

Janowska Patrycja, Wojdat Marta, Bugajska Emilia, Paradowska Magdalena, Stępnia Robert. Psychological diversity of young judo adepts on the example of girls and boys. *Journal of Education, Health and Sport*. 2018;8(9):337-345. eISSN 2391-8306. DOI <http://dx.doi.org/10.6084/m9.figshare.6984665> <http://ojs.ukw.edu.pl/index.php/johs/article/view/5843>

The journal has had 7 points in Ministry of Science and Higher Education parametric evaluation. Part b item 1223 (26/01/2017).
1223 Journal of Education, Health and Sport eissn 2391-8306 7

© The Authors 2018;

This article is published with open access at Licensee Open Journal Systems of Kazimierz Wielki University in Bydgoszcz, Poland
Open Access. This article is distributed under the terms of the Creative Commons Attribution Noncommercial License which permits any noncommercial use, distribution, and reproduction in any medium, provided the original author (s) and source are credited. This is an open access article licensed under the terms of the Creative Commons Attribution Non commercial license Share alike. (<http://creativecommons.org/licenses/by-nc-sa/4.0/>) which permits unrestricted, non commercial use, distribution and reproduction in any medium, provided the work is properly cited.

The authors declare that there is no conflict of interests regarding the publication of this paper.

Received: 01.08.2018. Revised: 17.08.2018. Accepted: 20.08.2018.

Psychological diversity of young judo adepts on the example of girls and boys

Janowska Patrycja¹, Wojdat Marta¹, Bugajska Emilia¹, Paradowska Magdalena¹,
Stępnia Robert²

¹ Physical Culture Section, Scientific Club "WyKoNa", University of Kazimierz Wielki
Bydgoszcz, Poland

² Physical Culture Institute, The University of Kazimierz Wielki, Bydgoszcz, Poland

Corresponding author: Stępnia Robert Ph.D

Physical Culture Institute, The University of Kazimierz Wielki in Bydgoszcz

ul. Sportowa 2,

85-091 Bydgoszcz.

Poland

email: robi1969@wp.pl

Key words: psychological test, judo, young judo adepts

Summary

Aim: To verify if young judo adepts show any signs of psychological diversity in case of sex, as any possible differences can be a valuable material for coaches who work with young boys and girls who start their career in sport.

Material and methods: The group of 30 young boys who practice judo in Bydgoszcz and in smaller towns around and the group of 26 young girls who also practice judo in Bydgoszcz and in smaller towns around were tested. The, so called, ‘Brown Test’ by prof. W. Starosta of The Sport Way Academy was used.

Results: There were important differences observed among two measured variables.

Conclusion: The Brown Psychological Test differs in some cases researched persons because of sex and shows some psychological reserve area.

Introduction

To achieve satisfactory results by an individual at any area, apart from the amount of work put into it, it is based on so called ‘appropriate approach’ which is observed in thinking [1]. The way of thinking about possible successes is also crucial in sport competition. [2] The difficulty, however, lays in the fact how to rate athletes’ way of thinking and how to recognize the predisposition to begin a sport career in a particular discipline- especially while trying to direct and select children into a particular sport discipline. [3] The issue of children’s approach to sport competition was researched by prof. Starosta with a group of specialists. [4] In the process of conducting researches by The Sport Way Academy, they created so called ‘The Brown Test’ which consists of ‘Observation Attempt’ and ‘Fitness test’, silver test and psychological test. That test consists of 24 questions divided into four categories: positive expectations, coping with difficult situations, controlling attention and learned optimism. Positive expectations are in sport a kind of self- fulfilling prediction which was first identified by a sociologist Robert Merton. It relies on the positive expectation towards someone or something only because we had created that positive expectation earlier. [5] Coping with difficult situations is in relation with the Lazarus and Folkman’s stress concept, which suggests that there is a relation between an individual and its environment and as a result of it sometimes the individual considers the situation overwhelming and crossing the limits of coping with it. Endler and Parker created the diagram dividing the styles of coping with situations into concentrated on a task, emotions and avoidance. [6] Depending on the chosen style of coping with a difficult situation it can be effective or ineffective.

