



Science, Movement and Health, Vol. XV, ISSUE 2, 2015

June 2015, 15 (2): 191-196

Original article

STUDENTS' OPINIONS ABOUT THE SOCIO-MORAL VALUES DEVELOPED BY THE PRACTICE OF JUDO

VULPE BOGDAN IULIAN¹, MACOVEI SABINA¹

Abstract

Objectives. In higher education, curricular and extracurricular physical education activities aim at the students' harmonious physical development and the development of their motor capacities, but also at the development of some social and moral values necessary and useful to form the future citizen. Among young people in our country, contact sports have begun to expand, judo becoming thus an increasingly popular sport, because, besides its educational-formative valences, it is spectacular, attractive and can also be an efficient self-defense approach. Judo meets the essential function of physical education, which consists in giving the community healthy people, harmoniously developed both physically and mentally. The desire to increase students' interest in practicing judo within the extracurricular lessons has determined us to investigate how the educational-formative valences of this sports discipline are perceived. We wanted to know students' opinions about the way in which their conduct could be modeled by the practice of judo.

Method. This exploratory-type research used the questionnaire survey method. It was constructed an opinion questionnaire applied to a number of 200 students from several non-profile universities of Bucharest. For each item, it was used an interval scale prioritized on 5 levels. Responses were statistically analyzed with the SPSS software, version 15.

Results. The analysis of responses has highlighted a series of mental and behavioral components that, in the respondents' opinion, can be modeled by the practice of judo. Among them, the most important ones are: will, courage, fair play, decision assumption and adaptation capacity, followed by self-control, respect for the opponent, respect for the referee and his decisions.

Conclusions. We consider that the practice of judo within the extracurricular activities contributes essentially to modeling the youth's positive conduct, due to the sets of values promoted and developed during lessons.

Keywords: judo, extracurricular activities, values, conduct.

Introduction

In higher education, curricular and extracurricular physical education activities aim at the students' harmonious physical development and the development of their motor capacities, but also at the development of some social and moral values necessary and useful to form the future citizen.

Extracurricular activities take place outside curricular classes. These are possibilities to spend one's free time, which take into account students' preferences for different motor activities, being based on an instructive-educational content that complements the national curriculum. This type of activities aims at the positive development of students' personality (Tudor, Ciolcă, 2010).

Physical education - practiced both as a curricular and extracurricular activity - is a component part of general education, and the youth education is and

should be, according to specialists, an important concern of the entire society (Vințanu, 2008).

In non-profile higher education, extracurricular activities are carried out in accordance with students' options for different sports disciplines and, obviously, depending on the existing material facilities.

Judo is a combat sports discipline, a non-violent martial art called "the way of gentleness", created by Jigaro Kano in 1882 (Avram, Muraru, 1977).

Because, besides its educational-formative valences, it is spectacular, attractive and can also be an efficient self-defense method, judo has quickly become more and more popular.

Specialists in the field consider that this sport contributes to the multilateral human development, and its systematic and regular practice develops coordination, speed, strength, endurance, spatial-

¹ National University of Physical Education and Sports, 140 Constantin Noica St., 060057, Sector 6, Bucharest, Romania

E-mail: vlpbogdan@yahoo.com, sabina_macovei@yahoo.com

Received 27.03.2015 / Accepted 3.04.2015



temporal orientation, combativeness, ambition, courage, perseverance, modesty etc. (Muraru, 1988).

We believe that students, practitioners of this sport, should not regard judo as a series of dangerous kicks, but as an active, energetic and healthy form of exercising one's body and mind (Ștefănuț, 1983). Judo is carried out in compliance with very well established rules, and the fight must take place respecting the opponent, the regulations and, at the same time, in the spirit of fair play.

We consider that judo, practiced as an extracurricular activity and not only, develops a series of social and moral values, among which we mention: courage, self-control, calmness, ambition, desire to win, capacity to solve unpredictable situations, Purpose. Education represents a social phenomenon which forms the human so that it can optimally integrate into socio-professional life and, as a final goal, education contributes to building/ developing human personality. As a systematic activity, it evolves throughout the lifespan, with moments of deep complexity during the school and university training stages (Uță, 2012).

