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Comparative study on the weight of basketball practice compared to other sport disciplines in middle and secondary schools in Galati, Romania

Ciocoiu Dana Lucica*

"Dunărea de Jos" University of Galati, 46 Domneasca Street, Galati, România

Abstract

This article aims at analyzing the weight of basketball practice in primary, middle and secondary schools in Galati, compared to other sports disciplines practiced during the physical education and overall sport lessons. Thus, the data processing from the survey questionnaire, and the effective discussions with teachers from 59 schools and high schools (37 from the middle education and 22 from the secondary education) became aiming points and tangible solutions targeting the professional activity of the students and graduates in basketball (or other sport disciplines). Furthermore, the results led to increase the motivation of young students for learning the game and of the graduates for teaching the technical and tactical content of basketball (or other sport disciplines) during the next physical education lessons. Young graduates realize that choosing and teaching a traditional sport in schools, make most students gladly attend these classes.

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Key words: basketball, students, sports class, middle and secondary education

* Corresponding author. Tel.:+040 745 644 095
E-mail address: lucica.ciocoiu@yahoo.com
1. Topic actuality

The physical education curriculum provides the teacher with the possibility to schedule and plan the training content according to his specialization, the existing material and the traditional practice of a school discipline. Basketball is an important tool in training students as it exercises multiple influences on their body, contributes to the development of their personality and of the knowledge processes (Oliveira, 2001; Predescu & Moanță, 2001; Scarlat & Scarlat, 2002; Ciocan, 2005; Ciorbă & Comarnițchi, 2007).

2. Hypothesis

Assuming that basketball is more and more played by children and young people, determining its share in middle and secondary education in the city of Galati in relation to other subjects taught during the physical education classes, provides important information and practical solutions for the professional guidance of the students and graduates towards this game (or other sport disciplines).

The purpose of this article is to make a comparative study concerning the weight of practicing basketball compared to other sport disciplines in middle and secondary schools in Galati, Romania.

3. The research methods

For this study were: the specialized bibliography study method, the pedagogical observation method, the questionnaire-based survey method, the statistical and mathematical method, the graphical and tabular method.

4. Research organising and conducting

The research was carried out during the school year 2012 - 2013 in Galati City, between October and May. During the research, data offered by 59 schools have been processed (37 middle schools, 22 high schools). The comparative study was based on the processing of 76 questionnaires and was filled in by effective participation in discussions held with experts (tenure teachers for the discipline Physical Education and Sport) from schools under investigation. The questionnaire had 8 questions.

The research tasks correspond to the following stages:

- 1st Stage:
  - studying and using the specialty documents;
  - interviewing experts on the given topic.
- 2nd Stage:
  - data processing and use;
  - determining the weight of basketball practice for students from the middle and secondary education compared to other sport disciplines in Galati City;
  - elaboration of the ranking of disciplines taught to students from the middle and secondary school and presentation of the basketball game in this context;
  - centralization of the representative teams of basketball and of the other sport games.
- 3rd Stage:
  - emphasize practical and methodical conclusions and recommendations.

5. Data analysis and interpretation

The experts’ opinions were processed and graphically shown (Fig 1-8) as follows:

For question 1: “How do you assess the training level of your students at the discipline Physical Education and Sport?”

Responses obtained: Very good 15 %, Good 50%, Average 28%, Low 6%, Very low 1% - Figure 1.
2. Do your colleagues consider that the discipline Physical Education and Sport is important? Responses obtained: Yes 38%, No 43%, Partially 19% - Figure 2.

1. What sports games do you practice during the Physical Education and Sport class)? Responses obtained: Basketball 26%, Football 34%, Handball 29%, Volleyball 9%. Other sports disciplines 2% - Figure 3.

2. In your opinion, which sports games do your students from the middle and secondary school prefer? Responses obtained: Basketball 23%, Football 44%, Handball 28%, Volleyball 4%, Other sports disciplines 1% - Figure 4.
5. Do you consider that it is necessary to elaborate a ranking of the disciplines taught during the physical education and sport class for the children from the middle and secondary schools from the City of Galați?
   Responses obtained: Yes 71%, No 5%, Partially 24% - Figure 5.

