

IMPLICATIONS OF THE MORAL-VOLITIONAL TRAINING IN THE TRAINING OF PERFORMANCE ATHLETES

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Abstract

The research focused on the implications of moral-volitional training in the training of performance athletes and it had an exploratory character. We have begun the research by collecting information on the elaboration of the questionnaire that focuses on analyzing the importance of moral-volitional training for the athletes. The questionnaire was applied on 40 athletes.

We have analyzed and interpreted the results using the specialized psychological statistics software SPSS 11.0 for Windows. We have applied Pearson's bivariate correlation between the moral values and self-determination variables.

The struggle with the self and the self-control are the determining factors in the education of an athlete's will and morality. This aspect becomes obvious in the behaviour of the subjects questioned; the conclusion is that self-control and the observance of the referee's decision are dominant in sports behaviour.

Keywords: *Morality - Will - Sports performance*

INTRODUCTION

The moral-volitional training of the athlete is reflected in his behaviour during training and competitions, and, through the behavioural expressions within his training (practices, competitions, and social life), it reflects his level of education / moral-volitional training⁵. We refer here to the moral component occurring in the athlete's fair-play spirit, in the perception and application of this concept, covered and supported by all the corresponding organs. The volitional component is reflected in the results obtained /in high-level competitions, by activating the efforts of the will in limit-situations (overcoming the physiological obstacles, accepting the referee's decisions, injuries, etc).

E. Scarlat – citing M. Epuran and I. Holdevici – says that “**will** is one of man's basic psychic processes, without which no activity is possible; it is not present only in all affective actions, but also in orienting the psychic processes of knowledge and activity, expressed at the level of memory, attention, thinking, or handling states of consciously formulated purposes and overcoming obstacles, through effort”. (2003, p. 59)

In school physical education and mostly in performance sport, the **will** is a quality encountered in each stage of the student's formation. The qualities of the will are expressed in several ways: determination, perseverance, courage, self-control, spirit of discipline (expressed through punctuality, civilized behaviour, observance of the regulation imposed by the specific sport; the wish to excel oneself, tenacity, confidence in one's own forces) (Scarlat, E., 2002, p. 59).

Generally, **will** is the action of satisfying the needs, for which the main stimulus is the *obstacle* – the “psychological barrier”. In the sports activity, there is always an obstacle to overcome in order to reach great performance – the previous performance, the adversary, a moment of the game, etc. The qualities of the will have a primordial role in the structure of the athlete's personality compared to the non-athlete population. In case of athletes, there are more frequent expressions of the capacity to dominate, of the fighting spirit, the perseverance, the courage, the confidence in one's own forces. Research has underlined that, in case on athletes *above* the average, there are expressions of tenacity, responsibility, stability in attitude, and ambition. *Below* the average level, among the psychological expressions we mention a narrow set of realistic, practical, and formal concerns. Sports activity is a heterogeneous group with differentiated expressions, whose objective is the tendency to achieve great performance. Voluntary activity involves an objective, a purpose, as the athlete needs to have an image of what he has to achieve. Will is not seen as the science to overcome hard times and difficulties, but as one meant to find solutions to solve them, a rational program to defeat them, to find adequate solutions to the situation created. In sport, will is a talent, an indispensable individual quality for performance athletes.

RESEARCH METHODOLOGY

The research has focused on the implications of moral-volitional training in the training of performance athletes and it had an exploratory character. The research began with the collection of information related to the elaboration of the

questionnaire that analyzes the importance of athletes' moral-volitional training. This questionnaire was applied to 40 athletes.

The purpose of the research was to underline the involvement of moral-volitional training in athletes' training, manifested in the fair-play attitudes and behaviours of athletes in training and competitions.

The research **objective** was to stress the importance of *volitional* and *moral training* for performance athletes. We have started from the idea that, in order to practice high-level sports, athletes have to benefit not only from a necessary sports training, but also from a volitional and moral one.

The hypothesis is that performance athletes realize the importance of moral-volitional training in the acquisition of moral attitudes and values.

For the analysis and interpretation of results, we have used the specialized psychological statistics software SPSS 11.0 for Windows.

