

65 - MOTIVATION IN SPORTING ACTIVITIES: ANALYSIS OF THE SCHOOLS OF PHYSICAL EDUCATION IN HIGH SCHOOL IN A PUBLIC SCHOOL OF WEST CENTRAL MINEIROREGINALDO DOS SANTOS
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INTRODUCTION

Physical Education, in the school environment, should deal with body practices built over time, those that are presented in the form of sport, gymnastics, games, games, dance, expressive movements, among others. In this context, it is challenged to provide students with opportunities to learn to know and understand, permanently and continuously, their body, its limitations, in the perspective of overcoming them, and their potentialities, in order to develop them autonomous and responsible. (CBC, 2005)

The National Curriculum Parameters (PCNs, 2000) cites the finding that students who often attend in an uncompromising manner what is being taught do not get the performance they want in class. Consequently, there is a visible dropout of students in this phase.

Among the various challenges, goals and purposes of Physical Education spelled out by the Common Basic Curriculum (CBC, 2005); which also guides the definition of teaching methodologies and resources; There are evaluation processes that deserve special attention, since they perform various functions and serve various purposes not only for students but also for teachers, the school institution, the family and the social system.

From this perspective, it encompasses different variables that need to be evaluated and analyzed. In addition, the data collected will serve as guidelines to structure a more appropriate intervention for greater and better participation of students in school Physical Education classes.

This study highlights the evaluation of students' motivation for sports practice in Physical Education classes at a state school at the high school level. For greater participation, interest and consequently less dropout of students in sports practices in school Physical Education; in order to achieve the objectives of this discipline; depending on their greater motivation for sports.

In this context, the assessment of motivation to practice sports is important as another "tool" to help the teacher in Physical Education classes. This analysis serves to guide, structure and intervene in the involvement and participation of students throughout the school year in sports practices. Based on the data elaborate parameter and install a database with this information about students for comparisons at interclass or inter-school levels, thus obtaining references for possible pedagogical and methodological interventions in order to provide greater participation and less dropout in classes, motivating each students more and more broadly to sports practice.

OBJECTIVES

The aim of this study is to obtain information about the motivational psychological profile of students from a public school in the Midwest of Minas Gerais in Physical Education classes in high school. It is intended to make a comparative analysis between students who "do" and those who "do not"; that is, those who participate and those who do not frequently participate in any of the sports activities in school physical education classes and thus identify the main reasons for practicing sports activities in high school.

METHODOLOGY**Sample**

Forty-three students (Table 1) at the 1st and 2nd level of high school were evaluated, with a mean age of 15.81 (+ - 0.77), with 21 (10 male and 11 female) students / athletes. of the 2019 municipal school games teams, in futsal mode and who "do" the physical education sports classes frequently and 22 (12 male and 10 female) students who "do not" the physical education sports classes.

Classes in this school are taught by an effective / concurrent Physical Education teacher, being two weekly classes, lasting 50 minutes, which are prepared according to a monthly schedule in which the modalities selected for the classes are taught in practice. playful and free form when futsal and volleyball, and playful but more directed (warm-up, main part, exercises and fundamentals) when handball, capoeira, gymnastics, athletics.

Procedures

This research was supported by the school, for data collection, at the place and time of physical education. All participants were informed about the objectives and procedures performed, voluntarily participated in the study, and signed an informed consent form also signed by their parents or guardians.

Instruments

Data sheets were applied to identify the participants with information containing data such as name, age, gender, educational level and other information necessary to trace the initial profile of students / athletes.

The Five Great Personality Factors Inventory (IGFP - 5) (BENET- MARTÍNEZ AND JOHN, 1998) was also applied. The questionnaire is designed to ask questions about how the individual views themselves about their habits and experiences.

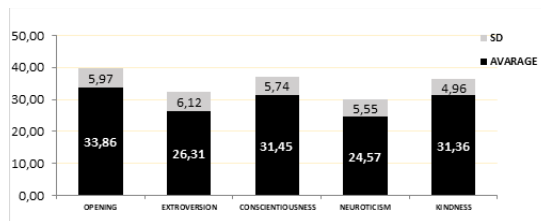
We used the Sport Motivation Scale instrument - Brazilian version (SMS-BR COSTA et al., 2011), which is composed of 28 items that are equally divided into seven dimensions: "Intrinsic Motivation to Know" (MI-C); "Intrinsic Motivation to Achieve Goals" (MI-AO); "Intrinsic Motivation for Stimulating Experiences" (MI-EE); "Extrinsic Motivation of External Regulation" (ME-RE); "Extrinsic Motivation of Introjection" (ME-I); "Extrinsic Identification Motivation" (ME-ID); "Demotivation" (DES).

