

CONSTATATIVE STUDY REGARDING THE EFFICIENCY OF COMMUNICATION IN A TEAM SPORT

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ABSTRACT. Communication is a fundamental condition in the teaching process and helps to crystallize, strengthen the relationships between athletes and coaches. Communication within the team has a complex character, combining different forms, types and means of communication. **Objectives.** One of the objectives is to form a perspective on how athletes perceive communication from athletes-athletes or athletes-coach and vice versa. **Materials and methods.** For a period of 4 weeks different trainings of the children were followed, at which time the survey method was applied, collecting and analyzing their response. **Results.** In this paper, we used the survey method, in which a questionnaire was applied to a number of 70 children (12-14 years) from 3 football teams for children and juniors from Cluj-Napoca. **Conclusions.** Communication is proving to be indispensable in human relations and is present in almost any human activity, regardless of domain.

Keywords: *communication, football, children, relationships.*

REZUMAT. *Studiu constatativ privind eficiența comunicării în cadrul unei echipe sportive.* Comunicarea este o condiție fundamentală în procesul de predare și ajută la cristalizarea și consolidarea relațiilor dintre sportivi și antrenori. Comunicarea în cadrul echipei are un caracter complex, care îmbină diferite forme, tipuri și mijloace de comunicare. **Obiective.** Unul dintre obiective este de a ne forma o perspectivă asupra modului în care sportivii percep comunicarea de la sportivi-sportivi sau sportivi-antrenori și invers. **Materiale și metode.** Pentru o perioadă de 4 săptămâni s-au urmărit diferite antrenamente de copii și juniori, moment în care s-a aplicat metoda anchetei prin completarea unui chestionar, colectând și analizând rezultatele obținute. **Rezultate.** În această lucrare, chestionarul a fost aplicat pe un număr de 70 de sportivi (14-16 ani) din 3 echipe diferite de fotbal din orașul Cluj-Napoca. **Concluzii.** Comunicarea se dovedește a fi indispensabilă în relațiile umane și este prezentă în aproape orice activitate umană, indiferent de domeniu.

Cuvinte cheie: *comunicarea, fotbal, juniori, relații.*

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Introduction

Communication is a fundamental condition in the teaching process and contributes to the crystallization, strengthening of relationships between athletes and coaches. Communication within the team has a complex character, combining different forms, types and means of communication (Şoitu, 1997). The communication is also predefined by Wilson E. as "an action of an organism or a cell that alters the likely patterns of behavior of another organism or of another cell, in an adaptive manner for one or both participants."

The general theory of communication studies the characteristics and relationships between the general factors that facilitate the transfer of a quantity of information from one object to another and, based on the use of operational methods, recommends ways of establishing optimal regimes for the circulation of information within the different types of systems (Popescu-Neveanu, 1979).

The human individual does not exist singly but, through affiliation with other persons, forms groups. Groups are crystallized based on common principles and common aspirations or ideals. After the crystallization of groups an essential role in maintaining them in sustainable forms over time has the group dynamics. Group dynamics is born primarily due to the trends determined by interpersonal relationships. Interpersonal relationships, which include both formal and informal structures, are created based on the communication process, which essentially contributes to the development of societies (Gomboş, 2012).

Two major forms of communication make a teaching process a constructive one, reaching its purpose and objectives, so effective communication in the sports group must be based on a mix between verbal and non-verbal communication. The most common way of communication is oral communication. Non-verbal communication accompanies the verbal one, defining itself in relation to it in a particular way, in the sense of the support it provides through the elements of reinforcement, nuance and motivation of the message. Non-verbal communication is unintentional, it betrays our emotions or attitude even if we do not want it, so we need to be aware that non-verbal messages can sometimes contradict what we say (Fiske, 2003).

Objectives

One of the objectives is to form a perspective on how athletes perceive the communication from athletes-athletes or athletes-coach and vice versa.

Another objective is to find out how the athletes communicate, how they perform the communication act and their opinion about the coach's communication during training and matches.

The last objective is the confidence given to the coach by the athletes, so we try to find out how much they appeal to the coach's advice regarding their personal life.

Materials and methods

For a period of 4 weeks different trainings of the children were followed, at which time the survey method was applied, collecting and analyzing their response. The questionnaire comprises 10 questions with answers from scale 1-5, where 1 means "barely" and 5 means "very well".

