



Science, Movement and Health, Vol. XIV, ISSUE 2 Supplement, 2014
September 2014, 14 (2, Supplement): 538-542
Original article

PHYSICAL EDUCATION—AN EFFICIENT WAY FOR SCHOOL ADAPTATION OF THE TEENAGERS

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Abstract

This research has in view the school adaptation as a way of adapting from a social perspective. Physical education for teenagers through its objectives and contents helps in achieving the efficient join between school performance, the value of the obtained results and complying with the norms, rules and behavior values that function inside the educational environment.

Keywords: physical education, adaptation, efficiency, social perspective.

Introduction

The adaptation concept refers to a very diverse phenomenon, having a very large domain and contents, being studied by a lot of disciplines, each having its own specificity. If we refer to the biological adaptation, this has been defined as the totality of the modifications appeared to the structure and function level of the living organisms, but also to the environmental level, with the purpose of maintaining the balance, inside the organism and also with the environment.

From a sociological point of view, adaptation represents the conformation and assimilation of information by the individual, forming of skills necessary for a positive answer to the requests and also to comply with the requires imposed by the new social environment where the individual is about to integrate (Cretu, 1999).

The physical education, regarded as an instructive process and also as a way of forming the man, accomplishes the matching between the individual developing requests and the social life exigencies. Physical education, through fulfilling its objectives and contents, prepares the young man for future, for defeating all the obstacles met during his individual and social life (Albu, 2002).

Objectives

We wish to prove that through its objectives and contents, physical education of the teenagers contributes to the accomplishing of the positive relationships between school efficiency, the quality of the obtained results, observing the norms, rules and behavior values which function in the school environment.

Methods

We have used methods as documentation and study speciality literature, the questionnaire,

discussions and statistic-mathematic methods. Starting from the definition of the school adaptation concept and that for the physical education, we have established that from the point of view of physical education concept role in accomplishing the school adaptation as teenager, we can find two dimensions: pedagogical adaptation and relational adaptation.

Organizing the research

We have made a series of analyses on a specimen made of 87 pupils from three classes of ninth form, which attend a high school in Ploiesti city, during school year 2011-2012. From the total group of 87 pupils, 55 (63.22%) were boys and 32 (36.78%) were girls.

It is found that 30 pupils were between 16-18 years old, from which 34.48% were already 16; 28 from them, representing 32.18% were 17, and 29 pupils, meaning 33.33% were already 18 years old.

The general average, as comparison indicator, at the specimen level, by the end of the first semester was 9.40. It was found a difference at the average level on gender (the boys group: 9.29 and the girls group: 9.39). On ages, the highest grade was in the group that already 16 years old.

The results obtained and their interpretation.

As regard the variable *internalization of norms and behavior rules specific to the socio-school environment*, to question „At school, is your behavior good? a) during classes and breaks for other subjects; b) during physical education training classes, because...”, we have recorded the results shown in table 1.

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Received 21.04.2014 / Accepted 30.05.2014

Table 1 Answers for variable - internalization of norms and behavior rules specific to the socio-school environment

| Category of answers | a | b | Average |
|---|-----------|-----------|-------------|
| I listen to the teachers because they tell me so and because I must | 22 | 9 | 9,32 |
| I am afraid to being punished | 15 | 6 | 9,19 |
| I know it is right | 31 | 58 | 9,14 |
| Other answer | 4 | 1 | 9,67 |
| NS/NR | 3 | 1 | 9,53 |
| Total | 87 | 87 | 9,37 |

Regarding the variable that targets the capacity of communicate and relate with other pupils, to question „When you wish to talk to a colleague how easy is for you to communicate with him?: a) during classes and breaks for other subjects; b) during physical education training classes,"there have been

recorded the following results: a) very easy: 28pupils (32.18%); easy: 39pupils (44.82%); difficult enough: 15pupils (17.24%); very difficult: 5pupils (5.75%); b) very easy: 51pupils (58.62%); easy: 28pupils (32.18%); difficult enough: 8pupils (9.19%); very difficult: no answer.

