

## THE FOOTBALL GAME ROLE AND IMPORTANCE IN THE SOCIALIZATION OF HIGH SCHOOL STUDENTS

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**Abstract:** In this research, where we have conducted a longitudinal study for a period of four years, we aimed at obtaining social outcomes of sports performance through the game of football. Thus, we strive to contribute through various methods and modern means to increase the moral affection of special sports education program high school students.

**Keywords:** sociability, affection, high school football

**Domain:** performance sport

R. Callois's conception of the relationship between sports and social games, was the fact that the game offers athletes the opportunity to arm themselves with the dominant values of the society in which they live, thus preparing them for life.

Playing by its well-established rules that require their knowledge of the participants and the role and relationship with other players helps developing interpersonal skills, with a particular role in selecting social partners.

A Neculau mentions that the game can influence these relationships through the lasting prestige earned during the game.

The problem of knowing the team partner involves self-knowledge, which can be done only thing in itself, as the personal ego has the value conferred upon it by others.

Knowing the interrelations lead to the identification of three problems.

1. Football pupil's knowledge of the surrounding world
2. The sense of the existence of the other passed through the personal ego
3. The Method of assessment and subjective communication between the two instances.

Wishing to know these interrelations psychological tests were developed showing:

- how the student behaves as a subject in relation with other subjects;
- the way of establishing authentic relationships of mutual knowledge;
- how the student participates in building the personality of his partner;
- As the subject becomes person and then personality.

The private individual as subject, with all his strengths and weaknesses, must be confirmed

after the confrontation with the team partners, forming his opinion about himself, enriching the content of his personalities and seeing himself as others see him.

At the same time the footballer student, as an observer, considers the ideas, attitudes and behavior of partners depending on what he thinks it is right. The confrontation with others is changing the view on itself and enriches the content of their own personalities.

J. Chateau states that the game is a means of anticipating interpersonal relations, it requires a special ability to understand the communication in order to discover the opponent's intentions. In sport you're dealing with the success and failure aspect that contributes to the educating attitude towards success and failure, especially in the making of group cohesion.

Hypothesis:

We thought that, by spending more time together, through the game of football, students, in sports high school, have the chance to establish new interpersonal relationships, to reinforce or modify old ones, being able to check opponents and understand their attitude towards them. Thus, during research, we tried that to obtain indicators of sociability lift, and a degree of positive emotionality superior for the experimental group compared with that of students from a normal high school, knowing that achieving success is influenced even by the relations established in previous activities.

The aim of the study was to establish ways to improve the educational process in secondary education with sports profile, focused on building students' personality socialization in terms of affectivity and their social behavior.

The research was conducted during the 4 years of high school, covering several stages: theoretical and empirical, experimental and evaluation. To

assess the level of moral sensitiveness, a questionnaire has been prepared in accordance with the methodical recommendations presented in the works of the following authors: S. Chelcea, 1975; A. Neculau, 1979, 1998, 1999; Gh. Arădăvoaice, Șt. Popescu, 1995; Gh. Popa, 1999. Before submitting the questionnaire and the mode of operation, we clarified that we expected truthful and accurate answers under anonymity, while also stating that the answers will be used only for scientific purposes.

The questionnaire for finding out the status of affection among football team components has 3 questions:

1. Write down with the "+" colleagues who show sympathy relations, appreciation, friendship.
2. Write down with the "0" colleagues who show indifference relations.
3. Write down the sign "-" colleagues who show rejection in relationships.

The requirements and methods to achieve psychological tests:

1. The most important requirement was total discretion from us and the head teachers and teachers from both schools.
2. we asked each student to express his sincere form of affection in relationships with other partners of the team.

The students were enrolled in a table in the order of the occupied positions in the team, (including the reserves holders of each post) and had to answer the following questions:

- A. If player X inspires feelings of sympathy, friendship, appreciation to you, then note him with + (positive affectivity).
- B. If player X inspires indifference to you, write it with the sign 0 (zero emotionality).
- C. If you do not accept the player X, write him with - (negative affect).

Following the completion of the tables for the two classes of footballers students we have extracted the following:

1. The number of students in the class with positive affectivity to other colleagues and in what proportion.
2. The number of students in the class show affection zero degree and in what proportion.
3. The number of students in the class to manifest negative affect.

### The Research Subjects

The experimental group consisted of 28 students, members of the Universitatea Craiova club who participated in the national junior championship. The control group consisted of 28 children, from High Energetic Craiova, members of its

representative team, which participated in the school championship.

