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Original article

THE OPTIMIZATION OF SOME PSYCHIC-BEHAVIORAL AND PERSONALITY TRAITS THAT ARE NEEDED IN THE HANDBALL GAME, OF THE JUNIOR I HANDBALL PLAYERS (GIRL'S)

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Abstract

Aim. This paper shows that, by a scientific approach, and with the help of some psychological tests for an estimation of the personality and of some psychic behavioral traits, one can ask for the premises of an optimal training, in order to attain the performance objectives the team set.

Methods. In order to elaborate and carry the paper into effect, we used the bibliographical study method, the observation method, the tests method, the mathematical method of statistics, and the graphical method.

Results. At the first test, on the initial questions, two players answered "No" five times, (the "No" answers count for the general score), 3 players answered "No" 6 times, 4 players answered "No" 7 times, 2 players answered "No" 8 times and 1 player answered "No" 9 times.

Conclusions. Therefore, we can conclude that the paper objective was accomplished and the hypothesis was verified.

Keywords: psychological training, handball, Junior I, personality, behavior.

Introduction

Handball is a sports team game, which "deploys during running, sometimes at the highest speed, what gives a dynamic dimension to the game" (Ghermănescu, Gogâltan, Jianu, Negulescu, 1983, pg. 9).

Handball game can also be viewed as a successful synthesis of the basic human kinetic skills, like running, jumping, catching and throwing. All these invest it, besides its team game characteristic, with many other middle attributes of the school sports physical education.

The handball game has a "simple, easy to learn technique, in order to be practised as a mass-sport, either with a leisure purpose or as a tool of the physical education [...]. The technical procedures, which are numerous and diversified, have to be learned in a manner that will allow their use during the game, at a high speed, and during the fight against the opponent" (Ghermănescu, Gogâltan, Jianu, & Negulescu, 1983, pg. 10).

Besides the remarkable physical capacities and also the agility and coordination skills, quite complex, "the handball game also calls for psychical and mental skills, abilities that belong with a strong will and morality, like intelligence, strong motivation for victory, tenacity, resoluteness, fair-play, self-control, etc" (Ghermănescu, Gogâltan, Jianu,

Negulescu, 1983, pg. 10).

The handball game is in a continuous evolution and it changes permanently, not only in most of the game's aspects, but also from the training deployment point of view. There are to be noticed many improvement and progress elements, some of them being new and some others being updates and adjustments to the superior parameters.

Related to this game evolution, Bastiurea, Sârbu, and Stan assert in 2001, that , „this can be attributed also to the high technology breaking through in the sports field, a fact that led to the improvement both of materials and of training'conditions" (Baștiurea, Sârbu, Stan, 2001, pg. 40) and especially to the diversification of the methods, means and modalities to approach the training and the competition.

The high performance handball, apart from the remarkable physical abilities, „implies also, psychical and mental skills, abilities that belong with a strong will and morality, like intelligence, strong motivation for victory, tenacity, resoluteness, fair-play, self-control, etc." (Cicma, Rață, 2012, pg. 26).

The psychological training in the handball game

During the sports training the main form of the training scheme, there are a few aspects that need to be learned, strengthened and enhanced.

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When searching the specialty literature, we can find the sports training being defined as “a pedagogical process, systematically developed and continuously graded, of an adaptation of the human body to the intense efforts, both physical and psychical” (Dragnea, 1996, pg. 9-10).

The players' participation to the official competitions and games involve such efforts, as we mentioned above. By training, physiologists understand “all the human body solicitations that determine both its functional and morphological adaptation, that is finally expressed by raising the effort making capacity” (Harre, 1973, pg. 11).

The word “*training*” is used nowadays for any organized instruction process, that aims at the rapid raising of the physical, psychical, intellectual, aesthetic, moral capacities.

In 2012, Rață and Cicma assert that nowadays, „the term of training is perceived as being a difficult, complex, continuous process, requiring that players should be both physically and psychically fit. It also asks for maximum efforts, being many times past the physical and psychical' players endurance” (Cicma, Rață, 2012, pg. 26).

