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Goal's Orientation of Brazilian's Youngers School's Sports Players

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Abstract

The aim of this study was among the sports practiced in schools (indoor soccer, volleyball and handball) which motivational orientation predominantly goals of their athletes as well as test instrument TEOSQ in 163 students enrolled in the Elementary Education II, from both genders, practicing collective sports, aged between 10 and 16 years (mean 12.68 ± 1.13) in the city of Cotia, São Paulo - Brazil. For assessing individual differences in perspectives on goal, set a school sports practice, determining whether the individual is goal oriented task or ego goal, the results obtained in the calculation of Cronbach Alpha of task orientation achieved 0.78, whereas ego orientation was 0.71. The results of average in ego orientation was 2.60 ± 1.21 (median 3) and guidance to task the average was 3.95 ± 1.21 (median of 4). We conclude that the instrument performed well reproducibility suggesting that participants of this study have characteristics related to task orientation, and thus are more persistent and confident, knowing how to work in groups, and giving a better ownership of their skills.

Keywords: Evaluation; Team Sports; Goal Orientation; Achievement Motivation.

1. Introduction

Currently a big draw in Physical Education classes are team sports, especially in the second cycle of elementary school, where students have more support both physical, motor, cognitive and psychological requirements for the games. Under this assumption, the problem of this study is ground in a psychological aspect, the motivation, which takes prominence during learning and perfecting the sport.

A theory of motivation is something that leads the individual to an action, which keeps him focused to persist toward their goals, so it is necessary to have an objective to be reach ^[1].

Along this same way of thought Samulski ^[2] says that motivation is an active process where there is intention and direction to achieve a certain goal, however this depends on intrinsic and extrinsic factors, which makes up the motivation differs from individual to individual for their personal interests.

The main factors for conducting any activity are the motivational aspects, which allow increased efficiency in learning ^[3]. Therefore, we can say that motivation takes place through a satisfied person with their performance of their individual behavior. Under the assumption, the cognitive theory of motivation can establish two types of orientation: guidance for ego and task orientation ^[4].

According to Duda ^[5], there is a link between the motivational orientation in any particular environment and the potential socialization of values inherent in that environment. So when we classify an individual driven by ego, we note some features such as individualism and performing tasks with a low degree of difficulty, while the individual task-oriented brings team spirit, self-reference against its will and cooperation skills. Individuals task-oriented are concerned with the demonstration of learning and domain of the task, namely, their behavior is directed, are persistent and establish appropriate goals their skills, have a greater need for achievement by being optimistic and believing in their effort ^[5].

Already people oriented ego are motivated by extrinsic factors (social status and recognition) worry with comparisons between them and other individuals; are less persistent, and succeed at a given task, attribute it your skills, your effort and luck, and although not present themselves competent to demonstrate its superiority over other individuals ^[5].

The individual motivated to the task orientation, concerned and focused on the activities it performs, is aware that success depends on you, but not seeking the performance expecting

reward, but are knowledgeable of their skills; associated with the success of their efforts; however, attributes this same success to the team; believes that failure comes from a lack of effort and determination, but brings with it the defeat is part of their learning [4].

Ego-oriented individuals are competitive; individualistic; worries to the extreme with the defeat, it makes the sport a social status, using it to popularize themselves and auto promote; do not bother to use illicit means to achieve success, including aggression; and are less persistent and less interested when they are defeated seek to justify their errors, when in fact its failure is related to lack of capacity and its low level of performance [4].

Therefore, the aim of this study was to evaluate the motivational orientation of practicing school collective sports of elementary school II, enabling the identification within the terms of indoor soccer, handball and volleyball, which motivational prevalence in each of them.

2. Materials and methods

This study is classified as a descriptive research, which aims to describe the characteristics of a given population or phenomenon, and establish relationships between variables [6].

