университет. [Motor skills - self-assessment of overweight students from Shumen University. In Bulgarian.] In Proceeding of 11th International scientific conference “Modern tendencies in physical education and sport” (167-175), Sofia: University publishing house “St. Kliment Ohridski”.
- Стойчев, Ч. (2006). Ефективност на двигателното обучение на учениците от V - VI клас в зависимост от спортните им интереси и мотивация” [Effectiveness of motor training of students from V - VI class depending on their sports interests and motivation. In Bulgarian.] Съвременни тенденции на физическото възпитание и спорт в училище, София: НСА „Васил Левски“.
- Янева, А. (2013). Проблеми и перспективи на физическата култура и квалификацията на кадрите в българското училище. [Problems and perspectives of the physical culture and the qualification of the staff in the Bulgarian school. In Bulgarian.] I продължаващо образование, бр. 31.
- <http://www.equalssports.eu/cms/wp-content/uploads/2018/03/D8.3-Sport-booklet-for-coaches-and-parents.pdf>, Accessed March, 25th, 2020.

Correspondence:

Assoc. prof. Teodora Nikolaeva Simeonova, PhD
Konstantin Preslavsky University of Shumen,
Shumen, Bulgaria
E – mail: t.simeonova@shu.bg