

DEVELOPING STUDENT SOCIALIZATION THROUGH MOTOR ACTIVITIES

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Abstract: Starting from the assumption that motor activities are the perfect environment for socialization, communication and social integration of young people, this study aims to analyze the effectiveness of these activities in improving intergroup relations at the university level. In this research, the samples were composed of two groups, the experimental group (n = 25) with students from the Physical Education specialization and control group B (n = 25), composed of students from the Faculty of Sciences. The sociological survey applied on the two samples aimed to analyze the level of socialization, communication and social integration of students. The findings showed that the experimental group is more united, having a higher level of socialization and communication, compared to the control group B, proving once again the socializing effects of motor activities.

Key words: socialization, motor activities, communication, social integration.

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INTRODUCTION

Sport is by excellence psychosocial, which includes multiple relationships between individuals with feelings, emotions, attitudes, behavior ultimately manifested in specific environment (partners, opponents, supporters, etc..) and the nonspecific linked to daily life, the game reflects social existence, of acquiring knowledge by motor and mental action, they reproduce social relations through written rules and unwritten, between cooperation and non-cooperation aimed at solving problems and overcoming them through action. Also sports game has connotations psychosocial, with individual behaviors as: motivations, concepts, attitudes, beliefs, opinions, behaviors, attitudes, traditions, moods and feelings, as with structured collectively as: organizing conscious intragroup relationships and tasks, reality and common objectives, management structures.

Related to physical education and its effects on group cohesion experts say the following: physical education can also improve the cohesion of groups, having a good cohesion of the group is considered important and may lead to better performance of the group. The relationship between cohesion and performance has been studied by many researchers, the majority concluded that "the connection between performance and cohesion is mutual" (Sopa & Pomohaci 2014 b). Also,

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groups or successful teams are built around strong leaders and the importance of this role is growing in the nowadays sports in all categories (Sopa & Pomohaci, 2015).

Socialization through motor activities aims a wide range of consequences of practicing physical exercises: from the training of motor skills and social competence, until the acquisition of values and social norms (Sopa & Pomohaci, 2014).

Physical education and sport can be considered factor of socialization and social integration as a result of their characteristics (Stanescu, 2000):

- It takes place mostly in groups, thereby facilitating interaction between individuals (basic condition for the socialization process). The model in which is organized the interaction between individuals within physical education, determine different levels of its manifestation.

- Through its content and forms of organization, it creates an environment that allows psychosocial appearance and manifestation of all interaction types, ranging from cooperative to the adversity. By the specific of the organization of practicing physical exercises, of sports branches, individuals meet cooperative roles simultaneously - with members of their teams, but also of adversity - with other team members.

- Physical education and sports bring the individual into a position to evaluate others and evaluate themselves, which contributes to the formation of self-image. Socialization is favored due to the fact that physical education, but especially sports involve competition between individuals and groups of individuals. Through competition is made the comparison with itself and others, it makes rankings by values.

- Motor behavior in physical education and sport is socializing because favors the emergence of social phenomena like communication, social interaction, cooperation involved in social interaction. From the socialization point of view, schemes and forms of personal interaction are more important than the branches of sport practiced. Some factors are determinant: the degree of cooperation between individuals, quality management, competitive spirit, the importance given to the victory, the share of individual activity and decision-making freedom.

Also, sportive activities develop communication, intergroup relationship, and group cohesion. We can demonstrate that motor activities can develop group cohesion, development of positive intergroup relationships, discover the group leader and most importantly integrate and reintegrate children into the social group. Group cohesion is very important in the evolution of school performance as a group, therefore in collectives where we can find positive relationships as sympathy and friendships work efficiency is greater (Sopa & Pomohaci, 2014 a).

Another important contribution of the motor activities is their socializing role, demonstrated by many researchers from different fields saying that these activities represent the perfect framework in the social development of young people (Sopa & Pomohaci, 2014 e).

Many skills are learned by young people using team sports, one is even the competition. Nowadays we meet competition every day and in every area. As adults we meet competition when looking for a job or trying to find better jobs, school children meet competition for notes. (Sopa & Pomohaci, 2015 b). Socialization through sport means the measure that attitudes, values, skills, traits, transfer rules are learned in sports and other activities and how they manifests itself in social institutions (Epuran, 1998).

Socialization through sport is a process of social integration through communication, understanding, and cooperation, an interactive role for conflict resolution. Therefore, is structured on cognitive, affective, and motivational structures, as well as the performance, conduct, and performance of sports groups (Sopa & Pomohaci, 2014 c). Also, situational factors are important for the cohesion of groups like leaving close to each other, sharing the same hobbies and activities, the same uniforms or clothing, group rituals etc (Sopa & Szabo, 2014).

Extracurricular activities in physical education are precisely those that reveal new facets of the behavior, of the motor act in relation to direct social work; special importance has the value of

these activities, being equally prevention, compensation, and therapy, sports activities stimulates collective integration of the individual, educating cooperative attitude, honesty and fairness (Florea, 1998).

