



## THE INFLUENCE OF EXTRA-SCHOOL ACTIVITIES ON THE CHILD'S EMOTIONAL BEHAVIOUR

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### Abstract

Movement is a phenomenon of human evolution. Rhythmic gymnastics, though less known in our country, in addition to the aesthetic and educational effect, is important in terms of motion exercises, but also of human relations. The child's contact with the specific of the school activity creates new conditions favorable for his/her development, resulting in an important process of knowledge of the surrounding world. Influenced by integration in education, the young student is subjected to high stress, perceived differently depending on his/her biological development.

Through this study we aimed to emphasize the beauty, elegance and complexity of rhythmic gymnastics, highlighting its benefits to the child's behavior.

The work is based on the hypothesis that exercise and sports activities with specific elements of rhythmic gymnastics held in extra-curricular activities can improve child relationship with others, to children who do not participate in school activities. Children and students' Palace Oradea

**Objectives.** Considering the guidelines in psychology and physical education, the study aims to determine the extent to which extra-curricular activities affect the child's emotional behavior.

**Methods.** The proposed research methodology for the study addresses the mixed research methods and techniques, such as the bibliographic study method, the method of observation, the experiment method, the statistical and mathematical method, the investigation method.

**Results.** Analysis of the recorded results highlighted differences between the experimental group and the control group, owing to the specific program in rhythmic gymnastics, developed. However, since the sample included a relatively small number of subjects, the correlation of the variables was negative, which leads to the idea that other factors may intervene in the emotional development of children (lessons communication, interactive games involving the parents etc.).

**Conclusions.** Consequently, we believe that the practice of physical exercise, sports activities with specific elements of rhythmic gymnastics has beneficial facets. Rhythmic gymnastics can be used as a means of harmonious physical and emotional development of the child.

**Keywords:** gymnastics, school activities, emotional behavior.

### Introduction

Movement is a phenomenon of human evolution. Rhythmic gymnastics, although less known in

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our country, besides the aesthetic and educational effect, is important from the point of view of the exercises as well as of the inter-human relations. An increasing number of educators and researchers in the field of education recognize that at the end of school years, students are unprepared to cope with the challenges of everyday life, both at the personal level and as members of society. The cognitive excellence approach to curricular and didactic approaches is not sufficient to be fully successful. Today, the world appears to us to be paradoxical: with rapid changes, with adaptive challenges of the most unpredictable, selfish, violent and spiritless without proper moral education, with a need for flexibility and tolerance in our part, with different demands in school and life, etc. (Roco, 2001).

Childhood is considered to be a period of preparation for life, assimilation of human nature in a certain period of time, characterized by an intense biological development from a physical and social point of view. Childhood has a duration dependent on the family environment, but especially on the social-cultural background to which the child must adapt and integrate. The child's contact with the specificity of the school activity creates new favorable conditions for his/her development, leading to an important process of knowledge of the surrounding world. Influenced by integration in the educational environment, the young schoolchild is subjected to increased demands, felt differently depending on his/her biological development. Reactions, tensions and emotional changes are the effect of confronting the subject's requirements with the actual or presumed data of his or her life in a particular objective setting. At this age, sports activity is practiced only in the form of playing, as entertainment, contributing to the overall development by tasks of an undefined type, with a general character. Through social and emotional learning, the children's emotional

intelligence is developed, constituting an enormous luggage for their personal and professional future.

Rhythmic gymnastics can be defined as a triangle of interaction between the movement of specific objects (competitive and/or demonstrative), body movement and music (Macovei and Butu, ...). Through its means, rhythmic gymnastics aims at ensuring a correct and harmonious overall physical development of the body, forming fine coordination of movements, stimulation of creative imagination, development of motor and psychometric skills.

### **Assumption**

The paper is based on the hypothesis that physical exercise and sports activities with specific elements of rhythmic gymnastics carried out in extracurricular activities can improve the child's relationship with those around him as compared to the child who does not participate in extracurricular activities.

### **Subjects and methods**

The study included 60 subjects aged 6 to 13 years. The experimental group comprised 30 subjects who participated in the gymnastics classes of the Rhythmic Gymnastics Circle at the Children and Students' Club, out of which 24 female subjects and 6 male subjects, and the control group included 30 subjects who did not participate in extracurricular activities, of which 22 female subjects and 8 male subjects.

The research methodology proposed for the study addresses mixed research methods and techniques, such as the bibliographic study method, the observation method, the experimental method, the statistical-mathematical method, the survey method.

The experiment took place within Salonta Children and Students Club, through the participation of the subjects at the Rhythmic Gymnastics Circle. The activity took place over a period of 6 months, with a frequency of 2 lessons/training per week and duration of 100 minutes. The lessons were optional, with up to 14 students in a group and in the form of a one-sided training session. The groups were formed according to their age and level of training.

