

STUDY ON SELF-DEFENSE CLASSES INFLUENCE OVER CONTROLLABLE PSYCHO-PHYSICAL TEMPER OF STUDENTS FROM HIGHER MILITARY EDUCATION

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Abstract: *The aim of the study was asking the students to introduce self-defense thematic area in the subject sheet: Military physical training, including both participation and full involvement in these training activities and influence changes in the psychic of the fighter. The study shows identifying specific advantages of practicing self-defense techniques and illustrates the benefits of deploying self-defense training process. Following the experiment and the processing of the results in the survey the subjects proved a better overall mental development by practicing self-defense techniques and training activities.*

Key words: *self-defense, mental process, behavior control.*

1. Up-to-date topic

Because victory in an armed struggle belongs to the country that has best prepared troops physically and mentally, we should train "as if we were fighting".

To be able to deal with any conflict, the mind must be balanced and the body strengthened. These cannot be achieved only by "improving basic motor and use-applicative skills, but also by specific motor skills specific to the fields and sport tests branches" [1], especially through techniques of self-defense. The great Chinese strategist Sun Tzu said that "there should flow more sweat in training lest

However, I think that there is great progress in understanding that problems arising among countries should not be

there flow more blood on the battlefield.", so only by proper training and close to battle field conditions can we win at all times against any opponent.

A solution to the above problems is to introduce differentiated self-defense practice in the subject sheet - Military physical training, through which students learn to react and emerge victoriously out of a conflict situation [3].

However, I think that there is great progress in understanding that problems arising among countries should not be solved by military force but through communication and understanding, but ultimately we must face any challenge.

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Self-defense techniques, by content, forms and effects show some advantages over other physical exercises, they provide favorable conditions for development of motor qualities simultaneously, as well as mental processes and personality traits.

These reasons explain the need for this thematic area to be included in a differentiated manner in the instruction activities.[3]

Analyzing the essence and content of self-defense techniques we can realize their intense educational- instructive value.

Their functions can be identified with the social integration proper to the educational phenomenon.

The student knows his limits and appropriates reality driving deliberately his acts and actions in preparation for life and struggle, acquiring operational motor skills.

In this complex process, the student is active, observes, thinks, designs, updates, searches and finds solutions that ensure success, performs in relationships with colleagues, partners or opponents.

"Improving motor ability and harmonious physical development"[1] is correlated with influence on personality development in its entirety.

Training, strengthening and improving motor skills especially those specific branches and combat sports in higher education military are particularly important and they correlate with the morpho-functional features and psychomotor transformations characteristic of this period and as well with the changes which occur in this environment.

2. Research hypothesis

We start from the belief that self-defense techniques in training activities can positively influence, among physical and mental general development values, the warrior's training ready to operate in all

environments without fear, full of trust and having a controllable behavior.

3. Objectives of the study

The purpose of the research is to demonstrate that self-defense techniques in training activities may be ways of acquiring knowledge, norms, and social roles, different models, all of which contribute to enriching and improving the motor baggage of the students as well as to their social experience.

4. Reasons for choosing the topic

The main reason for choosing the research topic was my personal observation that a fighter not used to physical fight, but only to virtual fight on paper or computer screen, cannot cope with a fight in front of an opponent who has minimal knowledge of real battle field.

By practicing these techniques in training activities, students learn how to avoid conflict, and in case of force majeure, how to defend themselves, thereby proving a powerful, stable and balanced psychic.

5. Study tasks

The paper tasks are focused on:

- reflecting proposed topics in literature;
- applying and analyzing results obtained from the tests;
- tracking training activities;
- emphasizing the importance of technical training in self-defense.

It was assumed that by the frequent use of the means of self-defense training activities the students will be able to acquire a much better overall mental state due to self-confidence, optimism, discipline and self respect and towards the others.

Successful military actions are based on military confidence in themselves and their comrades.

He who doubts the success of the group, to which he belongs, rarely wins.

Self-confidence, self-knowledge gained through their limits, provides support actions and decisions we make in life [5].

I wanted to investigate one personality traits, namely, self-confidence, by questionnaire method.

6. Research methods

Investigation method by survey [2];[4]

6.1. Research subjects

We asked two groups (20) of students from the "Henri Coandă" Air Force Academy Brasov, applying to both groups 2 types of questionnaire. For the control group (x) the sports training process didn't previously include a range of self-defense training techniques. The experimental group (y) has undergone a training process centered on self defense techniques, spread over 2 semesters (10 months), 48 hours included in the syllabus/training sheet and 640 hours outside the training plan (Self-defense reunion).

Rules of the survey are:

- each true statement is given two points and each false statement a point. They can amount 12 to 24 points.