Seen as a social institution, sport has its own base in society, has rules, laws, specific ways of sanctioning, binding friendships (both social and cultural) and communication systems, principles and ideologies (Sopa & Pomohaci, 2014 f).

Individuals learn through sport to work together, to assume certain roles within the group and to define themselves within the group (Sopa, 2014 a).

Socialization through sport is a complex process through which individuals learn skills, attitudes, values and ways of behavior that allows functioning in a particular culture. These modes of behavior are learned in institutions like school or family (Sopa & Pomohaci, 2014 d).

Socialization of sports performance is a complex psychosocial process conditionate by many economic and non-economic factors, socializing is done in the transmission and assimilation of values and behavioral patterns of individual and group sports; the purpose is to adapt, training and social integration of the individual (Ungureanu et. al., 1998).

PURPOSE

The purpose of this research was to discover the effects of motor activities on the level of socialization, communication and social integration of students.

OBJECTIVES

The main objective of the research was to analyze the effect of motor activities regarding the socialization level, communication level, and social integration of students.

HYPOTHESIS

Using a sociological questionnaire can provide the opportunity of analyzing the level of socialization, communication and social integration of students in the group to which they belong.

MATERIALS AND METHODS

Research methods used in this study were: the method of investigation and data collection (documentary theory) statistical methods of processing and interpretation of data, the survey method - sociological survey. The sociological questionnaire applied on the two sample of students had as purpose finding the motivational factors regarding group membership, socialization, and group cohesion, intragroup relations etc. The questionnaire included 12 items, each trying to discover some pieces of the socialization and group cohesion puzzle.

The content of the sociological questionnaire applied to the students

Bibliographical sources used in developing sociological survey were: Eys, M. A. Carron, A. V., Bray, S. R., Beawley, L. R. (2007), Dragnea, A., et al. (2006), Cârstea, G. (2000). We use the following types of scales in the questionnaire: - pre-proportional 5 answers scale - we used this 5 answers scale for the quantitative variables, allowing us most types of operations and a thorough statistical processing.

We used the following scale of five levels:

- 5 - Totally agree with the statement
- 4 - Agreement with the statement
- 3 - Somewhat agree with the statement
- 2 - Somewhat disagree with the statement
- 1 - Disagree with the statement

RESEACH SAMPLES

The research sample was composed of two groups of students: A - the experiment group and B - the control group. A group, the experimental group, was composed of 25 students, 15 male, and 10 female, with an age mean of 20 years, all students were in 2-year specialization at Physical Education and Sports. Group B, the control group, was composed of 25 students, 13 male, and 12 female, with an age mean of 20 years, all students in the 2-year at Faculty of Sciences. With the experimental group, group A, we conducted numerous activities like the motor activities in teams, training camps, contests, competitions. With group B, the control group, we worked the normal course comply with the specific curriculum.

RESULTS

Sociological questionnaire addressed to the students from the two samples was provided with 12 items, each with a response scale with 5 levels, aiming to analyze the degree of cohesion of group, communication in the group, the level of acceptability of individuals, the level of cooperation and into help, socialization and social integration of students.

In Table 1 we can see in the first column the 12 items of the sociological survey and in the following columns, we have the student's answers in the experimental group (A) and control group (B) depending on what mark they chose from 1 to 5.

Table 1 – The answeres to the sociological questionnaire

The sociological questionnaire items	5		4		3		2		1	
	A	B	A	B	A	B	A	B	A	B
1. I like to communicate and collaborate with colleagues during work group	10	8	6	5	4	4	1	3	3	5
2. I will miss my group colleagues when the semester will end	12	9	6	7	3	2	1	3	3	4
3. Some of my best friends are part of this group of colleagues	14	11	3	4	3	3	1	3	4	4
4. I like to practice with my classmates during various activities	12	8	7	5	1	3	2	3	3	6
5. Colleges would prefer better to do activities together than either alone	14	8	4	2	2	3	1	4	4	8
6. All colleagues want everyone to participate in all group activities	10	7	2	3	3	3	4	3	6	9
7. Our colleagues meet and practice group activities outside courses	12	8	2	4	5	3	2	4	4	6
8. Our group spends time socializing before the beginning of classes and after finishing them	11	11	5	4	1	2	3	3	5	5
9. Group activities require our cooperation and mutual assistance to fulfill assigned tasks	14	10	4	4	1	3	1	3	5	5
10. If one of the group members would have problems at one of the exercises everybody would like to help him	12	9	5	4	2	2	2	4	4	6
11. I can perform assigned tasks alone, without the help of other colleagues	8	10	2	5	4	2	2	3	9	5
12. Our group colleagues communicate and express themselves freely during classes	12	10	3	2	2	3	2	5	6	5