2.1 Sample

The study sample was intentional, in other words, for convenience, and consisted of a total of 163 students, all practicing school team sports, of elementary school II in both genders, of a public school in the City of Cotia, São Paulo - Brazil; students present age between 10 and 16 years (mean 12.68 years \pm 1.13, coefficient of variation of 8.91%, demonstrating consistency of the sample in terms of age). All students involved in this study are studying in the regular physical education classes comprising the part of the curriculum, however, all students involved in this study were selected by establishing the criteria that should participate in school sports in extracurricular time. Of the total students, 87 (n: 87) of participants were male (mean age 12.79 \pm 1.20 years, and coefficient of variation of 9.38%) and 76 (n: 76) made up the sample females (mean age 12.56 \pm 1.03, coefficient of variation of 8.20%). To achieve the objective of the study groups divided according to the modalities of the practitioners:

Table 1: Sports division of number of subjects, age and variation coefficient

Sports	N	Age (years)	Variation coefficient
Volleyball	54	12.61 \pm 1.05	8.96%
Soccer indoor	102	12.79 \pm 1.17	9.14%
Handball	07	11.71 \pm 0.48	4.09%
Total	163	12.68\pm1.13	8.91%

We can observe that even groups separately sports holds homogeneity with respect to age, demonstrating coefficient of variation within the ideal criterion.

2.2 Instrument

From data, gathered in this study, the motivation scale used to be Task and Ego Orientation in Sport Questionnaire – TEOSQ. This instrument was developed by Duda [5], translated, adapted and validated by Hirota and De Marco [7] and Hirota *et al.* [8], and since then the instrument has been tested in several studies, both in Portuguese, the Brazilian version [9, 10, 11, 12, 13, 14, 15, 16], as has also been adapted into other languages in different countries [5, 17, 18, 19, 20]. The purpose of TEOSQ is to

evaluate individual differences in the perspectives of the goal, set a school sports practice, detecting if the individual is determined to be task-oriented or ego-oriented.

This instrument allows us to identify the motivational orientation of the participants assessed when performing a task, in other words, respondents should see in front of sports training and evaluate how successful it is seen in this sport; therefore the instrument consists of 13 Likert type questions of 5 points, divided by 6 issues regarding the guidance for the ego, or fear of failure, and seven questions related to orientation to task, or expectation of success.

2.3. Procedures for Data Collection

Prior to collecting data with students, we ask permission from the school to conduct the survey, so the Director signed a Letter of Authorization Institution. A Term of Free and Informed Consent Form (TFICF) that was delivered to parents to allow their children to participate in the study, so students received along with the consent form, a letter of information to the research subject was written, describing what procedures would be taken in data collection. After receiving the TFICF's, we rely on the help of Professor of Physical Education originator institution, and as students arrived for sports practices, were separated into five groups, and the researchers handed a clipboard and a pen containing the instrument. Students should respond individually to ensure nothing interfering with the results, and after responses, the researchers checked whether all issues were properly completed. The procedures for data collection followed the Newsletter to Research Subjects and the signature of the Terms of Consent, by paying attention to research ethics set by the Declaration of Helsinki, 1964 [21], Resolution no. 466, 2012.

2.4. Processing Statistical Data

The statistical method used was calculating the Alpha's Coefficient Crobach in order to verify the reliability and internal consistency of the instrument items therefore calculated separately for each type of motivational orientation (task and ego). We adopted this procedure because according Pasquali²² the most used techniques to assess the internal consistency are two halves, Kuder- Richardson and Cronbach's Alpha. Also for statistical analysis to calculate the median, mean and standard deviation for each type of orientation were verified. We have adopted the division of the calculations of descriptive statistics separately for sports and genders. In order to highlight possible significant differences between the means we include the *Mann-Whitney* test (ranging $p \leq 0, 01$ and $p \leq 0, 05$) and the *Spearman* test was used to establish the correlation of data for task orientation and guidance for ego. For these analyzes we used the SPSS software EDITOR-DATA (Statistical Package for Social Science) version 18.0 for Windows.

3. Results and discussion

Observing the results of Coefficient *Alpha* in order to show the reliability of the instrument, we found that overall performance in team sports was good, thus illustrating that the scale used in the study provides stability and functionality with the results.