The research used the Physical Activity Motivation Scale, (IMPRAFE-54 - BARBOSA AND BALBINOTTI, 2006) is an instrument that contains 54 items related to the reasons why the individual practices physical exercises, on a scale of 1 to 5, corresponding to "very little motivates" and "very much motivates".

For data analysis we initially used a descriptive statistics (mean and standard deviation).

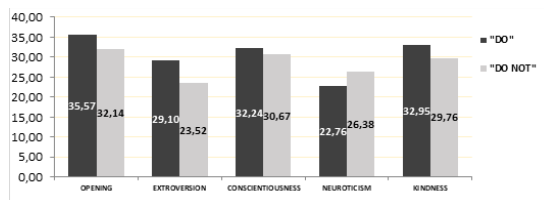
RESULTS

Before we start analyzing motivation data, it is important to analyze the personality profile of the evaluated group. It can be verified (graph 1) that among the five major factors of personality trait evaluated by the instrument used, the trait of "Opening"; (which evaluates proactive activity and appreciation of experience by itself; tolerance and exploitation of the unfamiliar, (PERVIN AND JHON, 2004)); It has the highest value and thus proves to be the main feature of the group in general, regardless of "doing" or "not doing" sports activities. It is a curious group with broad interests, creative, original and non-traditional. The other personality trait factor that stood out was "Conscientiousness" (which assesses an individual's degree of organization, persistence, and motivation in goal-directed behavior, comparing obstinate people with those who are apathetic and careless (PERVIN AND JHON, 2004) which is an organized, reliable, hard-working, self-disciplined, ambitious and persevering group. The "Kindness" personality trait also featured prominently showing that the group tends to be generous, kind, confident, helpful, gullible and honest, as opposed to the results found for the "Extroversion" and "Neuroticism" personality trait. ", Which presented the lowest values, allows us to observe that it is a reserved, sober, uninterested and quiet group, but it is a calm, safe and self-satisfied group.



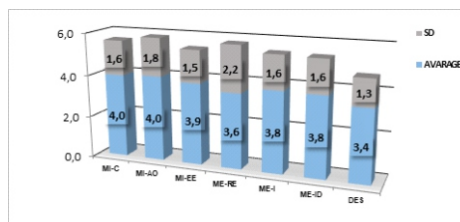
Graphic. 1 - General Group Personality Profile

In a comparative analysis of the Personality profile of students who "do" and "do not" sport activities in Physical Education classes (Graph 2), we find that the personality traits "Openness", "Extroversion", "Conscientiousness" and "Kindness" have higher values for students who "do" than students who "do not" and the opposite for "Neuroticism" who presented lower values, which shows a difference in personality of students who "do" and those who "don't".



Graph 2 - Comparison of the personality of students who "do" and "do not" sport activities in Physical Education classes

In the analysis of student motivation in general, the following results were found according to Graph 3.



Graph 3 - General Motivation

In a general analysis of the motivation of students who "do" and those who "do not" sports activities in physical education classes, the MI-C (Intrinsic Motivation to Know - related to factors linked to curiosity and the search for understanding that athlete wishes to obtain on the practiced modality) and MI-AO (Intrinsic Motivation to Achieve Goals - related to personal factors where the athlete feels pleasure in the search for new skills and movements within the sport modality) presented the highest values, in a scale average that ranges from 1 to 7; 4.0 and standard deviation 1.6 and 1.8 respectively.

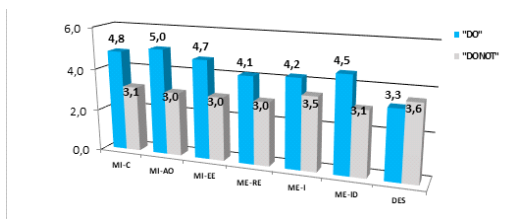
Followed by 3.9 for MI-EE (Intrinsic Motivation for Stimulating Experiences - related to personal factors that make athletes seek stimulating experiences in sport that can cause excitement, pleasure and fun), then 3,8 value for ME-I (Extrinsic Motivation of Introjection - related to internal pressures that athletes may put on themselves, embarrassment or shame in being involved in situations where they fail or fail to perform at their best).