This method was used to give a real perspective on the way and the communication relationships within each team, whether we are talking about the athletes-athletes, athletes-coach or coach-athletes relationship.

Results

In this paper, the survey method was used, in which a questionnaire was applied to a number of 70 children (12-14 years) from 3 football teams for children and juniors from Cluj-Napoca.

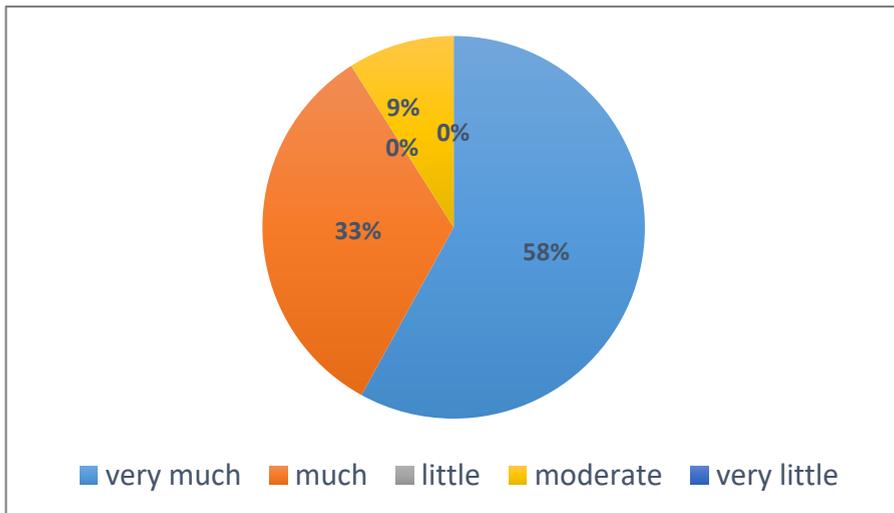


Fig. 1. The importance of communication between coach and athletes

For question No. 1 of the questionnaire, the one in which the communication between coach and athletes during training and matches was expressed, we had 41 athletes who gave 5 (very well) and 23 athletes who

gave 4 (a lot), resulting in the fact that athletes are aware of the importance of communication during training and matches.

