

INTERDISCIPLINARY SOCIOLOGICAL APPROACH USING THE QUESTIONNAIRE RESEARCH METHOD REGARDING THE LEARNING OF BASKETBALL IN FIFTH GRADE PUPILS

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ABSTRACT

The questionnaire-type inquiry was used aiming to analyze the correct and pertinent answers of the specialists dealing with teaching basketball during the physical education lessons, in Romania. The questionnaire represents a logical and psychological succession of written questions, or images, serving as stimuli, related to the hypotheses of the research, which, administered by the researchers, or self-administered, determine a verbal or nonverbal response from the subject, which is subsequently recorded in writing. For this sociological research we elaborated a questionnaire comprising 12 questions that would allow us to know the real facts on the learning of basketball at the secondary school level. The questionnaire was sent to a total of 58 specialists, who work in schools from Bacău, Onești, Iași, Botoșani, Focșani, and Suceava (Romania). The responses were correlated to theoretical issues that emerged from the study of national and international literature. The questionnaire was applied between September 2012 and April 2013.

Key words: interdisciplinary, sociological approach, basketball, 5th grade

INTRODUCTION

¹Cybernetic thinking, based on the necessity of regulating and self-regulating the functionality of the organic and social systems, its ergonomics, pedagogy and didactics, strongly influences the teaching technology in the learning of basketball. Moreover, there is a need to implement in physical education, particularly in the learning of basketball, knowledge from natural sciences, economic sciences, social and political sciences that determine the organization of teaching to be based on realistic conception about norms and life.

²In every complex science there are sub-disciplines and themes whose justification is supported by their own theories, which are subordinated, obviously, to the theories of the originating science. In every field there is a theory of activity (and a science of it), doubled and supported by a general, comprising theory - the meta-theory. In our field this phenomenon is also present, but the specialists are less aware of it. The concrete forms taken by the physical activities are directed by specific theories referring to operational or praxeological aspects of functions, such as motor skills, learning, competitions, typology of sports, recovery.

METHODS

For this research we considered necessary to elaborate a questionnaire comprising 12 questions that would allow us to know the real facts on the learning of basketball in the fifth grade. In this research we used the survey method, which is a particularly prestigious, due in particular to the development of investigation in social and education sciences. These sciences received a methodological foundation that sets strict conditions for the use of samples, the application questionnaire techniques, processing and presentation of data.

³The psycho-sociological inquiry is a research method through which data are collected from a group of subjects, usually through interviews or questionnaires. The sociological inquiry represents a complex method in which the focus can be on the study of opinions, attitudes, aspirations, in shorts, on human subjectivity, but not only (Cauc, in Chelcea et al., 1998, p. 160).

⁴The enlargement of the field of use of the inquiry methods (sociology, pedagogy, psychology) favored, however, also their misuse, many users not respecting certain elementary methodological conditions. This was possible also because of the illusion that the investigator sometimes has, which is that by questioning a certain number of subjects, he/she will undoubtedly find the answers to his/her questions and problems. This explains a certain exaggeration of the use of this method, the avalanche of questionnaires addressed to many subjects, for all sorts of problems. The questionnaire comprises multiple-choice answers, but they should be serious answers, in order for the subject to have a good collaboration with the researcher.

The questionnaire-type inquiry was used aiming to analyze the correct and pertinent answers of the specialists dealing with teaching basketball during the physical education lessons, in Romania. The questionnaire represents a logical and psychological succession of written questions, or images, serving as stimuli, related to the hypotheses of the research, which, administered by the researchers, or self-administered, determine a verbal or nonverbal response from the subject, which is subsequently recorded in writing. For this sociological research we elaborated a questionnaire comprising 12 questions that would allow us to know the real facts on the learning of basketball at the secondary school level. The questionnaire was sent to a total of 58 specialists, who work in schools from Bacău, Onești, Iași, Botoșani, Focșani, and Suceava (Romania). The responses were correlated to theoretical issues that emerged from the study of national and international literature. The questionnaire was applied between September 2012 and April 2013.

RESULTS AND DISCUSSIONS

Question No. 1 - What is, in your opinion, the best age for learning the technique in basketball?

Answer choices	No. of answers	Percent
3rd grade (8-9 years old)	6	10.34%
5th grade (10-11 years old)	40	68.96%
7th grade (13-14 years old)	12	20.68%

Most of the respondents, 68.96 %, think that the optimal age for learning the technique in basketball is in the fifth grade, at 10-11 years old.

- 1 Nicu A. – Raționalizarea antrenamentului sportiv. Centrul de cercetări pentru Problemele sportului. Bucharest, 1992, p. 102.
- 2 Epuran M. – Metodologia cercetării activităților corporale, 2nd edition, FEFS, Bucharest, 2005, p. 42.
- 3 Curelaru M.- Manual de psihologie, coord A. Neculau 2003, p. 45
- 4 Epuran M. – Metodologia cercetării activităților corporale, 2nd edition, FEFS, Bucharest, 2005, p. 221.

Question No. 2 – Does the use of basketball means in physical education lessons help develop the psycho-motor skills?

Answer choices	No. of answers	Percent
Yes	58	100
No	0	0

All respondents believe that using basketball means during physical education lessons help develop the psycho-motor skills.

