

RESISTANCE BY FOOTBALL VS RESISTANCE THROUGH ATHLETICS

BĂDOI ALEXANDRU RADU^{1,2*}, MONEA GHEORGHE²

ABSTRACT. Purpose: To study the students' opinion about their preferences regarding the development of resistance in physical education lessons by means and methods specific to athletics or football. **Objective:** Optimizing the development of resistance in physical education classes through the students' favorite means, among those belonging to athletics or football. **Hypothesis:** It is supposed that for the optimization of the development of resistance, the means of football are preferred by the pupils at the specific means of athletics, to work systematically with them in lessons during the school year. **Material and Method:** We used the questionnaire survey method on a representative sample of 681 high school students. The 28 investigative questions of the questionnaire asked the subjects of closed, free and fan dichotomic answers. These were tabulated for a synthetic and accurate presentation of the data collected for analysis and interpretation. **Results:** The collected, tabulated and interpreted data provided us information that allowed the identification of football means to be preferred by the vast majority of students (81.18%), to work with them on the development of resistance. **Conclusion:** The questionnaire survey method confirmed the assumption of the formulated hypothesis, that in order to optimize the development of the resistance of their body students prefer the training with football means.

Keywords: *Questionnaire, resistance, development, means, football.*

REZUMAT. Rezistența prin fotbal VS Rezistența prin atletism. Scop: Optimizarea dezvoltării capacității vitale prin mijloace și metode specifice jocului de fotbal.; verificarea experimentală a eficienței mijloacelor și metodelor fotbalistice în optimizarea capacității vitale; dezvoltarea rezistenței

¹ Regina Maria Pedagogical National Highschool, Deva, Romania

² Babeș-Bolyai University, Faculty of Physical Education and Sport, Cluj-Napoca, Romania

*Corresponding Author: alex_colosseum@yahoo.com

generale și a rezistenței specifice jocului de fotbal; dezvoltarea capacității de mișcare generală și specifică jocului de fotbal. Se presupune că implementarea sistematică și corectă în lecțiile de educație fizică și sportive a unui sistem de mijloace și metode fotbalistice poate dezvolta mai mult nivelul capacității vitale a elevilor liceeni, decât folosind mijloace tradiționale specifice atletismului. Experimentul s-a desfășurat pe nivel de studiu cu 681 subiecți din 28 de clase cumulate din patru licee. Au fost alcătuite randomizat patru eșantioane experimentale și patru de referință. Eșantioanele experimentale au lucrat în lecții cu mijloace specifice jocului de fotbal timp de un an școlar, iar cele de referință cu mijloace tradiționale specifice atletismului. Subiecții tuturor eșantioanelor au fost evaluați predictiv și sumativ la proba funcțională capacitate vitală. Urmare a implementării mijloacelor și metodelor fotbalistice subiecții eșantioanelor experimentale au obținut rezultate mai bune la evaluarea sumativă, comparativ cu subiecții eșantioanelor de referință. Diferența a fost semnificativă la pragul $p < 0,05$, deci ipoteza de nul se infirmă și se acceptă ipoteza formulată. Experimentul, prin calcule statistico-matematice, confirmă impactul major al folosirii mijloacelor și metodelor fotbalistice în optimizarea capacității vitale a elevilor liceeni, comparativ cu varianta folosirii mijloacelor tradiționale din atletism.

Cuvinte cheie: *optimizare, impact, capacitate vitală, mijloace și metode fotbalistice.*