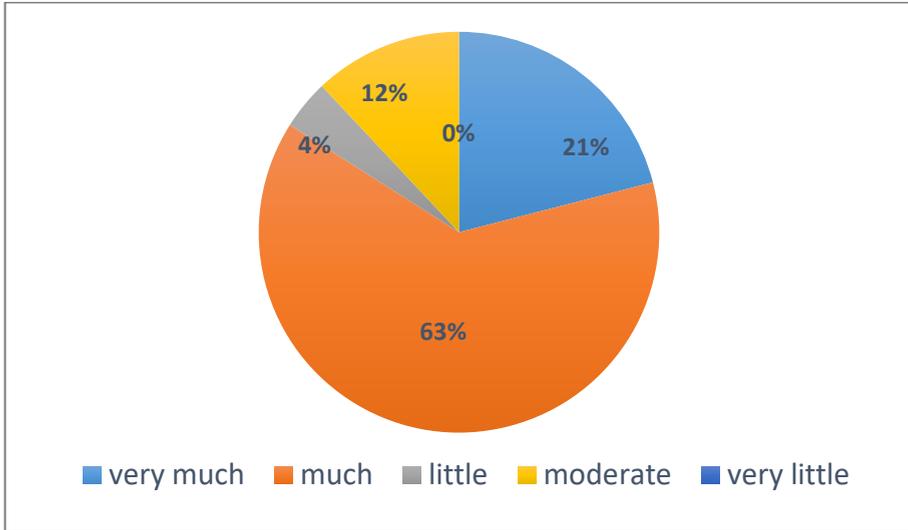


Fig. 2. Using verbal communication by the coach in the teaching act

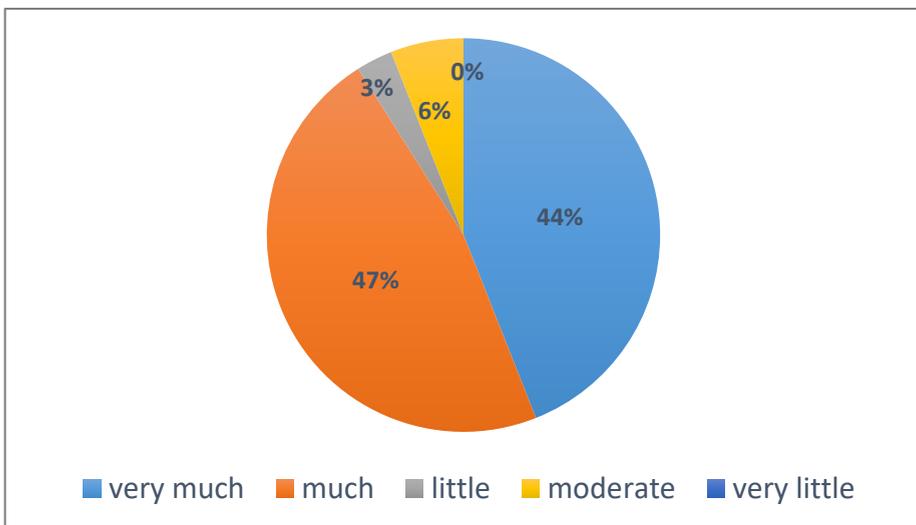


Fig. 3. The act of communication from coach to team

Following the answers given to the use of non-verbal communication by the coach and its efficiency, the highest number of athletes replied that it helps a lot (44), and 15 athletes replied that it greatly helps the body language when the coach explains certain situations.

The percentage of athletes who say they are satisfied and very satisfied with the way the coach communicates with them is 91%. A percentage of 9% replied that they were little or "moderately" satisfied with the communication act regarding the coach's communication with the team.

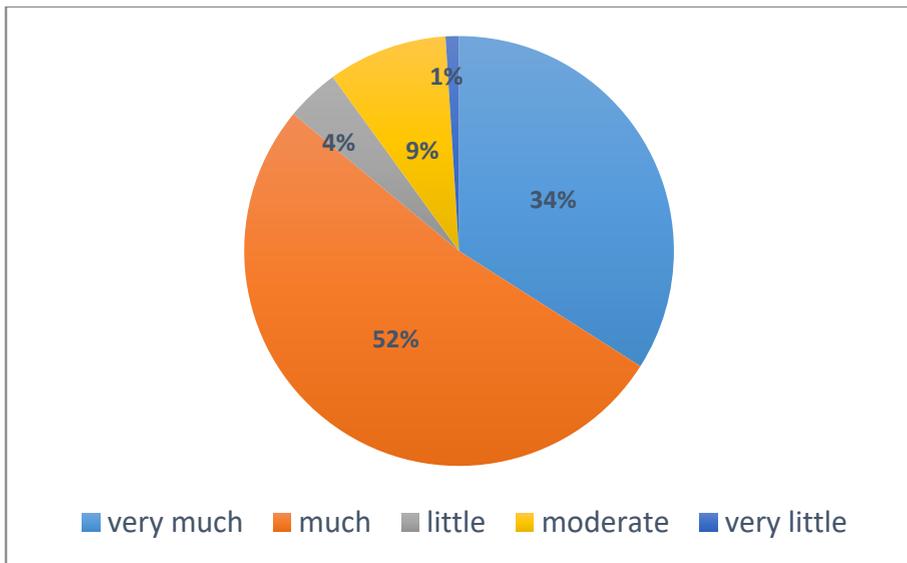


Fig. 4. Encourage and motivated the athletes by the coach in match

When asked about the use of positive words and encouraging expressions by the coach during the matches, the athletes answered that they are very satisfied with a percentage of 52%, and satisfied are 34% of the subjects who completed the questionnaire.

Inter-human relationships are strong when respect and trust are gained by those who interact. Thus, the athletes answered the question "Do you feel intimidated when you talk to the coach?" in a percentage of 83% that they are very little or not at all intimidated by the coach, and a percentage of 10%, knowing that the attitude of the coaches is positive and the children are very close to them having the respect and trust given to them.