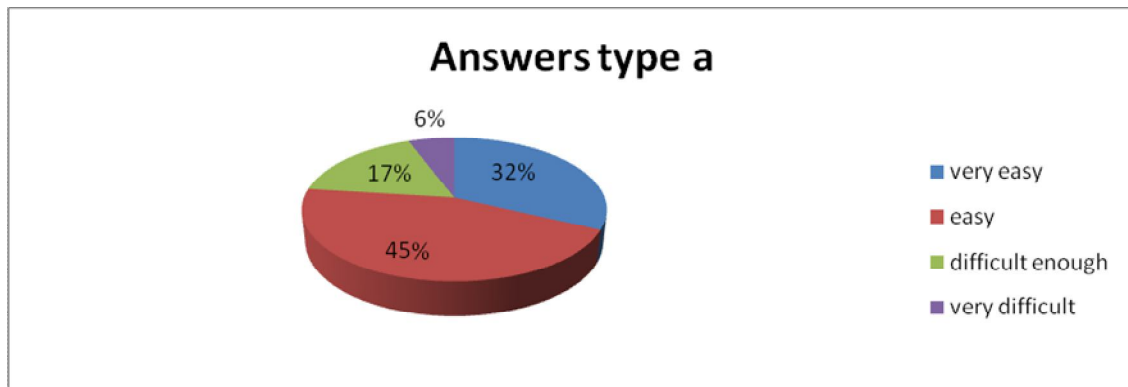


Figure 1. Graphical representation of the results for answer type a

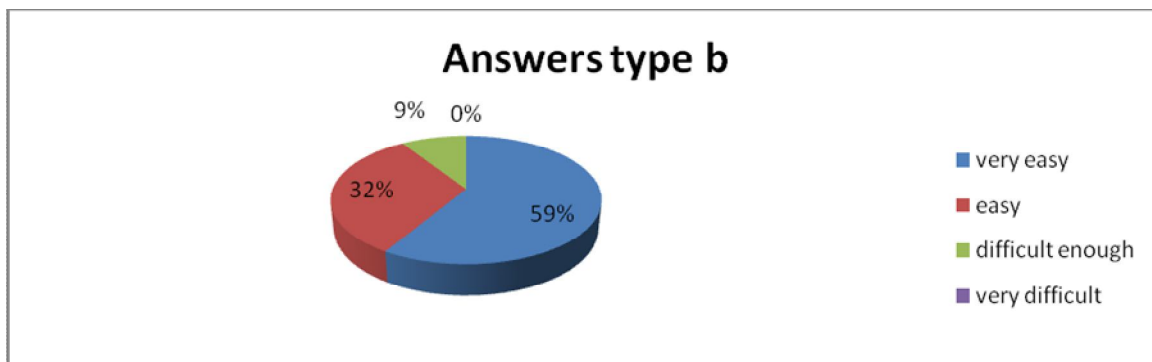


Figure 2. Graphical representation of the results for answer type b

Correlating the capacity to relate of the pupils shown relative to the other colleagues, with the quality results obtained in the school activity, it has been found that the highest average (9,28), in both cases, was given to the pupils that said they find very easy talking

to a colleague and the lowest average was given to the group that said they find difficult enough talking to other colleague. Thus we consider that there are pointed out the dynamism, liberty of action and communication, desire to collaborate determined by the

origin to a group, trust in own actions or collective ones, characteristics of the physical education activities.

As regard to the variable *capacity to relate to the teachers*, reflected by the question „When you want to ask your teachers something or you want to communicate something, how easy is it for you to talk to them?: **a) during classes and breaks for other subjects; b) during physical education training classes**", there have been recorded the following results: a) very easy: 22pupils (25.29%); easy: 40pupils

(45.98%); difficult enough: 15pupils (17.24%); very difficult: 10pupils (6.89%); b) very easy: 59pupils (67.81%); easy: 19 pupils (21.84%); difficult enough: 9pupils (10.34%); very difficult: no answer. Thus we have found out that the school results expressed by averages were not correlated positively with the capacity to communicate and to relate to the teachers. According to our specimen pupils declarations, the group of pupils with higher average (9.39) find it difficult enough to communicate with the teachers than the group with the lowest average (9.18).