The research sample included 40 performance athletes and it can be characterized by the following demographic reference points:

- By the gender variable, the sample includes 17 female subjects and 23 male subjects;
- By age, the sample has a balanced distribution, including subjects aged between 17 and 35;
- By the sports branch practiced, the sample includes 3 athletics sportsmen, 10 basketball players, 3 boaters, 10 handball players, and 14 volleyball players;
- By the number of years they practiced performance sport, the sample includes subjects engaged in high-level sports training from 4 to 20 years;

- By the level of sports performance, the sample comprises 24 players in Division A, one in Division B, 9 participants in the National League, one member of the National Team and five members of the Olympic Team.

In order to investigate the opinions of performance and high-performance athletes regarding moral training, we have elaborated the questionnaire on athletes' self-assessment regarding the personal level of moral-volitional training (PMV).

The questionnaire comprises 14 items, qualitative for the most part, and 2 scalar items. For the qualitative items such as *"In your opinion, the regulation of the sports branch you practice is observed because of the following factors"*, the answer possibilities vary depending on the subjects' perception on the phenomenon presented. This category includes the following items: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 14.

For the scalar items such as *"Have you ever had to interrupt a game / o race / a sports contest because the referee made a bad decision?"*, the answer possibility is "yes", "sometimes", "often", "no, I just control myself and go on". This category includes the following items: 8, 9, 13. The statistical analysis was done for each item.

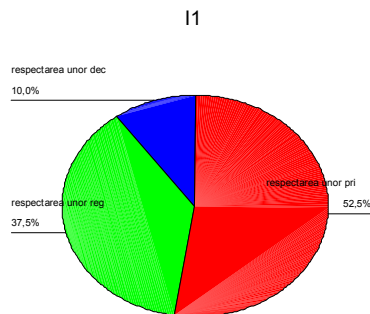
RESULTS AND INTERPRETATIONS

For the analysis and interpretation of results, we have used the specialized psychological statistics software SPSS 11.0 for Windows.

In order to analyze the hypothesis, we will interpret the items comprising the questionnaire:

Item 1 – What do you understand by "morality" (in general)?

Graph 1. Graphic illustration of the results for item 1

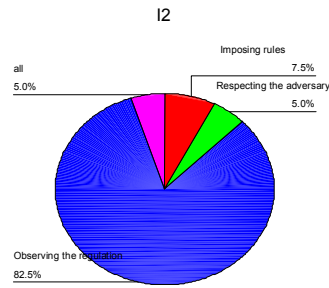


For item 1, 52.5% crossed "observing personal principles" – which indicates that athletes see morality as an acquired personal characteristic – 37.5% chose "observing certain rules imposed by the society / community", while 10.0% crossed the

option "observing certain decisions taken by others".

Item 2 – What do you understand by morality in performance sport?

Graph 2. Graphic illustration of the results for item 2

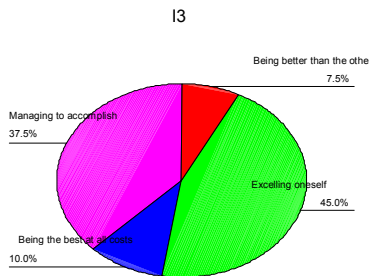


For item 2, 82.5% crossed “observing the regulation imposed by the sports branch”, which indicates that the subjects have a sports behaviour due to the regulation imposed by the sports branch, while 7.5% chose “imposing individual rules”; 5%

crossed “respecting the adversary” and the option “all of them”, respectively.

Item 3 – What do you understand by will (in general)?

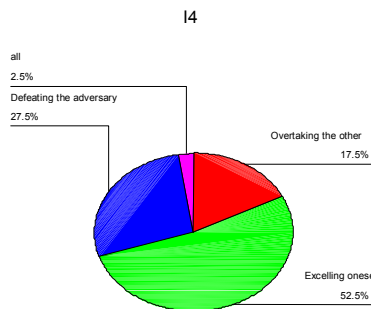
Graph 3. Graphic illustration of the results for item 3



For item 3, 45% crossed “to excel oneself”, 37.50% chose “managing to accomplish your dreams”, 10% crossed “being the best at all costs”, while 7.50% crossed “being better than the other”.

Item 4 – What do you understand by will in the sport you practice?

Graph 4. Graphic illustration of the results for item 4

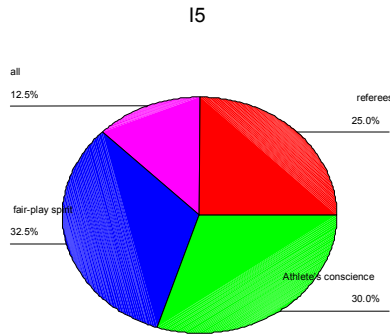


For item 4, 52.5% crossed “excelling oneself”, which indicates that half of the respondents believe that the struggle occurs within the athlete in order to reach the objectives set; 27.5% crossed “defeating the adversary at all costs and by all

means”, 17.5% chose “overtaking the other”, while the rest of 2.5% crossed “all of them”.

