

## EXPERT OPINION STUDY REGARDING THE EFFICIENCY OF THE RUGBY METHODS IMPLEMENTATION DURING THE PHYSICAL EDUCATION CLASSES FOR THE HIGH SCHOOL STUDENTS

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***Abstract:** This article analyses the results of the opinion questionnaire applied to physical education teachers who carry out the teaching-learning-evaluation process with high school students.*

*The research being oriented towards the improvement of the educational system in the discipline of Physical Education and Sport, by diversifying the means of the physical education lesson, it is absolutely necessary to find out the experts' opinions regarding the formative and motivational effects in high school students by applying those in the game of rugby.*

*The answers obtained from the teaching staff who completed the questionnaire highlight several methodical and organisational aspects related to the educational process in the discipline through the application of methods from rugby.*

*The relevant aspects for us are those that answer the questions of how often they can be used, in which moment of the lesson, oriented towards the development of which general drive qualities and what are the impediments to the application of rugby tools in the physical education class.*

*The conclusions formulated following the application of the opinion questionnaire method allow us to correctly orient the research direction, the results of which must have an applicative-formative character and ensure an effective educational process of the physical education class for high school students.*

**Key Words:** *High School Students, Physical Education and Sports Class, Rugby Means, General Motor Skills.*

### INTRODUCTION

Starting from the hypothesis that the rugby methods implemented during the physical education class will improve the general motor skills in high school students, a particular

interest was to know the opinion of the specialists in the field, especially the teachers who teach the discipline of Physical Education and Sport in high school classes.

Although in specialised literature the "Opinion Questionnaire" is treated as a research method, which helps us obtain subjective data and it cannot be operated directly [1, 2] the author Chelcea S. [3, p.182] underlines that the questionnaires 'point to the data impossible to observe directly', "they are not only of opinion, but with their help attitudes, motivation, interests, dispositions and inclinations are studied, in a word, everything that represents the psychology of the person, his subjective experiences".

From what was mentioned by Chelcea, we can say that, by applying the questionnaire, we will highlight the practical-applicative experiences of the teaching staff in the field, which will allow us to correctly orient our research.

Thus, a questionnaire of opinions in digital format was developed, which was applied to a number of 209 physical education and sports teachers from Romania, following several aspects of the organisation of the teaching-learning process of the lesson by applying game-specific means of rugby.

The questionnaire contains 13 questions, and the results of the most relevant answers of the research direction are presented below.

Through the answers to question no. 1, presented in table 1, we tried to highlight the motor training level of high school students.

Most specialists in the field claim that the students' motor training is of an average level, confirmed by 116 teachers who constitute 55.5% of those participating in the survey. Another 63 teachers, 30.1%, are of the opinion that high school students have a high level of training, and 30 of them, 14.4%, believe that their level of motor training is low. The opinions of the high school teachers are argued based on the results of the final evaluation by applying diagnostic tests of motor capacities and compared with the scales at the national level.

**Table 1. Synopsis of questionnaire data regarding the level of motor training of high school students**

No.	The content of the question	Answer options	Answers	(%)
1.	How do you rate the level of motor training of students in your school, especially high school students?	- High	63	30,1
		- Medium	116	55,5
		- Low	30	14,4

An increased interest for us was to see which of the means of sports tests designed in the disciplinary curriculum motivate high school students to practise the physical education classes (Table 2). Respondents had the opportunity to choose several options, to opt for several tests, which, in their opinion, are captivating for students. From the answers received, we notice that the means of team sports games such as football, basketball and handball are the most attractive, with 185, 153 and 128 opinions of physical education and sports teachers, respectively.

With a smaller number, the attractiveness of the sports means of rugby with 99 responses, volleyball with 98, athletics with 74 responses, table tennis with 51 responses and badminton with 42 responses are highlighted. We note that the means of some sports, even if they were ticked fewer times by the participants in the survey, gymnastics, dancesport, swimming, tourism and skiing, for some students, their practice is of interest and are motivating.

