

CCEFSK



„1 Decembrie 1918” University of Alba Iulia
Research Center for Physical Education, Sport &
Kinesiotherapy



BOOK OF ABSTRACTS

International Student Conference
**SPORT ACTIVITIES & REHABILITATION
IN CONTEMPORARY SOCIETIES**
2nd edition

**Duplex hybrid event
25th of May 2022**

EDITORS

ANGEL-ALEX HĂISAN

SABINE GOEMINNE

PETRONELA-LĂCRĂMIOARA HĂISAN

BOOK OF ABSTRACTS

International Student Conference

**SPORT ACTIVITIES & REHABILITATION
IN
CONTEMPORARY SOCIETIES**

2nd edition

Duplex hybrid event

Physical venues:

Vives University of Applied Sciences, Belgium

&

“1 Decembrie 1918” University of Alba Iulia, Romania

Virtual venue:

Zoom platform

Official opening 10:00 AM (Brussels time), 25 May 2022

Partial or complete reproduction, by any means, without prior written consent of the authors and the publishing house is strictly prohibited.

ISSN 2821 - 6555
ISSN-L 2821 - 6555

© Authors, 2022, All rights reserved

Printing done at
„1 Decembrie 1918” University of Alba Iulia Printing House

„1 Decembrie 1918” University of Alba Iulia
Aeternitas Publishing House
13 Unirii Street
RO 510009 Alba Iulia
Tel: 0258811412, ext.122
E-mail: editura_aeternitas@yahoo.com
www.editura-aeternitas.ro



BOOK OF ABSTRACTS

International Student Conference

SPORT ACTIVITIES & REHABILITATION IN CONTEMPORARY SOCIETIES 2nd edition

Duplex hybrid event

Physical venues:

Vives University of Applied Sciences, Belgium

&

“1 Decembrie 1918” University of Alba Iulia, Romania

Virtual venue:

Zoom platform

Official opening 10:00 AM (Brussels time), 25 May 2022

Editors

Angel-Alex Hăisan

Sabine Goeminne

Petronela-Lăcrămioara Hăisan

AETERNITAS PUBLISHING HOUSE

ALBA IULIA

2022

CONTENTS

SCIENTIFIC COMMITTEES	7
ORGANIZING COMMITTEE	9
PROGRAM	11
EDITORS	15
KEYNOTE SPEAKERS	21
PHYSICAL EDUCATION DURING PANDEMIC TIMES	21
ANGEL-ALEX Hăisan	
LEARNING BASIC LIFE SUPPORT USING RECIPROCAL PEER LEARNING.....	23
TOM Madou	
GUEST SPEAKERS	25
PERSPECTIVES OF OLYMPIC EDUCATION IN SCHOOL	25
ALEXANDRU Mureșan & CODRUTA Bulduș	
INTERNATIONAL COLLABORATION WITH ACADEMIC AND HEALTH ENTITIES – A POWERFUL CATALYZER ON RESEARCH AND THE QUALITY OF MEDICAL AND THERAPY SERVICES	29
IULIA GABRIELA Onac	
GOOD PRACTICES IN RURAL ROMANIAN COMMUNITIES	35
DALINA Borcan	
ABSTRACTS	37
PHYSICAL EDUCATION & SPORT PANEL	37
THE EFFECT OF EMOTIONAL STRESS ON COMPETITIVENESS	37
TODOR Cucea	
AWARENESS OF THE IMPORTANCE OF PHYSICAL EDUCATION ACTIVITIES BY PARENTS OF PRESCHOOL CHILDREN	39
NICOLETA CRISTINA Truța	
FEMINISM IN THE ROMANIAN FOOTBALL PHENOMENON	41
ANDREEA-MARIA Olariu	
EMOTIONAL INTELLIGENCE, PERCEIVED SELF-EFFICACY AND JOB SATISFACTION IN PRE-UNIVERSITY PE TEACHERS	43
ANCA Marina	

DISCIPLINE DEVELOPMENT THROUGH PHYSICAL ACTIVITIES	45
<i>IOAN ANDREI Sfetcu</i>	
THE EFFECT OF KICK BOXING SPORT ON COGNITIVE PROCESSES AND ATTENTION LEVEL	47
<i>DILARA Keles , MURAT Tekin</i>	
KINESIOTHERAPY PANEL	49
EMOTIONAL INTELLIGENCE - THE RELATIONSHIP BETWEEN PARENTS AND CHILDREN.....	49
<i>IONELA-AURA Miclea</i>	
STUDENT'S WALK EVALUATION	51
<i>IULIA GABRIELA Bordea</i>	
THE IMPACT OF ONLINE SCHOOLING ON THE POSTURE AND PSYCHE OF HIGH SCHOOL STUDENTS	53
<i>ANDREEA Nistor</i>	
"GALILEO" APPARATUS AND MUSCLE MASS INCREASE	55
<i>DENISA Muntean</i>	
ILIOPSOAS MUSCLE AND BACK PAINS	57
<i>BOGDAN CRISTIAN Tima</i>	

SCIENTIFIC COMMITTEES

Physical education & sport panel

EMILIA FLORINA Grosu, Professor, "Babeş-Bolyai" University of Cluj-Napoca, Romania

ALEXANDRU Mureşan, Professor, "Babeş-Bolyai" University of Cluj-Napoca, Romania

MURAT Tekin, Professor, Karamanoğlu Mehmetbey University, Turkey

SABINE Goeminne, Lecturer, VIVES University College, Belgium

ANGEL-ALEX Hăisan, Lecturer, "1 Decembrie 1918" University of Alba Iulia, Romania

DANIELA Pandulcheva, PhD, "St. Cyril and St. Methodius" University of Veliko Tarnovo, Bulgaria

Kinesiotherapy panel

ALEXANDRU Acsinte, Professor, "Vasile Alecsandri" University of Bacău, Romania

STEFANIYA Belomazheva-Dimitrova, Assoc. Prof., "St. Cyril and St. Methodius" University of Veliko Tarnovo, Bulgaria

CODRUȚA FLORINA Bulduş, Lecturer, "Babeş-Bolyai" University of Cluj-Napoca, Romania

LIANA CARMEN Nagy, Lecturer, Oxford Brookes University, Great Britain

NICOLA Mancini, Dr. University of Foggia, Italy

NICOLE Maoussier, Docente, University of Rome "Foro Italico", Italy

ORGANIZING COMMITTEE

NIKOLAOS Mavritsakis, Assoc. Prof., "1 Decembrie 1918" University of Alba Iulia, Romania

GINA Groza Gogean, Assoc. Prof., "1 Decembrie 1918" University of Alba Iulia, Romania

ANGEL-ALEX Hăisan, Lecturer, "1 Decembrie 1918" University of Alba Iulia, Romania

SORIN Șimon, Lecturer, "1 Decembrie 1918" University of Alba Iulia, Romania

CRISTINA MARIA Man, Lecturer, "1 Decembrie 1918" University of Alba Iulia, Romania

LIANA MARIA Costea, Lecturer, "1 Decembrie 1918" University of Alba Iulia, Romania

CODRUȚA Negriu Tiuca, Lecturer, Prof., "1 Decembrie 1918" University of Alba Iulia, Romania

MIRCEA-NICOLAE Ordean, Lecturer, "1 Decembrie 1918" University of Alba Iulia, Romania

OVIDIU Dragos, Lecturer, "1 Decembrie 1918" University of Alba Iulia, Romania

RĂZVAN GHEORGHE Rusu, Lecturer, "1 Decembrie 1918" University of Alba Iulia, Romania

VASILE EMIL Ursu, Lecturer, "1 Decembrie 1918" University of Alba Iulia, Romania

PETRONELA LĂCRĂMIOARA Hăisan, Assist. Prof., "1 Decembrie 1918" University of Alba Iulia, Romania

ADELA Neamțu-Popescu, Assist. Prof., "1 Decembrie 1918" University of Alba Iulia, Romania

GABRIEL ALEXANDRU Petrovici, Assist. Prof., "1 Decembrie 1918" University of Alba Iulia, Romania

NICOLETA ADINA Nicolescu-Șeușan, Assist. Prof., "1 Decembrie 1918" University of Alba Iulia, Romania

ALIN CRISTIAN Rosa, Assist. Prof., "1 Decembrie 1918" University of Alba Iulia, Romania