Item 5 – In your opinion, the regulation of the sports branch you practice is observed because of the following factors:

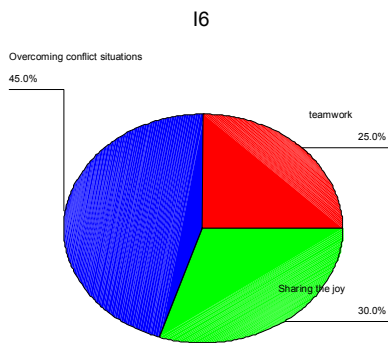
Graph 5. Graphic illustration of the results for item 5



For item 5, 32.5% believe that it is due to the fair-play spirit, as 30% of the athletes believe that it is due to the athletes' conscience, while 25% of the subjects believe that referees are the cause of this, while only 12.5% of the subjects crossed "all of

them". All of these aspects lead to observing the regulation of the sports branch practiced.
Item 6 – How do you believe that the athlete's morality is educated?

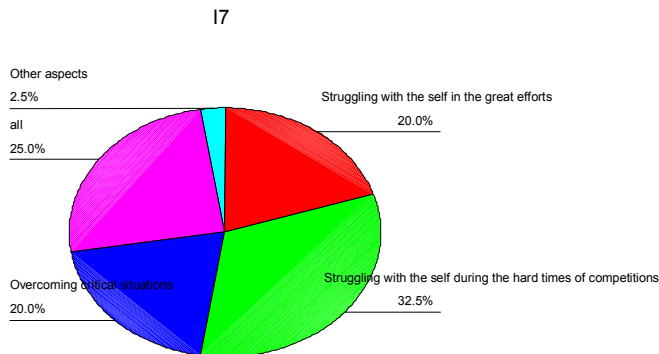
Graph 6. Graphic illustration of the results for item 6



For item 6, 45% of the respondents believe that morality is educated by "overcoming conflict situations through self-control"; 30% believe that this is possible by "sharing the joy with the close ones / respecting the adversary", and 25% of the

subjects believe that "teamwork" favours the education of morality.
Item 7 – How do you believe an athlete's will is educated?

Graph 7. Graphic illustration of the results for item 7



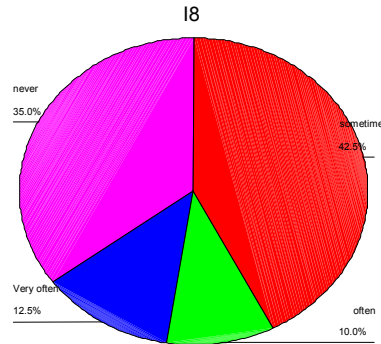
For item 7, 32.50% believe that "struggling with oneself during the hard times of competitions"

leads to the education of the will; for the same aspect, 25% chose "all of them", while 20% opted

for “struggling with oneself in the great efforts during practices” and “overcoming critical situations (injuries, depressions)”, respectively. Only 2.5% crossed “other aspects” as being involved in the education of the will.

Item 8 – Did you ever have to interrupt a game / a race / a sports contest because you could not find the physical and psychic force to go on?

Graph 8. Graphic illustration of the results for item 8

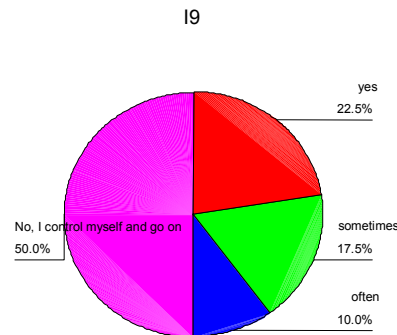


For item 8, 42.50% crossed “sometimes”, 35% of the athletes crossed “never”, 12.50% chose “very often”, and 10% crossed “often”. This means that most athletes benefit from a mental force capable of

helping them overcome the milestones during competitions.

Item 9 – Have you ever had to interrupt a game / a race / a sports contest because the referee made a bad decision?