Questionnaire 1

1. Overall, I am satisfied with myself.
2. If a colleague would ask for advice in solving a problem, I'd do it without hesitation.
3. I could practice any profession successfully.
4. Table no.1 Results of survey no. 1
5. I am capable of doing things as well as others.
6. I am a reliable person to my friends.
7. I can deliver a speech in front of colleagues.
8. If someone tries to place himself forward in line I tell him that I'm standing in a row.
9. I succeed in everything I do.
10. Sometimes I feel very useful.
11. I say it out loud when I disagree with friends.
12. I support my point of view even if no one approves.
13. I do not feel exhausted by everyday problems.

The results obtained by filling Questionnaire 1 are displayed in Table 1.

Table1

Control group			The experimental group		
No	Name and Surname (Initials)	Result questionnaire	No	Name and Surname (Initials)	Result questionnaire
1	AS	14	1	AV	16
2	BG	12	2	AG	18
3	CD	18	3	BI	18
4	CT	20	4	BR	24
5	DG	22	5	CA	22
6	FS	12	6	EM	18
7	KA	13	7	FD	15
8	PA	16	8	GM	16
9	RM	17	9	I p.	20
10	VI	19	10	IO	19
Total		163	Total		186

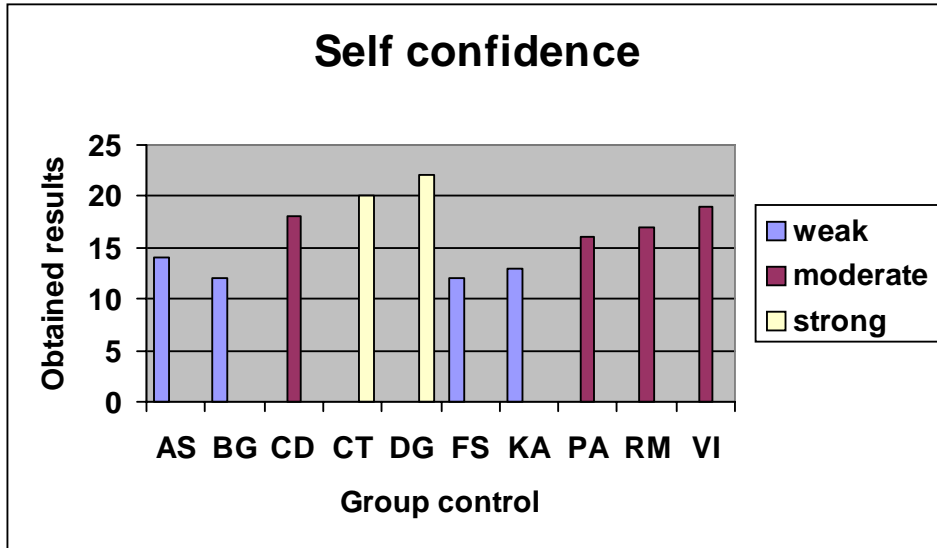


Fig.1. *Self-confidence average (control)*

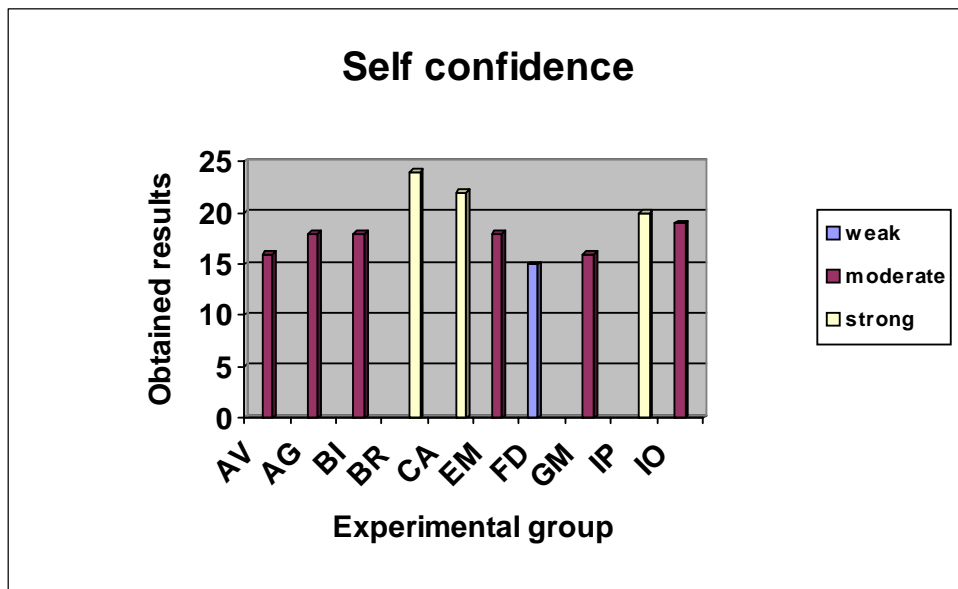


Fig.2. *Self confidence (experimental)*

Changing the selections of the answers in questionnaire 1, we can say that in the group Y (experimental), the students have a higher percentage (90%), a stronger personality, with confidence in their actions, in relation to students of group X (control) 60%, the difference being 30%.

