

Human Relations in Game Society

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Preface

We shall have to consider what is the major point in discussing the human relations in a game society. When we regard "Gesellschaft" as the essence of the modern society, we come to the conclusion that there is a group society with court wherein the cooperative human relations are taken seriously by the members.

In groups of sports based on team work, we make an analistic study on the human relations to understand the function of team work. Moreover, to get the better result in sports, coaching method is required and the human relations are explored so that it may come into effect.

Here, to understand team work as the function of a group, we'll take up the human relations in a ball game society which consists of teams, and, the first chapter the human relations in one of the groups of a game society, and then deal with the human relations in the whole game society.

I The feeling-structure and human relations in a group

"All behaviors depend upon image," says K. E. Boulding.¹⁾ Stimulations of all kinds are given to a new-born baby through senses from the time of birth. At first they will be those of an unclassified light and sound. But, as the baby grows older, it will distinguish men from things. Then the widen would of image makes it understand itself in the network of complicated human relations.

The image of the adult satisfying its wants is desirable to it. It dislikes the image of an adult who disturbs it. In this way, generally speaking, human relations arise from the sensuous and emotional growth of image. When we pass people on the road, we have no emotional image to them all, but we sometimes have emotional image of

value such as beauty and likes when an image comes into being and gets some medium and motive, communication exists what is regarded as communication varies from temporary to constant (permenent).

Communication has been analized as feeling-structure of a group by using sociometry. Every member in a group has his free image on each other and connects with each other in proportion to his needs on the basis of emotional image.

The human relations as a feeling-structure are explained in the illustration of the choice and refusal of a fellow-pilot in two squadrons of navy airforces.²⁾ A commandant of one squadron was refused by his men, while a commandant of the other was refused by his men. The connection of the former was stronger. The human relations between the commandant and his men are not those in form by administrative positions, but those based on the belief in judgment and powers of the commandant.

Jenkins asked the members of the two squadrons to give the names of fellow-pilots whom they like or dislike, and the reasons why they like or dislike them.³⁾

He classifies the result as follow:

1. one who they want for a fellow-pilot is the reliable team player, not one who seeks for his own exploit.
2. one who takes a risk to save a man in need, not one who desires only safety.
3. one who likes flying, not one who neglects to fly.
4. a strong aggressive man in fighting, not one who tries to find pretext to avoid fighting.
5. a genteel, intimate friend in the waiting room not one who gives unnecessary trouble to others, on the strained occasion of flying-prepasation.
6. a steady knowing man who excels in a formation flight, not a capricious and untrustworthy man.

This kind of research is made in athletic groups and sport groups. It is used for the analysis of the human relations in game-teams. In sociometry, the relation of position-order among members is made clear, but the degree of likes and dislikes among them cannot be explained. Under real circumstances, the existing human relations of groups and the tension of mind are not described. Consequently, the human relations as feeling-structure and those under real circumstances seem to differ widely. The relations made by their own choice, I'm sure, support the power of a game-team, the basis of a game-team. Such a man as above-mentioned by Jenkins is wanted in sports society as well as in army society.

The result of the research makes us imagine such an ideal player and human relations in game-teams. In reality, they reject one who is irresponsible and has his own way in everything. They rely on an active player. In everyday life outside the game, they also choose what is called good team player for a friend. Such a man first exists in a conceptional image and comes into being in proportion as they play together.

G. Homans insists "The frequency of interaction among them makes their mutual attachment strong: the reverse is also true."⁴⁾ J. Klein insists "Certainly it is true, but it needs certain conditions: when the information about personality of each member is not got by interaction: when the group work is not liked by them: when the group is governed by the violator of the group rules: when the group is divided into sub-groups with different rules: he says that Homan's theory is not true in these cases.

When we find Klein's conditions in a group of the game society, the group has exceedingly bad group morale and bad human relations. We'll be obliged to admit Klein's theory if the high frequency of interaction in a group shows the intensity of mutual attachment.

The member's friendship depends more upon the approximation of the ideal and values which each has (cherishes) than upon the similarity of personality which he has, and so we cannot understand the human relations in reality only by feeling-structure.

As a rule, human behavior is regulated by the role which he is given to play rather than by likes and dislikes.

And the feeling toward others is found most in expecting them to play well. So we'll have to take interest not only in feeling-structure and interaction, but also in the role-structure in the group.

II The role-structure and human relations in a group

A group is made up when members have a common object and they have the intention to reach the goal. In a group, the human relations are built on the growth of image and concreted by adding a medium and a motive. When a group is constructed and organized, the given roles regulate the members' behavior. And then the human relations develop not only by the union of likes and dislikes, but also by the degree of role-expectation and its fulfillment. According to K. E. Boulding's theory, what is the image of role makes the image of a role-player. Meed says that, in such game-society, the behavior of a person at the given time has a great influence upon the whole action. There is, it means, community in one behavior or in the meaning-system of a situation.⁵⁾ According to T. M. Newcomb's theory, a group consists of the men with close-connected social roles and the social role which the members have accepted contributes to the achievement of the aim of the group.