Graph 9. Graphic illustration of the results for item 9

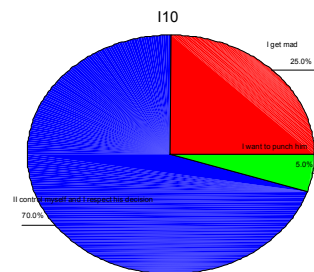


For item 9, 50% crossed “no, I just control myself and go on”, 22.5% of the respondents crossed “yes”, 17.5% crossed “sometimes”, and 10% crossed “often”. This means that most athletes benefit from a mental force capable of making them

overcome the controversial decisions of certain referees.

Item 10 – When the referee makes a bad decision that affects me, I do the following:

Graph 10. Graphic illustration of the results for item 10

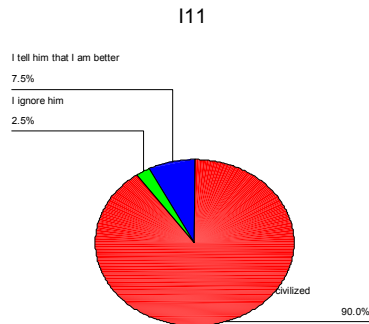


For item 10, 70% chose “I control myself and I respect his decision”, 25% of the athletes crossed “I get mad”, while 5% chose “I want to punch him”. We conclude that most respondents respect the referee’s decision because he is the decision factor during competitions and in the sports life of the athlete involved. However, we should not forget

that 30% of the subject chose to get mad or even to want to punch the referee. This does suggest that a better intellectual and moral education of athletes could lead to a decrease in the percentage of athletes who could end up doing these things.

Item 11 – When I win a game / race, etc, I treat the adversary

Graph 11. Graphic illustration of the results for item 11



For item 11, 90% of the athletes crossed “civilized”, 7.50% crossed “I tell him I am better”, and 2.50% crossed “I ignore him”. We conclude that there is a high fair-play spirit among the

respondents concerning this segment of the athletes’ behaviour in competitions.

Item 12 – When I lose a game / race, etc, I treat the adversary

Graph 12. Graphic illustration of the results for item 12

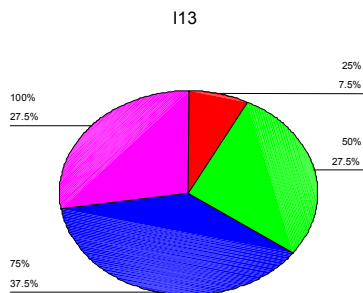


For item 12, 82.50% of the subjects crossed “I congratulate him” – which proves the presence of fair-play spirit in the education of athletes – 10% crossed “I do not talk to anybody”, while 7.50% crossed “I am very mad and I show it”. The answers to this item consolidate the conclusions to

the previous item, meaning the fair-play is highly present among performance athletes.

Item 13 – To what extent do you believe that the coach influences the team regarding the moral-volitional aspect (behaviour in competitions, practices, various situations, and the will to excel oneself)?

Graph 13. Graphic illustration of the results for item 13

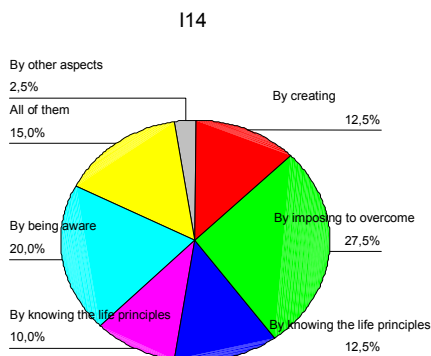


For item 13, 37.5% crossed “75%”, 27.5% crossed “50%”, while another 27.5% opted for “100%”. We conclude that athletes are persuaded that,

concerning the moral–volitional training, both the coach and the athlete are involved.

Item 14 – In your opinion, how does one educate morality and the athlete’s will?

Graph 14. Graphic illustration of the results for item 14



For item 14, 27.50% believe that morality and will are educated “by imposing to overcome obstacles in performance”, 20% believe that it is educated “by being aware of the activity one is undergoing”, while 15% think that “all” the elements that we have mentioned contribute to this process. Other subjects, 12.50%, believe that “creating problem–situations in training”, or “knowing the life principles” (10%) and “knowing the competition regulation” (2.50%) are involved in educating morality and will.

CONCLUSIONS

Moral training pays an important role in shaping up the personality structure of the athlete, because it determines the development and valorisation of his capacities through its orienting and preparatory functions.

