

## SOCIALIZING STUDENTS IN PHYSICAL EDUCATION AND SPORTS ACTIVITIES

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### Abstract

The present research is a descriptive and comparative study, whose target population is a total of 50 students divided into two equal groups, one experimental and one control.

### Purpose

Research aimed at finding and the development of optimal strategies for improving group cohesion expressed by an index of students' higher cohesion.

### Methods

It was applied a questionnaire developed by the authors that includes a series of questions that cover a particular passion for business, pleasure to work with certain types of subjects, affinity or discomfort for the subjects of the same sex activities, preferences, qualities (physical, and moral conduct), efficiency.

### Results

After studying the group of students sociometrical matrix investigated group cohesion index has a value of CGR = 0.06, the final value of the cohesion test is CGR = 0.22. The group of students has progressed from a low level of cohesion in small cohesion, which revealed significant improvements. Increasing cohesion index score improved

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Received 27.04.2011 / Accepted 22.06.2011

phase cohesion group showing a more mature students who participated improved systematically and consistently to all activities within physical education classes

### Conclusion

Physical education activities made possible under consideration by the group have a better ratio which shows that students have acquired quality psychosocial research subjects, which confirms the acquisition of emotional self-regulation skills during communication.

**Key words:** personality, group cohesion, organization.

### Introduction

Socialization process is fundamental in any company through which he designs, reproduce and carry out appropriate conduct of its members through legislative and cultural model.

Socialization facilitates the existence of normal social life and functionality of structures ensuring social stability, internal cohesion and continuity of the social group. As a basic concept of sociological theory, under "specific socialization processes, mechanisms and institutions through which society reproduces and physiognomy of the human personality that is specific to the structures that respond behavior statuses and roles prevalent in a given society, expectations and prescriptions contained in socio-cultural and ethical model". I. Drăgan et al (1981).

As is clear from this definition, members of society in sport (as an activity supported and developed by the company) also learned skills, attitudes and behavior that promotes values achieved integration into the society in which they live. Sport as a social activity, possesses the attributes necessary to achieve social integration, as follows:

1. It is conducted mainly in groups, facilitating interaction between individuals. Note that there are

sports fields where cooperation is intense (sports games) and less intense (individual samples in teams). Physical education and sport involving cultivation of qualities: cooperation, tolerance of others, social adaptability, teamwork, etc..

2. The content and organization to create a psychosocial environment that allows the emergence and manifestation of all types of interaction, cooperation from the opponent. It is interesting to point out the conflict that is created through sport, on the one hand, by strengthening the cohesion among group members and an increase of adversity (aggression) to partners. These sometimes conflicting goals cause distortions or perversions such as cheating, illegal activities, doping, uncontrolled stress, lack of control of aggression.

3. Sport action involving the individual's own behavior assessment (self) and the conduct of others, which contributes greatly to the formation of self-image. This is done in the competitions, by comparing and ranking values.

Motivating for the individual sports activities, because he sees others and try to emulate or exceed them and thus reaching to overcome, which means a change in behavior. For these reasons it is considered that the sport is socialized, because it promotes values and realities of society and allows

the individual acquisition of transferable models of conduct in society biological models, moral, artistic, etc.).

4. Performance and high performance sport involves the stages of their selection processes in order to bring the most talented top, the better prepared to participate further in the process of training or competition. These athletes among other duties and therefore have to be in competitions such as the European Championships, World Championships, Olympic Games, etc) from which social groups such as sports clubs) or country. This task is seen as an honor, valuing athlete status and behavior is driven by higher motives and feelings.

Formative function and sports development holds out the first perspective, the formation of branches of sport specific skills, developing skills, knowledge transfer etc.; and development function involves group relationships, social skills, etc..

Analysis of sport in terms of group shows that it acts in two senses of socialization M. Epuran et al, 2001): one individual, it is treated as attitudes, values, concepts, models and another group that the "expanding the number of individual agents exercising control or participate directly in the development of a system, subsystem or sector.