A. Asai calls this role position-role.⁶⁾ This means that the way of behavior which is expected of the man in a position is connected with the position. Thus a role in the game has social attitude, worth and behavior in it. Whether a position is given or obtained, a role is connected with the position. The role is regarded as the phenomenon carrying out the function of the position.

Here we'll study human relations further, by understanding role-structure as function of positions and defining as elements of the structure and verifying their existence.

1. Concert

In ball-game, pass-play is important. Pass-play is a behavior between positions. A position in the team has a role leading to the goal at any point: when the pass-play is for shooting, the player has to pass the ball to the shooter at the good point. The shooter has a role to get a point by shooting. We may regard pass-plays as interdependent relations, not only ball-pass. Pass-plays have different significance near the goal or far from the goal, in divisions. The pass-play near the goal implies getting a point, while that far from the goal implies breaking the formation of the opponent team: the members have different roles under different situations.

We organized three attack-groups of different-leveled skill and one defense-group and made them play the game in the form of 3 to 2 to observe pass-plays.

From the observations, we'll investigate role-structure as connection.

INVESTIGATION PROCEDURE⁷⁾

Date: 1962. 10. 2.

Place: Kyoto University of Education

Objects: Basket ball club member 8

Soccer club member 3

Research method:

Group

attack group 3 { High skilled gr. H
Middle skilled gr. M
Low skilled gr. L

defence group 2

Court length 19.8m width 16m Set a goal one side.

Observational situation

Do basketball game (3:2) on the court.

Method observation

Fig.1. Member's behavior

item gr.	pass	shoot
L	63	2
M	39	6
H	36	8

As shown in fig. 1, they played pass-plays in any group. In Group L, they played most pass-plays but fewest shots. In Group H, they played fewest pass-plays but most shoots. Many pass-plays do not always mean that they get many points. Each pass-play must be prepared to attack the goal in good formation and the most important is to make each pass-play effective.

In the gate-game each player must fulfill the function to pass at the suitable time. It is his role to fulfill the function which we call connection. The human relations are established by the connection: that is to say, by the effective passing as a unit of behavior.

2. Insight

Each member has co-operative spirit and common intention to reach the common goal. When the group has a clear goal, each member recognizes it consciously and acts to reach the goal. The scoring rate varies in proportion as they have strong or weak to the group-goal and they are able to play systematically or not. The systematic playing capacity is related to insight of the group. Determination of the group depends upon insight of the group. In ball-games, the aim of a team is to get points and win the game by each member's behavior at every moment.

The team's behavior changes according to each member's behavior. Each player, at any time, must decide to select his best behavior, which is the most suitable of all possibilities to the expected formation. His behavior in the team is regulated by the agreement of recognition of a state in the game. It means that they have common understanding of the significance of behavior at the given time. Since each member's role is to fulfill function according to the position in a stage, insight as function can be seen in the agreement of expectation of behavior in the position.

Here we'll look into this by examining agreement of expected behavior in a possible state.

RESEARCH PROCEDURE⁸⁾

1. Date 1963. 9. 23.
2. Place Kyoto University of Education
3. Objects Kyoto University of Education Soccer club member 5
4. Research method
 - Court chart 1
 - Do soccer type game on the court.
 - Group
 - attack group 3 F. W. player
 - defence group 2 B. K. player
 - Method observation and question

From the observations, the agreements of expected behavior in a possible state are classified as three patterns. When they disagree in behavior expected in a possible state, they can't reach the smoothly.

Agreement of expected behavior in a possible state shows that and has common

Chart 1

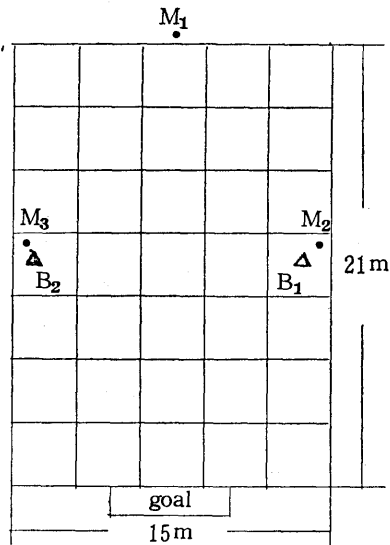


Fig.2. Agreement of mutual expective behavior

mutual expective behavior	success		failure		Total
	pass 1	pass	pass 1	pass 2	
		2	1		3
		2	1		3
			2	2	4

understanding of the significance of behavior regulated by the role to fulfill its function. Consequently, it may be said that a role makes the element of the structure of insight.

