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## The impact of physical exercises over the intimate life of the young generation (The Rorschach ink blot test)

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### Abstract

Physical exercise has numerous benefits: Formative, informative, educative, but above all it ensures a stable personality, a methodic behaviour which leads to a healthy life system with positive emotional reactions, giving us the possibility of control and natural intimate desires. A certain description shows us the prototype of a complete person, capable to face social demands and to enter the modern society of our days, which is extremely demanding and with high standards. In order to prove the importance of physical exercise in the life of youngsters, we used as a method of research the "Intimate life according to the Rorschach ink blot test", which shall help us detect the aspects of intimate life and students' personalities from this point of view. For our research, we started from the hypothesis according to which people who greet physical exercises using it as a leisure time activity and means of socialization, have a positive intimate life and a positive personality, as compared to people with a mainly sedentary life, and who have a low level of development for their ability of adaptation, both on the professional and on the personal plan. Our research has been undertaken on a group of 123 students (41 boys; 82 girls) coming from the same institution, therefore theoretically having similar preoccupations and social status. Bibliographic study method; observation method; enquiry method (conversation, questionnaire entitled "Intimate life according to the Rorschach ink blot test", etc.); pedagogical experiment method; statistical-mathematic method; graphical method were employed as methodology. As a consequence of the research undertaken, we observed that there are significant differences regarding students who have a way of life combined with physical exercises during the week, over a school year, as compared to those who do not perform similar activities, from various reasons. In all these modifications, it is considered that a special important role is held by physical exercised performed under different aspects, reason for which we believe that it should not miss from the weekly schedule of students. Therefore, we recommend introducing it again in the university syllabus, for each week, as a university module of 90 minutes.

Keywords: Physical exercises, students, rorschach test, intimate life.

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## **1. Introduction**

Physical exercise has numerous benefits: formative, informative, educative, but also ensures a stable personality, a methodic behavior leading to a healthy life system with positive emotional reactions, which give us the possibility of constraint, control and natural intimate desires, due to the fact that person and personality are exclusive human determiners, and as a result, personality is “a complex and heterogeneous reality...” (Golu, 2002, p. 544). It has four interesting sides (temper, aptitude, attitude, character), connected with the subjects’ intimate lives. For emphasizing the described relationship, we should not forget that “...emotional processes compose the fond and the energetic side of the psychic life and of the behavior” (Golu, 2002, p. 544), and as a consequence give the tone of the intimate life. In this respect, physical exercise appears to leave its print over personality and individuals who welcome physical exercises and use them as a leisure time activity, as a manner of socialization. These individuals seem to have a positive intimate life and a positive contoured personality, as compared to those who have a mostly sedentary way of life.

## **2. Hypothesis**

For our research, we started from the hypothesis according to which people who perceive physical exercises using it as a leisure time activity and means of socialization, have a positive intimate life and a positive personality, as compared to people with a mainly sedentary life, and who have a low level of development for their ability of adaptation, both on the professional and on the personal plan.

## **3. Methods**

### **3.1. Subjects**

Our research has been undertaken on a group of 123 students (41 boys, namely a percentage of 33.34%; 82 girls, namely a percentage of 66.66%), randomly chosen and coming from the same institution, the Petroleum Gas University from Ploiesti, therefore theoretically having similar preoccupations and social status.

### **3.2. Research methods**

Bibliographic study method; observation method; investigation method (conversation, questionnaire entitled “Intimate life according to the Rorschach ink blot test”, which is a projective test); pedagogical experiment method; statistical-mathematic method; graphical method.

### **3.3. Research purpose**

The purpose of this research was to emphasize the fact that personality issues appear, as well as significant differences between groups regarding students who have an active life combined with physical exercises all over the week, and over a school year, as compared to those who do not develop similar activities, for various reasons, and who are sedentary.