**Table 2. Synopsis of the questionnaire data regarding the most motivating sports practised by high school students during the physical education lesson**

No.	The content of the question	Answer options	Answers	(%)
2.	The specific means of which sports tests motivate students to practise the physical education classes in high school? ( <i>check more than one</i> )	- Athletics	74	34,5
		- Gymnastics	28	13,4
		- Basketball	153	73,2
		- Handball	128	61,2
		- Football	185	88,5
		- Rugby	99	47,4
		- Volleyball	98	46,9
		- Table tennis	51	24,4
		- Badminton	42	20,1
		- Dancesport	15	7,2
		- Swimming	14	6,7
		- Tourism/ Sports orientation	11	5,3
		- Skiing	8	3,8
- Other trials	4	2,4		

It is important to notice that the practice of sports in the physical education class is influenced by several factors, among them are material availability, the initial and continuous training of the teaching staff, but also the traditions of the educational

institution, etc. So, in order to motivate the practice of a sport, the role of the teacher is to design and organise the educational process through diversified and engaging means. One of the essential questions, which also reflects the purpose of our research, answered by teachers who teach physical education and sports to high school students is their answer regarding the contribution of rugby equipment on the development of general motor skills in students (Table 3).

**Table 3. Synopsis of questionnaire data regarding the influence of rugby means on the general motor skills of high school students**

No.	The content of the question	Answer options	Answers	(%)
3.	Do you consider that rugby means would help to increase the general motor skills of high school students?	- YES	201	96,2
		- NO	8	3,8

After analysing the data of the form, we find that almost all those questioned, 201 teachers (96.2%), answered affirmatively, so they confirm the hypothesis put forward by us that the means specific to the game of rugby adapted to physical education classes will directly influence the development of motor skills in students.

From the affirmative answer to the previous question, through the following topic it was necessary to highlight how often rugby equipment is used by teachers in physical education and sports classes, in order to influence the specific motor abilities of high school students (Table 4).

**Table 4. Synopsis of questionnaire data regarding the application of rugby tools in the physical education and sports classes of high school students**

No.	The content of the question	Answer options	Answers	(%)
4.	Do you use rugby means in physical education classes with high school students?	- To a very small extent	57	27,3
		- To a small extent	37	17,7
		- Neither to a small nor to a large extent	33	15,8
		- To a large extent	67	32,1
		- To a very large extent	15	7,2

In this sense, it is found that over 40% of the participants in the survey apply the means of the rugby game very little in the teaching process, with 57 (27.3%) answers "to a very small extent" and 37 (17.7%) of "to a small extent" answers. Other teachers, in smaller

numbers (33 of the teachers) apply the means in a moderate volume, they answer "neither to a small extent, nor to a large extent", and constitute 15.8% of the participants. More than 39% of the answers received from the teachers, highlight that they apply the means of the game of rugby "to a great extent" (67 teachers) and "to a very great extent" (15 teachers). This allows us to state that the game of rugby is appreciated by the high school students and its means can be successfully applied in the lesson of physical education and sports to achieve the goal of training general motor skill

Another equally important question suggested to the teaching staff is in which of the links of the physical education and sports lesson can the means of rugby be successfully applied to increase the general motor skills of high school students (Table 5).

From the answers collected, it can be seen that the participants have different opinions, therefore, 74 teachers (35.4%) believe that in the warm - up part, in the three links, the means of rugby will have their greatest efficiency. With more answers, 84 teachers (40.2%) will apply the specific means in the basic part, links four and five, and 23 teachers (11%) believe that the application of the means is more suitable for the closing part of the lesson, links six and seven. A good part of the teachers who answered this question (42 teachers, 20.1%) believe that for the development of general motor skills, through the exercises specific to the game of rugby, they must be applied throughout the lesson, in all links and only 4 of them (1.9%) have other opinions.

**Table 5. Synopsis of questionnaire data regarding the application of rugby tools, within the links of the physical education and sports class**

No.	The content of the question	Answer options	Answers	(%)
5.	In which part of the lesson could you most frequently use means from rugby to increase the general motor skills of high school students?	- In the 'Warm -Up' part (links 1, 2, 3)	74	35,4
		- In the 'While – part' (links 4, 5)	84	40,2
		- In the closing part (links 6, 7)	23	11
		- All of them	42	20,1
		- Other opinions	4	1,9

The answers received from the participants who completed the questionnaire allow us to say that they know the means of the game of rugby as well as their influence on the motor skills of the subjects who practise them.

The next question submitted to the physical education and sports teachers was related to the opinion regarding the formative effects of some means from rugby, applied in the physical education and sports lesson, on high school students, ticking several options from those proposed and completing with others. From the answers given by the specialists, we notice that more of them believe that the means of rugby will generate collaboration and teamwork capabilities (130 answers, 66%) and will increase the attractiveness of the physical education lesson among high school students (123 answers , 58.9%). With fewer answers, they also believe that these means will form some specific game qualities (113 answers, 54.1%), will form general and specific motor skills and abilities (112 answers, 53.6%) and will influence the student's personality.