Analysis and interpretation of data:

### The Initial testing –

Class IX; (class experiment - see Table 1)

A number of 5 students show sympathy, friendship, appreciation relationships with other members of the class; positive affectivity = 21.42%.

6 students manifest indifference relationships with some of the students of the class; emotionality zero = 24%.

10 students manifest rejection relationships with some of the graders, negative affectivity = 60%

Class IX; (witness class - see table.2)

A number of 7 pupils show sympathy relations, friendship, appreciation with peers = 25% positive emotionality.

8 students - indifference manifested in relations (affection 0) = 28.57%.

13 students manifest rejection relationships with some of the graders, negative affectivity = 46.42%.

Following the initial testing of Class IX, to improve the indices of these psychological states, which constitute a decisive factor in victory, we applied the following organizational activities, over the secondary education cycle:

a - to train together in subgroups or close positions on tandems lines those student groups refusing to cooperate;

b - for the next study year we arranged the students who manifested rejection relations have to share the same bank;

c - in summer and winter training camps or during games on other fields, we arranged the students, manifesting rejection relations to share the same room;

d - we forced the students manifesting rejecting relationships between them to compose a description of the team's route from the place of departure to other fields.

At the end of the championship, I administered, again, the same tests and obtained the following results:

### – The Intermediate Testing

➤ Class X has; (class experiment - see Table 1):

A total of 9 students show relationships of sympathy, friendship, appreciation for other members of the class; positive affectivity = 32.41%.

11 students manifest indifference relationships for some of the students of class; emotionality zero = 39.28%

8 students manifest rejection relationships for some of graders, negative affectivity = 28.57%. Class X has; (witness Class - see tab.2) A total of 9 students show relationships of sympathy, friendship, appreciation for peers = 32.41% positive emotionality.

10 students manifested indifference in relations (affection 0) = 35.71%.

9 students manifested rejection relationships for some of graders, negative affectivity = 32.41%.

### The Second Intermediate Testing

Class XI; (experiment class - see Table 1)

A total of 14 students show relationships of sympathy, friendship, appreciation for other members of the class; positive affectivity = 50%.

8 students manifested indifference relationships for some of the students of class; emotionality zero = 28.57% 6 students manifested rejection relationships for some of the graders, negative affectivity = 24%. Class XI; (witness Class - see tab.2) A total of 11 students show relationships of sympathy, friendship, appreciation for peers = 39.28% positive emotionality.

11 students manifested indifference in relations (affection 0) = 39.28%.

6 students manifested rejection relationships for some of the graders, negative affectivity = 24%.

### The Final testing

Class XII; (experiment class - see Table 1)

A total of 24 students show relationships of sympathy, friendship, appreciation with other members of the class; positive affectivity = 85.71%.

One student manifests indifference relationships with some of the students of class; emotionality zero 3.57%

3 students manifest rejection relationships with some of the peers, negative affectivity = 10.71%.

Class XII; (witness Class - see tab.2)

A total of 15 students show sympathy, friendship, appreciation relationships for peers = 53.57% positive emotionality.

12 students manifested indifference in relations (affection 0) = 42.85%.

1 student manifests-rejection relationships with some of the peers, negative affectivity 3.57%.

*Emotionality indices evolution in the experiment class no = 28*

Table no. 1

| Type of emotionality  | 9th grade | 10th grade | 11th grade | 12th grade | Percentual difference |
|-----------------------|-----------|------------|------------|------------|-----------------------|
| Positive emotionality | 21,42%    | 32,41%     | 50%        | 85,71      | 64,29%                |
| (zero) emotionality   | 24%       | 39,28%     | 28,57%     | 3,57       | 20,43%                |
| negative emotionality | 60%       | 28,57%     | 24%        | 10,71      | 49,29%                |

*Emotionality indices evolution in the witness class no = 28*

Table no. 2

| Type of emotionality  | 9th grade | 10th grade | 11th grade | 12th grade | Percentual difference |
|-----------------------|-----------|------------|------------|------------|-----------------------|
| Positive emotionality | 25%       | 32,41%     | 39,28%     | 53,57%     | 28,57%                |
| (zero) emotionality   | 28,57%    | 35,71%     | 39,28%     | 42,85%     | 14,28%                |
| negative emotionality | 46,42%    | 32,41%     | 24%        | 3,57%      | 42,85%                |

From the tables originally developed, at the beginning of the experiment, we noticed that in particular, the rejecting relations were from the reserve players towards the full players. The measures taken by us have been specified in the a, b, c, d points and have achieved their goal, the positive affectivity index increasing by 64.29% in the experimental group compared with only 28.57 percent% in the control group .