7. Results

7.1. Interpretation of results (fig.1)

12 to 15 points - you have a low self confidence. It is worth meditating on this.

16 to 19 points - you're in line with the majority. Not bad but not good, you have moderate confidence in you. You should have a stronger personality.

20 to 24 points - you're a strong personality with confidence in your own abilities.

The following questionnaire measures aspects of violence / aggression: physical aggression, verbal aggression, anger/obsession, hostility. It is known that in an armed conflict, if there is a leader who also has manager and leader qualities and has a permissive democratic leadership style, there are many personality conflicts between members, so it is very important to know to avoid them. The questionnaire contains items with multiple choice answers. For each item is given a score from 1 to 5 as follows: variant *a* is granted 5 points, *b* is given 4 points, *c* is given 3 points, 2 points for *d* and *e* is given 1 point.

Questionnaire 2

1. Sometimes I cannot control the urge to hit someone.
 - a. Very uncharacteristic for me.
 - b. Somehow uncharacteristic for me.
 - c. Less characteristic.
 - d. Somehow characteristic of me.
 - e. Very characteristic of me.
2. I quickly lit but I go as fast.
 - a. Very uncharacteristic for me.
 - b. Somehow uncharacteristic for me.
 - c. Less characteristic.
 - d. Somehow characteristic of me.
 - e. Very characteristic of me.
3. If I am challenged, I might hit a person.
 - a. Very uncharacteristic for me.
 - b. Somehow uncharacteristic for me.
 - c. Less characteristic.
 - d. Somehow characteristic of me.
 - e. Very characteristic of me.
4. When frustrated, I express my irritation.
 - a. Very uncharacteristic for me.
 - b. Somehow uncharacteristic for me.
 - c. Less characteristic.
 - d. Somehow characteristic of me.
 - e. Very characteristic of me.
5. Sometimes I cannot control the urge to strike another person.
 - a. Very uncharacteristic for me.
 - b. Somehow uncharacteristic for me.
 - c. Less characteristic.
 - d. Somehow characteristic of me.
 - e. Very characteristic of me.
6. If someone hits me, I hit myself.
 - a. Very uncharacteristic for me.
 - b. Somehow uncharacteristic for me.
 - c. Less characteristic.
 - d. Somehow characteristic of me.
 - e. Very characteristic of me.
7. Sometimes I feel like a powder keg ready to explode.
 - a. Very uncharacteristic for me.
 - b. Somehow uncharacteristic for me.
 - c. Less characteristic.
 - d. Somehow characteristic of me.
 - e. Very characteristic for me.
8. I feel like fighting more often than most peers.
 - a. Very uncharacteristic for me.
 - b. Somehow uncharacteristic for me.
 - c. Less characteristic.
 - d. Somehow characteristic of me.
 - e. Very characteristic of me.

9. If I must resort to violence to protect my rights, I will.

- a. Very uncharacteristic for me.
- b. Somehow uncharacteristic for me.

The results obtained by filling Questionnaire 2 are displayed in Table 2

- c. Less characteristic.
- d. Somehow characteristic of me.
- e. Very characteristic of me.

10. I am a calm / balanced temper.

- a. Very characteristic of me.
- b. Somehow characteristic of me.
- c. Less characteristic.
- d. Somehow uncharacteristic for me.
- e. Very uncharacteristic for me.

Table 2

Control group			The experimental group		
No	Name and Surname Initials	Result questionnaire	No	Name and Surname Initials	Result questionnaire
1	AS	25	1	AV	35
2	BG	31	2	AG	33
3	CD	34	3	BI	31
4	CT	19	4	BR	50
5	DG	40	5	CA	48
6	FS	26	6	EM	36
7	KA	29	7	FD	36
8	PA	33	8	GM	38
9	RM	50	9	I p.	50
10	VI	46	10	IO	48
Total		333	Total		405