Controlling attention is also an important factor which is often connected with an executive control which human brain is supposed to rule over the planned and complicated tasks. [7] The last component of the test is learned optimism, which, according to Seligman’s theory, is a bank for taking up different activities that bring closer to the appointed aims, also the sport ones. [8] Nowadays, the scientists pay attention to an appropriate selection and customization

of a sport disciple to a young athlete. Among numerous considerations the issue of an appropriate psychological arrangement has been raised, which conditions physical achievements. [9]

While creating the tests, The Sport Way Academy was to research both mental and physical children's predispositions for practicing sports, so one could in an honest way direct a young man to a proper sport discipline which would suits him/her best. Another factor conditioning predisposition to different sport disciplines is the level of all test's components.

It must be mentioned that there have been a number of researches in the field of sport psychology conducted in the recent years. [10,11,12]

In a perspective of further researches the comparison of individual features of children practicing different sport disciplines would be important- the value of those researches would be to arrange the disciplines in order to stimulate the test components at children.

Materials and methods

The psychological researches were conducted in summer month of 2018 during young judo adepts' summer camp. The players came from different sport clubs: AZS UKW Bydgoszcz, BKS Bydgoszcz, UKS "10" Bydgoszcz, LZS 'Szubinianka Szubin, UKS"5" Żnin, UKS Chodzież, MLKS Kcynia, AZS Białe Błota. The tested boys and girls came from Bydgoszcz and from small towns around Bydgoszcz.

The psychological test from The Sport Way Academy, so called, 'The Brown Test' was used, authorized by professors W. Starosta and A. Siniarską-Wolańską. The test results were elaborated according to 'Do You think like Winner Questionary" - Jim Mc Lennan J , Blackman C.

Access on <http://www.akademiadrogisportowej.pl/>

There were 30 boys and 26 girls practicing judo in Bydgoszcz and small towns around tested. The test was conducted in twos in the presence of two authors, who explained the questions in doubts. There were questions about age and length of a sport career added.

For statistical purposes Excell 2007 and Statistica v.6 were used.

The results are presented in Tab. 1-2 and on charts Ryc. 1-2.

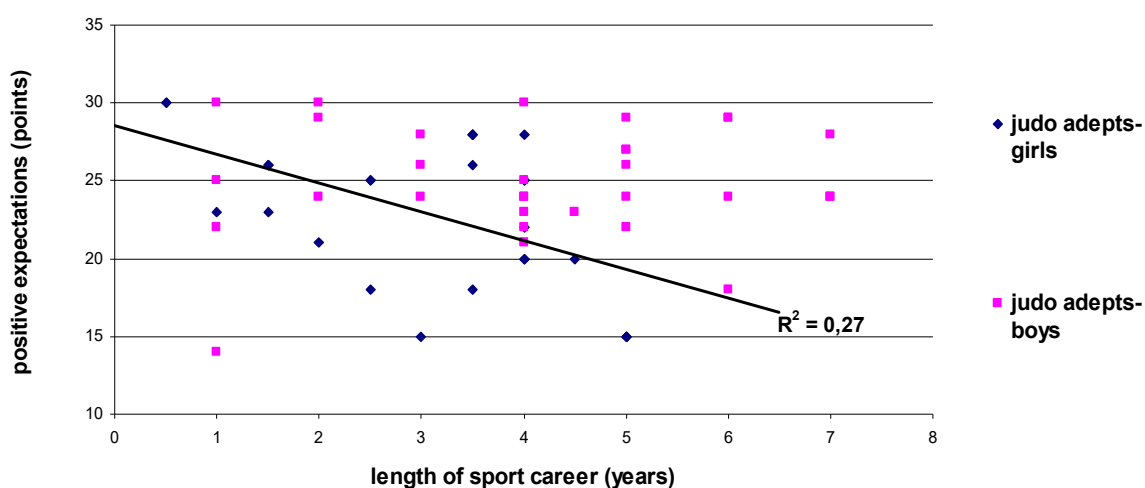
Results

Tab. 1 Basic demographic and sport data for both researched groups of judo players

| | Age (years) | Range (years) | Sport career (years) | Range (years) |
|-----------------------------|-------------|---------------|----------------------|---------------|
| Judo adepts - boys n=31 | 10,5±1,7 | 8-14 | 3,5±1,7 | 1-7 |
| Judo adepts - girls n=28 | 10,6±1,9 | 8-14 | 3,1±1,4 | 0,5-5 |