RAUL-IOAN Muntean, Assist. Prof., "1 Decembrie 1918" University of Alba Iulia, Romania

VLAD TEODOR Grosu, Lecturer, Technical University of Cluj-Napoca, Romania

IULIA GABRIELA Onac, Vice-President of the Maria Beatrice Association of Alba Iulia

SABINE Goeminne, Lecturer, VIVES University of Applied Sciences, Belgium

PROGRAM

(Romania time zone)

11:00 – 11:15

Opening speech – GUEST SPEAKERS

ALEXANDRU Mureşan & **CODRUTA** Bulduş

President of the Romanian Olympic Academy - Cluj branch

Secretary of the Romanian Olympic Academy - Cluj branch

Perspectives of Olympic Education in School

PHYSICAL EDUCATION & SPORT PANEL

CHAIRWOMAN

CODRUȚA Negriu Tiuca

Lecturer, „1 Decembrie 1918” University of Alba Iulia, Romania

11:15 – 11:30

Keynote speaker

ANGEL-ALEX Hăisan

Lecturer, „1 Decembrie 1918” University of Alba Iulia, Romania

Physical education during pandemic times

11:30 – 11:40

TODOR Cucea

Student „1 Decembrie 1918” University of Alba Iulia, Romania

The Effect of Emotional Stress on Competitiveness

11:40 – 11:50

NICOLETA CRISTINA Truța

Student „1 Decembrie 1918” University of Alba Iulia, Romania

Awareness of the Importance of Physical Education Activities by Parents of Preschool Children

11:50 – 12:00

ANDREEA-MARIA Olariu

Student „1 Decembrie 1918” University of Alba Iulia, Romania

Feminism in the Romanian Football Phenomenon

12:00 – 12:10

ANCA Marina

Student „1 Decembrie 1918” University of Alba Iulia, Romania

Emotional intelligence, perceived self-efficacy and job satisfaction in pre-university PE teachers

12:10 – 12:20

IOAN ANDREI Sfetcu

Student „1 Decembrie 1918” University of Alba Iulia, Romania

Discipline Development Through Physical Activities

12:20 – 12:30

DILARA Keles^a & **MURAT** Tekin^b

^a Student & ^b Professor at Karamanoğlu Mehmetbey University, Turkey

The Effect of Kick Boxing Sport on Cognitive Processes and Attention Level

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

12:30 – 12:45

Guest speaker

DALINA Borcan

Director of Happy Faces Camp

Good practices in rural Romanian communities

30 minutes coffee break

KINESIOTHERAPY PANEL

CHAIRMAN

MIRCEA-NICOLAE Ordean

Lecturer, „1 Decembrie 1918” University of Alba Iulia, Romania

13:15 – 13:30

Keynote speaker

TOM Madou

Lecturer, VIVES University of Applied Sciences, Belgium

Learning basic life support using reciprocal peer learning

13:30 – 13:40

IONELA-AURA Miclea

Student, „1 Decembrie 1918” University of Alba Iulia, Romania

Emotional Intelligence - The Relationship Between Parents and Children

13:40 – 13:50

IULIA GABRIELA Bordea

Student, „1 Decembrie 1918” University of Alba Iulia, Romania

Student's Walk Evaluation

13:50 – 14:00

ANDREEA Nistor

Student, „1 Decembrie 1918” University of Alba Iulia, Romania

The Impact of Online Schooling on the Posture and Psyche of High School Students

14:00 – 14:10

DENISA Muntean

Student, „1 Decembrie 1918” University of Alba Iulia, Romania

"Galileo" Apparatus and Muscle Mass Increase

14:10 – 14:20

BOGDAN CRISTIAN Tima

Student, „1 Decembrie 1918” University of Alba Iulia, Romania

Iliopsoas muscle and Back Pains

Editors

Angel-Alex Hăisan

Sabine Goeminne

Petronela-Lăcrămioara Hăisan

14:20 – 14:35

Guest speaker

IULIA GABRIELA Onac

Vice president of the Maria Beatrice NGO

*International Collaboration with Academic and Health Entities – A Powerful
Catalyzer on Research and the Quality of Medical and Therapy Services*

14:35 – 14:50

Closing speech

SORIN Şimon

*Director of the Department of Physical Education and Sport
„1 Decembrie 1918” University of Alba Iulia, Romania*

EDITORS

Angel-Alex Hăisan (born in Piatra-Neamț, Romania, April 1983) is since 2016 a lecturer at the Department of Physical Education and Sport, from the Faculty of Law and Social Sciences of the “1 Decembrie 1918” University of Alba Iulia, Romania, where beside his didactic attributions, which include courses like “Scientific research methods”, “Motor and somatofunctional assessment”, “Fitness”, “Methodology of teaching volleyball in school”, “History of physical education” or “Corporal expression and eurythmy”, he is the Director of the Research Center for Physical Education, Sport & Kinesiotherapy and the Erasmus+ departmental coordinator.

He received his multidisciplinary education at the Babes-Bolyai University of Cluj-Napoca, Romania, studying, at Ph.D. level Sport Sciences (2019-present) and Sociology (2008-2013), at master level Management of Sport Structures and Activities (2007-2008) and at bachelor level Business Administration (2002-2008) and Physical Education and Sport (2003-2007).

His past work experience is closely related to the domain of physical education and sports, being an ex-professional volleyball player (LPS Piatra Neamț, 2002-2003), secretary of the Palestra Center (Babes-Bolyai University of Cluj-Napoca, Romania, 2007–2009) and a fitness instructor at the Faculty of Economics and Business Administration (Babes-Bolyai University of Cluj-Napoca, Romania, 2008 – present), but in the same time to the research one, as a postdoctoral fellow (Institute of National Economy, Romanian Academy, 2014-2015).

His international experience began with the participation to the European Cups (2002), as a professional volleyball player and with a Work & Travel experience in the United States of America (2005) and an Erasmus study grant at the Faculty of Communication Science (University of Teramo, Italy, 2006-2007), as a student and it continue to develop, as an invited researcher, at the Department of Communication and Social Research of the Sapienza University of Rome (2015) and as a professor, with an Erasmus training grant in Kazakhstan (2019) and four Erasmus teaching grants in Russia (2017), China (2018), Spain (2018) and Bulgaria (2021).

Author of two books, published at the Cluj University Press (2013 & 2016) and numerous interdisciplinary studies, with yearly participations in institutional development grants, since 2017 he oversees organization of the department's yearly conference and is the editor of the Proceedings.

Editors

Angel-Alex Hăisan

Sabine Goeminne

Petronela-Lăcrămioara Hăisan

Sabine Goeminne (born in Blankenberge, Belgium, June 1965) is since 1997 a lecturer at the Department of Education from Vives University of Applied Sciences (associated KU Leuven, Catholic University of Leuven), Torhout, Belgium. More specific for the Physical Education and Sport students, she teaches courses like “Didactics in Physical Education”, “Methodology of teaching swimming in schools”, “Physical Education for toddlers”, “Sports for target groups”, “History of Physical Education” and practical lessons in swimming.

Her educational background, done at KU Leuven, Catholic University of Leuven, Belgium, includes a master’s degree in Physical Education and Sport and two bachelor’s degrees, one in Physical Education and Sport and another one in Teacher Training.

Her work experience is related to the domain of physical education and sports, with an emphasis on teacher training.

In the last 20 years she has benefited of numerous Erasmus teaching grants in Romania (Oradea, Timisoara, Cluj-Napoca) and China (Hangzhou Normal University).

Petronela-Lăcrămioara Hăisan (born in Piatra-Neamț, Romania, June 1984) is since 2019 an assistant professor at the Department of Physical Education and Sport, from the Faculty of Law and Social Sciences of the “1 Decembrie 1918” University of Alba Iulia, Romania, where she is responsible for the seminars and practical courses of the kinesiotherapy and special motricity students for the following courses: “Functional Anatomy”, “Patient handling techniques”, “Kinesitherapy for Neurological Disorders”, “Secondary and Tertiary Kinesiotherapy”, “Neuromotor Rehabilitation: Methods and Techniques”, “Pediatric Kinesiotherapy”.