Since the high-performance sport has attained a real magnitude, the importance of the psychological factor in the high performance players training is more and more made mention of. This led to accomplishing a great number of researches and studies.

The psychological training' aim is to “carry out, by using mainly the means of the sports training and the psychological and educational activities, the desired level of the psychical ability that can allow the player to perform an effective training and to obtain superior results during the contest. [...] From an analytical point of view, this kind of training should set the stage for all the abilities (skills, attitudes, mental strategies, affective balance, a capability of willful effort) that are required by the game and are fundamental for the efficacy of the technical and tactical behavior during the game” (Ghermănescu, Gogâltan, Jianu, Negulescu, 1983, pg. 295).

Epuran in 1982, quoted by Dragnea in 1995, asserts that “the psychological factors of the sports training are differentiated based on the other components it forms a whole with” (Epuran, 1982, quoted by Dragnea, 1996, pg. 231).

This difference refers to the psychological content to each and every factor of the sports training.

The content of the psychological training consists in “the development of the psychical capacity on an informational basis; intellectual, affective and

volitional training and of the personality traits, the growth of the self-adjustment capacity” (Dragnea, 1996, pg. 232).

The psychological training represents an extremely important factor of the sports training and, implicitly, of the handball teams' training. Although the significance of this factor is indisputable, we can notice big flaws in its approach.

The psychological training consists in a “whole range of general and special measures, which are used to observe the development of those particular psychological traits and capacities of the sportsman, which are asked for by the sports activity and which make the player able to accomplish the most important growth during the training, and the best performances ever during the competition” (Știr 2005, pg. 18).

Methods

The experiment taken in the present thesis shows the most important peculiarities involving personality, psychological and behavioral aspects, as well as their optimization, all these being needed during the handball game.

The optimization has been accomplished by different methods like discussions with the team psychologist, solving some possible game situations that ask for a proper behavior, verbal questions regarding the way the players would react in certain given situations and the revision of these reactions where appropriate.

The team that has been chosen for the experiment was the Junior I Handball team of LPS Braila. The experiment has been accomplished with the help of a questionnaire.

It aimed at the estimation of the emotional balance, the degree of irritability and aggressiveness, as well as at the frustration' degree of the players.

The questionnaire pattern was taken and adapted according to the peculiarities of the concerned team, from the book “24 personality tests”, written by Janda in 2012.

The questionnaire consists of three sets, including ten questions each that concerned the three personality, psychological and behavioral traits which were mentioned above.

In the table's number 1 and number 2 we can find the answers obtained before the intervention was carried into effect, as well as the answers given after the intervention. The optimal extent of the players' answers is of 7 negative answers to each set of questions.

The first set of questions (Set 1) concerned the emotional balance, the second set of questions

concerned the degree of irritability/aggressiveness (Set 2), and the third set of questions concerned the

players frustration degree.

Table no 22. –containing the results for the initial psychological testing, regarding the psychological, behavioral and the personality traits of the players from the LPS team, Braila

Questions set	Sub. Answers	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Set 1	NO	6	7	7	8	6	5	7	8	9	7	6	5
	YES	4	3	3	2	4	5	3	2	1	3	4	5
Set 2	NO	6	8	7	6	5	6	6	7	8	8	5	6
	YES	4	2	3	4	5	4	4	3	2	2	5	4
Set 3	NO	7	8	6	7	5	6	7	9	8	8	6	7
	YES	3	2	4	3	5	4	3	1	2	2	4	3

Legend: S1e-S12e = subjects 1-12; Set 1 = questions set;