At the beginning of the experiment, in class IX, in Table 3 we can see a slight superiority to the control group in terms of positive and negative affectivity indices, followed, during the experiment, in class X (see Table 4), by a light uniformity on the two groups, the positive affectivity indices having the same

value, 32.41%, and those of (zero) affectivity and negative values have reached almost equal values. After 2 years, in grade XI, in the intermediate II testing (see Table 5) we begin to feel the superiority of the experimental group, the indexes of which are superior in terms of positive affectivity and that (zero), negative affectivity have the same values, 24%, for both groups. In the final testing (see Table 6) in Class XII, after four years, we can see a net superiority of the experimental group in all three forms of emotionality investigated. The percentage differences between the experiment class and the control class on the indices of emotionality are presented in Table 6.

*The percentage difference between the initial testing of the experiment class and the control class on the emotionality indexes evolution*

Table no. 3

| Type of emotionality  | 9th grade<br>Experiment group | 9th grade<br>Witness group | The percentage difference |
|-----------------------|-------------------------------|----------------------------|---------------------------|
| Positive emotionality | 21,42%                        | 25%                        | 3,58%                     |
| (zero) 0 emotionality | 24%                           | 28,57%                     | 4,57%                     |
| negative emotionality | 60%                           | 46,42%                     | 13,58%                    |

*The percentage difference between the intermediate I testing of the experiment class and the control class on the emotionality indexes evolution*

Table no. 4

| Type of emotionality  | 10th grade<br>Experiment group | 10th grade<br>Witness group | The percentage difference |
|-----------------------|--------------------------------|-----------------------------|---------------------------|
| Positive emotionality | 32,41%                         | 32,41%                      | 0%                        |
| (zero) 0 emotionality | 39,28%                         | 35,71%                      | 8,57%                     |
| negative emotionality | 28,57%                         | 32,41%                      | 3,84%                     |

*The percentage difference between the intermediate II testing of the experiment class and the control class on the emotionality indexes evolution*

Table no. 5

| Type of emotionality  | 11th grade<br>Experiment group | 11th grade<br>Witness group | The percentage difference |
|-----------------------|--------------------------------|-----------------------------|---------------------------|
| Positive emotionality | 50%                            | 39,28%                      | 10,72%                    |
| (zero) 0 emotionality | 28,57%                         | 39,28%                      | 10,71%                    |
| negative emotionality | 24%                            | 24%                         | 0%                        |

*The percentage difference between the final testing of the experiment class and the control class on the emotionality indexes evolution*

Table no. 6

| Type of emotionality  | 12th grade<br>Experiment group | 12th grade<br>Witness group | The percentage difference |
|-----------------------|--------------------------------|-----------------------------|---------------------------|
| Positive emotionality | 85,71                          | 53,57%                      | 32,14%                    |
| (zero) 0 emotionality | 3,57                           | 42,85%                      | 39,28%                    |
| negative emotionality | 10,71                          | 3,57%                       | 7,14%                     |

**Conclusions:**

1. Following the tests throughout high school and at the final test results we could conclude that the experimental group indices superiority is due to the continuous encouragement of interrelations and mutual influence between pupils, in this way they have achieved a group consciousness, to be perceived as a team and treated as a group.

2. The results of the experimental group are the consequence of group relations which were established between members of these groups, the interaction activities and interpersonal practices.

3. The group solidarity expressed through the feelings they have among themselves, as members of the group, including feelings come from their common interests, contributing greatly to the development of the moral emotionality level. The person interaction with his environment, including the social, emotional one, positively influences the behavior of the individual.

4. Knowing and improving the preferential emotional relations, unilateral and reciprocal, as well as the knowledge of the quantity and quality of preferential interpersonal relationships is essential for the future work of the teacher trainer. The more they express a greater number of positive options, the team has a greater expansiveness and positive social integration and a greater sporting performance.

5. The fact that the experimental group is a sport group bound by the same goal, the same rules of training, competitions, extra-sports life conduct, they have a great affection, a moral conscience reflected by group

6. The affectivity increase, in the experimental group, is due to the game itself, forming cognitive attitudes, developing team spirit and hence student attitude toward teammates and forming the working -in- group capacity, for the group and to the group interests.

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