Morgan and Griego [23] suggest that a good result would be an Alfa index above 0.70, so be accurate and reliable when it is intended to evaluate.

Related to ego orientation, volleyball was the sport that presented an underperforming compared with the literature [7, 9, 10, 11, 12, 13, 14, 15, 24]. Hirota *et al.* [25] in ballet and jazz achieved results Alpha 0.79 to task in both modalities of ego and 0.75

for ballerinas while for practitioners of jazz Alpha ego was 0.56, so the latter below the results of the aforementioned studies. Flores *et al.* [26] in a study of young children (1378 boys and 1615 girls, aged 9 to 18 years) participating in physical education classes demonstrated Alfa Task 0.86 and 0.79 Alpha ego, these above results of our study.

Table 2: Results of Cronbach's alpha coefficient for task orientation and ego orientation, separated by type and total:

Spots	N	Coefficient Alpha	
		Ego	Task
Volleyball	54	0.548	0.782
Soccer indoor	102	0.675	0.769
Handball	7	0.753	0.895
Total	163	0.700	0.786

Table 3: Average, median, standard deviation of task and ego orientation and Spearman correlation of each modality.

Sports	N	Orientation				"p"
		Ego		Task		
		Average	Median	Average	Median	
Volleyball	54	2,18* ($\pm 1,07$)	2	3,78* ($\pm 1,22$)	4	0,108*
Soccer indoor	102	2,48* ($\pm 1,47$)	3	4,09* ($\pm 1,18$)	5	-0,042
Handball	7	2,57 ($\pm 1,41$)	2	3,39* ($\pm 1,23$)	3	-0,030
Total	163	2,60 ($\pm 1,21$)	3	3,95 ($\pm 1,21$)	4	

*significant

The difference between ego orientation, peer is established between the modalities, found that by conjugating volleyball with soccer indoor, there is a significant difference between the means of ego ($p=0.000^*$ in $p \leq 0,01$); no longer between volleyball and handball, no significant difference ($p=0.134$), as well as handball and soccer indoor, there was no significant difference ($p=0.145$) also good.

On issues of task orientation, arrangements between volleyball and soccer indoor, there is a significant difference ($p=0.000^*$ in $p \leq 0,05$) compared to the average of task orientation modalities volleyball and handball, the difference is also significant ($p=0.030^*$ in $p \leq 0,05$); the same occurred between handball and soccer indoor, demonstrating different in task orientation average ($p=0.000^*$ in $p \leq 0,05$).

Thus, we can consider that the type of soccer indoor prevails with greater focus on task, followed by volleyball and handball; however, for ego orientation, handball had the highest average, followed by volleyball and soccer indoor (see Table 02).

Attempt to identify evidence of possible orientations of motivation, the correlation between ego and task orientation was established separately between the sports, with regard to volleyball, there is a weak correlation, significant ($p=0.108$) however, thus demonstrating that as the result of task orientation rises, the ego orientation also goes in the same direction.

In soccer indoor, the correlation results a negative way, weak and not significant, demonstrating an apparent tendency in case to increase orientation task, ego characteristics tend to decline; handball apparently outcome the same soccer indoor, with a weak, negative and non-significant correlation.

In a study undertaken with 90 school curricular sporting activities, public schools in São Paulo, the researchers³⁰ observed, that the sample results for task orientation guidance of 4.33 ± 0.80 , and ego orientation of $2.30 \pm 1,13$, results closer from this present study.

Castilo *et al.* [27] in a cross-cultural study between Spanish and Portuguese, Spaniards demonstrated by evaluating 2486 Alfa task and ego of 0.78 0.85, while in Portugal the results of Alfa task for participants in 2466 the value was found to be 0.80 and 0.85 Alpha ego. Fernandes *et al.* [28] reported investigating 169 Brazilian athletes Alfa Task 0.77 and ego orientation to 0.79, closer results of our study further taking into account the population and the instrument adapted to the Brazilian reality. In results with 244 Brazilian's young students of the School of Cadets of the Military Police the results of Alpha's of ego orientation were 0.73 and the results of Alpha's task orientation was 0.85 [29].