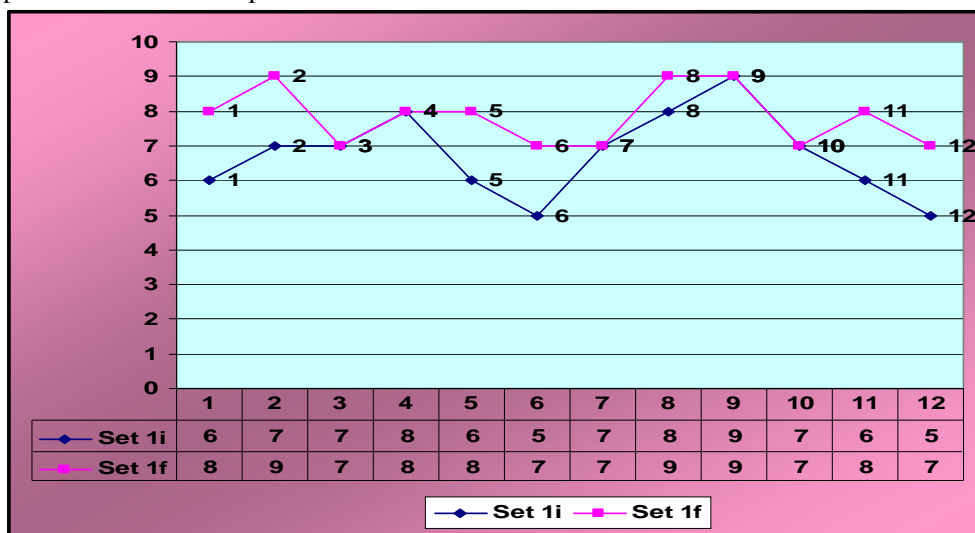
Table no. 23 - containing the results for the final psychological testing regarding the psychological, behavioral and the personality traits of the players from the LPS team, Braila

Questions Set	Sub. Answers.	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Set 1	NO	8	9	7	8	8	7	7	9	9	7	8	7
	YES	2	1	3	2	2	3	3	1	1	3	2	3
Set 2	NO	8	9	9	8	8	8	8	8	9	8	7	8
	YES	2	1	1	2	2	2	2	2	1	2	3	2
Set 3	NO	9	10	8	9	8	8	8	10	10	9	8	9
	YES	1	0	2	1	2	2	2	0	0	1	2	1

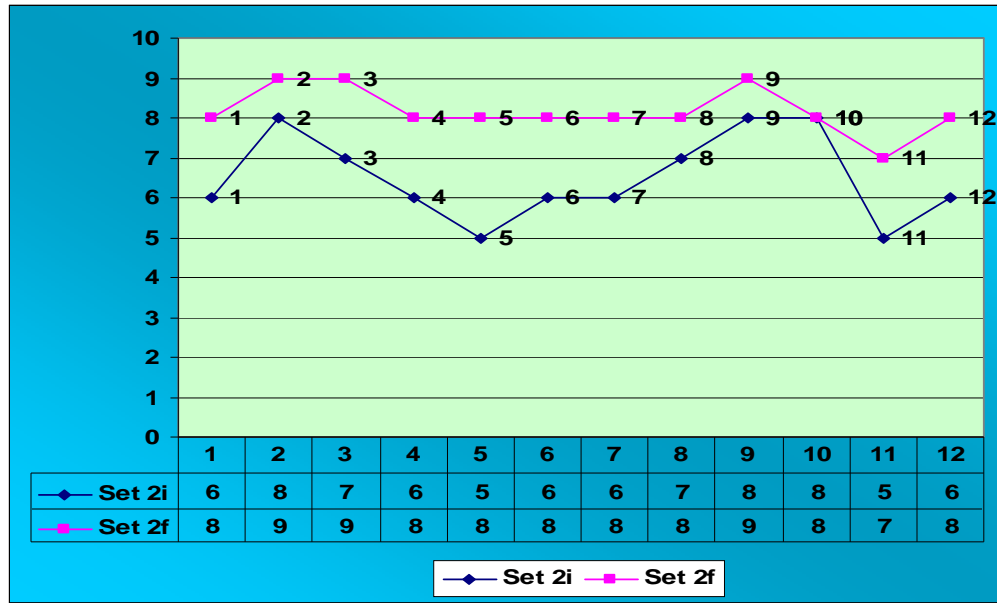
Legend: S1e-S12e = subjects 1-12; Set 1 = questions set;

By analysing table number 1, we can notice that, besides the frustration degree, where most of the players are positioned within the optimal extent, excepting three players, when it comes to the emotional balance and the degree of irritability /aggressivity, there are five, respectively eight players that aren't positioned within the optimal extent.