Her educational background includes an ongoing Ph.D. in Sport Sciences (Babes-Bolyai University of Cluj-Napoca, Romania), a master’s in Physical Therapy and Special Motricity (Babes-Bolyai University of Cluj-Napoca, Romania, 2011) and two bachelor’s degrees, one in Kinesiotherapy and special Motricity (Babes-Bolyai University of Cluj-Napoca, Romania, 2009) and another one in Technical Dentistry (Iuliu Hatieganu University of Medicine and Pharmacy Cluj-Napoca, Romania, 2006).

Member of the Romanian Balneology Association, with past collaborations with the Romanian Society for Cancer (2011-2012), she’s working as a kinesiotherapist since 2011 (“Sf. Iosif” Medical Center, Cluj-Napoca, Romania), focusing particularly on improving autonomy, well-being, and quality of life of people suffering from different neurological disorders especially Parkinson disease and implementation of novelty technologies in the physical recovery process.

Authoress of several interdisciplinary studies, since 2019 she is involved in the organization of the department’s yearly conference and is the editor of the Proceedings.

KEYNOTE SPEAKERS

PHYSICAL EDUCATION DURING PANDEMIC TIMES

ANGEL-ALEX Hăisan^a

Abstract

The pandemic reminded us that global scale life threatening events are a reality even though we've achieved a high level of technological development and standard of living.

Once the pandemic debuted in Romania, restrictions have been imposed on the general population to constrain the effect. Unfortunately, even though similar decisions were taken in other countries with good results, the expected outcomes in Romania weren't in line with those, presumably due to the differences in national culture. Critical situations create the premises for an accelerated practical approach into problem solving and this could be felt into many domains of life in Romania but, response times seemed out of phase. Thus, without institutional support or directives we've tried to offer a solution to the problem of delivering physical education courses online.

We've created from ground up a method that would meet several institutional and self-imposed requirements. The method had to be able to evaluate and track physical activity progress without the acquisition of special equipment and to be carried out on the imposed platforms by authorities. Additional data collection instruments were used to facilitate the assessment of the impact of the method and program upon the participants.

Our research indicates that the method developed and used by us was a source of satisfaction for the participants, but contradictory results were found in relation with developing a habit into practicing physical exercises. The 93 days monitoring period implied for the participants changes, satisfaction regarding physical appearance and eating habits being among them. The downside of the pandemic period was related to the social interaction with peers and the upside was spare time spent with their families.

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

Keywords: *online physical education, consequences, effectiveness*

Author affiliation

^alecturer at the Department of Physical Education and Sport, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia, Romania

Selective bibliography

Hăisan, A.A., Grosu, E.F., (2021). Mining Student's Satisfaction Towards Innovative Methods for Teaching Physical Education Online During the Covid-19 Pandemic, ICERI2021 Proceedings of the 14th annual International Conference of Education, Research and Innovation, pp. 3494-3503, Seville: IATED, ISBN: 978-84-09-34549-6, doi: 10.21125/iceri.2021.0853

Hăisan, A.A., Grosu, E.F., (2021). Habit Dynamics During the Covid-19 Pandemic: The Case of Physical Exercises, ICERI2021 Proceedings of the 14th annual International Conference of Education, Research and Innovation, pp. 3776-3782, Seville: IATED, ISBN: 978-84-09-34549-6, doi: 10.21125/iceri.2021.0903

Hăisan, A.A., Grosu, V.T., (2022). Perceived Changes in College Freshmen's Lifestyle, Physical Appearance, Self-Esteem and Eating Habits in the Context of the Covid-19 Pandemic, INTED2022 Proceedings of the 16th annual International Technology, Education and Development Conference, Valencia: IATED, ISBN: 978-84-09-37758-9, doi: 10.21125/inted.2022.0954

Hăisan, A.A., Grosu, V.T., (2022). Asynchronous and Synchronous Human Body Evaluation and Effectiveness of Online Fitness Intervention Program During the Covid-19 Pandemic, INTED2022 Proceedings of the 16th annual International Technology, Education and Development Conference, Valencia: IATED, ISBN: 978-84-09-37758-9, doi: 10.21125/inted.2022.0952

Hăisan, A.A., Grosu, V.T., Haisan, P.L., (2022). Pandemic Consequences upon College Freshmen's Lives in the Context of Online Education, *Educatia 21 Journal*, vol. 22, art. 03, doi: 10.24193/ed21.2022.22.03

LEARNING BASIC LIFE SUPPORT USING RECIPROCAL PEER LEARNING

TOM Madou^a

Abstract

Basic Life Support (BLS) is part of the mandatory physical education curriculum in Flanders. Reciprocal peer teaching is an effective instructional model to teach BLS to students.

Using this model students work in pairs alternating between the roles of ‘tutor’ and ‘tutee’. As tutee they temporarily become the teacher of their peer. Different types of content knowledge for teaching have been described based on Shulman’s concept of pedagogical content knowledge.

Common content knowledge (CCK) is considered the knowledge needed to perform an activity (e.g., knowing how to perform BLS). Specialized content knowledge (SCK) is considered knowledge unique to teaching (e.g., recognizing common errors and knowing how to address them).

In this study students followed an online training for BLS containing either CCK only or CCK with SCK before practicing BLS in pairs.

Results show that training students in SCK benefits the quality of their practice and the retention of their learning results.

Keywords: *Basic Life Support, physical education, teaching, students*

Author affiliation

^alecturer at the Department of Education, Vives University of Applied Sciences, Bruges, Belgium

Selective bibliography

- Iserbyt, P., Theys, L., Ward, P., & Charlier, N. (2017). *The effect of a specialized content knowledge workshop on teaching and learning Basic Life Support in elementary school: A cluster randomized controlled trial*. *Resuscitation*, 112, 17-21. doi: 10.1016/j.resuscitation.2016.11.023
- Madou, T., & Iserbyt, P. (2020). *Mastery versus self-directed blended learning in basic life support: a randomised controlled trial*. *Acta Cardiol*, 75(8), 760-766. doi:10.1080/00015385.2019.1677374
- Mosston, M., & Ashworth, S. (2008). *Teaching Physical Education* (5 ed.).
- Shulman, L. S. (1986). *Those Who Understand: Knowledge Growth in Teaching*. *Educational Researcher*, 15(2), 4-14. doi:10.3102/0013189x015002004
- Ward, P., Kim, I., Ko, B., & Li, W. (2015). *Effects of improving teachers' content knowledge on teaching and student learning in physical education*. *Res Q Exerc Sport*, 86(2), 130-139. doi:10.1080/02701367.2014.987908

Tom Madou (born in Brugge, Belgium, February 1985) is a lecturer at the Vives University of Applied Sciences in Belgium since 2008. Since 2017 he is a doctoral student and teaching assistant at the Catholic University of Leuven. Tom specializes in physical education teacher education and does research on maximizing the effectiveness of basic life support education programs.

GUEST SPEAKERS

PERSPECTIVES OF OLYMPIC EDUCATION IN SCHOOL

ALEXANDRU Mureșan^a & CODRUTA Buldus^b

The purpose of our participation in this conference was to present a unitary vision of the perspectives for the promotion and application of Olympic education.

The research was conducted between July - October 2021, through direct discussions, telephone conversations, social networks via the Internet. The research methods were participatory observations, discussions, guided interviews on the topic of Olympic education as part of general education. We also considered observations made at various activities in the pre-pandemic periods.

The international socio-psycho-economic context is known only partially and from various perspectives. The theme of Olympic education is implicitly presented in the general education of society. In this sense, the promotion and motivation film for sports is conceived from an economic perspective. Olympic topics such as fair play, tolerance, dignity, respect and others are approached from the perspective of social condition. Sport is presented as a mechanism for overcoming social status. On the other hand, Romanian athletes, who have obtained sports scholarships at various American universities, bring interesting information. School and university regulations provide ethical selection conditions for individuals with real sports talent. Sports performance is a result of a program for professional development. Athletes are highly valued and respected. They are successful social role models.

The local socio-psycho-economic context is tied to the consumerism society which promotes material purchases and in turn generates demonstrates power. Both teachers and students notice this and consider that social hierarchies are based on this criterion, of wealth. The athlete's model was degraded by the lack of an attractive and authentic sports policy. The media in general, finds sensational subjects and through this criterion usurps the impeccable image of the authentic athlete.