We consider that studentship represents a transition stage from the older pupil to the adult, when the promotion of socio-moral values, also developed by the practice of judo, is an important factor in forming the future citizen.

It has been found, after some research studies in the psychology field, that if pupils and young people

As such, the desire to increase students' interest in practicing judo within the extracurricular lessons has determined us to investigate how the educational-formative valences of this sports discipline are perceived. We wanted to know students' opinions about the way in which their own conduct could be modeled by the practice of judo.

Method

This exploratory-type research used the questionnaire survey method. The questionnaire items must be clearly formulated and must not lead to a particular response or have multiple meanings (Chelcea, 2007).

It was constructed an opinion questionnaire, each item being appreciated on a 5-level scale, where: 5 – to a very large extent, 4 – to a large extent, 3 – to the same extent, 2 – to a small extent, and 1 – to a very small extent.

The responses obtained after applying the questionnaire were centralized and statistically analyzed with the SPSS software, version 15, using

perseverance, will etc., values that are necessary and useful to an optimal integration into a constantly changing society. If practiced continuously and systematically, judo develops general and specific motor capacities, which, in our opinion, contribute to increasing the work capacity.

The positive effects of judo on the human body are determined, according to specialists, by its applicative, constructive, esthetical, educational value and so on, judo fulfilling thus the basic function of physical education, namely that of giving the community healthy young people, from both the mental and physical points of view, an essential function for their good socio-professional integration.

come in contact with negative models, they may get in some situations where they imitate such conducts (Neacșu, 2010). That is why we believe that promoting the socio-moral values among youth should represent a priority for our society, for all those who contribute to educating young people.

The practice of motor activities has benefits on the entire body, as a hypercomplex bio-psycho-socio-cultural system (Neacșu, 2010).

From the perspective of judo, we notice its influences on building a harmonious body and a personality characterized by self-control, courage, respect, discipline, punctuality, modesty, honesty in thought, self-confidence etc. (Deliu, 2003).

the following indicators: central tendency (median and arithmetic mean), dispersion (standard deviation) and form of distribution (Skewness Index - for obliqueness and Kurtosis Index - for arching). As to the type of analysis, we used the independent t-Test.

The respondents were 200 students from the following non-profile universities of Bucharest: Technical University of Constructions, Academy of Economic Studies, "Ion Mincu" University of Architecture and Urbanism, "Alexandru Ioan Cuza" Police Academy and Polytechnic University.

We mention that this survey is part of a broader research, the questionnaire including a number of 14 items on several thematic directions. For this paper, we chose the responses to items no. 11, 12 and 13 of the questionnaire. Their content will be presented with the results obtained, because they have many response variables.

Results

Concerning the item: "To what extent do you agree with the following statement: the constant practice of judo, as an extracurricular activity, develops/ forms a positive conduct, in accordance with the requirements of current society?", most

respondents agree with the statement, the statistical data highlighted in table no. 1 showing that 31.5% are in total agreement and 34.5% in large agreement with it.

Table no. 1 Prioritization of students' responses and statistical analysis

	Cases	%, N = 200
1. Very poor agreement	8	4.0%
2. Minimal agreement	9	4.5%
3. Relative agreement	51	25.5%
4. Large agreement	69	34.5%
5. Total agreement	63	31.5%
Total	200	100%
<i>Arithmetic mean</i>		3.85
<i>Median</i>		4.00
<i>Standard deviation</i>		1.045
<i>Skewness</i>		-0.788
<i>Kurtosis</i>		0.293

Regarding the item: "Mark on the 5 to 1 scale, according to your opinions, to what extent you believe that the constant practice of judo (as an extracurricular activity) develops the following sets of values", the statistical analysis shows that there are no statistically significant differences (values related to

physical movement, body development, free time 4.17, emotional-affective values 4.16, socially-centered values 4.13, self-centered values - personality 4.10), which confirms that all values stated by us are developed by the practice of judo. The statistical analysis is presented in table no. 2.