## **4. Research content**

The study regarding “The impact of physical exercises over the intimate life and the personality of the young generation”, was based on the Rorschach ink blot test, which is a projective test conceived by “...the Swiss psychiatrist Prof. Dr. Hermann Rorschach, as he used ten images in his test, which he discovered with a year before his death, and which is bearing his name ever since. With the help of this test it has been attempted ... to identify certain characteristics of the entire intimate sphere regarding the personality of the tested individual... After the death of Hermann Rorschach, countless

psychologists continued his work and elaborated their own methods of interpretation or published control procedures based on this test.” (Horst, 2000, p. 150) Such a person who followed the steps of Dr. Hermann Rorschach, was Horst & Siewert, (2000), as he reinterpreted the test, conceived it to partially resemble the original, and he used only six images from the total of ten. These images shall not be included for certain reasons, but can be observed in the book of Horst H., S., (2000, p. 150). For those who wish to have details regarding the projective test, we shall offer them information through e-mail, as noted in this paper. The version of the projective test described by Horst, Siewert, (2000) was the one used in our research. To this version, we added six supplementary questions, useful for our research, with the purpose of proving that “... motric activities are a manner of the individual’s manifestation ... are important ... in the development of the human personality ...” (Bota, 2006, p. 16), and physical exercise has numerous benefits: formative, informative, ludic, a leisure time activity, educative, thus contouring the prototype of a complete person, which contrasted with subjects from the sedentary category, situated at the other end. Sedentary people seem to suffer from a difficult adaptation or the lack of it in connection with life requirements. In order to solve the described situation, we thought to analyze the events occurred at the implementation of the test “Intimate life according to the Rorschach ink blot test”. This test helped us with certain aspects connected to the manner in which students are active, use physical exercises, react to the intimate life or outside it, from an emotional perspective, to discover the type of emotions (extrovert/introvert), the type of perception (spatial/three dimensional), the students’ personalities, and to observe whether they suffer any type of changes (positive or negative), under the impact of physical exercises as compared to what happens with sedentary students from the same perspective. The consequence of these aspects was the research undertaken, seen as a useful necessity in knowing the subjects’ intimate life “... the protocol... was interpreted in connection with certain relevant categories and their personality traits, and answers ... were... analyzed from different perspectives, ordered according personality traits.” According to the data described below. The questionnaire entitled “The intimate life according to the Rorschach ink blot test” is a projective test and was effectively composed of 12 items, as following: 6 items represented 6 depictions (images) to test the subjects’ personality and intimate life, and the other 6 items were questions with closed answers (questions from 1 to 5), respectively one question with open answer, namely question number 6, which strengthen and differentiate active subjects, who use physical exercises and react within the intimate life. I chose this questionnaire for our subject due to the fact that it offers us security regarding the subjects’ honesty, when they answer questions, as it is conceived in such a manner as “the candidates find it practically impossible to perceive the essence of a projective test... because ... They do not know in advance what they are asked to do, neither can they do something to modify their grade into a good one. It may be said that any maneuver of deceiving examiners is doomed to failure, the subjects have to refrain from such attempts, due to the fact that they shall not win anything more than an even more negative appreciation.” (Horst, 2000, p. 152) Based on the implemented questionnaire, we followed to measure the level of the intimate life and of personality on three levels represented by: Level I – spatial and the three dimensional perception; Level II – the type of emotions (or emotional status); Level III – identity (which we believe to be in a close connection with personality), as following:

- Level I – on this level we placed the spatial and the three dimensional perception, which has been analyzed according to “the degree of interpretation of images ... and their spatial or three dimensional perception ... realized through differences between the **Complete Answers [CA], the Detailed Answers [DA], and the Contour Answers [Cont].**” (Horst, 2000, p.151), and complete answers given for this test were analyzed and regarded positively in the majority of cases, as being “details or contours” (Horst, 2000, p. 151);
- Level II – on this level we followed the type of emotions – when completing answers ... we requested the so-called determinants, such as answers of “**Motion**” [M], “**Color**” [Col], both **connected to the type of emotion of the subject** (extraversion or introversion), or those of “**Form**” [Fo] or “**Depth**” [Dep].” (Horst, 2000, p. 151).