Introduction

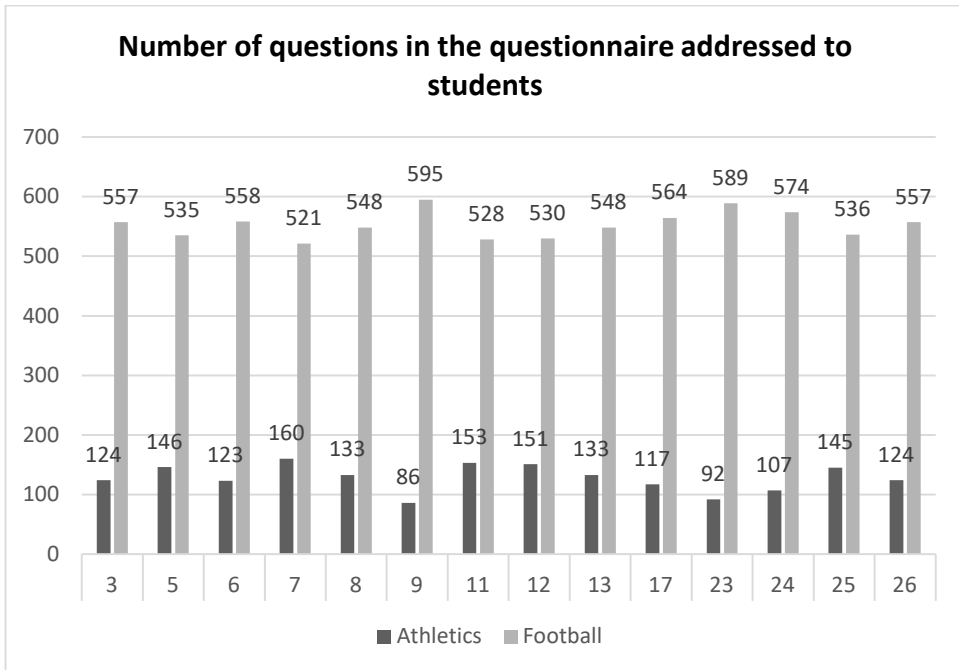
The resolution of the basis of our research was also based on the questionnaire survey method to choose the preferred means by pupils, among those specific to athletics or football, which implemented in the training would be able to optimize their vital capacity. "It is necessary to use investigative methods, especially if we are interested in their opinions, attitudes and motives, individuals or groups. For example, using the questionnaire, we can recognize" the preferences of a class of students with regard to the preferred sport" (Epuran & Marolicaru, 1998). Investigational methods in some research are and become auxiliary, and they are part of a battery of tests that satisfy complex research. When we want to find out opinions, attitudes, customs, etc." these methods are the most appropriate " (Niculescu, 2002).

In order for the resistance development activity to be attractive and effective, it must be done during the lesson by means and methods agreed by the students (a conclusion to the preliminary research), which is why we conducted the survey through a quest among them. Knowing that the problems of a social grouping are not always managed equally by all its members, we

decided to approach the questionnaire survey on a representative sample of 681 students in order to investigate and collect information about their aspirations regarding the means of training with which they would prefer to work for the development of resistance, of those specific to athletics or football. "The surveys provide the possibility to inform about a certain reality through data that can be obtained from different people, teams or groups and consists of collecting these data through the question-answer technique. They include as a means of investigating the questionnaire and the conversation" (Niculescu, 2002). The questionnaire consisting of 28 investigative questions, simple and clear, formulated in an appreciative and evaluative form, asked the students three types of answers: closed dichotomic (yes-no), free and in fan "The type of questions was established: with pre-modified closed dichotomic responses, with free, post coded answers, with fan answers." In the questionnaire survey, only simple and easy to understand questions can be formulated" (Niculescu, 2002). These were given by the author, directly and individually, to the students to check their preference in one of the boxes. "The second way of distribution is the direct application of the questionnaire by a specialized person. The application of the questionnaire can be done individually or in groups and is done under control, in limited time or at will" (Niculescu, 2002). Their responses were recorded and tabulated for analysis and to be interpreted. In order to provide more reliable data as objective, we surveyed a representative sample of 681 students from classes 9th-12th studying in four schools chosen for the experiment "The art of investigation may contain groups of individuals or collective in the broad sense of the word. In practice, it can include the whole community in the area of investigation. Thus, recourse to the sample can be selected - representative - and samples taken at random." (Epuran & Marolicaru, 1998). "Through the methods of the survey, the researcher draws particular opinions and answers of the individuals as single people or in groups. The number of the investigated subjects can be variable: from a few cases to the entire population" (Niculescu, 2002). The result of the questionnaire survey was edifying: out of the 681 students surveyed, grades 9th-12th, 81.18% asked that their body resistance to be made during the physical education classes and only by specific football and 18.82% preferred athletics means. "Since the information obtained by questionnaire interprets the relative percent, or in the form of statistical indicators, it is very important that the people surveyed were part of as many categories as possible" (Gagea, 1999). From the table and graph showing the students' preferences for football and athletics:

