

## A STUDY ON THE INFLUENCE OF PHYSICAL EDUCATION ON SHAPING THE PERSONALITY OF MIDDLE SCHOOL PUPILS

Petronel MOISESCU, Liliana NANU  
"Dunarea de Jos" University of Galati

### **Abstract**

*The hereby subject aims at revealing the behavioural and personality pattern of 14 to 15 years old teen-agers and at discovering the types of problems teen-agers deal with at this age, by answering to many of the questions we are usually asked.*

**Keywords:** *personality, somatic development, physical training, physical education lesson*

In psychology, the term personality is defined by the emotional, cognitive and behavioural patterns, which are unique to each individual and which have been gained and developed as a result of the experience accumulated in time (5).

Cosmovici A. and his collaborators (1972) highlighted that "**any normal human being can be a personality, not only the exceptionally gifted ones**".

On a day to day usage, the personality represents the unique behavioural characteristics that differentiate one individual from another, predicting the behaviour to a certain degree.

The personality of any individual begins to shape around 2 years old and the one who should supervise and polish children's personality is the family. This process of personality development takes place faster during childhood and preadolescence and ends up in adolescence, when, the agitated experiences lead to the set up of an ideal in life and a final set of values that will remain unchanged.

The hereby subject aims at revealing the behavioural and personality pattern of 14 to 15 years old teen-agers and at discovering the types of problems teen-agers deal with at this age, by answering to many of the questions we are usually asked: *Why do people act, think and feel in a certain way? Why some people are aggressive, whereas others are shy? Why are some people always scared and others full of courage? Why do some people have success and others barely make a living throughout their entire life, even if they had access to the same educational system? What is the role of Physical Education and Sport in shaping the children's personality? What influence do the methods used during physical education classes have on a harmonious physical development of the 14 to 15 years old children? Is the knowledge gained in school useful in life etc?*

These are only but a few of the many questions that teen-agers do not have an answer for, the **object of study** of the hereby research

representing the analysis of the aptitudes, attitudes and behaviour of 14 to 15 years old teen-agers during physical education and sport classes, taking into consideration the personality trait of each one of them.

The **working hypothesis** is based on the supposition that if the methods and methodology specific to physical education and sport are carefully selected, according to the physical and motrical characteristics of 14 to 15 years old children, they can have an impact on the development of their personality, on the quality of the learning process and will implicitly improve their educational performance.

The **scientific novelty** is represented by the design, administration and interpretation of a questionnaire-based investigation regarding the impact that physical education and sport has on shaping the personality of 14 to 15 years old pupils.

The following **research methods** have been used: the theoretical analysis and the generalisation of the literature, classroom observation, testing methodologies (testing of somatic parameters, testing of physical parameters), questionnaire-based investigation, graphical and tabular representation of data, statistical-mathematical methods for analysing and collecting the data.

The **scientific endeavour** took place between the 15<sup>th</sup> of October 2011 and the 15<sup>th</sup> of March 2012, included 9 schools ("Vasile Alecsandri" High-School - CNVA, "Al. I. Cuza" High-School - CNAIC, School n° 17, School n° 18, School n° 26, School n° 28, School n° 31, School n° 33, School n° 34 from Galati), and was applied to 8<sup>th</sup> grade pupils (178 children out of which 85 boys and 93 girls), with ages between 14 and 15 years old.

By analysing the average values of **somatic development indices**, one can notice that pupils between 14 and 15 years old have a normal development, the boys have higher values for height, the difference between the average values is of 14,9cm for boys, the same applies to weight- the average value of weight for boys being on 73.6 kg,

whereas for girls is of 55.2kg. In order to find out the level of physical training for 14 to 15 years old pupils, 4 physical evaluation tests have been selected, proposed and applied (standing long

jump, abdominal muscles strength testing, back muscles strength testing and leg muscles strength testing) – table 1

Table 1

College / School	PHYSICAL TRAINING								
	Statistic Samples	BOYS (GB)				GIRLS (GF)			
		A 30"	E 30"	G 30"	SL	A 30"	E 30"	G 30"	SL
CNVA	x	24,9	32,1	27,2	214,2	17	27,6	24,4	141,4
CNAIC	x	23,2	31,8	29,8	218,1	19,5	26,6	24,8	163
School no. 17	x	20	26,3	26,4	213	16,8	27,9	26	160,4
School no. 18	x	19,7	31,8	29,2	226,4	16	24,6	25	171,5
School no. 26	x	22,1	35	29,1	202	17,6	28	24,7	165,6
School no. 28	x	23,3	33,1	28,7	206,9	20,1	30,4	24,7	146,1
School no. 31	x	21,5	28,8	26,2	220,1	19,8	25	25,8	163,3
School no. 33	x	22,2	30,2	27,3	201	17,6	25,2	24,2	155
School no. 34	x	21,8	29,8	28,1	211,2	18,1	24,8	24	158,2
x		22	30,9	28	212,5	18	26,6	24,8	158,2

Legend: A30 "- crunches - from a lying dorsal - lift sitting Snuggle in 30"; E30 "- extensions back from a lying face, arms up to 30"; G30 "- squats in 30"; SL - standing long jump.