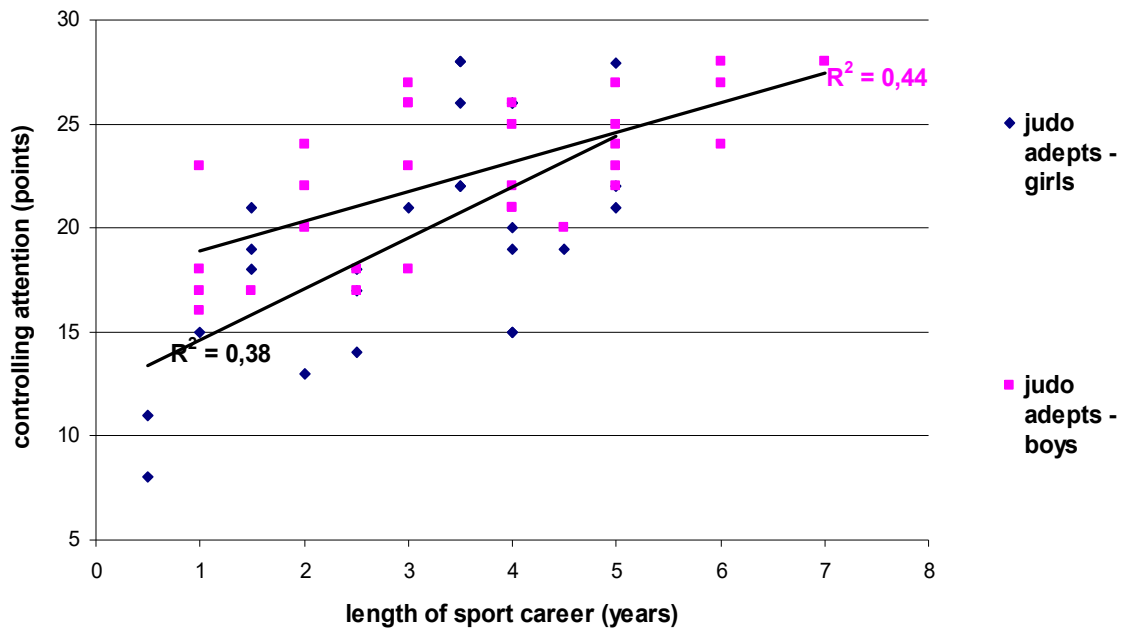
Tab. 2 Data determining mental disposition- positive expectations, coping with difficult situations, controlling attention, learned optimism- measured by the test in both researched groups

| | Positive expectations | Range | Coping with difficult situations | Range | Controlling attention | Range | Learned optimism | Range |
|-------------------------|-----------------------|-------|----------------------------------|--------------|-----------------------|------------------------|------------------|-------|
| Judo adepts (boys) | 24,2± 4,4 | 14-30 | 21,5±4,4* | 13-30 | 22,5±3,7* | 16-28 | 23,8±3,9 | 16-30 |
| Judo adepts (girls) | 22,9± 4,8 | 15-30 | 18,9±5,9* | 12-29 | 19,7±5,2* | 8-28 | 21,8±6,2 | 9-30 |
| High mental disposition | 25-30 points | | Medium mental disposition | 19-24 points | | Low mental disposition | | |
| | | | | | | Below 19 points | | |



Ryc. 1 The relation between positive expectations and a length of a sport career in a function in both researched groups

The negative relation between the variables is observed among girls' group $R^2=0,27$ is statistically important at a low level, on the other hand it does not appear in the boys' group.



Ryc. 2 The relation between controlling attention and a length of a sport career in a function in both researched groups

The positive relation is observed in both researched groups. The determination index $R^2=0,38$ and $R^2=0,44$ are statistically important at a medium level.