Question No.3 - What personality characteristics are needed to fifth grade to learn basketball?

Answer choices	No. of answers	Percent
Talent, creative intelligence;	47	81.03
Temperament, energy;	5	8.62
Tenacity, courage;	6	10.34

Eighty-one percent of the respondents believe that talent and creative intelligence are needed for the fifth graders to learn basketball.

Question No. 4 - Which components of physical training can be developed in the fifth grade through specific basketball means?

Answer choices	No. of answers	Percent
Speed	12	20.68%
Dexterity	25	43.10%
Strength	5	8.62%
Spring	7	12.06%
Endurance	3	5.17%

Regarding which of the physical training components can be developed in the fifth grade through specific basketball means, the experts answered as follows: 43.10 % - skill, 12.06% - spring, 20.68% - speed, 8.62% - strength, and 5.17% - endurance.

Question No. 5 - What skills are considered as priority for the development of dexterity in the fifth grade?

Answer choices	No. of answers	Percent
Motor perceptions	36	62.06%
Spatial orientation	10	17.24%
Creativity	12	20.68%

62.06% of the questioned subjects believe that the motor perceptions are a priority for the development of dexterity in the fifth grade.

Question No. 6 - Which specific components of somatic development (fifth grade) positively affects the learning of basketball?

Answer choices	No. of answers	Percent
Height	36	62.06%
Weight	1	1.72%
Span	21	36.20%

Here, the experts regarded height (with a percentage of 62.06) to positively influence the learning of basketball, followed by range with a percentage of 36.20.

Question No. 7 - Do you think that the objectives of physical education can be achieved through the specific basketball means?

Answer choices	No. of answers	Percent
Yes	53	91.37%
No	5	8.62%

A high percentage, 91.37 % of the respondents believe that the objectives of physical education can be achieved through the specific basketball means.

Question No. 8 - What psycho-behavioral traits are developed further by practicing basketball during the physical education lesson?

Answer choices	No. of answers	Percent
Mutual assistance	17	29.31%
Fair-play	10	17.24%
Discipline	31	53.44%

With regards to this question, the experts believed that the psycho-behavioral traits that are developed through the practice of basketball during the physical education lesson are: discipline 53.44%, followed by mutual assistance, 29.31%, and fair play, 17.24%.

Question No. 9 - In your opinion, which are the first structures of exercises that are learned in basketball?

Answer choices	No. of answers	Percent
Drill structures for catching, protecting and passing the ball;	9	15.52%
Drill structures for dribbling;	9	15.52%
Drill structures for shooting;	40	68.96%

With regards to this question, as to which are the first structures of exercises that are learned in basketball, the specialists gave the following answers: 68.96% of them said drill structures for shooting; 15.52% - drill structures for catching, protecting and passing the ball; and 15.52% - drill structures for dribbling.

Question No. 10 - Learning basketball in the fifth grade can be achieved through

Answer choices	No. of answers	Percent
Isolated game conditions	7	12.06%
Close game conditions	41	70.68%
Game conditions	10	17.24%

At this question, 70.68% of the experts have answered that learning basketball in the fifth grade is achieved through close game conditions, followed by isolated game conditions, and game conditions, in a percentage of 17.24.

Question No. 11 – The gender of the participants

Answer choices	No. of answers	Percent
Male	37	63.79%
Female	21	36.20%

Of those questioned, a number of 34 specialists, representing 75.56%, were male, and 11 specialists, representing 24.44%, were female.

Question No. 12 – The teaching experience of the participants

Answer choices	No. of answers	Percent
0-4 years old	9	15.51%
5-8 years old	12	20.68%
9 - 12 years old	5	8.62%
>13 years old	32	55.17%

Regarding the teaching experience of the participants, 55.17% have an experience of over 13 years, 20.68% have an experience between 5-8 years, 8.62% have an experience between 9-12 years, and 15.51% have an experience between 0-4 years.

CONCLUSIONS

After applying the questionnaire and recording the results, the following conclusions can be drawn, leading to possible future actions.

After analyzing the instructional process in middle school physical education one can clearly observe a lack of a uniform conception regarding the place and role of the development of the coordination skills during the physical education lesson. This state of affairs is due, first, to the fact that, in the scientific and methodical literature, basketball content is presented under different terms and notions, something that prevents teachers to form an integrated picture regarding the means of development. Furthermore, although a huge amount of material based on facts is accumulated, being presented in various papers, it is not fully known and applied in practice by the physical education teachers.

The pupils' interest in movement and exercise is very high in middle school. Their desire to practice and exercise is based on physiological causes, which is why any reduction or limitation of their motor activity has repercussions on their body's vital functions. Knowing all these, the teachers are called upon to provide ever better conditions of carrying out physical education lessons, to capitalize on the positive influences that the physical exercises carried out in accordance with the requirements of school curricula have on the children's body. Because of its characteristics, basketball, practiced on a normal or smaller court, can replace some of the traditional means of physical education, and together with other sports, it contributes to the achievement of the objectives and tasks of physical and sportive education, both in primary school, as well as in middle school.

The scientific research conducted through this questionnaire reflected the opinions of specialists teaching basketball in middle school.

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