Some centers of influence, at least uninspired, scared children with warnings about sacrifice, work, etc., instead of attracting them with pleasant, short-term motivations. There is a practice of obedience in leadership and the education reform is just a desideratum. Rarely do students become teachers'

partners in achieving their own goals.

Some of the psychosocial mechanisms that determine behavior in this regard are the law on physical education and sport, the COSR and AOR program, the program of school sports competitions (ONSS, Olympics of gymnasiums), the activity of some organizations, Olympic circles, etc. We appreciate that the objectives are desirable, but the implementation is often deficient.

We found that some information obtained is substantially but other is subjective. Physical education teachers are evaluated according to specific criteria of sports-specific units (CSS, LPS) awarded places, results. Teachers in schools can be appreciated and admired for the work of those in CSS.

The activities proposed by COSR and AOR, such as participating in the contests "A pen called Fair Play and/or JO in children's imagination" are not relevant to the rankings or medals obtained by trained athletes. The promotion of talents to the performance units, the number of competitions they participated in, the number of specific activities within the Olympic Circles, the writing of scientific publications and others do not activate the teachers in the school. Diplomas are certificates of certain competencies, in many cases have devalued. They have become a bait for attracting superficial participants. Their attitude is reflected in education. Too often matches involve financial interests rather than self-improvement.

Unnecessary bureaucracy is often invoked. These things lead to the resignation and disinterest of teachers in school. It is noted that the teachers do not plan the activities in the project of school expenses but also the fact that some credit officers do not approve the participation in competitions. Some of these would be rejected because they load the teachers' schedule.

During the pandemic period several teachers have successfully used the Physics Publishing textbook. The students understood the information and found it useful. A few years ago, it was a fad, at least in language, for the systemic interpretation of information. In pandemic, the safety of athletes and students was an extremely serious issue. We found that some teachers focused their activities on Olympic education. Thematic activities were scheduled such as: the importance of ethical symbols, nature protection, team or group collaboration; artistic talent was promoted through drawing and painting. Local AOR collaborators organized support and debate of papers on sports topics. A socially dangerous manifestation often occurs - school bullying. In performance sports, the contagious selfish attitude of the parents of children practicing sports is noticeable.

Perspective thoughts

Presentation of information in educational institutions in causal

relationships to be applicable in everyday life.

The “vision” of the EFSFs to give priority attention to the training of educators through contents and methods for evaluating these skills in the existing political conditions.

Introducing Olympic education in the faculty curriculum (optional courses), to be properly applied in school.

Reinventing the social model of the performance athlete.

Training educators to invent specific mechanisms of intervention in desirable psychosocial behavior: group culture, self-respect, exacerbated selfishness, arrogance, tolerance-intolerance, etc.

Hierarchies and competitions play an important role in education, but not everything that is measurable is useful to society.

Adapting and refining the evaluation criteria in accordance with the job description. (e.g., teachers from performance units to be judged by rankings and results).

Promoting nature and outdoor activities: park, forest, etc. cheap, efficient.

Author affiliation

^aPresident of the Romanian Olympic Academy - Cluj branch, Professor at the Faculty of Physical Education and Sport, “Babes-Bolyai” University of Cluj-Napoca, Romania

^bSecretary of the Romanian Olympic Academy - Cluj branch, Lecturer at the Faculty of Physical Education and Sport, “Babes-Bolyai” University of Cluj-Napoca, Romania

Alexandru Muresan (born in Dej, Romania, February 1955) is a professor at the Faculty of Physical Education and Sport, from the Babes-Bolyai University of Cluj-Napoca, Romania since 1992. Areas of interest are volleyball, sports sociology, management, leadership, exercise control, neuromuscular training, history.

The most important publications in the university career after obtaining the title of doctor in sociology are: 6 books published as sole author, 3 chapters as co-author, 6 articles in International Conference Proceedings, 14 articles in prestigious journals and others in various publications.

President of the Romanian Olympic Academy – Cluj branch. Member of the Board of the CNSȘ Council in Romania. Member of FIEP. Organizing the

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

scientific conference "From experience to scientific research" addressed to pre-university teachers, masters and students. Category I volleyball coach.

Codruta Buldus (born in Cluj-Napoca Romania, octombrie 1970) Lecturer at the Department of Physical Therapy and Theoretical Disciplines Babes-Bolyai University Areas of interest include physical therapy, sports, physical education, medicine, osteopathy, history of physical education, art, etc. The most important publications in the university career are 4 books published as sole author, 5 articles in International Conference Proceedings and over 15 articles in prestigious journals. Member of the Romanian College of Physicians, member of FIEP, member of CNSȘ, secretary of the Cluj Branch of the Romanian Olympic Academy and member of numerous national and international specialized associations.

INTERNATIONAL COLLABORATION WITH ACADEMIC AND HEALTH ENTITIES – A POWERFUL CATALYZER ON RESEARCH AND THE QUALITY OF MEDICAL AND THERAPY SERVICES

IULIA GABRIELA Onac^a

The Functional Evaluation is a program designed for premature infants that assess the child development from a physical, functional, and cognitive point of view. The program was implemented with the help of specialists from Oxford Brookes University on their clinical practice in hospitals in UK and our therapists benefited from the training and practice along the five courses, one-week training, each year. (2015-2019).

To better understand the problems faced by parents of children with disabilities in Romania, three master's students at Oxford Brookes University have started a research project under the guidance of Lecturer Dr Liana Nagy, in February 2022.

The project is part of a master's thesis by students Katie Chelsie Pratt, Lauren Sommerville and Roli Jemerigbe Atotuomah who interviewed 20 participants including parents of children with disabilities, therapists in Romania and the UK involved in the restoration and redistribution of devices, as well as members of PhysioNet in the UK and the Maria Beatrice Center in Romania, through which most devices are distributed in Romania.

The next stage of the research process is the transcription of interviews and data analysis using thematic analysis. The students aim to communicate the results both in the master's thesis and through a scientific article and their presentation at the occupational therapy conference in June 2022 organized by the Royal College of Occupational Therapy, declared Dr Liana Carmen Nagy at the end of collecting data for research.

Severe condition with high recovery chances by early intervention according to the specialized assessment by one neurologist and two specialized therapists (double-diagnosis) are important traits of the program. 90% of the parents reach the center too late because they do not have access to information or have limited financial resources for a correct assessment in other specialized hospitals or centers.

There are higher chances of healing/recovery for children with neuromotor conditions when the intervention occurs IN TIME and in an INTEGRATED MANNER. Maria-Beatrice is the only center that completes the physical treatment and therapy with psychological and cognitive therapy with the purpose to rapidly increase the chances of the child to recover or improve state of health/condition.

Proven qualitative results include improving the independence of child on daily routines and school performance. The approach of integrated therapies applied in time in terms of the child's age can radically transform the health condition of the child, by bringing improvements in the state of disability. The highest possible recovery of the child that can afterwards be integrated in the society. Providing the possibility for the caring parent to be back on the labor market, following the improving of the child's state of health and independence. Facilitating the access to especially conceived tools for neuromotor conditions that cannot be found in Romania (assistive equipment from UK and education sessions) significantly improving the quality of the family's life.

In addition, this process resulted in lowering the age of children entering the therapy as they can benefit from therapy if the conclusion of evaluation urges it. Thereby, the average age of children in the center decreased from 7 years to 2 years, so that most of them are under one year, the youngest patient coming to evaluation being of 2 weeks of life. The rate of success has substantially increased as about half of premature infants fully recover and develop according to their biological age/stage.

The major impact of collaborations with specialists from University of Oxford Brooks and Leeds Pediatric hospital together with the project Salute per Tutti, in its 3rd edition ongoing now, resulted in great benefits for the children health and state of well-being, also in the perfecting of medical and therapy services for children with special needs.

This activity was by far the most accessed as we believe that parents are more and more concerned by the functionality of their children if the child is developing harmonious or the cognitive level is the expected one. A very complex and detailed report is issued after the evaluation and a copy is handed to the parents, that was previously signed by the therapists performing the evaluation, and a copy is given and explained to the parents, who also receive a written recommendation.

If the child state requires the beginning of the therapy treatment, they propose this to parents and the process of accessing the services implied is started. Then the family agrees on a certain appointment period and the family comes for the 2 -week block of therapy or, if they are from Alba County, they can access the subsidized program through Italian project.