Here, human relations are expressed in such action as 'Cover' and 'follow'.

3. Routine

In ball-game society, two rival teams play the game at a court by medium of a ball under the rules. In the attack case of one team, each member must decide to play by the choice of behavior. He must give a significance to his behavior in the whole formation. The given role is expected to play and carry out in the whole formation. The significance of behavior to the whole is connected with routine of each member's behavior for attaining the aim.

We name this process routine which is considered another element of role-structure. To ascertain the routine as a role, we observed elementary-school pupils play relay-play pass in the ball game.

RESEARCH PROCEDURE⁸⁾

1. Date 1964. 6. 17.
2. Place Shichiku Primary School in Kyoto
3. Object School year 6...8 School year 4.....8 (boy)
4. Research method

Court length 15 m width 12 m

Set a goal one side.

Observational situation

Do port ball game (3:2) on the court.

Group

attack group A High skilled school year 6

B Middle skilled school year 6

C High skilled school year 4

D Middle skilled school year 4

defence group Middle skilled school year 6

Middle skilled school year 4

Method observation

Fig.3. Concert type I

item gr.	member who pass to shooter	shooter	times
S.Year 6	gr. A	③	2
		②	1
	A	③	1
		②	1
	gr. B	③	1
		②	1
S.Year 4	gr. C	③	1
		②	1
	B	③	1
		②	2
	gr. D	③	1
		②	1
	D	③	1
		②	1

Fig.4. Concert type II

item gr.	member who keep ball the opening	member who received ball 1st.time	times
S.Year 6	gr. A	③	4
		②	2
	A	③	1
		②	2
	gr. B	③	1
		②	1
S.Year 4	gr. C	③	3
		②	3
	B	③	1
		②	3
	gr. D	③	2
		②	2
	C	③	2
		②	2
	D	③	1
		②	1
	gr. D	③	4
		②	2
	D	③	3
		②	1
	D	③	1
		②	0

The result is summarized in fig. 3 and fig. 4.

From these tendencies are seen as follows:

1. A beginner of attack is decided.
2. A pass-player before shooting is decided.
3. A shooter is decided.
4. In many cases, a pass-player before shooting and a beginner of attack are the same. Using the technical terms of sports, a point-getter and a game-maker stand out.

A member's behavior comes out as a function in a position as it is an expected role

in the team at the give time.

III Human relations in game society

Game society may be said to be a united society of strife and co-operation, from the point of view of social psychology today, in that the fundamental desires of social behavior are qualities of offense (attack) and cooperation. Attack is a competitive spirit to take superiority over others by physical or spiritual attack and co-operative spirit is an aggregation to form and maintain a group to help one another. In sociology, human relations are based on the mutual negative and affirmative relation. The offensiveness based on basic desires of human social behavior makes mutual negative relation and brings about strife. Co-operative spirit makes mutual affirmative relation and then Co-operation is put into practice.

L. V. Wiese says, in the analysis of mutual negative relative relations that they are competition, opposition and strife: that competition is a social relation which comes when they try to gain something at the same time between persons or between groups. And that such relation comes out necessarily in such a case: that confrontation is separate relation which keeps mutual opposition from a severe strife.

Game society appears to be a relation of competition, opposition and strife for the purpose of gaining the same goal. It appears in a temporary world of sports and so the nature of sports sublimates these three relations and changes negative relation into affirmative relation.

A. Asai says that Game society is one in which the members work together with the same object and compete in any situation. It means that two teams have to exist and share sports as a culture with each other to hold the game. Then severe competition, opposition and strife are done in a pure state. The game is, therefore, interesting and severly played and a competition, strife and opposition is done under regulated rules.

J. Huizinga says the nature of sport is play as scocial function.¹⁰⁾ Human relations may seem to be negative in a phenomenon but they are affirmative in the nature of sport.

As to the human relations in a group which constitutes game society, each member will hold an image to one another when they take part in the game. In a team playing a game, positions must be divided (decided), when such feelings as likes and dislikes work on the choice of the neighboring player: the judgment and selection is made not only by his personality but also by the image of his skill. When the judgment of members is different from that of a superintendent and a coach they are likely to be against them in human relations as shown in Jenkin's investigations.

But in a dynamic field, the members don't play only by human relations as feeling-structure. They must try playing a part as a functioning play at the given time. The role-relation is to be considered to regulate human relations. The reference of human

relations as feeling-structure to those as role-structure regulates what they are in a group of game society. Of course, it is most desirable that members combine with one another in feeling-structure and in role-structure they combine by the function of role-connection, insight and routine, but it is considerably difficult to be in complete agreement. In a group of game society, human relations as role-structure precede feeling-structure.

The development of the simple interdependency to combination and further to formation increases by degrees in fulfillment of the goal of a group. In this process, the agreement of the role-structure with the feeling-structure is expected.

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