6. Are you training a school representative team for the students with aptitudes and performances in sport during the overall sport lessons?
   Responses obtained: Yes 74%, No 26% - Figure 6.
7. Which is this sport discipline?
Responses obtained: Basketball 26%, Football 36%, Handball 28%, Volleyball 6%, Other sports disciplines 3% - Figure 7.

![Figure 7. Title of the sport disciplines planned during the overall sport lessons](image)

8. In your opinion, which are the most important factors that have to be taken into account by the teacher in order to choose the thematic content for a sports game?
Responses obtained (Figure 8):
A. didactic and material resources 5%;
B. students’ aptitudes, talents, wishes 45%;
C. teacher’s availability and specialisation 15%;
D. financing opportunities 30%;
E. school tradition 5%.

![Figure 8. The importance of factors used by the teacher in order to choose a topic related to sport games.](image)

The centralization of the statistical and mathematical values obtained from the 59 schools (37 middle schools, 22 high schools) shows that:
The arithmetical average for basketball for the middle schools was of 0.67 basketball (25.77%) for football 0.70 (26.80%), handball 0.72 (27.83%), volleyball 0.37 (14.43%) and for “other sport disciplines” 0.13 (5.15%).
With 27.83 %, handball has the largest share in the physical education and sport classes at middle schools in Galati. The lowest share is of 5.15 % for “other sport disciplines”, that is a difference of 22.68% (Figure 9).
For secondary schools, the first sport discipline is football 0.77 (36.17%), then basketball 0.63 (29.78%), followed by handball 0.36 (17.02%), volleyball 0.27 (12.76%) and other sport disciplines 0.09 (4.25%) – Figure 10.

The elaboration of the ranking of disciplines taught to students from the middle and secondary schools and the presentation of the basketball situation in this context is shown in figure 9-10:

a. The middle schools: 1st place Handball; 2nd place Football; 3rd place Basketball; 4th place Volleyball; 5th place other sport disciplines.
b. The secondary schools: 1st place Football; 2nd place Basketball; 3rd place Handball; 4th place Volleyball; 5th place other sport disciplines.

Following the statistical and mathematical data processing, the centralization of the school representative teams is shown in:

a. The school representative teams from the middle education-Figure 11.

![Figure 11. Weight at the summarization of the school representative teams from the middle education](image1.png)

b. The school representative teams from the secondary education-Figure 12.

![Figure 12. Weight at the summarization of the school representative teams from the secondary education](image2.png)

6. CONCLUSIONS

The weight of basketball practice compared to other sport disciplines in middle and secondary schools in Galati offers important information and activity guidance solutions for the young graduates who wish to teach basketball (or other sport discipline) as follows:
1. Data provided by the processing and interpretation of the survey questionnaire completed the informational and theoretical content of the study; the sports games practiced during the physical education classes were: Basketball 26%, Football 34%, Handball 29%, Volleyball 9% and other sports 2%. Students’ favourite sports were the following: Basketball 23%, Football 44%, Handball 28%, Volleyball 4% and other sports 1%.

2. The classification of the disciplines taught during the physical education and sport classes at the students from the middle school is the following:
   a. The middle schools: 1st place Handball; 2nd place Football; 3rd place Basketball; 4th place Volleyball; 5th place other sport games.
   b. The secondary schools: 1st place Football; 2nd place Basketball; 3rd place Handball; 4th place Volleyball; 5th place other sport games.

3. The summarization of the school representative teams is the following:
   a. The middle schools: Basketball 25%, Football 32.35%, handball 27.94%, Volleyball 8.82% and other sport disciplines 5.88%.
   b. The secondary schools: Basketball 26.31%, Football 34.21 %, Handball 13.15%, Volleyball 15.78% and other sport disciplines 10.52%.

4. Our research is an informative and indicative support for the teaching activity of the future graduates, these data offering an objective diagnostic of the disciplines that are taught in the schools of Galați.

References