- Level III – this level, ... the third evaluation level shall be noted the signature of answers according to the **assignation of identities**, for example through the categories Human [Hum], person detail [Pe D], Animal [Anm], Animal detail [Anm D], Vegetal [Veg] or Object [Ob].” (Horst, 2000, p. 151)

***In the end, the values of all signatures shall be added and compared with pre established statistical values.***

**The evaluation!** In the following lines we shall render in percentage all answers recorded in tables for the six depictions and for the six questions. Answers were registered in tables for each depiction separately. The scales for interpretation were in number of four for each depiction, and each scale represents a number of points. From the calculation of the score for all scales, in the end, the total score is realized, which is relevant for our research. **The score obtained can be between: 0 points and 54 points, and the 54 points represent the maximum score.** For your understanding we explain in the following **the evaluation scales in detail:**

- **The OV scale: overview** (for each check for choice [a] 4 points shall be given; for choice [b] 6 points; for choice [c] 2 points);
- **The Bg scale: background** (for each check for choice [a] 3 points shall be given; for choice [b] 2 points; for choice [c] 1 point);
- **The Det scale: details** (for each detail indicated at each of the depictions one point shall be received. No more than 18 points);
- **The Ref scale: zero interpretations**

**The total score is added and is calculated as following:**

OV points + ..... Bg points + ..... Det Points = Total..... points. One has to observe that the implemented questionnaire **has two structures:**

**Structure I – contains** – questions for identifying the group (items 1-6) which refer to somatic indices, leisure time activities, school status reflected in the examination grades, motric activities, the connection with the P.C., etc.;

**Structure II – contains** – The projective test itself – with the six depictions representative for the identification and measuring of the intimate life, through the spatial perception, through emotion, and identity (which we consider to be in a close connection with personality), from item 7 to 12.

**Important.** In the questionnaire, questions were organized in a natural manner as to help us discover reality regarding the “Impact of physical exercises over the intimate life and over the personality of the young generation”. We conceived tables and recorded data in them. In the moment we reached the phase of analyzing the questionnaire, we concluded that the two observed groups separated into girls and boys, had in fact an interesting structure, different from the one expected by us. Within the group there were not only students with motric activity and sedentary subjects, who had or not certain frustrations about their intimate life or personality, but also another structure was found. In this purpose, for following the structure of the group and to see the relevance and the impact which physical exercises have over students, we had a data presentation according to gender, for the entire group involved in the research, namely 123 subjects – 82 girls and 41 boys, randomly chosen, who, after the implementation of the questionnaire were structured in the following manner:

**Group I – Girls (G)** – in number of 82, namely a percentage of **66.66 %** of the total, had the following type, according to the data from Tables number 1 and 2 and Graph number 1:

**a. students capable of physical effort**, who used to practice a sports game in childhood, in number of 21 girls (G), and a percentage of **25.60 %** from the total;

**b. students capable of physical effort**, who did not use to practice a sports game in childhood, in number of 51 girls (G) and a percentage of **62.20 %** - of the total;

c. **students who are not capable of physical effort**, with medical exempts (M.E.) in number of – 10 girls (G) / and a percentage of 12.20 %.

**Group II - Boys (B) - in number of 41**, namely a percentage of **33.34 %** had the following structure, as it may be observed from the data recorded in **Tables number 3, 4**, and **Graph number 2**:

a. **students capable of physical effort**, who used to practice a sports game in childhood, in number of 32 boys (B), and a percentage of 78.05 % - of the total;