Table 1. Statistical table containing the answers of the 681 students asked through questions referring to the preference to work in lessons with athletics or soccer means to develop the resistance of their body.

Answers		Preferences for athletics		Football Preferences	
		Nr.	%	Nr.	%
Number of questionnaire questions addressed to students	3	124	18.209	557	81.791
	5	146	21.439	535	78.561
	6	123	18.062	558	81.938
	7	160	23.495	521	76.505
	8	133	19.530	548	80.470
	9	86	12.628	595	87.372
	11	153	22.467	528	77.533
	12	151	22.173	530	77.827
	13	133	19.530	548	80.470
	17	117	17.181	564	82.819
	23	92	13.510	589	86.490
	24	107	15.712	574	84.288
	25	145	21.292	536	78.708
	26	124	18.209	557	81.791
Average		128	18.82	553	81.18
The ranking of preferences		II		I	



Graph 1. Diagram with the statistics of the answers given by the 681 students surveyed by questions that directly refer to the preference to work in lessons with athletics or football, to develop the resistance of their body

The data obtained from the investigation gave us more certainty about the truth when we wanted to find out the opinions, and the answers of the individuals. "The data obtained from the investigation, is purified by subjectivity by investigating more people, and the data obtained through the processing can offer a great deal of certainty about their truth " (Niculescu, 2002). From the students' answers to the questionnaire regarding the notions of regulation in athletics, we found the lack of knowledge of the simplest requirements, whereas in the ones referring to the notions of football the knowledge rises to an overwhelming percentage, from which we deduce that they are family members and they like it. Example: Notions in the regulation are known to 96% of students in football, while athletics only 24% (according to questions 14-15 of the questionnaire and figures 1 and 2).

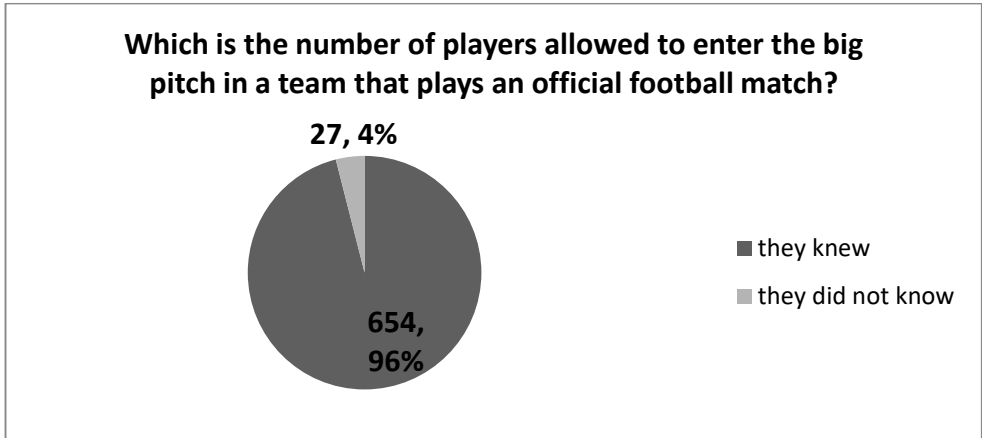


Figure 1.