Already in ME-ID (Extrinsic Identification Motivation - related to athletes who actively participate in sport because they

feel it helps them to grow personally, considering the sport and life in general) with the average values of 3.8, in sequence 3, 6 of item ME-RE (Extrinsic Motivation of External Regulation - related to external environmental factors linked to rewards from good performance, trophy achievement, financial rewards or even status before the coach and the group).

We ended with DES (Demotivation - feeling of hopelessness where extrinsic or intrinsic motivation does not affect the performance of the athlete who feels no reason to continue practicing the sport) with an average value of 3.4 where the opposite of other items when closer to 0 means more motivated and closer to 7 more unmotivated with sports practices.

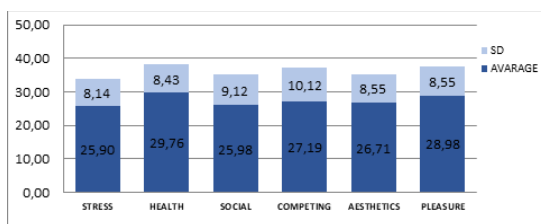
In the comparative analysis of the motivation of students who “do” and students who “do not” sports activities in physical education, the following results were found, as shown in graph 4.



Graph 4 - Comparison of motivation students who “do” and “do not” sports activities in Physical Education classes

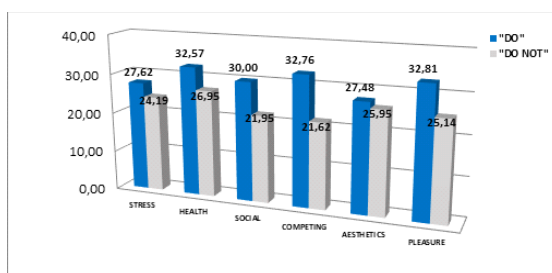
In all items of intrinsic and extrinsic motivation, it shows that students who “do” the activities had higher scores than students who “do not” being in the demotivation item lower scores: MI-C (Intrinsic Motivation to Know) = 4.5 vs 3.1; MI-AO (Intrinsic Motivation to Achieve Goals) = 5.0 vs 3.0; MI-EE (Intrinsic Motivation for Stimulating Experiences) = 4.7 vs 3.0; ME-RE (Extrinsic Motivation of External Regulation) = 4.1 vs 3.0; ME-I (Extrinsic Introjection Motivation) = 4.2 vs 3.5; ME-ID (Extrinsic Identification Motivation) = 4.5 vs 3.1 and DES (Demotivation) = 3.3 vs 3.6.

In general analysis; the results of the Physical Activities Practice Motivation Scale (IMPRAFE-54); on a maximum score scale of 45.00; according to chart 5; the highest results were for the reasons of moderate health (29.76), moderate pleasure (28.98), competing (27.19) high, aesthetics (26.71) moderate, social (25.98) moderate, stress (25.90) moderate; These results are also classified according to the classification table 1 as low, moderate and high.



Graph 5 - Reasons for Practicing Physical Activities

TABLE 2: Classification of Reasons for Physical Activity Practices



Graph 6 - Comparison of Reasons for Practicing Activities of students who “do” and “do not”

In a comparative analysis among students who “do” sports activities in physical education classes, the highest score was Pleasure (32.81) and the lowest Aesthetics (27.48), while students who “do not” The highest score was Health (26.95) and the lowest was Compete (21.62), all scores were higher for students who “do” in all IMPRAFE reasons (54), according to the values presented. in graph 6: Pleasure (32.81 versus 25.14), Competing (32.72 versus 21.62), Health (32.57 versus 26.95), Social (30.00 versus 21.95), Stress (27.62 versus 24.19), Aesthetics (27.48 versus 25.95).

DISCUSSION

As the purpose of this study was to evaluate and make a comparative analysis of the motivation of students who “do” and students who “do not” sports activities in Physical Education classes in a school of the state network of the Midwest region of Minas Gerais First, in a general analysis of the whole group, the results show that intrinsic motivation predominates in the group as shown in GRAPH 3, the main reasons for practicing “Health”, “Pleasure” and “Competing” (GRAPH 5).