Socialization through sport has many forms. From the pedagogical point of view character is formative and development group in terms of individual and group sense, in terms of functional attributes of sport has different ages of children, youth and adults, etc. All these forms,

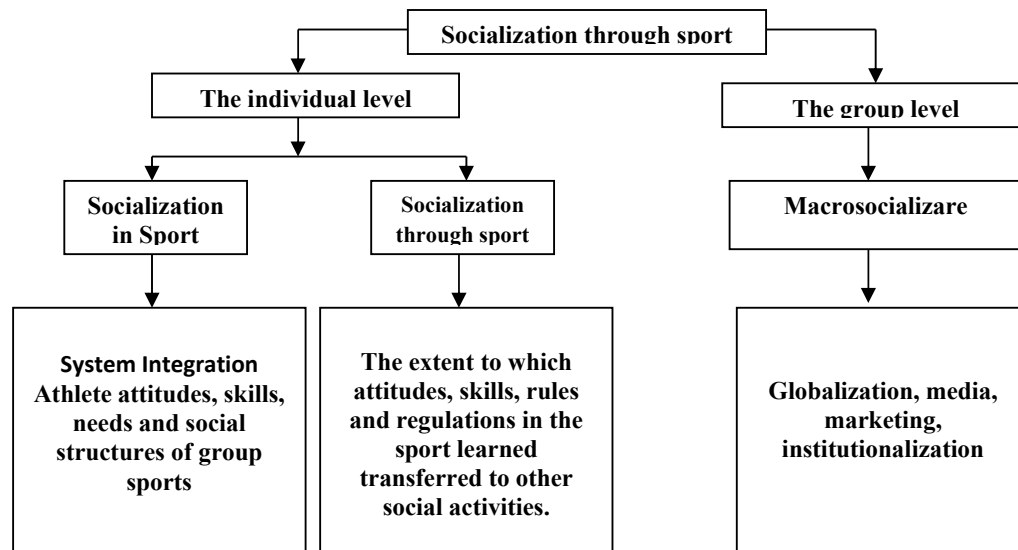
directions, meanings, "functions", etc, demonstrates the complexity of sports and great potential that is in the process of socialization. It is still largely a social instrument used not only regional but also global scale. Undoubtedly, human socialization is supported, to some extent, sports and physical activity, given that all social contacts contribute to this process.

Social environment is represented by any medium that allows this process to occur. Sport and physical activities are part of this environment - along with other agents family, friends, colleagues, school, comunitte, media).

Physical activity is any activity so you sport, exercise, recreation, tourism, etc, just those activities that do not require a work producing goods.

Engaging in physical activities develop positive social attributes of personality. Many consider especially as play games and sports provide an environment conducive to learning skills, personal values and social behaviors and cultural acclaim that what they learn through physical activity is transferred to other spheres of life. Sport is an activity that continue free voluntarily, on their own decision. The purpose of practicing you mostly lived experience and emotions that are both body and mind, thus strengthening the unity of the human mind and body. Sport is a "play" and his performance is completely different from the performance of work, since that is done in spare time, and must remain as indeed for the sport and not to alter nature.

Fig. 1 Aspects of socialization in sport after M. Epuran et al, 2001)



Organized sports socio-cultural area covers a very intense and has some impressive numbers. In the U.S., as a matter of societal type, 30 million boys and girls are involved in youth sports programs, 6.5 million teenagers participate in sports competitions annually at school, and gross national product is \$ 47,200,000,000. The conclusion is that sport has

assumed a central role in the lives of millions of participants and hundreds of millions of people. We can say that "the social world of sport

does not come as a unit time, controlled by unalterable natural laws, but as socially construct processes that can be transformed by human agency.

The contribution of sport, especially of the team, athletes must require cooperation to work together and build cohesion. Good communication, mutual respect, feelings of closeness, the atmosphere of friendship, is made in time and based on the quality training, trips and competitions.

Sport is a particularly suitable environment for social learning. Concrete experiences and evaluations are more important than verbal reasoning. The problems of validating the positive effects of the influence of sport are numerous. Sport is a secure and ambivalent social factor that works in parallel with other social processes.

Attitudes are the result of a person's reaction towards other individuals in emotionally important for that person (eg coach, manager, other athletes, the public, etc.) Is underlined "the possibility of changes in negative attitudes and increase positive attitudes by applying self-training, sport that is making him rely on himself and become independent of the pressure effects of other people, whether real or imaginary."

Sport and physical activity can become a field of education of individual behavior, social contribution is a hygiene, athletes are not influenced by anarchism, are less prone to demonstrations, they play sports channel in aggression in sports game.

The effects of socialization in sport are valued in a society where too many people are inactive.

As a socializing environment, sport and physical activity must be based on following arguments:

- Sport and physical activity offers a unique opportunity, given their size, meet other people and
- Because, after all, sport and physical activity, viewed in terms of socialization, refers to the unity of body and mind, the problem of personality development should also be considered. I presented evidence about the positive effects of physical activity on self-concept, self-esteem, anxiety, depression, tension and stress, self confidence, energy, mood, efficiency and wellbeing.
- Good results are reported as a result of practicing specific exercise, in prison environment, by the handicapped and other special categories of population.