To all physical tests, boys scored the highest values. To abdominal muscles strength testing, CNVA boys scored an average value of 24.9 repetitions, whereas the girls from School n° 28 – 20.1 repetitions. The best average value for back extension in 30 seconds exercises has been recorded by the boys from School n° 26 (35 repetitions) and by the girls from School n° 28 (30 extensions of 4 repetitions).

To leg muscles strength testing, the best average values have been recorded by CNAIC boys with a number of 29.8 repetitions and by the girls from School n° 17, with a number of 26 repetitions.

Standing long jumps highlighted that the boys from School no.18 recorded the highest values, the average being of 226.4 cm, whereas the girls from the same school recorded an average value of 171.5 cm – fig1.

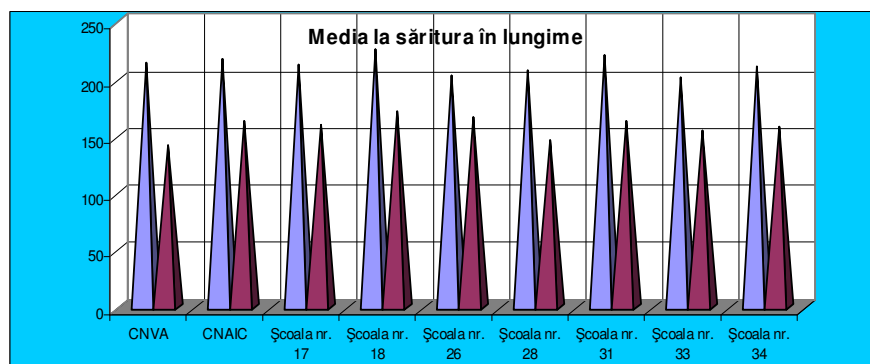


Fig.1. Mean SL registered on schools

All 178 pupils (girls and boys), middle-class pupils of the best schools in Galati, have answered to the questionnaire-based investigation, being tested from a somatic development and physical training point of view.

The questionnaire is made up of 14 questions with 3 choices of answers, the pupils being allowed to opt for 1 answer only, depending on the importance of the problem and on their personal opinion. The answers offered a great volume of information on the opinions 14 to 15 years old children have on the importance and impact physical education and sport classes have on shaping teen-agers' personality.

To the question what is your favourite subject in the curriculum plan, 64.6% of the responders opted for physical education and sports, whereas to the second question, 71.9% would not want to swap physical education and sport classes with any other subject.

To the third question, 53.9% of pupils considered that at least 2 hours of physical education are necessary per week, and 39.3% would like to attend physical education classes on a daily basis.

The answers to the fourth question are really worrying, because 71.9% of the pupils stated that

they do not practice any sport beside the physical education classes.

To question number five, 85.3% stated that they become more ambitious during a competition, 1.6% do not get more ambitious and 12.9% do not take part in competitions.

Question number 6 tried to find out whether 14 to 15 years children, having reached adolescence, manage to control their emotions, inhibitions, fears. To this question, 66.8 % answered affirmatively and only 15.1 % gave a negative answer.

60.6 % of the responders believe that physical education and sport classes are beneficial for their integration in different groups of activity, and help children to bond more easily.

The opinion of 14 to 15 years old children on the impact physical education and sport has on shaping the personality of middle class pupils highlighted that 66.8% confirmed the importance of physical education in shaping the pupils' personality, 18.5% gave a negative answer, and 14.6 % do not know what to answer - fig. 2.

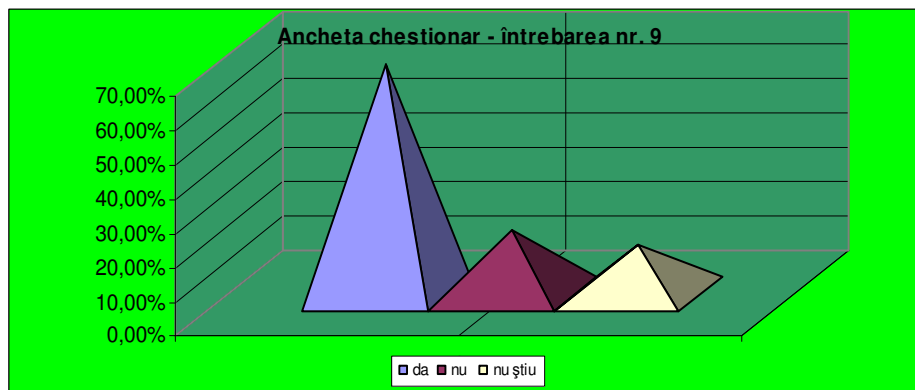


Fig.2. Influences students' responses on physical education lessons in shaping adolescent personality

Out of the 178 questioned adolescences, 126 expressed their desire to play a game sport during their physical education classes- 70.7%- 14% would like to practice gymnastics, and 15.1% would like to just sit and watch.