In a study by ALBUQUERQUE et. al. (2008) with 43 Taekwondo athletes aged 15-32 years ($= 22.59 \pm 4.1$); They also observed the motivational profile of this sample as intrinsically motivated athletes, thus facilitating the continuity and permanence of these athletes in this sport. In another study by SALES et.al. (2010); with 27 athletes, 18 swimming and 9 artistic gymnastics, with a mean age of 15.04 ± 1.29 years and an average of 8.70 ± 3.22 years of experience as an athlete; The results indicated that the intrinsic motivational factors were more significant than the extrinsic ones and that the demotivation, that the athletes surveyed feel more intrinsically motivated than extrinsically motivated. It can be seen that athletes need these stimuli throughout their career to achieve their goals, turning their goals into results and that, on the other hand, we observe that these same motivations can lead to discouragement of the athlete, given the result obtained.

Comparing this study in general; the results are in agreement with the studies by ALBUQUERQUE et. al. (2008) and SALES et. al. (2010); whereas although performed with athletes, they conclude that the permanence of these athletes in the sport has a strong intrinsic component; We observed with the students of this school that, due to the predominance of intrinsic motivation, potentially Physical Education classes, they may be better structured and more favorable to work with sports activities in order to reduce the dropout of classes and make them students can continue and stay in these practices by participating more effectively.

From this perspective, we hope that the teacher can better meet the objectives of the discipline of school physical education getting greater involvement of young people with sports activities.

As well as the finding of a motivational profile favorable to the practice of sports; students who "do" and those who "don't" are generally assessed; Personality results also presented satisfactory score levels and point to good possibilities of good results in Physical Education classes. We realize from the analysis of the personality of these students that the highest scores found for "Openness", "Conscientiousness" and "Kindness" indicate the characteristics as a curious group with broad interests, creative, original but not traditional, also organized, reliable, hardworking, self-disciplined, ambitious and persevering, generous, kind, trusting, helpful, gullible and honest and the lowest values of "Extroversion" and "Neuroticism" indicate this same quiet disinterested group, but it is a calm, safe and self-satisfied group. Thus, based on this general analysis, it is more evident that the work with the Physical Education classes in this group, needs to be strengthened these strengths and better worked creatively and persistently the weaknesses based on motivation and personality characteristics.

In the comparative analysis between students who "do" and those who "do not", which was the main objective of the study, when comparing the profile of intrinsic and extrinsic motivation, the reasons for sports practice and also personality, between the two groups, The results show that students who "do" have even more favorable characteristics than students who "do not" sport activities (the highest scores according to graphs 2, 4 and 6).

In the study by SALES et.al. (2010); using the same instrument, but with athletes, found the highest values first for MI-EE (Intrinsic Motivation for Stimulating Experiences) with a mean close to 5.0; Already in this study, with the students who "do", the highest scores were also for Intrinsic motivation, but MI-AO (Intrinsic Motivation to Achieve Goals), average = 5.0, and for students who "do not". highest values were mean SDD (Demotivation) 3.6 (GRAPH 4), all motivation values being higher in students who "do" except for "Demotivation" which otherwise the highest value represents low motivation for sports practice.

Sales et.al. (2010); comments that "The results demonstrate a relative motivation, which makes clear the need for the athlete to overcome in the face of failure." Regarding the students who "do not", in this study, who present a result of low motivation and high demotivation should be analyzed other factors that cause this demotivation since "do not" activities, but are not often subjected to situations of failure, however, present no possibility of overcoming. According to Samulski (2009), "poor results produce a low level of motivation, a positive result reduces the chances of failure", in this sense a way to help increase the motivation of these students in sports activities would be to create situations in which they could achieve results. positive according to their abilities and skills, in Physical Education work, with non-athlete students.

The objectives in sports activities in the classes can be properly planned according to the motivational profile of the group, and may be in the pursuit of game results (compete), only in playful and enjoyable experiences (Health, Social, Pleasure and Stress), to who can acquire habits of practicing and appreciating the modalities or both goals interspersed to serve and motivate not only the students who like to "compete" but also the students who do not like to compete being those who "do not" the sports activities in the Physical Education classes, perhaps for these reasons are exacerbated, an issue that can be investigated in future studies.

CONCLUSION

We conclude that students who "do" often sports activities in Physical Education classes are more motivated (intrinsically and extrinsically) than students who "do not", also have higher scores on reasons for sports practice (Health, Stress, Social, Competing, Pleasure and Aesthetics) and Personality (Extroversion, Conscientiousness, Kindness, Openness). Although the comparative results are superior for students who "do", the results of the group in general were moderate and high and were potentially favorable for structuring the works of Physical Education so that all students do the activities effectively avoiding the dropout in class. Often teachers emphasize in their work competitiveness in seeking to motivate students to participate better in classes, failing to observe the important psychological aspects of "do not do" students that usually evade class and become sedentary students aversive to sports practice.