After completing the research on the self-assessment of the moral training level, we conclude that athletes, through their aspirations, are in the higher compartment of the pyramid of needs elaborated by A. H. Maslow; the *will* represented by excelling oneself and the *morality* represented by self-control are among the characteristics of the respondents.

From the perspective of morality, we conclude that the respondents guide themselves by personal principles, but, in sports competitions, their behaviour is determined by the observance of the sports branch regulation; however, we do mention the need for a more consistent and better organized moral–volitional education.

We note that the sports regulation is respected not only because of the rules imposed by competition, as the fair-play spirit is highly developed within moral–volitional training; it is expressed in the athlete’s behaviour towards the referee and the

adversary when winning or losing a game, when receiving favourable or unfavourable decisions.

The struggle with the self and the self-control represent the determining factors in the education of the athlete’s will and morality. This is underlined from the perspective of the respondents’ behaviour, as we have concluded that self-control and acceptance of the referee’s decision are predominant in sports behaviour.

The analysis allowed us to understand that athletes are aware of the need for moral training and of the coach’s involvement in this sense. This way, the realization of the sports activity leads to the construction of the athlete’s deep personality, by educating morality and will, given that motivation is important in athletes’ training, in their need of self-assertion / self-accomplishment.

From the preliminary research, our hypothesis is confirmed, as the statistical results obtained show the importance of intellectual and moral–volitional education in the training of performance athletes.

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USING THE MEANS OF TRAINING HAPPEN WITH DIFFERENT PREDOMINANT INFLUENCE COMPARED WITH NARROW SPECIALIZATION IN THE PREPARATION OF 14-15 YEARS OLD MIDDLE-DISTANCE RACE RUNNERS

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Abstract

The results obtained from the runners included in the experiment demonstrates the superiority of the workout with influence mainly different compared with narrow specialization in preparation of the 14-15 years old middle-distance race runners along a competitive year. Best results obtained by the Group experiment is due to higher volume and work assigned to multilateral means of physical training compared to those of narrow specialization. Statistical calculation showed that the differences obtained at the experimental group level and between the control groups and experiment are significant, appropriate some thresholds of significance ($p < 0,05$; $p < 0,01$; $p < 0,001$).

Keywords: *the physical effort, the physical training, the sports training, the strength training.*

INTRODUCTION

Physical preparation is, from the perspective of sports training, the necessary support of manifestation of all components of the training [Ardelean T. 1990/ Bompă T. 2001/ Dragnea A., Teodorescu S.M. 2002, Gagea A. 2006/ Pradet M. 2000]. The high level of performance in sport is due, to a large extent, increased the complexity of the methodology of training, in particular through greater efficiency of the design and planning of teaching [11, Bompă T. 2001/ Barbu C. 1998].

Physical preparation is, from the perspective of sports training, the necessary support of the manifestation of all components of the training [Gârleanu D. 1991/ Ivan P. 2012]. The high level of performance in sport is due, to a large extent, increased the complexity of the methodology of training, in particular through greater efficiency of the design and planning of teaching [Colibaba Evuleț D. ș.a. 1998].

Taking into account current outcomes in tests of middle-distance race we realize that training for these tests were split off from the training for background tests, the middle-distance race becoming more and more a "prolonged sprint" [Mihăilescu L. (2010)].

The majority of specialists in sports training appreciate that programmes for the strength

preparation is necessary to achieve the performance in these tests, needs to target the specific physiological needs and, nevertheless, they are still inadequate, are used methods and means of training in bodybuilding and weightlifting.

Scientific researches [Atanasiu C.L. 1998/ Bompă T.O. 2002/ Pandele L. 1969] shows the fact that educating the workforce in various working regimens is not harmful to children of 8 to 9 years, age at which can begin the preparing for its development.

The fastest growing workforce it produces using of explosive methods of solicitation, eccentric or pliometric with high load peaks, through recruitment-optimization get quick improvement of neuromuscular performance without hypertrophy [Niculescu M. ș.a. 2008]. Usually, these methods are used in "blocks training" for three weeks.

Many researchers have experimentally demonstrated that the development of speed-strength qualities and power-speed is appropriate since childhood or adolescence [Filin V.P. 1971/ Filin V.P., Maslovschi E.A. 1971/ Filin V.P. 1987/ Gagea A. 2006/ Thompson J.R. 1993/ Winckler G. O 1993]. Conducting strength training in different regimes of force, from the age of 8-9 years, enforces to respect some methodical rules: at 11-13