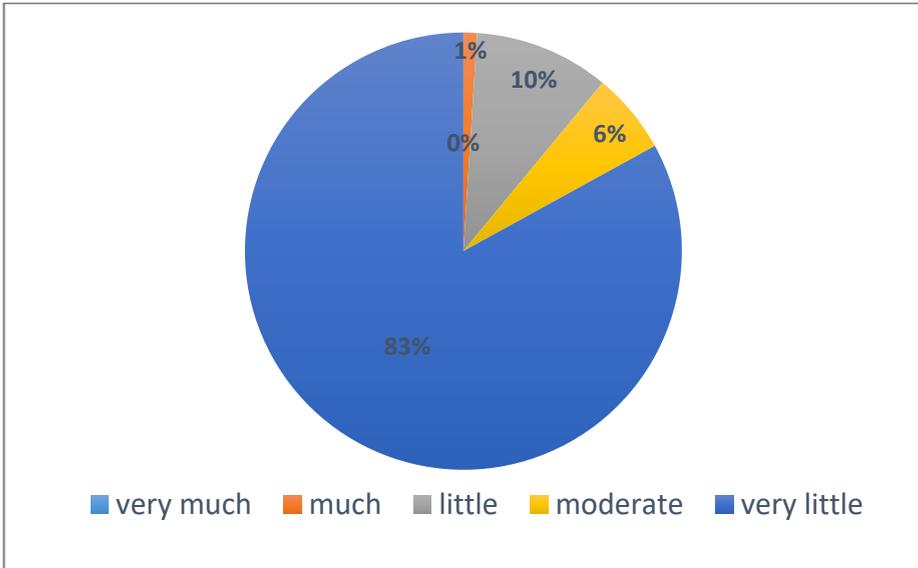


Fig. 5. Communication from athletes-coach outside from teaching act

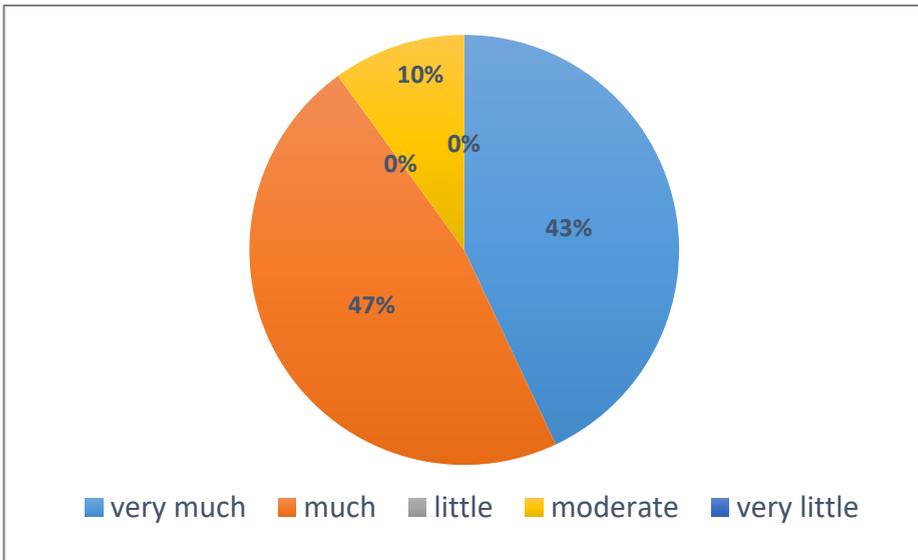


Fig. 6. Relationships between athletes within the team

Good communication relationships between the athletes within the team are beneficial for both them and the coach. They had to respond if they had a good relationship with the other team members, so 90% of the children answered that they have a good or very good communication relationship with the other teammates.