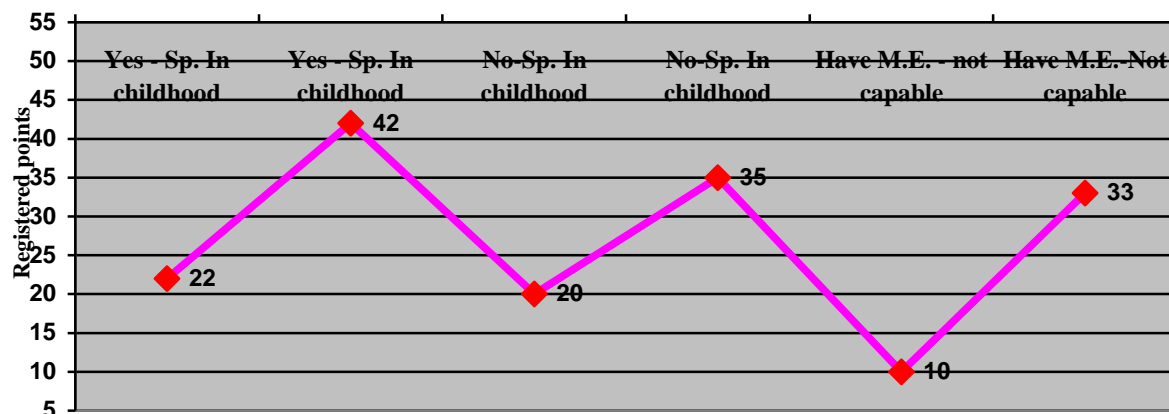
b. **students capable of physical effort**, who did not use to practice a sports game in childhood, in number of 9 boys (B) and a percentage of 21.95 % - of the total.

**Table 1. Registered indicators for the impact of physical exercises over the intimate life (representative aspects: somatic indices - (H, Kg); exam. average; practiced sports; connection with the P.C. for – 82 – girls (G)**

Representative indicators for girls capable of physical effort, who used to practice a sports game in childhood, in number of 21 girls (G)/25.60 %					Representative indicators for students capable of physical effort, who did not use to practice a sports game in childhood, in number of 51 girls (G)/62.20 %					Representative indicators for students who are not capable of physical effort, with medical exempts (M.E.) in number of – 10 girls (G)/12.20 %				
H	Kg	Practice d sports	P.C. game	Exam . Average	H	Kg	Practi ced sports	P.C. game	Exam. Averag e	H	Kg	Prac ticed sports	P.C. game	Exam. Average
153-160	46-50	9-11 years	10-12 years	7.16-8.85	1.53-1.58	41-48	No	6-9 years	6.26-7.18	1.52-1.55	57-63	No	7-8 years	7.10-7.93
Total students who recorded the above results 5 girls (G) = 6.09 %					Total students who recorded the above results 31 girls (G) =37.80 %					Total students who recorded the above results 7 girls (G) = 8.54 %				
165-170	54-65	7-8 years	13-16 years	8.20-9.63	1.60-1.68	50-69	No	10-13 years	7.95-9.11	1.57-1.67	64-78	No	9-10 years	8.00-8.30
Total students who recorded the above results 16 girls (G) = 19.51%					Total students who recorded the above results 20 girls (G) = 24.40 %					Total students who recorded the above results 3 girls (G) = 3.66%				

**Table 2. Registered indicators for “The Rorschach ink blot test” and its evaluation scales (The Ov scale – overview scale; the Bg scale – background; the Det scale - details) for – 82 – girls (G)**

Representative indicators for girls capable of physical effort, who used to practice a sports game in childhood, in number of 21 girls (G)/25.60 %			Representative indicators for students capable of physical effort, who did not use to practice a sports game in childhood, in number of 51 girls (G)/62.20 %			Representative indicators for students who are not capable of physical effort, with medical exempts (M.E.) in number of – 10 girls (G)/12.20 %		
Ov Scale	Bg Scale	Det Scale	Ov Scale	Bg Scale	Det Scale	Ov Scale	Bg Scale	Det Scale
22-24	2-9	1-2	20-24	2-6	1-2	8-18	2-4	No
Total students who recorded the above results 5 girls (G) = 6.09 % Have a total number of points between 22-35			Total students who recorded the above results 31 girls (G) = 37.80 % Have a total number of points between 20-24			Total students who recorded the above results 7 girls (G) = 8.54 % Have a total number of points between 10-18		
25-26	9-13	3-4	22-28	10-12	2-3	19-30	10-13	No
Total students who recorded the above results 16 girls (G) = 19.51% Have a total number of points between 38-42 pcte.			Total students who recorded the above results 20 girls (G) =24.40 % Have a total number of points between 25-35 pncete			Total students who recorded the above results 3 girls (G) =3.66 % Have a total number of points between 19-33 pcte		