Table no. 2 Students' opinions regarding the sets of values developed by the practice of judo

Sets of values	% of Total, N = 200					Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis
	1	2	3	4	5					
a.	2.0%	4.0%	17.0%	29.5%	47.5%	4.17	4.00	0.981	-1.111	0.789
b.	2.0%	5.5%	14.0%	32.0%	46.5%	4.16	4.00	0.993	-1.156	0.848
c.	1.0%	4.0%	19.5%	32.0%	43.5%	4.13	4.00	0.931	-0.866	0.190
d.	2.5%	3.0%	22.0%	27.0%	45.5%	4.10	4.00	1.008	-0.977	0.486
e.	1.5%	2.0%	25.0%	33.5%	38.0%	4.05	4.00	0.920	-0.715	0.206



f.	3.5%	8.0%	15.5%	27.0%	46.0%	4.04	4.00	1.120	-1.033	0.209
g.	3.0%	8.5%	20.0%	25.0%	43.5%	3.98	4.00	1.118	-0.843	-0.195

Legend. 1. Not at all, 2. To a very small extent, 3. To the same extent, 4. To a large extent, 5. To a very large extent
a. Values related to physical movement, body development, free time; b. Emotional-affective values; c. Socially-centered values; d. Self-centered values - personality; e. Character-related values; f. Cognitive values; g. Values related to creative capacity.

For the item: "Mark (on the 5 to 1 scale) your option corresponding to each response variant related to the importance of the following values in modeling a positive conduct, as effects of the participation in judo-specific sports activities", the statistical analysis shows that, in the respondents' opinion, the core values in modeling a positive conduct, without statistically significant differences between the obtained scores, are: will, courage, fair play, adaptation capacity and assuming one's own decisions.

A second group of values, in order of importance, includes: self-control, respect for the opponent, respect for the referee and his decisions, and capacity to cooperate with the physical education teacher. The only statistically significant difference between men's and women's perception is related to the respect for the opponent, a significantly more important value among women (mean score 4.43, compared to 4.10), according to table no. 3.

Table no. 4 Students' opinions regarding the core values in modeling the conduct, distributed by gender

Values	Arithmetic mean			Independent t-Test	
	Total	Male	Female	T	p
1.	4.34	4.35	4.30	0.301	0.763
2.	4.28	4.34	4.06	1.694	0.092
3.	4.22	4.16	4.38	-1.842	0.068
4.	4.21	4.26	4.02	1.525	0.129
5.	4.19	4.19	4.19	-0.012	0.990
6.	4.18	4.10	4.43	-2.616	0.010
7.	4.13	4.08	4.28	-1.164	0.246
8.	4.11	4.05	4.30	-1.583	0.115
9.	4.02	4.05	3.89	0.942	0.347
10.	4.02	4.07	3.85	1.244	0.215
11.	4.01	4.04	3.89	0.806	0.421
12.	4.00	4.02	3.94	0.466	0.641
13.	3.98	4.02	3.85	0.944	0.346
14.	3.98	4.05	3.74	1.435	0.156
15.	3.96	3.98	3.89	0.494	0.622
16.	3.96	3.93	4.02	-0.490	0.625
17.	3.95	4.01	3.77	1.210	0.228
18.	3.91	4.01	3.57	1.896	0.062
19.	3.88	3.95	3.64	1.758	0.080
20.	3.87	3.86	3.89	-0.177	0.860
21.	3.48	3.56	3.21	1.529	0.128



Legend. 1. Will and courage, 2. Fair play, 3. Adaptation capacity, 4. Assuming one's own decisions, 5. Self-control, 6. Respect for the opponent, 7. Respect for the referee and his decisions, 8. Capacity to cooperate with the physical education teacher, 9. Increased capacity to make decisions, 10. Increased capacity for spatial-temporal orientation, 11. Modesty, 12. Attitude in favor of nonviolence - at home, on the field, in the street, in the stands, 13. Positive attitude towards systematic physical movement, 14. Capacity to overcome physical pain, 15. Increased capacity to solve unpredictable situations, 16. Solidarity with the opponent in the conditions of some real difficulties, 17. Positive attitude towards the non-discriminating race-, religion-related conduct, 18. Total rejection of risk behaviors (tobacco, alcohol, drug etc.), 19. Increased competitiveness, 20. Compliance with social norms, 21. Need for assertion.