The activities of Centre Maria Beatrice include: the functional assessment of the small child, with the objective of early intervention on the potential neuro-motor conditions and kineto-prophylaxis of the premature child; medical recovery for post-traumatic, post-operative conditions; medical recovery for neuro-motor conditions, including the acquired ones: cerebral palsy, tetra-paresis, hemiparesis, monoparesis, paraparesis, coordination disorders, various neurologic syndromes (West syndrome, genetic diseases), spines diseases, post-traumatic, cranio-cerebral, spinal cord injuries, peripheral nerve injuries, myopathies and neuromuscular diseases (muscular dystrophies).

Author affiliation

^aVice president of the Maria Beatrice NGO, teacher of English, at the High-School "Horea, Closca si Crisan" in Alba Iulia

Iulia Gabriela Onac (born in Ocna Mures, Alba, Romania, May, 1968) is co-founder and vice-president of NGO Maria Beatrice that developed the Centre of Rehabilitation for Children Maria Beatrice, in Alba Iulia. She is also a teacher of English, with an experience of 30 years, at the High-School "Horea, Closca si Crisan" in Alba Iulia with full-time job. Her educational background includes the bachelor's degree in English Language and Orthodox Theology (University 1 December 1918, Alba Iulia, Faculty of Orthodox Theology and English Language, 2002) and a master's degree in Post-war Romanian Literature (University 1 December 1918, Alba Iulia, 2001).

Her activity in NGO started in 2010, and then, in 2012, together with her husband, set up a center for children with Cerebral Palsy, in their intention to help their daughter, who was diagnosed with CP, from a premature birth. In the last 10 years, the activity grew very much, the number of therapists and staff increased each year and now, there are hundreds of children coming to therapy every year.

In present, the Association is building a new center, with a bigger capacity, which is going to enroll in therapy 2000 children per year. The new building is ready in a year (April 2023) to be equipped and endowed with trained specialists and will be the place where the whole family find therapy and treatment, as their concept regards the family in a holistic way, comprising the best support for the child with different affections from the CP spectrum.

During the 10 years of activity, she has been coordinating the international partnerships and collaborations with many international entities and national ones. Thus, the Centre Maria Beatrice is already in the 4th year of clinical practice placement for OT American students, coordinated by Professor Heather Miller Kuhaneck and Professor -Assistant Ellen Martino, from Sacred Heart University, Connecticut, USA.

Specialization with British Physio and OT and Speech and Language Senior therapists (University Oxford Brooks, UK and Leeds Children's Hospital) along 5 years (2015-2019, one course per year) with one-week training and practical courses with therapists in the Centre, reformed the therapeutical approach and stated a double-diagnosed and multidisciplinary Assessment and Functional Evaluation of the infants entering the therapy.

Collaboration with the Professional Association of Occupational Therapists in Romania - APTOR and the Faculty of Movement, Sports and Health Sciences, "Vasile Alecsandri" University, with course instructors of international renown: Mary- Margaret Windsor, ScD, OTR / L (USA), as well as Romanian professors as Marinela Rață, Assoc. dr. UVA and Mirela-Carmen Burllău, FKT specialist, TO postgraduate studies (Oradea, RO, 2017). The purpose of this milestone project was to introduce the FIRST pediatric EVALUATION TEST translated, standardized and calibrated on the Romanian population, in the field of OCCUPATIONAL THERAPY, in Romania, as well as the recognition of the profession of occupational therapist and labor market regulation, according to international norms.

Editors

Angel-Alex Hăisan

Sabine Goeminne

Petronela-Lăcrămioara Hăisan

Collaboration and courses hosted in center with Professor Associate in University of Bucharest, Dr. Elena Căciulan, the President of Physiotherapists College in Romania, in 2017 and 2018.

She is the coordinator in Centre Maria Beatrice within the international project "Salute per Tutti"/ "Health for All", a partnership with the organization from Verona, Italy, Medici per la Pace, and the Local Council of Alba Iulia and Municipality, with the financial aid of Intesa Group Bank from Milan, Italy, supporting the treatment of 250 children and the functional evaluation of 188 infants and premature children, over the last three years of implementation of the project.

The Centre Maria Beatrice is also the practice center for students in physiotherapy and OT at University 1 December 1918, Alba Iulia, due to the partnership that was signed in 2016, and sessions of practice are organized in the center each academic year, with 150 students , who also return to volunteer in the Centre Maria Beatrice.

GOOD PRACTICES IN RURAL ROMANIAN COMMUNITIES

DALINA Borcan^a

Happy Faces Camp is one of the biggest providers of summer camps for children and youth in rural Transylvania, Romania. In 13 years of activity, more than 20.000 children from Romania and the neighboring countries have attended our programs. We offer English Camps, Sports Camps and Personal Development CAMPS, to participants between 7 to 18 years old.

With three areas, located in the village of IGHIU: Terra Mythica, Terra Park & Terra Sun, each of approx. 6500 sq meters, with lots of green fields and entertainment possibilities, our camp offers to the Romanian children the chance to meet, interact and learn, from international staff members. Each summer, around 80-90 volunteers from approx. 30-35 countries get together in Ighiu, to plan and develop activities and workshops related to sports, music, arts, personal development topics, nature programs etc.

By establishing long term partnerships with different schools from Europe and by having a professional and exciting public profile on international volunteering platforms, we have managed to create in our small rural community an international environment, and a great opportunity for each volunteer to discover a new culture by interacting/coordinating/implementing various activities, with the main purpose of creating a better version of each camper present.

Being able to offer to the children the chance to experience a beautiful and authentic childhood, with lots of sports, dynamic games, and a lot of interaction, was always a priority. Building the team, helping each other, showing support, being inclusive and making sure that at the end of each camp, everybody feels like a winner, made our programs very successful, as the friendships created and the team spirit was proven to be more appreciated by our campers, than the separation which comes from creating a basic competitive environment.

Author affiliation

^aDirector of Happy Faces Camp

Dalina Borcan (born in Alba Iulia, July 1981) has been organizing camps and programs for children between 6-16 years old for the last 13 years. Born in Alba Iulia and well-travelled, with a background in communication, multimedia and PR, tourism sector seemed initially a challenge, but soon has proven to be an area with great potential and huge satisfaction. As a manager, organizing unique and value adding programs/camps for children who would return every year, working with a lot of international staff, building relationships with many public and private institutions, all required specific skills, responsibility, good networking practices and attention to details.

All the hard work was rewarded in 2021 at National level by the Bucharest Chamber of Commerce, who gave us a top place within our work-related field, for the 2020 activity, when regardless of the worldwide COVID situation we switched, by implementing new practices and safety rules from an online activity, to a typical summer camp program/activity.

ABSTRACTS
PHYSICAL EDUCATION & SPORT PANEL

THE EFFECT OF EMOTIONAL STRESS ON COMPETITIVENESS

TODOR Cucea^a

Abstract

In everyday life as in special situations, emotional stress is present, it is part of the multitude of challenges we must face in our daily activity throughout our existence. We are influenced by our decisions, our reactions, the way we reflect our attitude and that of those around us, the objectivity with which we judge. It creates tension in our mind, consciously or subconsciously, causing adaptive and defensive reactions.

The choice of this topic is given by the desire to emphasize the importance of self-knowledge, the correct perception of emotions, their understanding and expression, as well as the implications of emotional stress on our performance and health in both non-athletes and athletes.

The aim of the research was to establish the degree to which emotional stress affects the individual performance and implicitly the level of competitiveness of the athletes participating in the competition, in this case at the national level.