**Graph 1. Graphical interpretation regarding the points registered at the addition of the evaluation scale (The Ov scale + the Bg scale + the Det scale) for – 82 – girls (G)**

**CAPTION**

- Students capable of physical effort, who used to practice a sports game in childhood, in number of 21 girls (G)/25.60 % and recorded results in the graph (minimum and maximum points):
  - 5 girls (G) / 6.09 % a total of 22-35 points;
  - 16 girls (G) /19.51% a total of 38-42 points.
- Students who are not capable of physical effort, with medical exempts (M.E.) in number of – 10 girls (G)/12.20 % and recorded results in the graph (minimum and maximum points):
  - 7 girls (G) /8.54 % a total of 10-18 points;
  - 3 girls (G) /3.66 % a total of 19-33 points.
- Students capable of physical effort, who did not use to practice a sports game in childhood, in number of 51 girls (G)/62.20 % and recorded results in the graph (minimum and maximum points):
  - 31 girls (G)/37.80 % a total of 20-24 points;
  - 20 girls (G)/24.40 % a total of 25-35 points.

Analyzing the recorded results for the 82 girls (G), in Tables number 1 and 2 and Graph number 1 for the representative indicators regarding the registered points after the implementation of the questionnaire “The intimate life according to the Rorschach ink blot test”, projective test, I observed that students capable of physical effort, who practiced sports games in childhood are in a smaller number (21 girls (G)/25.60 %) than those who did not practice any type of sports game (51 girls (G)/62.20%), and are taller than the latter, as they reach heights up to 1.70 m, as compared to girls who did not practice any type of sports games or have medical exempts, and who reach heights up to 1.67/1.68 m, and the value of the registered score at the test is different from one group to another, even within the following group:

**A. Students who practiced a sports game in childhood, recorded a score with two values:**

- Flight 1 A – recorded a value between 22-35 points – according to the score obtained, evaluation standards *signal us that female students are not strong enough when facing problems, but can be situated “on average coordinates”, with the possibility of evolving towards knowledge through training;*

- Flight 2 A – recorded another value between 38-42 points – according to the score obtained, evaluation standards, these subjects have “... a series of inner values and personal talents, an integrity which reaches the absolute being on the first place, confirming themselves as loyal people and trustworthy, with a spiritual and moral level of the highest level ... women dispose of a rich emotional basis.” (Horst H., S., 2000, p. 169) This is a superior score as compared to that obtained by students



who did not practice any type of sports and who have medical exemptions, data which get us close and confirm the research hypothesis. (see data from Tables number 1 and 2 and Graph number 1)

**B. Students who did not practice any type of sports game** register a lower score compared to students **who practiced** a sports game in childhood (see data from Tables number 1 and 2 and Graph number 1):

- Flight 1 B, 2 B recorded values between 20-24 points or 25-35 points. According to the evaluation standards, this score describes a type of subjects who are not strong enough when facing problems, who fit perfectly in the category of executors, but still have the possibility of evolving towards knowledge through training, as a consequence, those who did not practice sports during childhood, but are not sedentary people, and practice physical activities at school, have a similar type to students from Flight 1 A, but lost an extremely important aspect which can be gained only in the field when facing yourself and you are obliged to make immediate decisions (score, pass, dribbling, etc.) quickly and without any consent (e.g. parental approval), and you are then invaded by many emotions when you have to decide. This probably trains the mind, more than any other learning process, as well as the soul in an equal measure, sharpens emotional intelligence in particular, which is decisive in everyday life, and is more important than intellectual intelligence.

C. The third group of girls was students with medical exemptions (M.E.), and we notice that both situations described above present score values superior to those with medical exemptions (M.E.), namely values of 10-18 points or of 19-33 points. According to the evaluation standards described by Horst H., S. (2000, p. 169), we shall perform the following analysis: evaluation standards prove us that female students from the first flight have a low level of development for their ability of adaptation, both on the professional and on the personal plan, are average people, survivors through conventionality, with reduced chances of success in life, and here we refer to people who obtained 10-18 points, but among them there are subjects who obtained 19-33 points, these being people who needed to obtain a medical exemption later, as a consequence of an accident or disease and who fit in another type and characterization similar to that of Flight 1 A, thus confirming the research hypothesis, according to which people who greet physical exercises using it as a leisure time activity and means of socialization, have a positive intimate life and a positive personality, as compared to people with a mainly sedentary life, and who have a low level of development for their ability of adaptation, both on the professional and on the personal plan.