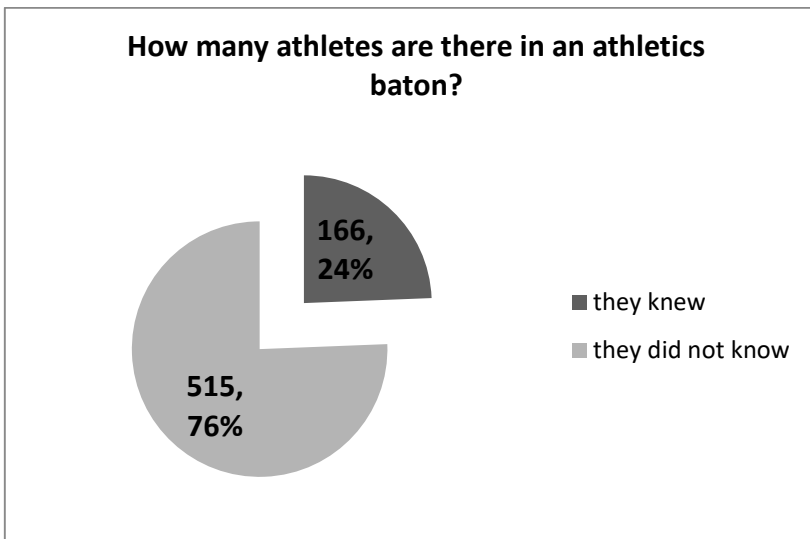


Figure 2.

Students' opinion on their preferences regarding the development of resistance in physical education lessons by means and methods specific to athletics or football.

Objectives

The sociological survey aimed to find the favorite means of students, among those belonging to athletics or football, with which to work on a more efficient development of resistance.

Methods

To solve the high school students' lack of interest in developing their resistance through classical means of athletics, and to find the way to make their preferred training more effective, we used the questionnaire survey method. In this way, we wanted to find out if students like more working with specific means of football than working with athletics. In addition to the method of the questionnaire, I have also referred to the methods of pedagogical observation, registration, graphics and comparison. "It is known that, by applying a single method, the results of the research are not conclusive, the more the use of investigative methods, we obtain information that carries a great deal of subjectivity, and it must be done alongside other methods " (Epuran & Marolicaru, 1998).

Results

The result of the answers given by the students to the 28 questions, which referred to their preference for working with the specific means of athletics in the physical and football classes, the result of the survey was conclusive, 81.18% in favor of working with football-specific means of developing resistance (see table 1 and graph 1 of the paper, previously reproduced). Depending on the answer given by the 681 students, each of the 28 questions of the questionnaire was chosen as the didactic strategy for the development of their resistance, which was the implementation of the specific means of football, which became the independent variable of our experiment.

Conclusions

Our survey of a representative sample of 681 high school students co-opted in the four high schools experiment highlighted the fact that they prefer to work with specific means of football for the development of resistance in physical education lessons.

The survey method based on the questionnaire confirmed the assumption of the formulated hypothesis, that for the development of the resistance of their body students prefer the training with football means, so the hypothesis was verified and validated. Based on the outcome of the survey, it can be argued that football-specific means are agreed by high school students compared to athletic means, when the resistance in physical education classes develops.

By the survey method we had the opportunity to convince us once again of the reality that when they work in lessons with the means they like, in our case means specific to football, efforts are made with a higher volume compared to the use of traditional means of athletics, which optimizes the development of resistance.

From the above we can state that the means specific to the football game are much more appreciated by the high school students than the traditional means specific to athletics, hence their pleasure to work with them was neglecting the great effort that demands them.

Used systematically in physical education lessons, football-specific means creates emulation by subjecting students to a high effort, effort conducive to the development of body resistance. The systematic development of exercise capacity through football means enriches the content of physical education and creates important physiological and psychological effects for general physical training, providing valuable impulses for self-improvement.

REFERENCES

- Epuran, M., & Marolicaru, M. (1998). *Methodology of Physical Activity Research* (pp. 71-73). Cluj – Napoca: Risoprint.
- Gagea, A. (1999). *Methodology of Scientific Research in Physical Education and Sport* (pp. 227). Bucharest: Great Roumania Foundation.
- Niculescu, M. (2002). *Methodology of Scientific Research in Physical Education and Sport* (pp. 328-332). Bucharest: A.N.E.F.S.