Keywords: *emotional stress, health, competition, sports*

Author affiliation

^a3rd year bachelor student, Kinesiotherapy and Special Motricity specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

Selective bibliography

- Carson, F., Dynon, N., Santoro, J., & Kremer, P. (2020). Examining Negative Emotional Symptoms and Psychological Wellbeing of Australian Sport Officials. *International journal of environmental research and public health*, 17(21), 8265. <https://doi.org/10.3390/ijerph17218265>
- Hsu, C. J., Meierbachtol, A., George, S. Z., & Chmielewski, T. L. (2017). Fear of Reinjury in Athletes. *Sports health*, 9(2), 162–167. <https://doi.org/10.1177/19417381166666813>
- Pesce, M., Fratta, I. L., Ialenti, V., Patruno, A., Ferrone, A., Franceschelli, S., Rizzuto, A., Tatangelo, R., Campagna, G., Speranza, L., Felaco, M., & Grilli, A. (2015). Emotions, immunity and sport: Winner and loser athlete's profile of fighting sport. *Brain, behavior, and immunity*, 46, 261–269. <https://doi.org/10.1016/j.bbi.2015.02.013>
- Sui, X., Ott, J., Jr, Becofsky, K., Lavie, C. J., Ernstsens, L., Zhang, J., & Blair, S. N. (2017). Cardiorespiratory Fitness and All-Cause Mortality in Men With Emotional Distress. *Mayo Clinic proceedings*, 92(6), 918–924. <https://doi.org/10.1016/j.mayocp.2017.01.025>
- Thorpe, R. T., Atkinson, G., Drust, B., & Gregson, W. (2017). Monitoring Fatigue Status in Elite Team-Sport Athletes: Implications for Practice. *International journal of sports physiology and performance*, 12(Suppl 2), S227–S234. <https://doi.org/10.1123/ijsp.2016-0434>

AWARENESS OF THE IMPORTANCE OF PHYSICAL EDUCATION ACTIVITIES BY PARENTS OF PRESCHOOL CHILDREN

NICOLETA CRISTINA Truța^a

Abstract

If at the beginning of life, first month, the movement is uncontrolled, along the way, due to various stimuli, the movement becomes controlled and even organized.

In the first three years of life, the physical activity carried out by the child is not necessarily organized, but once he enters kindergarten, he will take part in organized and systematized educational activities specific to his age and needs.

Physical education activities carried out in kindergarten thus become the first organized physical activities in which the child takes part.

The importance of physical education activities carried out in kindergarten is a major one, contributing both to the physical and mental development, as well as to the formation of the child's personality.

In addition to the educational environment that contributes significantly to the child's physical development through physical activities, the family also has a crucial role to play in guiding the child to such activities.

Consequently, the family should be aware of the importance of physical activity in general, as well as those carried out in kindergarten.

Keywords: *physical education, kindergarten, physical development*

Author affiliation

^a3rd year bachelor student, Physical Education and Sports specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

Selective bibliography

Bocoș, M., (2007). Metodologia cercetării pedagogice, Suport de curs

Curriculum pentru Educația Timpurie, (2019).

Dumitriu, C., (2011). Metodologia cercetării pedagogice, Ed. Alma Mater, Bacău Global.

Prodea, C., Psihopedagogie în Educație fizică și Sport, Suport de curs

World Health Organization (2010). Recommendations on Physical Activity for Health. Geneva.

FEMINISM IN THE ROMANIAN FOOTBALL PHENOMENON

ANDREEA-MARIA Olariu^a

Abstract

Women's football has one of the greatest development opportunities in football today and remains a priority for sports associations and FIFA. Although the game has grown exponentially at all levels, the passion and growing popularity of the sport offers a vast untapped potential. FIFA invests funds, human resources, and innovative development programs, adapted, to bring women's football to the first stage, where it belongs.

Although there are opportunities for development, people's mentality has remained unchanged, approaching a reluctant attitude when it comes to women's football. Therefore, through the performances obtained, the purpose of the practitioners is, in principle, to improve the representation of women at all levels of the game, aiming to eliminate gender discrimination and negative attitudes towards women working in this industry.

Equality should be the main feature when it comes to women's and men's football, but certain differences are often invoked, implemented in people's mentality in terms of game accuracy, ball possession recovery time and the quality of players' performance. Even if men are physically more bearable than women, equality should be found in many aspects such as promotion, investment in infrastructure, stadiums, newly established teams, young players, media coverage, salary level, sponsorships.

Keywords: *women's football, reluctance, equality, mentality*

Author affiliation

^a3rd year bachelor student, Physical Education and Sports specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

Selective bibliography

Bredtmann J., Crede, C. J., and Otten S., (2016). *The Effect of Gender Equality on International Soccer Performance*, *International Journal of Sport Finance*, p. 288-309

Martinez-Lagunas V., Niessen M., Hartmann U., (2014). *Women's football: Player characteristics and demands of the game*, *Journal of Sport and Health Science*, p. 1-15, <https://doi.org/10.1016/j.jshs.2014.10.001>

Pappalardo L, Rossi A, Natilli M, Cintia P (2021) *Explaining the difference between men's and women's football*. *PLoS ONE* 16(8): e0255407. <https://doi.org/10.1371/journal.pone.0255407>

Sakamotoa K, Honga S, Tabei Y, Asai T., (2012). *Comparative Study of Female and Male Soccer Players in Kicking Motion*, *Procedia Engineering* 34, p. 206-211, <https://doi.org/10.1016/j.proeng.2012.04.036>

EMOTIONAL INTELLIGENCE, PERCEIVED SELF-EFFICACY AND JOB SATISFACTION IN PRE-UNIVERSITY PE TEACHERS*

ANCA Marina^a

Abstract

The present research is a predictive correlational study that investigates the relationship between emotional intelligence (EI) as a predictor and perceived self-efficacy (SE) and job satisfaction (JS) as criteria in pre-university physical education and sport (PE) teachers.

The population consists of primary and secondary school PE teachers and for sampling, 36 teachers were identified and the research questionnaires were distributed among them.

The results of the study show a moderately significant correlation between EI of PE teachers and SE and JS. In addition, a significant relationship has been found between JS and SE and a significant variation in teachers' IE scores by gender, with the resulting F-significance value of .03.

These results both confirm and extend previous research findings on the association between EI, SE and JS. Finally, implications for future research and practice are discussed regarding specific EI training for PE teachers.

Keywords: *emotional intelligence, perceived self-efficacy, job satisfaction, physical education & sport teachers*

Author affiliation

^a2nd year bachelor student, Physical Education and Sports specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

** This study was carried out with the support of a scientific performance grant awarded by "1 Decembrie 1918" University of Alba Iulia under contract number 763-16.12.2021.*

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

Selective bibliography

- Bandura, A. (2012). On the Functional Properties of Perceived Self-Efficacy Revisited. *Journal of Management*, 38(1), 9–44. <https://doi.org/10.1177/0149206311410606>
- Brackett, M. A., Palomera, R., Mojsa, J., Reyes, M., & Salovey, P. (2010). Emotional Regulation Ability, Job Satisfaction, and Burnout among British Secondary School Teachers. *Psychology in the Schools*, 47, 406–417.
- Chan, J. T., & Mallett, C. J. (2011). The Value of Emotional Intelligence for High Performance Coaching. *International Journal of Sports Science & Coaching*, 6, 315–328. <https://doi.org/10.1260/1747-9541.6.3.315>
- Cho, H., Kim, S., & Lee, Y. H. (2021). Sport coaches' positive emotions, task performance, and well-being: The mediating role of work satisfaction. *International Journal of Sports Science & Coaching*.
- Evans, L. (1997). Understanding Teacher Morale and Job Satisfaction. *Teaching and Teacher Education*, 13, 831–845.
- Rodrigo-Ruiz, Débora. (2016). Effect of Teachers' Emotions on Their Students: Some Evidence. *Journal of Education & Social Policy*. 3. 73–79.
- Sutton, R. E., and Harper, E. (2009). "Teachers' emotion regulation," in *International Handbook of Research on Teachers and Teaching*, eds L. J. Saha and A. G. Dworkin (Boston, MA: Springer), 389–401. doi: 10.1007/978-0-387-73317-3_25

DISCIPLINE DEVELOPMENT THROUGH PHYSICAL ACTIVITIES

IOAN ANDREI Sfetcu^a

Abstract

Physical activities discipline the child and give him a certain structure, a guide, a rigor that then creates a routine and that translates into other activities due to the mentality formed in this regard. Physical activities develop motivation, team spirit, a sense of belonging to a group, strength of character and therefore, a better mental and mental endurance in the face of failure and an orientation towards progress.

Educating the younger generation is largely a moral task. Teachers and coaches make considerable efforts to teach children to differentiate between good and bad. They pass on their own values to young people and hope that they will adopt them. They want to develop positive character traits for young people involved in sports. These goals are shared by religious institutions, schools, sports organizations, and programs. Physical activity is par excellence an environment conducive to the development of positive traits, because young people face here many challenges that they will encounter later in adulthood.