For the study, a questionnaire was structured on 10 questions, out of which five were addressed to children, 3 questions addressed to parents, and 2 questions addressed to the teacher which aimed to capture the children's relationship act. The first item tracked the response time, and the other questions had a score of 1 to 5, 1 being the lowest score and 5 the maximum score. The first question was assigned the following points: subjects who responded in less than 5 seconds received 1 point and those who responded in more than 5 seconds received 0 points. The questionnaire was completed both by the subjects in the experimental group (30 children enrolled in the rhythmic gymnastics cycle) and by the subjects in the control group (30 children who did not participate in extracurricular activities). The participation of the subjects in the study as well as the administration of the questionnaires was done after obtaining the voluntary participation agreement.

## Results

In recent times, the interest of young people in physical activity has declined very much. In this context, it is important to find solutions to attract children and others to physical activities and to promote the benefits of their practice. At the beginning, more like playing, rhythmic gymnastics lessons in the Children's Club and Salonta Students turned into attractive recreational activities, to which the subjects participated with

pleasure. This study sought to highlight the benefits of practicing recreational activities and, in particular, rhythmic gymnastics and the changes it can make in the child's behavior.

The analysis of the recorded results revealed differences between the experimental group and the controlled group. The answers to the questions grouped by 5 questions addressed to the children and 5 questions addressed to the parents and teachers, as well as the average obtained in both categories was superior to the experimental group compared to the one of the controlled group. There were values ranging from 3.71 to 4.6 in the experimental group and values ranging from 2.29 to 2.98 in the controlled group. (Q2), *"How do you appreciate the relationship with your friends?"* (Q3), *"How do you appreciate the relationship with new acquaintances?"* (Q4) highlighted a lot of relationships of the subjects in the experimental group, both with friends, school colleagues, but also with newcomers compared to the subjects in the controlled group. At the same time, for the subjects in the experimental group it was easier to nominate three friends, the response time to the item "Nominate Three Friends" (Q1) was shorter and complete, each subject nominating three people, while for the subjects from the controlled group even incomplete answers were recorded (less than three friends).

Studies have shown that a child, who has relationships outside the family environment, becomes more sociable in the future. Establishing social networks is fundamental to the child's personal development from an emotional and social point of view.

Table no. 1 - Experiment group results

Subjects	Age	Gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	8	M	over 5 sec	5	5	4	4	5	4	5	5	5
2	8	M	over 5	5	5	4	4	5	4	5	5	5



			sec												
3	11	F	under 5 sec	5	5	3	5	5	3	5	5	5			
4	7	F	over 5 sec	4	4	3	4	4	3	4	4	4			
5	9	F	under 5 sec	4	5	3	5	5	3	5	4	5			
6	12	F	under 5 sec	5	5	4	5	5	4	5	5	5			
7	6	F	under 5 sec	4	5	4	5	5	4	5	5	5			
8	9	F	under 5 sec	5	5	5	5	5	4	5	5	5			
9	10	M	under 5 sec	5	5	4	5	5	4	5	5	5			
10	8	M	over 5 sec	4	5	3	5	5	3	5	4	5			
11	13	F	under 5 sec	5	5	4	5	5	5	5	5	5			
12	10	M	under 5 sec	4	5	3	5	5	4	5	5	5			
13	12	F	under 5 sec	5	5	4	5	5	4	5	5	5			
14	11	F	under 5 sec	5	5	4	5	5	4	5	5	5			
15	6	F	over 5 sec	5	5	3	4	5	3	4	4	4			
16	7	F	under 5 sec	5	5	4	5	5	4	5	4	5			
17	10	F	under 5 sec	4	5	4	5	5	4	5	4	5			
18	8	F	under 5 sec	4	5	4	5	5	4	5	5	5			
19	13	F	under 5 sec	5	5	4	5	5	5	5	5	5			
20	9	F	under 5 sec	5	5	3	5	5	3	5	5	5			
21	12	M	under 5 sec	4	5	3	5	5	3	5	5	5			
22	7	F	under 5 sec	5	5	5	4	5	5	4	5	5			
23	6	F	under 5 sec	4	4	4	4	5	4	4	5	4			
24	8	F	under 5 sec	3	5	4	5	5	5	5	5	5			
25	13	F	under 5 sec	3	5	3	3	3	3	4	5	5			
26	6	F	under 5 sec	3	4	3	3	4	3	4	5	4			
27	12	F	under 5 sec	4	5	4	4	5	4	4	5	4			
28	8	F	under 5 sec	5	5	5	5	5	5	4	4	5			
29	8	F	under 5 sec	3	5	5	5	5	5	5	5	5			
30	6	F	under 5 sec	4	5	4	5	4	4	5	4	4			