In parallel with the aspects observed for girls in Tables 1, and 2 and Graph number 1, we concluded that it is repeated in the same manner for boys – see Tables number 3, 4 and Graph number 2. The difference is that within the boys' group composed of 41 boys (B), only 32 boys (B)/78.05 % practiced a type of sports game in childhood and registered a score of almost 48 points – according to the score registered, the evaluation standards signal us that students from this flight are similar to what we observed in the case of female students - have "... a series of inner values and personal talents, an integrity which reaches the absolute being on the first place, confirming themselves as loyal people and trustworthy, with a spiritual and moral level of the highest level ... Men are balanced people, loyal and emotionally stable. And they have a good level of creativity..." (Horst H., S., 2000, p. 169), thus revealing a rich intimate life.

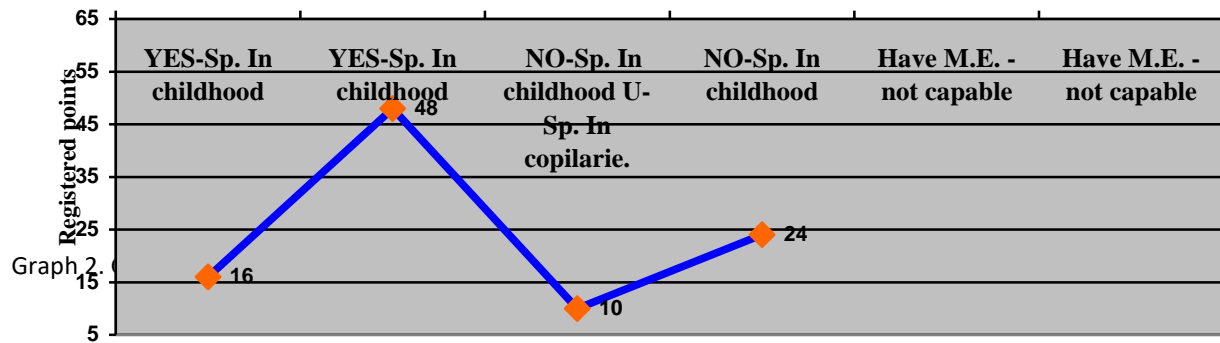
**Table 3. Registered indicators for the impact of physical exercises over the intimate life (representative aspects: somatic indices - (H, Kg); exam. average; practiced sports; connection with the P.C. for – 41 – boys (B)**

Representative indicators for girls capable of physical effort, who used to practice a sports game in childhood, in number of 32 boys (B)/78.05 %					Representative indicators for students capable of physical effort, who did not use to practice a sports game in childhood, in number of 9 boys (B)/ 21.95 %					Representative indicators for students who are not capable of physical effort, with medical exempts (M.E.) in number of – 0 boys (B)/ 0 %				
H	Kg	Prac ticed sports	P.C. game	Exam. Average	H	Kg	Practic ed sports	P.C. game	Exam. Average	H	Kg	Practice ced sports	P.C. game	Exam . Average
15	7-	9-11	10-12	8.28 -	1.57-	57-	No	4	6.18 - 6.71	0	0	0	0	0
7-	57-	9-11	10-12	8.28 -	1.57-	57-	No	4	6.18 - 6.71	0	0	0	0	0
17	59	years	years	8.50	1.67	74		years						
0														
Total students who recorded the above results 7 boys (B) =17.08%					Total students who recorded the above results 4 boys (B) =9,76					Total students who recorded the above results 0 boys (B) = 0%				
1.7	72-	7-8,	13-14	8.55-8.78	1.73-	88-	No	7-8	7.71-8.75	0	0	0	0	0
0-	93	years	years		1.90	90		years		0	0	0	0	0
1.9	%	%												
6														
%														
Total students who recorded the above results 25 boys (B) =60.97%					Total students who recorded the above results 5 boys (B) =12.19%					Total students who recorded the above results 0 boys (B) = 0 %				

