

ASPECTS OF RUGBY-TAG APPLICABILITY IN ROMANIAN RURAL SCHOOL SYSTEM

A. OPREAN¹ A. PELCZER²

Abstract: *The first purpose of this study is to reveal the popularity of Rugby-tag amongst second school children and the educational valences of this sport. This non-contact form of Rugby may attract girls and boys as well and this may stimulate the participation to the PE class and the inclusion in educational system in general. The data was collected for randomly selected 100 pupils from secondary school in Garbesti, Iasi. From the selected subjects 50 were boys and 50 girls. All the subjects were involved in Rugby-tag activities for at least one year. The children involved in Rugby-tag activities in and beside the school curricula, proved a better percentage of attendance in the PE classes but to other classes as well. The questioned children responded positively to the implementation of Rugby-tag in their school. The results of the study conducted by us prove an improvement in the school attendance for the PE class and not only.*

Keywords: *pupils, attendance, PE class*

1. Introduction

Rugby Tag is a variation of contactless rugby game that can be safely practiced in Physical Education classes, afterschool programs or at the end of the week in a recreational environment. This form of rugby is a necessity to separate the creative part of the rugby game from the labor and physical demands. [1], [2], [3], [7], [8]

Although regarded with skepticism at first, this form of rugby has proven to be very useful and attracted many followers who, for various reasons, were left aside by contacts in other forms of rugby. The

Rugby-tag has the great advantage that they can play on any surface. [4], [5]

Without any contact with the ground, it can be played on grass, artificial surface, and bitumen, in halls or outdoors. In this game, all players have the opportunity to run, pass or score, regardless of the role played, size, shape, gender or abilities. [5]

The emergence of tag rugby, a contactless rugby form, has encouraged a few good people in collaboration with FRR to introduce this sport into Physical Education classes. This sport can be practiced in modest conditions, it can be played on bitumen surfaces, in halls, on parquet, so it perfectly adapts to the

¹ *Alexandru Ioan Cuza University (Iasi, Romania)*

² *Girbesti Secondary School (Iasi, Romania)*

conditions of practicing sport in Romanian schools. [6] The rugby tag is suitable for schools in small age groups, so the risk of injury is very small. Also, all children in a class, regardless of gender, dimensions of skill levels and motor skills, can be included in all of these activities. [4]

After a small start, in 2010, rugby entered our school curriculum as an alternative sports activity. Hundreds of schools and high-schools across the country have joined the Rugby Federation and Galaxy Sport Association's inaugural program. Now, rugby-tag is part of the National Sports School Olympiad. In 2016 there are about 400 teachers teaching this sport and 5,000 practitioners. [9] We currently expect that the number of it is rising, with more and more teams being present at the competition.

2. Objectives

On various occasions, in schools where this activity was introduced, the effect it has on pupils has been observed; the way students are influenced by Rugby Tag.

We want to highlight the level of satisfaction produced by this physical activity in rural areas.

At first sight, the greatest satisfaction is given by the feedback received from the children in the fifth grade; they know that in the school rugby is played. Almost all the pupils have seen a rugby ball before, and played at home with the brothers or neighbors. In rural areas, this is the sign that rugby tag has broken the barrier of physical education classes and has reached the "village streets" where it is taught. For both teachers and children, it is a pleasure to play and learn together this wonderful sport, and the physical education classes at school becoming

much more enjoyable for both children and teachers.

3. Hypothesis

We assume that student satisfaction is positively influenced by the introduction of rugby tag in physical education classes.

We assume that school absenteeism rate is influenced by the introduction of Rugby-tag in physical education and sports classes at a rural school.

4. Material and Methods

The subjects of the research are the pupils of the Gârbesti School, Iasi County. The study involves all the students of Gârbesti School. The absenteeism rate was analyzed at the start of the study, this being compared to the corresponding level in years prior to the implementation of the rugby in the gymnasium school of Gârbeşti.

A statistical analysis was made of the presence at Physical Education during one month of 2018 and the presence during the same month of 2012 at the same age levels.

To determine the level of satisfaction with the implementation of Rugby-tag in physical education, 112 pupils, 52 girls and 60 boys in grades V-VIII are questioned. There were elected students of the V-VIII grades, participants in Physical Education and Sports.

The study items are as follows:

1. Are you satisfied with practicing Rugby-tag at Physical Education and Sport lesson?

2. Does the content of Physical Education and Sport match your expectations?

3. What is your opinion on the fact that

the team is made up of girls and boys?

4. Would you like to replace the Rugby-tag game with another sport?

5. Are you delighted with participating in Rugby-tag competitions?

5. Results and Discussions

According to the interpretation of statistical data on attendance at PE classes, we found the following:

In physical education classes where were performed games and Rugby-specific exercise exercises, the presence at classes increased to the majority of the studied classes.

We recall that the study regarded students participating in the teaching process, with the exception of children

with permanent medical relief, those absent on sickness and those who abandoned school for socio-economic reasons. The presence of 112 pupils from the gymnasium cycle classes was analyzed.

We find that at the 5th grade level, it is the only situation where the percentages remain the same. At the other classes the percentage of attendance increased by 3, 4 percent. These results indicate an increased interest of students towards Physical Education and Sports. Previous studies with the same topic indicate a high level of interest among students, generated by the accessibility of this sport discipline. [5] It was also found that pupils' presence and interest increased considerably during the Rugby-tag competitions.

Table 1
Frequency of attendance at Physical Education and Sport lesson

Year	5th grade	6th grade	7th grade	8th grade
2012	98%	94%	94%	91%
2018	98%	97%	98%	94%

After analyzing the items of the study, we extracted the following results:

Item 1 - highlights the students' desire to play Rugby-Tag and the joy of engaging in this type of physical activity. The percentage of the satisfied and the very satisfied is 78%. Only 21% are indifferent to this activity and only 1% are unhappy. These results support the theory that Rugby-tag is a physical activity of great interest among children. [6]

Item 2 - supports Item 1, so students are pleased with the 80% overtime. Here we highlighted the components of Physical Education and Sports, which preceded the bilateral rugby tag game. Students mention that the specific rugby means are of high interest.

Item 3 - highlights an increased level of tolerance that the boys have shown by accepting girls as an equal player, putting aside prejudices. Thus, 88% of students approve the mixed teams. Also, the girls' desire to play with boys highlights the educational valences and the accessibility of this sport discipline. [5], [6]

Item 4 - this item proves that 72% of the students sustain continuity of this activity, 23%, mostly boys want to replace rugby with football. Still, students tend to understand that the school's logistical facilities do not allow a very varied activity to take place during Physical Education and Sports classes.

Item 5 - this is the item with the highest percentage of 91%, indicating an

increased effect of the Rugby-tag competition component. As a matter of fact, the highest rate of presence in the period before the sports competitions was also found.

6. Conclusions

We conclude that Rugby-tag play positively influences the students' interest in Physical Education and Sports, the means specific to this sport being a way of attracting students to physical activities.

The percentage of students participating in Physical Education and Sport is noticeably improved as a result of the introduction of this sport into the curriculum of rural students. In the near future, we want to launch similar studies with applications in urban schools.

We can highlight the social component of this sport by the fact that the students studied have a high degree of tolerance for the participation of all students, regardless of gender, in physical activities. The accessibility supported by the promoters of this sport is confirmed by the fact that students appreciate the involvement of all students in specific activities, regardless of gender, motor capacity or availability of physical exercise.

The competitive side of this physical activity proves once again the catalyst of the interest shown by students for the Physical Education and Sports classes. The period of the sports competitions is the most appreciated period for the studied students and they show the maximum

interest for the physical activities, during this period.

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