### Group cohesion

"Maintaining and developing group cohesion depends largely on its mode of joint activity of members, which results in a unified action, conjugated A. Dragnea, 2006). M. Epuran et al 2001) cites H. Lenk and Martens in their research on the rowing team, and the latter on the basketball team), bring out the idea that they confirm the thesis that performance involves cohesion and says that "too much cohesion breaks down." The feeling of "complacency" and "complacency" is given to those situations in which cohesion groups are large and while the team provides a strong affiliation able to organize and fight passionately for the purposes intended.

As stated M. Epuran, I. Holdevici, F. Tonița, 2001) cohesion and form arises from positive and preferential relations depends on a number of factors" which are characteristic of the group:

- limited number of group members;

communicate with them, to assume different roles, to gain some social skills such as tolerance, respect for others, etc..) to accept work-related attitudes which contributes to the development of personality), to live not too easy emotions felt in other spheres of life, to accept the positive elements of lifestyle for example, diet, rest, etc.) adapting to the team goal through cooperation, cohesion and the like), and to become socially active through the performance of others - to mention only the most general processes.

- In terms of age, the biggest difference there is, obviously, between childhood and old age. The child had just started to learn to know the world and therefore the roles learning through play helps to become sociable. At the other end of life, the old track - among others - to reestablish contact with the social world, the chance for communication and understanding is important.

- An opinion is often seen as a chance for communication and understanding is only a possibility and not a direct linear effect. Therefore, surveillance and even management are essential. It is interesting to consider the trend that in fact the main goal of sport and exercise, is to support freedom of association in the social contacts.

- age of members;
- the athletes;
- team structure;
- motivation

It is considered that smaller groups are always easier to handle because the information flow more easily, the perception is better, the strength of ties among group members is higher, age does not matter too much as the differences give rise to differences in attitudes and aspirations different ; whether subjects with temperamental traits are of major importance because it attempts to capture the interdependence between the type and temperament that it leaves its mark on communication, and how it affects group cohesion.

By practicing physical exercises develop a sense of belonging to the group, valuing the ideas and the opportunity for personal actions, ensure recognition of the value of a subject in the group, favoring the development of capacity assessment and self-esteem, moral behavior is emerging. The need to belong to group "undertakes to respect individual rules of behavior, values that it promotes the attitude of acceptance of the other." A.Dragnea, 2000). Thus, in this way, the socialization process is achieved through participation in the group, and group cohesion.

Good cohesion of a group gives good results because a good professional affiliation of the group stimulates cooperation between subjects,

dedication to work creates in training leading to fierce fighting in competitions and the subordination of individual interests over collective. Collectively the team becomes better. The degree of cohesion is given the type of group which, as mentioned M. Epuran. 2001) are:

- *Homogeneous groups*. Most times, homogeneity is imposed on the specific training the work is long term and more intense compared to the competition. Uniformity is the result of social learning, teaching athletes to live, work and enjoy together, it is the result of coordination of actions to pursue and achieve the intended purpose, is subjective to some understanding and sensitivity towards others.

There is an important aspect of life neglected and uniform group, namely the competition phenomena coexist with cooperation, but they have the character of emulation which is an additional impetus to propel the team to higher levels of aspiration.

Psycho-sociological homogeneity of the team depends on the relative homogeneity of physical preparation, technical and tactical training of athletes and harmony can use the same language, motoric.

- *Groups "of character"* were so named for Chappuis Rioux and to emphasize their dependence on the homogeneity of ties between the athletes of character. And since people do not much resemble one another, relationships are of clearing, settling them among athletes with different features. For example, the choleric type is associated with one or melancholy phlegmatic, compensation being made on one part activism and business plan and, secondly, in terms of calm and reflection. Extending the idea to a higher index of expansion team and we underline the unity of team cohesion, orientation and fundamental views about society, life and sport, as a determining factor in such groups "of character."

- *Gomfoterne groups* in which cohesion is ternary data (consists of three elements), while being dependent on physical fitness, psychological and physiological such a group of athletes. Group cohesion is clearly a dynamic of its own sport, largely due to its characteristics, juniors, seniors, girls and boys, etc. -performance level that can be recovered easily by sociometric investigation. Much sociological observation revealed that "those who like to collect" more natural approach each other, finding common meanings in attitudes, skills and character traits similar. It's spontaneous affiliation, through empathy. Obviously, the coach can make a profit on this phenomenon, forming groups or subgroups gomfoterne or of character.