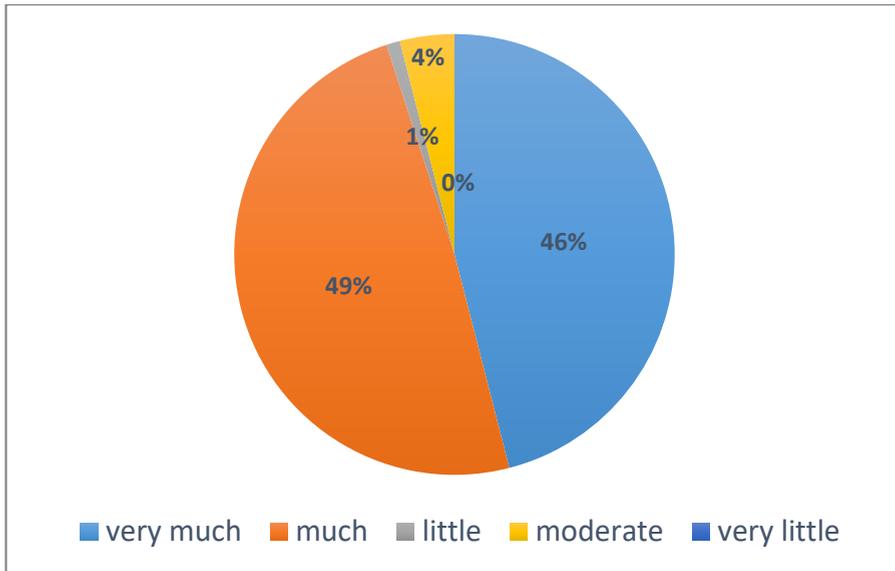


Fig. 7. Relationships between the athletes outside of training

Analyzing the answers to the question "Do you like to keep in touch with your colleagues and outside the team?", I found out that 95% of the subjects keep in touch after leaving the training, demonstrating that the process of interpersonal communication does not end with the completion of the training. Out of the total 70 athletes, only 4 said that they do not keep in touch with colleagues and outside of training. Claim relationships are strengthened and require continuous communication outside the sporting activity.

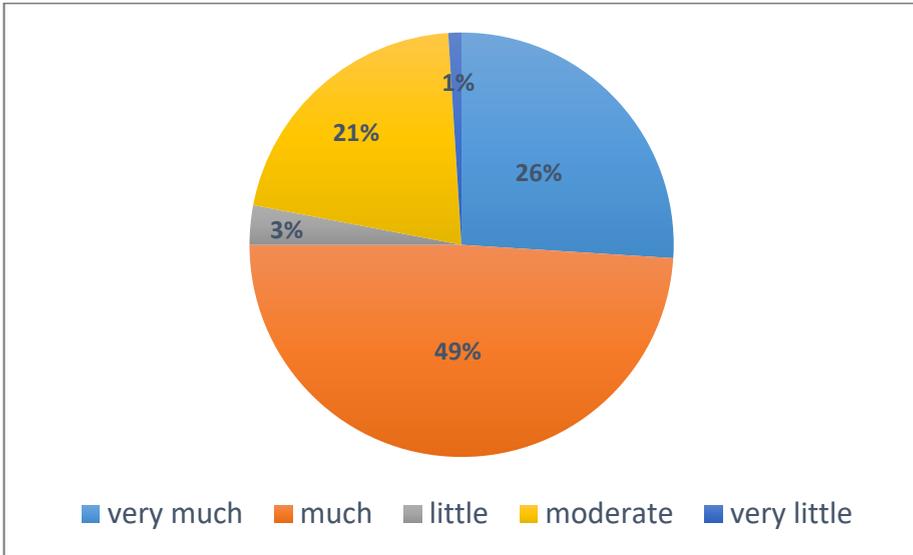


Fig. 8. The confidence gained by the coach within the team

It is known that any trainer, besides the baggage of specialized knowledge, also requires other knowledge from other spheres / fields such as pedagogy, psychology, anatomy etc. He should be able to offer advice to children who turn to his help in different personal problems that they encounter in their development outside the sporting activity. To the question "Does the coach get involved giving advice in solving problems outside the team?" 34 children responded with "a lot", 18 said "a lot", and 15 said that it was involved in a "moderate" way. Gaining the confidence of the children is very important in the teaching act, the coaches have to empathize with them more, to dedicate them to the extra sports life for a healthy development of them.

Conclusions

Due to the fact that care can be approached or you can communicate, it can be said that this process is busy or very much of human life. Communication has been the basis of society for thousands of years and is differentiated from one individual to another. Over time, communication has known several forms, so we can talk about several types of communication: verbal, nonverbal, paraverbal, interpersonal communication, group communication. Also, so that the

communication process is not influenced by certain factors, such as language, it is preferable for the interlocutors to have a common language. During a communication, we must also take into account the temperament of the interlocutor.

Within the team, the coach has an important role in communicating with and between his athletes. Thus, the way he communicates with the athletes, the language used, can give them a perspective on the coach. If the coach uses language accessible to children, uses positives communication, offering advices and encouraging them, the relationship between them can be strengthened. Once this relationship is strengthened, training becomes a pleasure for both athletes and coaches.

Therefore, communication proves to be indispensable in interpersonal relationships and is present in almost any human activity, regardless of the field.

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