Children who play a sport or physical activity acquire positive character traits that will later define their personality.

Keywords: *physical activities, discipline, education*

Author affiliation

^a3rd year bachelor student, Physical Education and Sports specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

Selective bibliography

Brown C., (1967). *The Structure of Knowledge of Physical Education*, *Quest*, 9:1, 53-67, DOI: 10.1080/00336297.1967.10702787

Nicolau G., (1999) "Discipline in Sports," *Hofstra Labor & Employment Law Journal*: Vol. 17: Iss. 1, Article 7. Available at: <https://scholarlycommons.law.hofstra.edu/hlelj/vol17/iss1/7>

Stiglitz J., (1995). *Player Discipline in Team Sports*, 5 *Marq. Sports L. J.* 167 Available at: <https://scholarship.law.marquette.edu/sportslaw/vol5/iss2/3>

Thomas J.H. Keeley & Kenneth R. Fox (2009) *The impact of physical activity and fitness on academic achievement and cognitive performance in children*, *International Review of Sport, and Exercise Psychology*, 2:2, 198-214, DOI: 10.1080/17509840903233822

THE EFFECT OF KICK BOXING SPORT ON COGNITIVE PROCESSES AND ATTENTION LEVEL

DILARA Keles^a , MURAT Tekin^b

Abstract

The aim of the study is to investigate the effect of kickboxing sport on cognitive processes and attention levels. Acquiring knowledge begins with perceptual and cognitive processes. Cognitive development is related to motor processes along with perceptual processes. Attention, which has an important place in the progression of motor processes and is a sub-section of cognitive development, plays a role in revealing performance. Kickboxing, which supports the development of cognitive processes and attention, provides benefits in many ways for individuals to reveal their motor skills. In addition, kickboxing, which appeals to types of attention, also shows improvement in areas such as academic, physical activity, mental health and mental abilities of individuals. The cognitive processes used effectively in combat sports and the attention skill involved determine the direction of performance. Kick boxing is a defensive sport within the martial arts. In line with the research, Tsos et al. (2017) stated in their study that kickboxing increases the quality of life of individuals and improves their physical, mental and social health. Queergui et al. (2014) argued that kickboxing is not just a self-defense method, kickboxing training benefits muscle strength, speed, agility and flexibility for aerobic and anaerobic performances, and is a meaningful exercise way to improve individuals' health and increase fitness.

As a result of the review, it is thought that kick boxing sport, which affects physical performance, has a positive effect on cognitive processes and attention skills. In this direction, few studies have been found in the literature on kickboxing. Therefore, more specific research can be done for kick boxing sport. Considering gender equality, research on cognitive development branches can be conducted on women and men who do kickboxing.

Keywords: *kick boxing, cognitive development, attention, sports*

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

Author affiliation

^aKaramanoğlu Mehmetbey University Social Sciences Institute Karaman, Turkey

^bKaramanoğlu Mehmetbey University Faculty of Sports Sciences, Karaman, Turkey

Selective bibliography

Hijazi, M.M.K. (2013). Dikkat, Görsel Algılama ve Sporla İlişkisi Eskrimde Performans. *Journal of Human Kinetics* volume 39/2013, 195-201. Section III – Sports Training.

Kol, S. (2011). Erken Çocuklukta Bilişsel Gelişim ve Dil Gelişimi. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*. 1-21.

Ouergui, I., Hssin, N., Haddad, M., Padulo, J., Franchini, E., Gmada, N., & Bouhlel, E. (2014). Beş Haftalık Kickboks Antrenmanının Fiziksel Uygunluk Üzerine Etkileri. *Kaslar, Bağlar Ve Tendonlar Günlüğü*, 4 (2), 106-113.

Tsos, A., Hylchuk, Y., Андриўчук, O., Pantik, V., & Tsymbaliuk, S. (2017). Physical And Mental Health Components Condition In The Life Quality Of Students Who Regularly Practice Kickboxing And Yoga. *Physical Activity Review*. 5. 10.16926/par.2017.05.06.

Williams, L.E., Huang, J.Y. & Bargh J.A. (2009). İskele Zihin: Daha Yüksek Zihinsel Süreçler Temelde Fiziksel Dünyanın Erken Deneyimi. *Eur J Soc Psychol*; 39 (7): 1257–1267.

KINESIOTHERAPY PANEL

EMOTIONAL INTELLIGENCE - THE RELATIONSHIP BETWEEN PARENTS AND CHILDREN

IONELA-AURA Miclea^a

Abstract

Emotional intelligence education begins at an early age. To become responsible adults and successful people, I believe it is important for family, school, and society education to focus on understanding emotions and developing certain skills based on them.

Parents are the first to notice the child's manifestations and try to learn the best way to behave, but they may not always be aware of the messages they receive from the child and how they respond to them.

After we interview a mother D., age 38, and adolescent D., age 18 we obtained low-level scores, from which we can conclude that the two respondents need sources of information in this regard, perhaps even a visit to a therapist to help them better understand themselves, to have the courage to express when and how they feel what is most important and to heal those mental traumas through which they both passed into the mother's marriage to the child's father, considering that the emotional mind reacts to the present as if it were in the past.

We did this research to raise more questions about mothers who were emotionally abused, and children who did not know what to take from the behavior of some people because they were not able to educate emotionally.

Keywords: *emotional intelligence, parents, children*

Author affiliation

^a3rd year bachelor student, Kinesiotherapy and Special Motricity specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

Selective bibliography

- Lippold, M. A., Fosco, G. M., Hussong, A., & Ram, N. (2019). Child Effects on Lability in Parental Warmth and Hostility: Moderation by Parents' Internalizing Problems. *Journal of youth and adolescence*, 48(5), 963–978. <https://doi.org/10.1007/s10964-019-00983-7>
- Pingree, S., Hawkins, R. P., & Botta, R. A. (2000). The Effect of Family Communication Patterns on Young People's Science Literacy. *Science Communication*, 22(2), 115–132. <https://doi.org/10.1177/1075547000022002001>
- Pérez-Fuentes, M., Molero Jurado, M., Barragán Martín, A., & Gázquez Linares, J. (2019). Family Functioning, Emotional Intelligence, and Values: Analysis of the Relationship with Aggressive Behavior in Adolescents. *International Journal of Environmental Research and Public Health*, <http://dx.doi.org/10.3390/ijerph16030478>
- Robichaud, J. M., Roy, M., Ranger, F., & Mageau, G. A. (2020). The impact of environmental threats on controlling parenting and children's motivation. *Journal of family psychology: JFP: journal of the Division of Family Psychology of the American Psychological Association (Division 43)*, 34(7), 804–813. <https://doi.org/10.1037/fam0000657>
- Salovey, P., & Grewal, D. (2005). The Science of Emotional Intelligence. *Current Directions in Psychological Science*, 14(6), 281–285. <https://doi.org/10.1111/j.0963-7214.2005.00381.x>

STUDENT'S WALK EVALUATION

IULIA GABRIELA Bordea^a

Abstract

Human biomechanics in close connection with gait is an integral part of life, gait analysis involves a complex number of interdependent parameters that have been difficult to interpret due to large amounts of data that have not yet been well developed.

The evaluation of gait is of particular importance because through this process we observe not only the problems strictly related to gait, but of the whole body, the assessment records all aspects of its movements.

The purpose of this research was to identify if a group of 13-year-old students have gait problems and if their quality of life is influenced by this aspect. In a conclusion, it was found that the schoolchildren's gait is affected due to the lack of physical activities imposed by the pandemic so in the case of 66.67% of the participants there were problems while walking. It is important to note that this percentage will increase if students do less and less physical activity and spend more and more hours in a sedentary lifestyle and it is important to implement measures as soon as possible to prevent this. Gait problems affect their lives both physically and mentally.