Discussions

Specialists in physical education and sports field, with whom we agree, consider that contact sports, including judo, develop among the practitioners a series of social and moral values necessary to optimally train the future citizen (Deliu, 2008).

That is why, in some countries the practice of martial arts has been introduced into the instruction process. The Philippines represents one of the countries that has integrated the karate practice into the instructive-educational process, due to its positive effects on the body at both the physical and mental levels, and among them we mention: development of motor capacities, development/ education of moral conducts that are specific to contact sports (calm, respect for oneself, the opponent and the leader of the instructional process, dignity, fair-play, non-violence, ambition etc.), necessary and useful to a positive integration into social and professional life (http://en.wikipedia.org/wiki/Physical_education).

Among young people in our country, contact sports disciplines have begun to grow. These disciplines, in our opinion and in that of specialists in the field, through the influence of bio-psycho-socio-motor factors, contribute to the practitioner's development "as a whole", in the light of permanent education, non-violent education, improvement/ Following the statistical analysis by gender, we find that the only statistically significant difference opponent, which represents a significantly more important value among women.

Conclusions

maintaining of the body health, social integration and concentration capacity (Petre, 2014).

Those responsible for the education of young generations have the task to promote among them the benefits brought to the body, as an effect of practicing contact sports, in general, and judo, in particular (Deliu, 2008).

Through the statistical analysis of responses to item no. 1, we can assert that students are aware that the constant practice of judo, as an extracurricular activity, develops/ forms a positive conduct, in accordance with the requirements of current society. After the statistical analysis of responses obtained to item no. 2, it has been found that all values presented by us (related to physical movement, body development, free time; emotional-affective, socially-centered, self-centered - personality, character-related and cognitive ones; related to creative capacity) are developed by the practice of judo.

The surveyed subjects consider that the main values able to model a positive conduct, as an effect of practicing judo, are: will, courage, fair play, adaptation capacity, assuming one's own decisions, self-control, respect for the opponent, respect for the referee and his decisions, and capacity to cooperate with the physical education teacher between the perception of male subjects and that of female subjects is related to the respect for the



We consider it important to promote among youth the benefits of judo on the body, increasing thus the interest in the practice of this sport, as an extracurricular activity, but also independently, as a leisure activity.

Statistical analysis of the obtained data has confirmed that the sets of values stated by us are developed by the constant practice of judo, as an extracurricular activity.

We consider it essential to promote among youth social and moral values crucial to the education and training of future specialists, contributing thus to their optimal socio-professional integration.

We believe that the practice of judo within the extracurricular activities contributes to modeling the youth's positive conduct, due to the sets of values promoted and developed during lessons.

Acknowledgments We thank all the students who participated in this study.

Bibliography

Avram, I., L., Muraru, A., 1977, Judo, Editura Sport-Turism, București, 1977:5
Chelcea, S., 2007, Metodologia cercetării sociologice. Metode cantitative și calitative, Editura Economică, București, 2007: 21

Deliu, D., 2003, Cursuri teoretico-metodice pentru studenții cu specializare în artele marțiale sportive, Editura ANEFS, București, 2003:17
Deliu, D., 2008, Metodica disciplinelor sportive de combat, Editura Bren, București, 2008:15, 16
Muraru, A., 1988, Judo pregătirea juniorilor, Editura Sport-Turism, București, 1988:7
Neacșu, I., 2010, Pedagogie socială - valori, comportamente, experiențe, strategii, Editura Universitară, București, 2010:285
Neacșu, C., 2010, Medicina sportivă. Sistemul neuroendocrin și sportul de performanță, Editura Bren, București, 2010: 7
Ștefănuț, S., 1983, Antrenamentul sportiv în judo, Editura Scrisul Românesc, Craiova, 1983:17
Tudor, V., Ciolcă, C., 2010, Didactica educației fizice (activități extracurriculare), Editura Discobolul, București, 2010:7
Uță, F., 2012, Activitățile motrice nonformale la student - valori, percepții, motivații, Editura Tiparg, Pitești, 2012:13
Vințanu, N., 2008, Societate și educație, Editura Zerana Flores, București, 2008:25
http://en.wikipedia.org/wiki/Physical_education, accesat la data de 4.05.2015, ora 15:30