Discussion

The data gathered in Tab. 1 suggests that the groups of boys and girls- young judo adepts- have the same possibilities for realization their way of life through judo practicing. None of the sexes is favoured because of the age (so also through mental and physical development) by judo coaches training staff. That creates the same opportunities for development for boys and girls. It needs to be added that both groups can be compared in terms of age and a length of a sport career.

The data presented in Tab. 2 shows sex differentiation in two cases: boys practicing judo have higher results in psychological dispositions than the girls at the statistically important level: coping with difficult situations and controlling attention. The rest two dispositions do not show differences at the statistically important level so it can be said that they are the same. The values for positive expectations and learned optimism and a lack of differences between

boys and girls in those cases can suggest that acquiring those abilities in the socialization process is the same for both sexes. So it must be said that positive expectations and optimistic approach to life and the faith in possible successes are the result of education that is the same for children of both sexes. [13,14] At the same time a low result of mental disposition- coping with difficult situations (below 19 points) among girls must be mentioned, which suggests that there is still room for improvement of mental reserve.

Earlier researches by Kosińska-Dec and Jelonkiewicz (1997) in that area proved that women more often than men use the style of coping with difficult situations based on emotions and avoidance. The area for improvement for girls can be improving coherence which co-exists with the style of coping with difficult situations based on concentrating on a task rather than concentrating on emotions. [15] The research suggests also that no matter of age, women are characterized by a higher level of fear than men, so young female adepts require more support than their male colleagues. [16]

Chart Ryc. 1 shows the decrease in positive expectations along with a length of a sport career in girls' group. There is no relation like that among boys. Maybe one of the reasons for that situation among girls is so called experiencing a defeat or negative relation with a coach, what is corrected with the age by level of expectation. Students who experience defeats all the time can have problems in believing in their abilities. Corrective influence can be exerted by creating a learned helplessness approach, so the reluctance in putting in any effort because of the fear of defeat. [17] Because of the coach's role in developing motivational and resultant environment in establishing positive relations with athletes it can be said that among girls there was adaptive behaviour observed because positive expectations are connected with the motivation level of a player [18]. Researches conducted on other martial art sports show that, for example, in fencing the best results are achieved when there is a proper relation between amount of motivation and action efficiency. Too much motivation and desire to win at any costs caused disappearance of movement fluency, reacting to irrelevant stimuli and lack of reaction to proper ones. It seems that this relation can be related to other sport disciplines [19].

Chart Ryc. 2 suggests that together with an increase of a length of a sport career controlling attention also increases in both researched groups. The differences are important at the statistic medium level. The result is higher at boys' group. It testifies about the influence of practicing sport on young adepts' mental disposition. Controlling attention is also connected with the body posture control [11]. The research conducted on the ADHD child proved that

after archery training his ability to focus increased. The decrease in impulsive behaviour and overreacting was observed; improvement in school and sport achievements [20].

Analysis of charts Ryc. 1 and Ryc. 2 tell that the last two components of the test: coping with difficult situations and learned optimism do not show any changes during the length of a sport career. On the account of the results it can be said that along with the time passing coping with difficult situations and learned optimism are the results of self-discipline and strengthening previously gained abilities [21].

Conclusion

1. The psychological Brown Test is a source of knowledge of children's mental predispositions that allows sex differentiation that can be helpful for coaches in shaping players' 'psyche' no matter of their sex.
2. Long-term judo training positively influences young adepts 'psyche' through improving their concentration level, no matter of their sex.