The purpose of this paper is to contribute to the Physical Education teachers to develop in their classes, psychological strategies of motivation to practice sports, so that all students participate in the classes, acquiring physically active habits and lifestyles for the care of children. health and quality of life according to the objectives of school physical education. We hope this research will serve as a theoretical basis for future research in the area of Physical Education.

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MOTIVATION IN SPORTING ACTIVITIES: ANALYSIS OF THE SCHOOLS OF PHYSICAL EDUCATION IN HIGH SCHOOL IN A PUBLIC SCHOOL OF WEST CENTRAL MINEIRO

This study aimed to evaluate the motivation of high school students of a public school in the Midwest region of Minas Gerais, making a comparative analysis between students who "do" and those who "do not" sport activities in class of Physical Education. The participants of this research were 43 students, at the 1st and 2nd level of high school, with an average age of 15.81, where 21 (10 male and 11 female) are students who "do" physical education sports classes often and 22 (12 male and 10 female) students who "do not" physical education sports classes. Three instruments were used, the Sport Motivation Scale, which is composed of 28 items that are equally divided into seven dimensions of Intrinsic and Extrinsic Motivation, the Physical Activity Practice Motivation Scale, an instrument that contains 54 items; related to the reasons why the individual practices physical exercises and the Personality Factorial Inventory. For data treatment, a descriptive statistics (mean and standard deviation) was used. The results indicate that students who "do" sports activities frequently in Physical Education classes are more motivated (intrinsically and extrinsically) than students who "do not". We conclude that although students who "do" are more motivated than students who "do not", students in general analysis have a moderate and high motivational profile that are potentially favorable so that Physical Education works can be structured that all effectively do the activities thus avoiding dropout in class. The aim of this paper is to contribute to the Physical Education teachers to develop in their classes, psychological strategies of motivation for sports practice.

KEY-WORDS: School Physical Education. Motivational Assessment. Sports Practices.

MOTIVAÇÃO NAS ATIVIDADES ESPORTIVAS: ANÁLISE DAS AULAS DE EDUCAÇÃO FÍSICA NO ENSINO MÉDIO EM UMA ESCOLA PÚBLICA DO CENTRO-OESTE MINEIRO

O presente estudo teve como objetivo avaliar a motivação dos alunos do ensino médio de uma escola pública da região Centro-Oeste de Minas Gerais, fazendo uma análise comparativa entre os alunos que "fazem" e os que "não fazem" as atividades esportivas nas aulas de Educação Física. Os participantes desta pesquisa foram 43 alunos, no nível de 1º e 2º ano do ensino médio, com média de idade de 15,81 (+/-0,77), em que 21 (10 masculino e 11 feminino) são alunos que "fazem" as aulas esportivas de educação física freqüentemente e 22 (12 masculino e 10 feminino) alunos que "não fazem" as aulas esportivas de educação física. Foram utilizados três instrumentos, Escala de Motivação no Esporte - versão brasileira, a qual é composta por 28 itens que se dividem igualmente em sete dimensões da Motivação Intrínseca e Extrínseca, a Escala de Motivação à Prática de Atividades Físicas (IMPRAFE-54) que é um instrumento que contém 54 itens relativos aos motivos pelos quais o indivíduo pratica exercícios físicos e o Inventário Fatorial de Personalidade (IGFP-5). Para tratamento dos dados, foi utilizada uma estatística descritiva (média e desvio padrão). Os resultados indicam que os alunos que "fazem" freqüentemente as atividades esportivas nas aulas de Educação Física são mais motivados (intrinsecamente e extrinsecamente) que os alunos que "não fazem". Concluímos que, embora os alunos que "fazem" sejam mais motivados que os alunos que "não fazem", os alunos em análise geral apresentam um perfil motivacional moderado e alto se mostrando potencialmente favoráveis para que os trabalhos de Educação Física possam ser estruturados de forma que todos façam efetivamente as atividades evitando assim a evasão nas aulas. A pretensão deste trabalho é a de contribuir para que os professores de Educação Física desenvolvam em suas aulas, estratégias psicológicas de motivação para prática esportiva.

PALAVRAS-CHAVE: Educação Física Escolar. Avaliação Motivacional. Práticas Esportivas.