Table 2 – Statistic interpretation of answers

Item chestionar	Media aritmetică		Mediana		Abaterea standard		Skewness		Kurtosis		Testul-T pe gen	
	A	B	A	B	A	B	A	B	A	B	T	p
Item 1	3.62	3.38	4	4	1.46	1.56	-0.86	-0.46	-0.55	-1.28	0.845	0.201
Item 2	3.92	3.58	4	4	1.38	1.53	-1.18	-0.73	0.26	-1.03	0.881	0.191
Item 3	3.88	3.67	5	4	1.54	1.55	-1.06	-0.76	-0.42	-0.97	0.262	0.262
Item 4	3.92	3.25	4	4	1.41	1.65	-1.20	-0.31	0.12	-1.62	1.585	0.597
Item 5	3.92	2.92	5	3	1.53	1.74	-1.16	0.14	-0.20	-1.82	2.185	0.017
Item 6	3.24	2.88	3	3	1.69	1.73	-0.18	0.10	-1.73	-1.79	0.834	0.204
Item 7	3.64	3.26	4	4	1.55	1.63	-0.65	-0.25	-1.10	-1.64	1.068	0.145
Item 8	3.56	3.58	4	4	1.64	1.64	-0.64	-0.68	-1.32	-1.25	0.121	0.501
Item 9	3.84	3.46	5	4	1.62	1.64	-1.05	-0.50	-0.63	-1.47	0.875	0.193
Item 10	3.76	3.35	4	4	1.54	1.67	-0.91	-0.35	-0.71	-1.66	1.148	0.128
Item 11	2.92	3.50	3	4	1.73	1.64	0.08	-0.58	-1.77	-1.40	-1.185	0.121
Item 12	3.52	3.29	4	3	1.71	1.68	-0.58	-0.20	-1.47	-1.75	0.505	0.308

In Table 2 we performed statistical calculations for each item of the questionnaire, so in the first column we can find questionnaire items 1 to 12, in the second column we find calculated the arithmetic mean for each group (A - the experimental group, B - the control group) in the third column we find calculated the median, and standard deviation, coefficient Skewness, Kurtosis coefficient, and in the last column we calculated the difference in meaning between the two groups.

DISCUSSIONS

At the first item "I like to communicate and collaborate with colleagues during activities," the average grade for the experimental group was 3.62 compared to the control group B where the average response was 3.38, and the difference between the two groups was **significant** (0.845).

At the second item, "I will miss my colleague group when the semester will end", students experimental group responded with an average of 3.92 compared with those of control group B where the average response was 3.58, and the difference between the two groups was **not significant** (0.881).

Regarding the third item "some of my best friends are part of this group of colleagues", the average grade for the experimental group was 3.88 compared to the control group B where the average response was 3.67, and the difference between the two groups was **significant** (0.262).

At the fourth item, "I like to practice with my classmates during various activities", the average grade answers at the experimental group was 3.92, compared to the control group B that achieved an average rating of 3.25, the difference between the two groups was **not significant** (1.585).

At the fifth item, "colleagues would prefer to do activities together than each other alone," the arithmetic mean of responses in the experimental group was 3.92 compared to the control group B where the average response was 2.92, the difference between the two groups was **significant** (2.185).

At item no. 6, "all colleagues want everyone to participate in all activities of the group", the average grade for the experimental group was 3.24, and compared to the control group B where we recorded an average of 2.88, the difference between groups was **not significant** (0.834).

Regarding item 7, "colleagues in our group meet and practice various activities outside classes", the average responses to the experimental group was 3.64, compared to the control group where the average was 3.26, the differences being **significant** (1,068).

Item 8, "our group spends time socializing before the beginning of classes and after graduation", we record for experimental group an average rating of 3.56 compared to the control group where the average was 3.58, the differences are **not significant** (0.121).

Regarding item 9, "group activities require our cooperation and mutual assistance to fulfill the assigned tasks", the average responses at the experimental group was 3.84, compared to the control group where the average was 3.46, and the differences are **not significant** (0875).

At item 10, "if one member of the group would have trouble for one of the exercises everybody would like to help", the average grade for the experimental group was 3.76 compared to the control group B where we recorded an average of 3.35 the difference between groups was **significant** (1.148).

Regarding item 11, "I can fulfill assigned tasks alone, without the help of other colleagues", average marks in the experimental group was 2.92 compared to the control group B the average response was 3.50, the difference between the two groups being **not significant** (-1.185).

At item 12, "colleagues in our group communicate and express itself freely during classes" media responses in the experimental group was 3.52 compared to the control group B the average response was 3.29, the difference between the two groups was **not significant** (0.505).

CONCLUSIONS

The conclusions of our research showed that children from the experimental group A, which practice more sport activities, have better socialization and communication level than children from group B. Significant results between those two groups were found at the first item regarding the communication and collaboration between colleagues during activities. Also significant differences were found at item three that analysed the relationships between group members, many students from group A said that they have their best friends in this group.

We can observe significant differences between the experimental and control group at item 5 and 7 that analysed the teamwork in those groups, we can see that in group A students prefer to work in team rather than alone and also they meet and practice outside the classes.

Also in the experimental group A we can see that children are willing to help if anyone would need them, and we can observe that the difference was significant at item 10.

So the conclusions showed us that the experimental group have a better cohesion level, with high socialization and communication level, willing to help each other, to work in teams and practice sport activities in their free time comparing to the control group that prefer to work alone, and be more individualist.

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Submitted:
June 4, 2016

Revised:
October 10, 2016

Accepted and published online
October 27, 2016