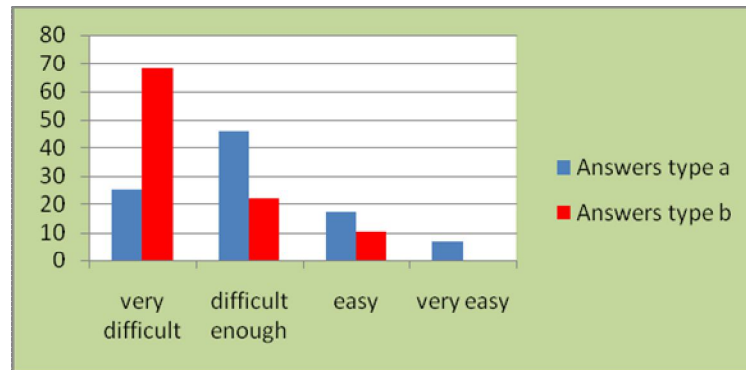


Figure 3. Graphical representation of the results for answer type a and type b for the variable - *capacity to relate to the teachers*

Another variable introduced in the research has been *families concern and interest regarding the physical movement education of their children*. In this respect, it has been applied a questionnaire which questions have targeted: number of hours devoted into children education; information sources used in children education; priority activities in order to

accomplish this; information sources regarding physical movement education of the children; motivation for guiding the children to practice a sports discipline. The results regarding the information sources and the parents' motivations are shown in the graphics below.

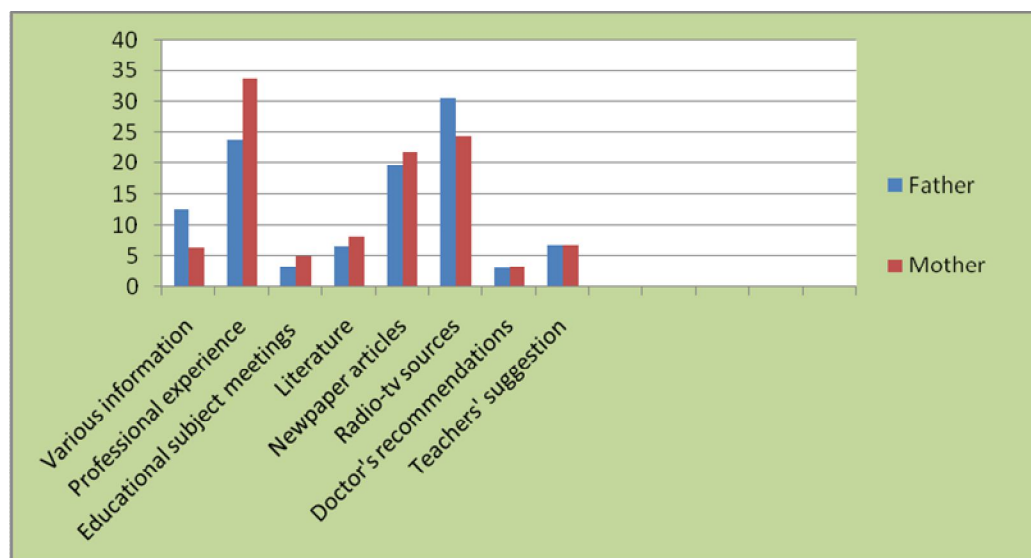


Figure 3. Graphical representation of the results for answering the variable *families concern and interest regarding the physical movement education of their children* – parents information sources

It is noticed from the data above that first, the parents conception regarding the influence of physical movement upon health and harmonious development of children. This opinion is common for more than half of the parents. It results that the orientation of the way of life towards a harmonious development depends a great deal of the pedagogical knowledge of the parents.

The reserved attitude of some parents (especially mothers) shown regarding the guidance of children towards practicing physical exercise is connected, first of all, to the household duties and the low level of their sporting capacities. Among the daily routines of the

parents regarding the children the priority activities oriented towards the development of the intellectual capacities. The weekends change somehow the parent's attitude. From the questioned parents, about 35% from fathers and 31% of mothers are preoccupied of their children's physical activity, using motion games, walks, trips, etc. In order to develop the interest regarding the sporting activities, parents use and facilitate the learning of basic movements. It is interesting that fathers affect more time to the regular movement activities comparing to mothers, during weekdays and during weekends.