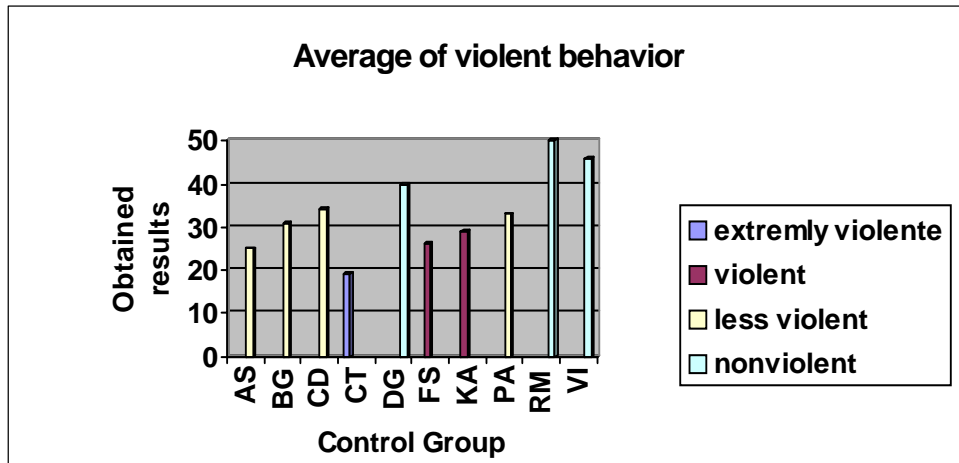


Fig.3. Average of violent behavior (control)

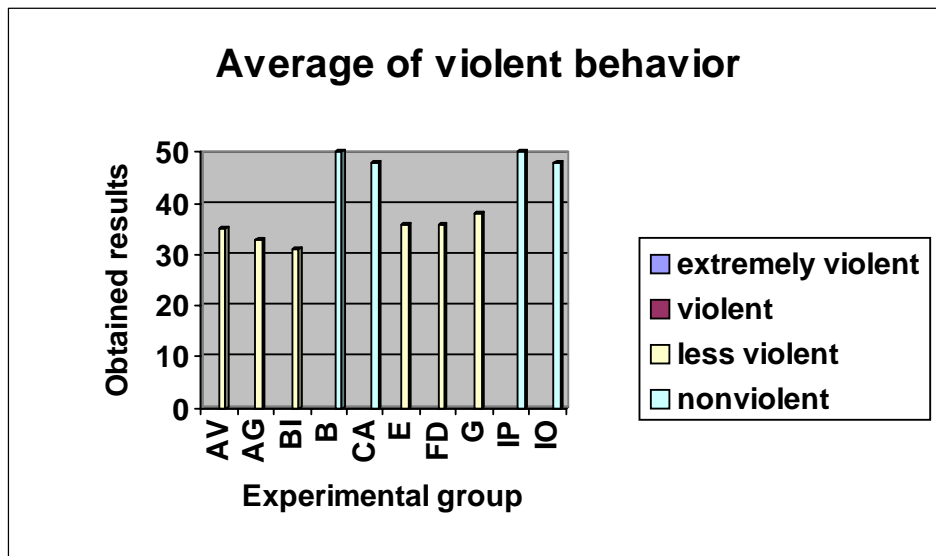


Fig. 4. Average of violent behavior (experiment)

7.2. Interpretation of results

Following psychological testing has found that students in the experimental group had superior results to those of the control group to the test of faith, and the violence one too, which demonstrates an improvement in general mental state as a sequel to acquiring self-defense skills.

8. Conclusions and recommendations

Following the experiment, the processing of the results obtained in the survey by questioning the subjects, I noticed a better overall mental development due to the practicing of self-defense techniques and training activities which can highlight the following conclusions:

- The research hypothesis was confirmed;
- Comparing results from the two groups on psychological tests, we found that the use of self-defense techniques had a positive effect on self-confidence and how to think and act in a conflict situation for students in the experimental group;

- By using techniques of self-defense, training activities have become more attractive, more interesting, more useful, contributing to increased efficiency of the whole educational instruction process, fact which is proven by decreasing “the medical exemptions”, attendance, increase in the number of participants at the sport and military activities.
- The increased interest of students for participation in training and at the end of the academic year there has been seen a significant reduction in the number of absences in military physical education classes for the experimental group.

All these findings help to confirm the hypothesis, in that self-defense technique in military physical education lesson makes real progress in the development of behavior so much needed by the warrior and therefore I propose to use these techniques in training activities.

The research results lead me to recommend the use of self-defense techniques in training differentiated

activities, starting with techniques of judo, continuing with karate and with their application and ending with the fight of a passive partner, semi-active and active due to their beneficial effect on the physical and mental harmony.

Also, I suggest that teachers with moral responsibility of the trainer be in search of new methods and means in order to create the framework of interesting activities, attractive and applicable, by which “a positive transfer of knowledge and skills” should be done. [1]

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