Table no. 2 - Results of the controlled group

Subjects	Age	Gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	6	F	over 5 sec	2	3	2	1	2	2	1	2	3
2	9	F	under 5 sec	4	4	2	1	4	2	1	3	3
3	8	F	over 5 sec	5	5	4	1	5	4	1	5	5
4	11	M	over 5 sec	5	5	4	1	5	4	1	4	4
5	8	F	over 5 sec	3	3	2	1	3	2	1	2	3
6	10	M	over 5 sec	3	3	2	1	3	2	1	3	3
7	6	M	over 5 sec	4	4	4	1	3	3	1	3	3
8	10	F	under 5 sec	3	3	3	1	3	3	1	3	4
9	8	F	under 5 sec	3	5	4	1	5	5	1	5	5
10	11	F	under 5 sec	5	5	2	1	5	3	1	5	5
11	12	F	under 5 sec	4	5	4	1	5	4	1	5	4
12	13	M	under 5 sec	5	5	3	1	5	3	1	5	4
13	12	F	over 5 sec	3	4	2	1	4	2	1	3	3
14	8	M	under 5 sec	4	4	3	1	4	3	1	4	4
15	6	F	over 5 sec	4	4	3	1	4	3	1	4	5
16	13	F	under 5 sec	3	4	3	1	4	3	1	4	4
17	10	F	over 5 sec	2	3	1	1	3	2	1	3	3
18	11	M	over 5 sec	2	3	2	1	3	2	1	3	3
19	9	F	over 5 sec	4	4	3	1	4	3	1	4	4
20	8	F	over 5 sec	2	3	2	1	3	2	1	3	3
21	7	M	over 5 sec	3	3	2	1	3	2	1	3	3
22	12	F	under 5 sec	3	4	3	1	4	3	1	3	4
23	6	F	over 5 sec	5	5	3	1	5	3	1	5	5
24	9	F	over 5 sec	4	4	3	1	4	3	1	4	4
25	13	F	under 5 sec	4	4	3	1	4	3	1	4	4
26	12	F	over 5 sec	3	3	2	1	3	3	1	3	3
27	8	M	over 5 sec	3	4	1	1	3	1	1	3	3
28	11	F	under 5 sec	3	5	3	1	5	3	1	3	4
29	10	F	over 5 sec	2	3	2	1	3	2	1	3	3

30	12	F	under 5 sec	3	4	3	1	4	3	1	3	4
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The relationship of children with their parents can be considered the most important relationship that can be established between individuals, given the essential role of the family and the supporting role in forming the behavioural pattern of the child. In the study, there were also significant differences in the relationship of the subjects in the experimental group in relation with their parents (*To what extent do the extracurricular activities influence the relationship with the parents?*) (Q5), an aspect that was underlined by the parents. They also noticed an improvement in the way children interact with friends (Q6) or people at first meeting (Q7), starting with the period of participation in extracurricular activities (rhythmic gymnastics lessons). The same positive trend in socializing and adapting to new situations of children participating in sports activities was also noted by the teacher of the experimental group, compared with the subjects in the witness group (Q9, Q10). Encouraging children to participate in sports activities, to establish friendships with other children, will contribute to a harmonious development both physically and emotionally, building the foundation of the future adult. Sports participation brings many benefits, not only physical and psychological, but also at the social and health level in the long run.

Comparing the recorded results, differences were noted between the experimental group where all question scores had an average of over 3.8 and the controlled group that obtained values below 3.9 for all questions. The human need to relate begins as early as childhood. Relationships with other children are initiated and strengthened in leisure activities in the playgrounds, interacting with other children of the same age or close ages. Through interaction children begin to become

aware of certain feelings, live emotions, learn new things, learn to collaborate.

Table no. 3 - Comparison of results

AVERAGE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Experimental	0,8	4,4	4,9	3,8	4,6	4,8	3,9	4,7	4,7	4,8
Controlled	0,4	3,4	3,9	2,7	1,0	3,8	2,8	1,0	3,6	3,7

The recorded results revealed differences between the experimental group and the controlled group as a result of participation in the rhythmic gymnastics programme. However, the correlation of the variables was not significant, which leads to the idea that other factors could interfere with emotional development of children (communication lessons, interactive games, parental involvement, etc.).

## CONCLUSIONS

In addition to the aesthetic and educational effect, rhythmic gymnastics is also important from the point of view of practical exercises, which have a favorable influence on the harmonious physical and emotional development of those who practice them, while contributing to the development and formation of the future adult.

Practicing physical exercises, sports activities with rhythmic gymnastics elements, has beneficial valences. Rhythmic gymnastics can be successfully used as a means of harmonious and emotional physical development of the child.

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