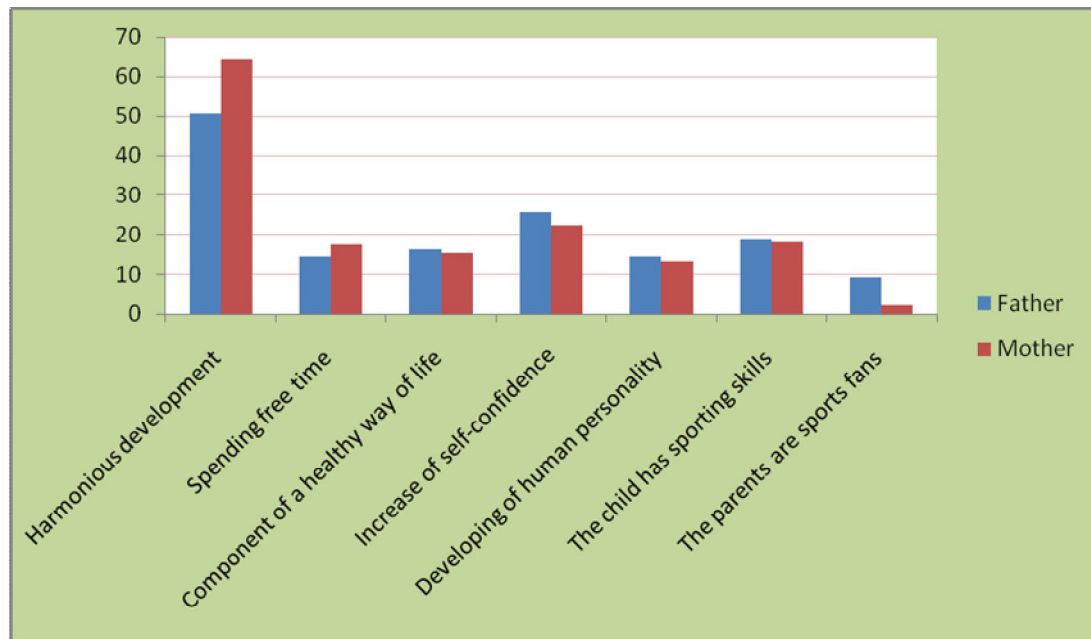


Figure 4. Graphical representation of the results for answering to variable -families concern and interest regarding the physical movement education of their children- parents' motivations

A large number of parents, whose children are involved in sports, are not interested in theoretical knowledge, leaving themselves be guided in their children's education only by the personal experience. This may be explained by the fact that parents, after integrating the children in schools, transfer a large part of the education concern to the school and other educative institutions. The preference for exercise (for practicing physical exercises) appears at children also by the power of example given by their parents and their passion for sports.

Discussions

If integrated rational into the instruction process, the influences of the physical exercises and sports activities, could overrun the sphere of the strictly delimited movement, acting on large scale and influencing favorably the intellectual, moral-volitional and affective sides of the pupils. The develop of an

educative-instructive process in accomplishing physical education and sports, using collective actions, encourages the capacity of integration into a group, useful later in work activity and in social life. During the organized physical education and sports activities, it is possible the checking and intervention for corrective measures and the forming, orienting educative-instructive knowledge are diverse and instantly. Thus it is created the possibility of knowing the results of education and also to intervene in order to orient the behavior and manifestations of the pupils in accordance with the social life requirements.

A public school-based **physical activity** intervention offers a good opportunity to work with a large group of average children irrespective of their parents' behavior and attitudes towards **physical activity** and health, and irrespective of their socioeconomic background. This is important for many reasons. Although cross-sectional studies have



emphasized the role of the family regarding **physical activity** (Trost Kerr, Ward, Pate, 2001), and some of the consequences of insufficient **physical activity** such as childhood obesity, approaches focusing on changing individual or family behaviours have been shown to be time-consuming and costly, and have only yielded few successes (Summerbell, Waters, Edmunds, Kelly, Brown, Campbell, 2005).

Interventions to change lifestyle habits through a change in environment, such as the school environment, are found to be more successful, especially if they take place early in life (Rosenbaum, Leibel, 1998).

Conclusion

The increase in **physical activity** during school hours for all children and our attempt to encompass out-of school behaviour allows us to test, whether a compensatory decrease in **physical activity** outside school can be avoided, and whether outcome is different in children with different weight status,

different degrees of **physical activity** and different socio-economic background.

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