**Table 6. Synopsis of questionnaire data regarding the formative effects of rugby equipment for high school students**

No.	The content of the question	Answer options	Answers	(%)
6.	In your opinion, what will be the formative effects following the implementation of some means from rugby in the lesson of physical education and sports? <i>(check 2 – 3 options)</i>	- Increasing the attractiveness of physical education and sports classes	123	58,9
		- Increasing the efficiency of the physical education and sports lesson	65	31,1
		- Forming the ability to systematically and independently practise motor activities	62	29,7
		- Forming general and specific motor skills and abilities	112	53,6
		- Developing specific motor skill	113	54,1
		- Developing the ability to collaborate and work in a team	138	66
		- Forming the student's personality	101	48,3
		- Increasing active participation in physical education and sports classes	59	28,2

At the same time, from the teachers' answers to the same question, we highlight the fact that the game of rugby and the specific means of the game applied in the educational process for high school students will influence less on the increase in the efficiency of the physical education and sports lesson (65 answers, 31.1%), on systematic and independent practice of motor activities (62 answers, 29.7%) and on active participation in physical education and sports lessons (59 answers, 28.2%).

For the next question, the specialists had to express their opinion in relation to the motor qualities that can be developed in the physical education and sports classes of high school students by means of rugby (Table 7).

From table 7, which centralizes the answers obtained, it can be seen that using the means of rugby, all the motor qualities can be successfully developed, having approximately the same number of answers, with a predominant influence on coordination abilities and less influence on joint mobility and muscle plasticity .

**Table 7. Synopsis of the questionnaire data regarding the development of motor skills through the means specific to the game of rugby**

No.	The content of the question	Answer options	Answers	(%)
7.	What motor/psychomotor qualities can be developed in the physical education and sports classes by implementing the means specific to the game of rugby? ( <i>check more options</i> )	- Stamina	160	76,6
		- Strength	150	71,8
		- Speed	135	64,6
		- Strength -Speed	139	66,5
		- Coordination abilities	164	78,5
		- Joint mobility and muscle plasticity	64	30,6
		- Other opinions	3	1,4

By the answers to question 8 (Table 8), the impediments faced by the physical education and sports teacher were identified, which makes it difficult to apply rugby tools in the physical education and sports classes to high school students. The respondents, having the opportunity to tick several options, found that the greatest impediments they face to applying the means in rugby are the lack of teaching materials to ensure the effective

teaching of the means during the physical education and sports classes (134 teaching staff, 64.1%), the lack of a sports base or a specially designed field that corresponds to the rigors of the game (131 teaching staff, 64.1%) and the lack of specialised inventory (110 teaching staff, 52.6%).

A smaller number of respondents state that, through the impediments they face, there is the disinterested attitude of the students, both towards the discipline and the sports test (73 teaching staff, 34.9%), the psychological factors of the students (58 teaching staff, 27.8%) and test-specific knowledge (55 teaching staff, 26.3%).

**Table 8. Synopsis of the questionnaire data regarding the impediments to the application of the means specific to the game of rugby during the physical education and sports class**

No.	The content of the question	Answer options	Answers	(%)
8.	What impediments does the teacher of physical education and sport face that diminishes the implementation of rugby tools in lessons with high school students? <i>(check 2 – 3 options)</i>	- The test-specific knowledge	55	26,3
		- The lack of specialised inventory	110	52,6
		- The lack of a sports base	131	62,7
		- The lack of teaching materials	134	64,1
		- The disinterested attitude of the students	73	34,9
		- The psychological factors of the students	58	27,8
		- Other opinions	4	1,9

From the above we can see that the attitude and the psychological factors of the student to a large extent are directly influenced by the lack of sports base, specialised inventory but also by the professional-specific training for the game of rugby of the physical education and sports teacher who carries out the educational process with high school students.

## CONCLUSIONS

Following the analysis of the opinion questionnaire applied to teachers who carry out the educational process with high school students, regarding the application of rugby tools during the class of physical education and sports, the following was highlighted:



- sports games and specific means of games are the most motivating for high school students to practise during physical education and sports classes;
- practising the means from the game of rugby in the lesson of physical education and sports can directly influence the general motor skills of high school students, a fact confirmed by the majority of specialists participating in the survey;
- the means of rugby can be successfully applied in all stages of the physical education and sports lesson. Their correct design and selection will lead to the development of the ability to collaborate and work in a team, increasing the attractiveness of physical education and sports lessons, training general and specific motor skills and the formation of the student's personality.
- the biggest impediments to the correct and effective implementation of rugby tools in physical education and sports lessons are the lack of a specialised sports base, specialised inventory and teaching materials for physical education and sports teachers.

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