Group cohesion is a social shaping process, requiring the granting of individual intentions and trends and merging them into a collective emotional atmosphere.

Action is difficult and time, but the effort deserves to be done for the sport, more than in other team activities, welding is not a marginal issue.

## DESIGN, STUDENTS, TEST

The students were approached research faculty (other than physical education and sports) for purposes of physical education at the University "Transilvania" approach that consisted in choosing blocks of physical activity by providing operating systems structure which consisted 20% of motor skills, 45% sports games, aerobics and fitness programs 35%. These students were compared with another group of students who passed through the socialization process are already integrated into the group work a year.

The general **objectives** are:

- Identify affective preference relations;
- Identify operational preference relations;
- Identification of interpersonal relationships in group sports;
- Improving and increasing group cohesion index;

**Motivation** for choosing this theme was a pragmatic, because they want the work to be a real bridge between the theoretical aspect of teacher knowledge of sports by group dynamics and developing optimal strategies that would mitigate the conflicts in the working groups of physical education activities and prevention and lack of motivation, lack of confidence, a positive approach to suppressing development strategies.

The research started from the observation that in groups where there is a positive relationship (sympathy, friendship, cooperation, mutual aid) work is more effective, social climate, the level of social and interpersonal relations are directly caused by the activities it develops young. It is a failure and a descriptive study, aimed at finding and the development of optimal strategies for improving group cohesion expressed by an index of students' higher cohesion.

Description of the **test** used:

**Results:** Table 1. Sociometric matrix for group cohesion index at initial testing (IT)

Research aspects of the structure and dynamics of working groups in our field of activity (groups of students) receive *sociometric method* of revealing the relations of the capabilities of these groups bosom.

Sociometric method is based on survey technique (the so-called sociometric test). The particularities of this method, which differs from other research methods, consisting of content questions, the administration and processing module responses.

The questionnaire contains a series of 12 items, questions that address a particular passion for business, pleasure to work with certain types of subjects, affinity or discomfort for the subjects of the same sex activities, preferences, qualities (physical, moral and behavioral) efficiency.

Table 2. Sociometric matrix for group cohesion index at final testing (FT)

A		+2	+3	-3	-3	+3	-2	+3	-2	+1	+3	+1	+1
B			+1	+3	+3			-2	+3	-2	-2	-3	+2
C	+3	+2		+2	-3	-3	+3	+1	+1	-3	+2	+3	+3
D	-3				-1	+1	+3		+3	-3	-2	+2	
E		+2	-3			-2	+2	+1	-2	+2	+1	+1	+3
F	+2	-3	+1	+3	-2		-3	+2	+3		+1	+1	+1
G			+3	+3	+2	-3		-3		+3	-2	+3	+2
H	-3	+2	-4	+3	-1		+2			+1	+1	+2	+1
I	+1	-3	+2	+3		+3		+2		+1		-3	-3
J	+2	-3	+3	+2	+1	+2	+3	-2	-1		+1	+3	-2
K	-3	+2	+2	-3		+3	-3	+2	+2			+2	
L	+1	-2	-4	+2	+2	+1	+3	+3		+2			-3
M	+2	+3	+1			-1	+1		-2	-3	-1		
<b>Nr. of rejections/ Rejection value.</b>	6/11	6/13	8/16	8/21	4/8	6/13	7/17	7/14	6/13	6/10	6/10	8/16	7/13
<b>Number of choices / Value of selection.</b>	3/9	4/11	3/11	2/6	5/10	4/9	3/8	3/7	4/7	4/11	4/7	2/6	3/8

A		-2		-1	-3			-2	+3	-3				+1
B				+1	+3					-1	-2	-3		-2
C					-2	-3	-2	+3		-1		-1		
D						-2		+3		+1	-1		+2	
E				-1			-2			-3	+2		+1	+3
F	-2			-1	+2			-3		+3			+1	
G				+3	+2	-2	-3					-1	+1	
H		+2		-3	+3	-2				-1				+1
I		-3		+1	+3		-2						-1	-2
J					+2	+3		-1		-2		+1	+3	-3
K	-1			-1	-3	-3	+3	-2					+2	
L	-1			-3	+2		-2	+3			+1			
M	+2	+3		-1		+2		+1		-3		-2		
<b>Number of choices / Value of selection.</b>	3/9	3/7	4/6	8/19	4/11	2/5	4/10	1/3	2/4	2/3	2/2	6/10	4/7	
<b>Nr. of rejections/ Rejection value.</b>	3/9	1/3	5/9	2/4	4/9	4/9	4/8	0	7/14	2/3	4/9	1/1	2/5	

Interpretation of results

In this sense, we took as reference values proposed by C. Matei (1981) and presented in Table 3.