**Table 4. Registered indicators for “The Rorschach ink blot test” and its evaluation scales (The Ov scale – overview scale; the Bg scale – background; the Det scale - details) for – 41 – boys (B)**

Representative indicators for girls capable of physical effort, who used to practice a sports game in childhood, in number of 32 boys (B)/78.05 %			Representative indicators for students capable of physical effort, who did not use to practice a sports game in childhood, in number of 9 boys (B)/ 21.95 %			Representative indicators for students who are not capable of physical effort, with medical exempts (M.E.) in number of – 0 boys (B)/ 0 %		
Ov Scale	Bg Scale	Det Scale	Ov Scale	Bg Scale	Det Scale	Ov Scale	Bg Scale	Det Scale
14-18	2-3	1-2	8-16	2-4	0	0	0	0
Total students who recorded the above results 7 boys (B) =17.08%			Total students who recorded the above results 4 boys (B) =9,76%			Total students who recorded the above results 0 boys (B) = 0%		
Have a total number of points between 16-18			Have a total number of points between 10- 16			Have a total number of points between 0		
20-28	11-14	4-12	20-22	1-2	0	0	0	0
Total students who recorded the above results 25 boys (B) =60.97%			Total students who recorded the above results 5 boys (B) =12.19%			Total students who recorded the above results 0 boys (B) = 0%		
Have a total number of points between 20-48			Have a total number of points between 20-24			Have a total number of points between 0		





**CAPTION**

- Students capable of physical effort, who used to practice a sports game in childhood, in number of 32 boys (B)/78.05 % and recorded results in the graph (minimum and maximum points)
  - 7 boys (B) / 17.08 % a total of 16-18 points;
  - 25 boys (B) / 60.97 % a total of 20-48 points.
- Students capable of physical effort, who did not use to practice a sports game in childhood, in number of 9 boys (B) / 21.95 % and recorded results in the graph (minimum and maximum points)
  - 4 boys (B) / 9.76% a total of 10-16 points;
  - 5 boys (B) / 12.19 % a total of 25-35 points.

This is a superior score to that obtained by students who did not use to practice any type of sports game, information which confirms the research hypothesis (see data from Tables number 1, 2, 3, 4 and Graphs number 1 and 2). It is important to observe that for boys we do not have medical exempts. Probably it is one of the reasons for which the boys' score is higher than the girls' score and their emotions are more intense, aspect which also confirms the research hypothesis.

## 5. Conclusions

- Physical exercise has numerous benefits: formative, informative, educative, but above all it ensures a stable personality, a methodic behavior which leads to a healthy life system with positive emotional reactions, giving us the possibility of control and natural intimate desires.
- In order to prove the importance of physical exercise in the life of young people, we used the test entitled "The intimate life according to the Rorschach ink blot test", as a research method, which helped us to trace aspects of the students' intimate life and personality from this point of view.
- As a consequence of the research undertaken, we observed that there are significant changes regarding students who have a life combined with physical exercises all over the week, on a school year, as compared to those who do not develop similar activities, for various reasons;
  - Recording the score for subjects who practiced a type of sports game in childhood (for girls 38-42, and for boys almost 48 points), according to the evaluation standards these subjects have "... a series of inner values and personal talents..." with "...a very rich emotional background..." (Horst H., S., 2000, p. 169), the superior score obtained by these female and male students, as compared to those who did not use to practice any type of sports or with those having medical exempts, thus confirming the research hypothesis (see data from Tables number 1, 2, 3, 4 and Graphs number 1 and 2);
  - In all these modifications, it is considered that a special important role is held by physical exercised performed under different aspects, reason for which we believe that it should not miss from

the weekly schedule of students. Therefore, we recommend introducing it again in the university syllabus, for each week, as a university module of 90 minutes.

- Socialization through motion opens new perspectives there where boundaries were set until the present, because it ensures a stable personality, a methodic behavior and natural intimate desires.

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