Keywords: *gait, assessment, students, sedentary lifestyle*

Author affiliation

^a3rd year bachelor student, Kinesiotherapy and Special Motricity specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

Book of abstracts

International Student Conference

Sport Activities & Rehabilitation in Contemporary Societies

2nd edition 2022

Selective bibliography

Dugan, E. L., & Shilt, J. S. (2020). *The Role of Motion Analysis in Surgical Planning for Gait Abnormalities in Cerebral Palsy*. *Physical medicine and rehabilitation clinics of North America*, 31(1), 107–115.
<https://doi.org/10.1016/j.pmr.2019.09.009>

Khera, P., & Kumar, N. (2020). *Role of machine learning in gait analysis: a review*. *Journal of medical engineering & technology*, 44(8), 441–467.
<https://doi.org/10.1080/03091902.2020.1822940>

Levine, D., Richards, J., Whittle M. W. (2012). *Whittle's Gait Analysis*, eBook ISBN: 9780702051999

Chris Kirtley. (2006). *Clinical Gait Analysis: Theory and Practice*, ISBN: 978-0-443-10009-3

THE IMPACT OF ONLINE SCHOOLING ON THE POSTURE AND PSYCHE OF HIGH SCHOOL STUDENTS

ANDREEA Nistor^a

Abstract

Starting from the fact that man is a sociable being with a remarkable ability to communicate both verbally and nonverbally with other individuals and referring to the last 2 years that were marked by the restrictions imposed to stop the pandemic, it would be interesting to note the extent to which high school students were affected. During this time, students are the most limited in terms of face-to-face contact with others. They went from physical school to online school in a very short time and had to adjust to the new way of teaching and learning. We need to keep in mind that high school students are the individuals in society who are going through the biggest mental and physical changes.

Thus, having as a starting point the barrier imposed on students in terms of socialization, communication with others taking place mostly online, as well as the large number of hours spent in front of the screens, this paper aims to find out how students have managed to adapt in a very short time to the radical changes regarding the school but also the way in which their posture suffered as a result of the extended program in front of the computer.

Keywords: *online school, pandemic, posture, high school students*

Author affiliation

^a3rd year bachelor student, Kinesiotherapy and Special Motricity specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

Selective bibliography

- Celik, S., Celik, K., Dirimese, E., Taşdemir, N., Arik, T., & Büyükkara, İ. (2018). Determination of pain in musculoskeletal system reported by office workers and the pain risk factors. *International journal of occupational medicine and environmental health*, 31(1), 91–111. <https://doi.org/10.13075/ijomeh.1896.00901>
- Holotescu, C., Grosseck G., et. all, (2020). Romanian Educational System Response during the Covid-19 Pandemic. *The 16 th International Scientific Conference eLearning and Software for Education - eLSEAt: Bucharest, Romania* DOI: 10.12753/2066-026X-20-171
- Jin, S., Kim, J., & Kim, D. (2020). The effect of tablet use on trunk posture while sitting. *Work (Reading, Mass.)*, 65(3), 581–589. <https://doi.org/10.3233/WOR-203112>
- Yu, Z., James, C., Edwards, S., & Snodgrass, S. J. (2018). Differences in posture kinematics between using a tablet, a laptop, and a desktop computer in sitting and in standing. *Work (Reading, Mass.)*, 61(2), 257–266. <https://doi.org/10.3233/WOR-182796>

"GALILEO" APPARATUS AND MUSCLE MASS INCREASE

DENISA Muntean^a

Abstract

Galileo vibration plate has a wide spectrum of action, it is recommended to improve spasticity, increase the muscle mass of the lower limbs, improve the balance of the elderly, and is often used by athletes to keep fit or to recover from injuries. Thus, we see that this device is not a trivial one, on the contrary, it greatly influences the human body and is effective in recovery programs and can be used for both children and the elderly.

The purpose of this paper is to study in a limited period (up to 2/3 months) the influence and direct action of the device on the muscle tone of a child suffering from hypotonia. As we all know, hypotonia is defined as a decrease in muscle tone, it can be a factor that signals the presence of specific diseases in the central nervous system, the muscular system, or even the presence of genetic pathologies. From the results obtained, as a kinetoterapeutic means, we can conclude that a workout based on vibrations, is effective and develops the muscles harmoniously because the impulses are distributed evenly to the body and each muscle is stimulated simultaneously in both lower limbs. Therefore, we can say that following the research, muscle tone has improved by a small percentage but is in continuous growth.

Keywords: *Galileo plate, vibrations, hypotonia, central nervous system*

Author affiliation

^a3rd year bachelor student, Kinesiotherapy and Special Motricity specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

Selective bibliography

- El-Shamy S. M. (2014). *Effect of whole-body vibration on muscle strength and balance in diplegic cerebral palsy: a randomized controlled trial*. *American journal of physical medicine & rehabilitation*, 93(2), 114–121. <https://doi.org/10.1097/PHM.0b013e3182a541a4>
- Rittweger J. (2010). *Vibration as an exercise modality: how it may work, and what its potential might be*. *European journal of applied physiology*, 108(5), 877–904. <https://doi.org/10.1007/s00421-009-1303-3>
- Saquetto, M., Carvalho, V., Silva, C., Conceição, C., & Gomes-Neto, M. (2015). *The effects of whole-body vibration on mobility and balance in children with cerebral palsy: a systematic review with meta-analysis*. *Journal of musculoskeletal & neuronal interactions*, 15(2), 137–144.
- Swolin-Eide, D., & Magnusson, P. (2020). *Does Whole-Body Vibration Treatment Make Children's Bones Stronger?* *Current osteoporosis reports*, 18(5), 471–479. <https://doi.org/10.1007/s11914-020-00608-0>
- Tsukahara, Y., Iwamoto, J., Iwashita, K., Shinjo, T., Azuma, K., & Matsumoto, H. (2016). *What is the most effective posture to conduct vibration from the lower to the upper extremities during whole-body vibration exercise?* *Open access journal of sports medicine*, 7, 5–10. <https://doi.org/10.2147/OAJSM.S93047>

ILIOPSOAS MUSCLE AND BACK PAINS

BOGDAN CRISTIAN Tima^a

Abstract

In the case of low back pain, regardless of its origin, it usually involves the iliopsoas muscle, which is made up of the psoas major and iliac muscles. Some patients describe the pain caused by this muscle as a dull pain, while others experience something more like a sharp pain, like a stab wound.

Back pain is a topical issue for most individuals, which has led me to become interested in the real cause of this problem, not just its effect. One cause of these pains is the tension caused by the muscles in the central area or their imbalance. I chose to pay special attention to this muscle because it is the only muscle that connects the upper and lower trunk.

Shortening this muscle leads to back pain in the lower back. From here we get to the cause of this problem, its adaptive shortening.

By prolonged adoption of the sitting position, sedentary lifestyle or due to wear and tear in the case of performance athletes, the iliopsoas develops tension, causing pain both in the lumbar area and in the front of the thigh.

The purpose of this research is to analyze the extent to which the iliopsoas causes back pains.

Keywords: *iliopsoas, back pain, trigger point*

Author affiliation

^a3rd year bachelor student, Kinesiotherapy and Special Motricity specialization, Department of Physical Education & Sports, Faculty of Law and Social Sciences, "1 Decembrie 1918" University of Alba Iulia

Selective bibliography

- Crompton, T., Lloyd, C., Kokkinakis, M., & Norman-Taylor, F. (2014). The prevalence of bifid iliopsoas tendon on MRI in children. *Journal of children's orthopaedics*, 8(4), 333–336. <https://doi.org/10.1007/s11832-014-0596-x>
- Moriarty, C. M., & Baker, R. J. (2016). A Pain in the Psoas. *Sports health*, 8(6), 568–572. <https://doi.org/10.1177/1941738116665112>
- Racca, V., Bordoni, B., Castiglioni, P., Modica, M., & Ferratini, M. (2017). Osteopathic Manipulative Treatment Improves Heart Surgery Outcomes: A Randomized Controlled Trial. *The Annals of thoracic surgery*, 104(1), 145–152. <https://doi.org/10.1016/j.athoracsur.2016.09.110>
- “Trigger Point Therapy” *Gale Encyclopedia of Alternative Medicine*. (2020) <https://www.encyclopedia.com/medicine/encyclopedias-almanacs-transcripts-and-maps/trigger-point-therapy>
- Donnelly J. M., Fernández-de-Las-Peñas C., Finnegan M., Freeman J. L., (2019). *Myofascial Pain and Dysfunction: The Trigger Point Manual 3rd Edition* Travell, Simons & Simons', ISBN-13: 978-0781755603, ISBN-10: 9780781755603
- Zdrenghea, D.; Branea, I., 1995, *Recuperarea bolnavilor cardiovasculari*, Ed. Clusium, Cluj Napoca,