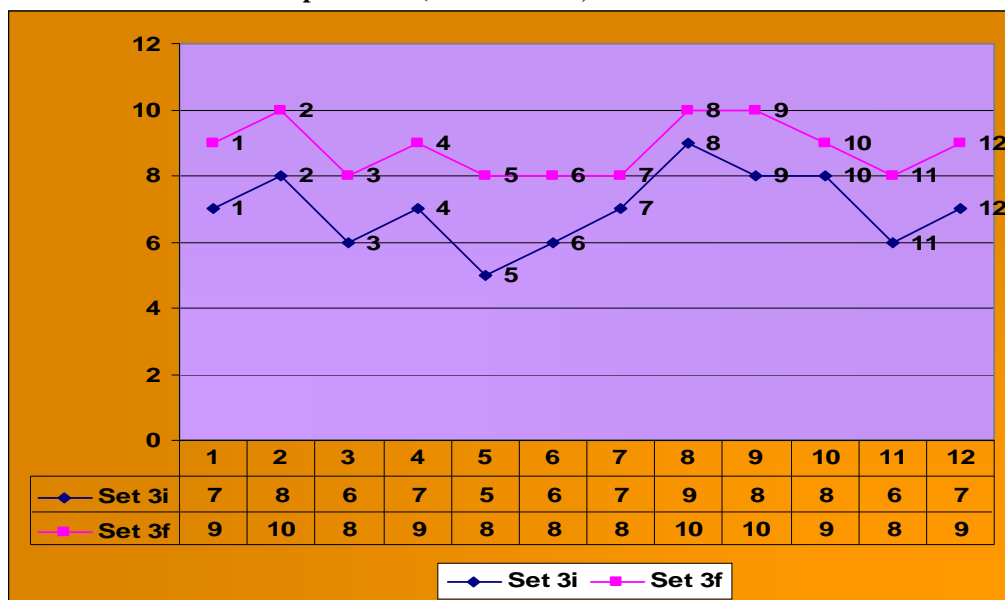
By analysing table number 2 we can notice that all the three aspects concerning the personality, the psychological and behavioral traits of the players have improved. These traits reached the optimal extent that any trainer aims at



Graphic no. 1 (answers “no”, initial test and final test)



Graphic no. 2 (answers “no”, initial test and final test)



Graphic no. 3 (answers “no”, initial test and final test)

Discussion

Comparing the approach and results of this research with APA (American Psychological Association) research in sport psychology, officially recognized in 1987 the branch of sport psychology as a Division 47, we can say that our research, approached and was framed in research directions of APA, what constitutes studies linked to the competitive selection, training and preparation of athletes.

As us, Epuran, 2008, lay the foundations of sport psychology that will become an interdisciplinary field with applications linked to integration of mental training in physical and technical training.

Conclusions

Psycho-behavioral traits tested in our research, are found in sport psychology issues, such as motivation, personality, aggression and violence,



leadership, team dynamics, intellectual and emotional processes, emotional balance, frustration degree, etc.

The test, make part of modern methods of psychological training, also called "total training".

Comparison of results obtained by this test and results obtained during competitions, with results results of other teams, show us the superiority of modern methods of preparation.

On the score of experiment and analysing all the results obtained at the two psychological tests of the players, we can assert on the one hand that the psychological training has a great significance during the teams' training for the competitions, and on the other hand that the interevention we performed was a successful one.

Aknowledgements

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