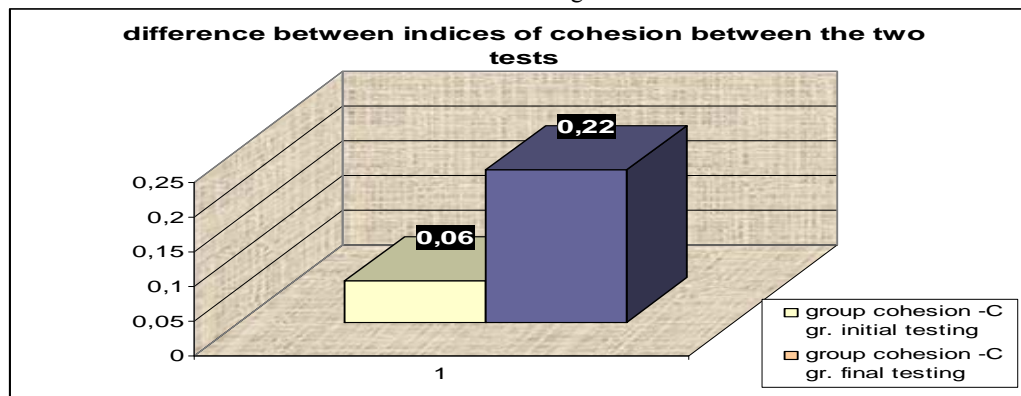
From - 1.00 to - 0.70	
From - 0.69 to - 0.40	Group with explosive relationship tension)
From - 0.39 to - 0.20	Group dissension
From - 0.19 to - 0.01	Group on the front of disruption
0	Group contradictory forces
From 0.01 to 0.20	Weak group cohesion
From 0.21 to 0.40	Small group cohesion

From 0.41 to 0.60	Cohesion group with moderate average)
From 0.61 to 0.80	Significant group cohesion
From 0.81 to 1.00	Group cohesion than

Cohesion index score improved phase cohesion group showing a more mature students who participated improved systematically and consistently to all activities in physical education classes. In this evaluation, it appears that the group

has evolved from a weak group cohesion to a group with low cohesion, which shows that after one academic year we achieved an improvement on the existing social climate in the group.

Chart 1. C-gr



**Conclusions:**

1. The contribution of physical training of students to create a uniform formula for body strengthening and improving motor is open, adaptable, allowing an indication of permanent improvements and optimizations.
2. Closely related to the objectives of university education in physical education classes planning to nephrology typology developed lessons and distributed in accordance with the schedule plan features Syllabus determined general physical development, motor skills and socialization.
3. The degree of group cohesion, work group structure, hierarchy members led to greater collaboration between subjects and contributed to the development of non-volitional and intellectual qualities.
4. Activitățile fizice educaționale realizate

under consideration by the group have a better ratio which shows that students have acquired quality psychosocial research subjects, which confirms the acquisition of emotional self-regulation skills during communication.

5. As part of the proposed reservoirs are obvious, both in terms of general physical development, motor and socialization plane.
6. Passion for a particular physical activity led to greater physical and emotional involvement in creating positive changes moods.

7. Group cohesion created by choosing blocks of physical education activities have developed qualities, skills and driving skills to optimize the socio-human.

**Proposals:**

1. Actuation systems and methods of physical education in individual sports, games and collective, can be applied in the physical training of students either in the form and structure proposed by us, either by changing the order and structure exercises depending on the existing material conditions, the conditions of time, space curve physiological, etc..
2. The correlation of the physical effort required in certain physiological and biomechanical explanations for nature awareness activities, creating motivation, interest and participation from the students aware.
3. We believe that by means of gymnastics, athletics games and sports aerobics and fitness programs can meet the objectives of physical education related to the overall harmonious development of students. For the most rational means to be selected, dosed properly to achieve the objectives driving tasks.
4. Selected exercises to develop the qualities driving lessons be applied in systems that have continuity to meet the instructional and educational values.
5. Only the basic principles and applying modern teaching methods most effective in more complex activities, carried out in a variety of conditions,

outdoors and in the hall, the accumulations will be evident, both in terms of general physical development, motor and as regards the socialization.

6. The practice of physical activity required by each student's preferences, as their physical qualities, it engage students in activities leading to the systematic practice of exercise and can be detected while students with skills for sports performance.

7. By creating opportunities for physical activity practice preferential habit and habit formation develops students' independent practice especially during exercise freely.

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