References

1. Sas-Nowosielski, K. (2008). O niektórych społeczno-pedagogicznych aspektach roli trenera. *Sport Wyczynowy*, 1-3.
2. Thompson, J. (1995). *Positive Coaching: Building Character and Self-Esteem Through Youth Sports*. Warde Publishers.
3. Starosta, W [1995]: Model edukacji motorycznej polskiego dziecka w rodzinie. Międzynarodowe Stowarzyszenie Motoryki Sportowej, Warszawa.
4. Sergienko L., Starosta W. [2003]: Genetic and Environmental Determination of Selected Somatic and Motor Indices Favoring the Attaining of Successes in Sport Games. *Journal of Physical Education and Sport*, 3: 404-419.
5. Juczyński, Z. (2000). Poczucie własnej skuteczności–teoria i pomiar.
6. Jelonkiewicz, I., & Kosińska-Dec, K. (2001). Poczucie koherencji a style radzenia sobie ze stresem: empiryczna analiza kierunku zależności. *Przegląd Psychologiczny*, 44(3), 337-347.
7. Nowotnik, A. (2012). Funkcjonowanie uwagi u dzieci w wieku wczesnoszkolnym: grupy ryzyka. *Edukacja. Studia, badania, innowacje*, 1(117), 87-102.
8. Wasielewski, K. (2001). Wykształcenie w procesie komodyfikacji.

9. Blecharz, J. (2006). Psychologia we współczesnym sporcie–punkt wyjścia i możliwości rozwoju. *Przegląd Psychologiczny*, 49(4), 445-462.
10. Drumińska, E., Wojdat, M., Pujszo, M., Stępnik, R. (2016). Pedagogiczno-psychologiczne aspekty zapobiegania agresji na etapie szkolnym= Pedagogical and psychological aspects of prevention of aggression at school stage. *Journal of Education, Health and Sport*, 6(8), 595-606.
11. Pujszo, R., Skorupa, H., Smaruj, M., Sybilski, Z., Wolska, B. (2006). Koncentracja uwagi i efekt placebo w kontroli postawy ciała. [W]: Człowiek jego bioelektryczna konstrukcja a percepcja muzyki: studium monograficzne Uniwersytet Śląski: praca zbiorowa, pod red. A. Adamskiego. Kęty 2006: 77-83
12. Pujszo, R., Adam, M., Laskowski, R., Smaruj, M., Sybilski, Z., Wolska, B. (2006). Natężenie dźwięku i odporność na stres a system kontroli postawy ciała. [W]: Człowiek jego bioelektryczna konstrukcja a percepcja muzyki: studium monograficzne Uniwersytet Śląski: praca zbiorowa, pod red. A. Adamskiego. Kęty 2006: 85-89
13. Olbrycht, K. (2012). Wychowanie do wartości – w centrum aksjologicznych dylematów współczesnej edukacji. *Paedagogia Christiana*, 29(1), 89-104.
14. Bis, D. (2017). Rodzina jako podstawowe środowisko wychowania do korzystania ze środków społecznego komunikowania. *Roczniki Nauk Społecznych*, 30(2), 171-184.
15. Jelonekiewicz, I., Kosińska-Dec, K. (2001). Poczucie koherencji a style radzenia sobie ze stresem: empiryczna analiza kierunku zależności. *Przegląd Psychologiczny*, 44(3), 337-347.
16. Karageorghis, C. I., Terry, P. C. (2014). *Psychologia dla sportowców*. Insignis Media.
17. Strykowska, J. (2008). Diagnostowanie sytuacji szkolnej, 1-14.
18. Bilski, Ł. U. K. A. S. Z., Borawska, A. N. N. A. (2013). Sportowiec mimo woli. Motywacja osiągnięć a kompetencje społeczno-moralne młodych sportowców. *Rocznik Naukowy Akademii Wychowania Fizycznego i Sportu w Gdańsku*, 1(23), 67-76.
19. Mironiuk, M. (2011) Czynności zawodowe trenera Taekwondo podczas zawodów sportowych. *Akademia Wychowania Fizycznego Józefa Piłsudskiego w Warszawie*, 1-43.
20. Zaborniak, S., Drozd, S., Czarny, W., Drozd, M., Polak, K., Trojnar, J. (2012). Wpływ systematycznego treningu sportowego w łucznictwie na poprawę koncentracji i relaksacji w indywidualnym przypadku adhd. *Модельювання та інформаційні технології у фізичному вихованні і спорті*, (8), 56-58.

21. Skórska, P., Świst, K. (2014). Wielkość efektu płci w wewnątrzszkolnych i zewnętrznych wskaźnikach osiągnięć ucznia. Konferencja PTDE. Google Scholar.