To question number 10, 60.6% of the pupils would like to be leaders during sports competitions, whereas 47.1% of the teen-agers state that their colleagues see them as authoritative persons, 41% consider themselves to be nonconformist and 11.7% see themselves as weak people. 90.4 % of the responders stated that they like to collaborate with colleagues during competitions, 3.9% do not like to do this and 5.6% like to solve challenges on their own.

Question number 14 highlighted that 15.1% of the responders consider themselves winners, 67.4% believe they are winners and do not always win, and 17.4% consider themselves winners, even if they do not always win, as they think that the most important is to take part in the competition or challenge.

As a result of the analysis of the questionnaire-based investigation, the following **conclusions** have been drawn:

- at 14-15 years old, pupils know exactly what their favourite subjects are;
- middle school pupils are aware of the impact physical education has on them (general physical training, gaining and perfecting habits and skills specific to certain sports, as well as gaining

basic applied skills, necessary for the day to day activities, harmonious physical development, having a correct and aesthetic body posture etc)

- physical education classes improve the level of evaluation and auto-evaluation of the physical actions and not only;

- teen-agers would like more hours dedicated to physical educational classes and more time for extracurricular physical activities.

- during physical education classes, teen-agers discovered their desire and talent to be leaders, became more competitive and more fighting, managed to get rid of the fears and frustrations and developed their capacity of emulation.

- the pupils managed to make new friends and built up their team spirit, they integrated themselves in the group and became more sociable and more open towards other colleagues.

The most important conclusion from the hereby administered questionnaire is that all investigated pupils see themselves as winners, even if they do not always win, a trait gained during physical education classes, as they think that the most important part is that they took part in competitions and championships, even if they do not always win.

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## A STUDY ON THE LEVEL OF PHYSICAL AND TECHNICAL TRAINING OF 8 TO 10 YEARS OLD CHILDREN IN DANCE SPORT

**Liliana NANU**

"Dunarea de Jos" University of Galati

### **Abstract:**

*Dance represents the balance between a person's or a group's need to express its individuality and the need to influence people, being not only a means of physical training but also an opportunity for creation and manifestation.*

**Keywords:** *dance sport, physical training, technical training, programming, sports training*

Dance is one of the oldest arts of mankind, its emergence and development being inextricably linked to the development of the human race and culture. Throughout the years, dancing has had different manifestations and various genres which took the form of classical or academic dance, modern dance, contemporary dance, jazz dance, character dance, society dance, folk dance, dance sport, and many other styles.

Nowadays, dance sport is the most popular; more and more young people are interested in knowing and learning the moves characteristic for each dance style, being fascinated by the passionate Latin dances such as samba, rumba, cha-cha-cha, passo-doble but also by the sober and superior standard dances such as slow waltz, Viennese waltz, tango, slow-fox.

Dance represents the balance between a person's or a group's need to express its individuality and the need to influence people, being not only a means of physical training but also an opportunity for creation and manifestation. Physical exercise, as dancing, becomes an important means in maintaining and improving the morphological and physiological characteristics of executants, enriching their inner life and developing their taste for the arts and for the creative fantasy at the same time.

**The hypothesis of this article** is based on the supposition that if the training process of 8 to 10 years old children includes adequate means and methods, superior results can be achieved, regarding both the harmonious physical growth of children and the shaping of the capacity of esthetical execution of the moves, developing their taste for the beautiful.

To comply with the tasks of the research, the following **scientific methods** have been used: the theoretical analysis and the generalizations of the literature; the studying and the generalization of the documents concerning the planning, the inventory and the control of the sports training; the pedagogical observation; the testing method; the method of graphics and tables; statistical mathematical methods of processing and interpreting the registered data.

**The scientific research** took place at the "Beija Floor" Dance sport Club in Galati, between the 12<sup>th</sup> of March and the 3<sup>rd</sup> of June 2012, on a group of 20 children – 10 boys, 10 girls, 5 pairs representing the experiment group while the other 5 being the control group. The duration of the lessons was 1 ½ hours, twice a week and the music used was appropriate for the styles to be learnt.

So as to analyse the **somatic parameters**, the main indicators have been measured 6 times with