Thus, we should be aware of possible adjustments and restatements of issues consistent orientation to ego. Regarding to task orientation the instrument continues to demonstrate excellent performance of reproducibility.

Hirota *et al.* em estudos com bailarinas encontraram resultados de orientação para tarefa de $4,50 \pm 0,89$ e orientação para ego de $2,44 \pm 1,32$, enquanto mas praticantes de jazz com idade de 7 a 20 anos o resultado de orientação para tarefa foi $4,27 \pm 0,99$ e orientação para ego de $1,97 \pm 1,17$.

In studies with ballerinas results orientation task and 4.50 ± 0.89 for an ego orientation of 1.32 ± 2.44 , but as practicing jazz aged 7 to 20 years the result of orientation to 4.27 ± 0.99 was tasked and ego orientation to 1.97 ± 1.17 . These results lead us to question the team sports can result in addiction and / or need for a teammate while in an individual activity such as ballet and jazz, the mastery of motor skills are linked to performance individual, not demonstrating an acyclic sport variables as explored in this study [25].

With the aim to compare the differences between means, referring to the male in different sports, we find that between volleyball and soccer indoor was not observed significant difference ($p=0.154$), between volleyball and handball ($p=0.50$), and between soccer indoor and handball ($p=0.07$), no significant differences were found, in other words, the result of ego orientation in male, evaluated in different modalities is equivalent.

Comparing ego orientation in different female modalities, between volleyball and soccer indoor, there is significant difference ($p=0.0006$), in other words, the average orientation of the female ego soccer indoor is higher than volleyball; comparing volleyball with handball, also found significant difference ($p=0.043$), namely, the average of volleyball is higher than handball; and finally comparing the women's soccer indoor with women's handball was not observed significant difference ($p=0.43$), demonstrating equal average between these modalities.

Finally, we establish a comparison between task orientation in all modalities, only to males. Thus, comparing with male volleyball and soccer indoor, task orientation, showed no significant difference ($p=0.270$) between volleyball and men's

handball also showed no significant difference ($p=0.085$), and between soccer indoor and handball, it was the evident difference significant ($p=0.000$), so the average task

orientation mode of the soccer indoor is higher compared with handball.

Table 4: Average and standard deviation of task and ego orientation separated for gender of each modality.

Sports	Orientation			
	Ego		Task	
	Male	Female	Male	Female
Volleyball (N:53)	2,33(\pm 0,74) (N:01)	2,17(\pm 1,07) (N:52)	3,71(\pm 0,69) (N:01)	3,77(\pm 1,23) (N:52)
Soccer Indoor (N:102)	2,89(\pm 1,19) (N:82)	2,61(\pm 1,22) (N:20)	4,06(\pm 1,21) (N:82)	4,17(\pm 1,06) (N:20)
Handball (N:07)	2,33(\pm 1,40) (N:04)	2,88(\pm 1,32) (N:03)	3,03(\pm 1,23) (N:04)	3,85(\pm 1,08) (N:03)

In females the issues of task orientation among the modalities volleyball and soccer indoor the difference is significant ($p=0.000$), in other words the average task orientation of girls who plays soccer indoor is greater, as in male; comparing volleyball and handball there are no significant difference ($p=0.749$) and between soccer indoor and handball no significant difference also ($p=0.234$), so the averages are presented equivalents.

Thereby we observe higher results in task orientation of man's and women's soccer indoor and in Women's ego orientation in soccer indoor also, comparing with the other sports. As we know that in Brazil practiced soccer in many places, we can infer that the quest for excellence is present in these young athletes

4. Conclusions

By the research, we found good results, compatible with the references and the prevalence of task orientation is notable in all groups. We emphasize the good performance of the tested instrument, so it's reliability, for school sport and concluded that students who practice school team sports, performing their activities for the pleasure of sports practice, teamwork and knowledge acquired during the teaching-learning process.

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