Original Article

Motivational goals orientation in Physical Education classes of elementary education

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Abstract:

This study was designed to test the performance of TEOSQ instrument in school physical education classes of elementary level II, allowing evaluating the motivational orientations of students; through a descriptive study, we replicated the scale in 248 students age between 10 and 16 years of both genders (n: 248, age average 12.74±1.50 years), selected by drawing lots by region, in 5 public schools in the city of Campinas – São Paulo, Brazil. The instrument remained stable, with Alpha of 0.69, average of 2.35 (±1.13) for ego goal and Alpha 0.70, average of 4.08 (±1.16) to target task orientation, demonstrating that these students believe in their own efforts are more persistent, know their own limits, and are willing to be confronted with new learning, motivating them to attend classes, so concluding that the instrument demonstrating reliability in Brazilian's Portuguese language.

Key words: evaluation; reliability; motivation; school physical education.

Introduction

It seems to be a reigning opinion that the incentives for people tends to influence them in the option, in the direction and outcome that the developed task can follow, that is the kind of activity in which people are engaged preliminary, should come to the option of meeting and the individual will, which should arouse interest so that they follow in pursuit of the desired success.

In recent decades we have seen grow in the sports sphere in most countries and also in Brazil, studies and interventions in relation to the guidelines of the psychological aspects of athletes from different modalities, aiming to increase the emotional control and improve performance. With this, think the motivation in the current context of sport and physical education is required for the perception of the meaning of the sports and the practice, and glimpsing the different individual achievement reasons that athletes have to practice detailed arrangements. Weiten (2008) defines the motive of realization as the need to overcome great challenges to overcome others and achieve higher excellence standards.

Murray (1983) confirms this thought by stating that the motivation for conducting this rooted in the need to be successful, that is, to complete tasks most effectively than the others and to master challenging activities, so the motivation drives to regulate self-satisfaction and realize the own potential (Huffman et al., 2003).

Hirota et al. (2012) emphasize that environmental factors, along with the momentary situation and the mood state, influence each person to perform or not a particular action. Taking as its starting point the activity, the person's behavior becomes a consequence of this.

In this way, identifying the type of motivational orientation is required in physical education classes, this environment of wide heterogeneity and diversity, thus seeking to facilitate the learning and participation of most students, allowing the encounter with the expectation of success, or goal of motivational orientation task (Winterstein, 2002; Duda, 1992).

Therefore Huffman et al. (2003) defines motivation for it as need for success, to do better than others in activities and complete challenging assignments; the desire to overcome, especially when competing with others. As regards the increase or decrease the chances of success or expectation of success, these resources are, in a way, directly influenced by the motor skills previously acquired. Therefore, the more trained athlete is, the greater the tendency to increase the orientation task, thus expanding your self-knowledge and mastery in the skills you already have or are under construction.

According to Nicholls (1989) the variation in achieve achievement of the people correspond to variations in their way of understanding the contexts that surround them in particular regarding the meaning and function of their performance of activities, so thoughts and the actions of people in certain activities are rational expressions of their individual achievement goals, so the cognitive orientations of individuals in relation to a particular activity, influence their motivation for that activity. The goal of task independently racing level of

perception, assumes choice of tasks moderately challenging, interest is inherent in the activity, performance sustained by the persistence and, focusing on the maintenance effort (Duda, 1992).

Therefore, Bock et al. (1995) state that for the study of motivation must consider three types of variables: the environment, the internal forces to the individual, as a necessity, instinct and the object that attracts the individual, the fact, this is a source of satisfaction of inner strength that mobilizes.

Thereupon the aim of this study was to test an instrument of motivation for assessing the motivational goal orientation, highlighting the auditing procedures of motivational goals, which can be task orientation or ego orientation in school physical education classes in elementary school II, by therefore checking the reliability of the instrument, even identifying possible differences between genders, classes and schools.

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Material & methods

Instrument

As instrument used was the TEOSQ (Task and Ego Orientation in Sport Questionnaire), designed by Duda (1992) for the sport; this scale this Likert 5 points. This instrument aims to encourage people to ponder on the success in sports activities, and indicate how this agrees or not with the question (Duda, 1992).

Recently this instrument was used in research on the adolescent's level of motivation to soccer practice, so was translated, adapted and validated for Portuguese by Hirota and De Marco (2006) and Hirota et al. (2006), and re-tested in different sports, in order to demonstrate its reliability (Hirota, Tragueta, 2007; Camargo et al., 2008; Hirota et al., 2009; Hirota et al., 2011; Hirota et al., 2012; Hirota et al., 2013, Hirota, 2014; Hirota et al., 2014a; Hirota et al., 2014b; Hirota et al., 2014c).

Local Study, sample and proceedings

The city of Campinas, is located in São Paulo, Brazil, so the participating institutions of this study presents their schools, organized in a way and structured in five Education Action Centers Decentralized (EACD's). In this specific case of elementary school it presents itself divided into four cycles, corresponding to Cycle I (1st, 2nd and 3rd years), Cycle II (4th and 5th years), Cycle III (6th and 7th years) and Cycle IV (8th and 9th years). Therefore, the sample of this research consisted of students of those public schools for Basic Education. Totaling 248 students (n: 248) of Cycles III and IV of elementary school (6th to 9th grade), comprising those aged between 10 and 16 years (mean 12.74 ± 1.50 years, 11.77% coefficient of variation) broken down in 5 schools, one for each region (EACD's). Of this total, 104 students of the participating were male (mean age of 12.67 ± 1.54 years, 12.15% coefficient of variation) and the other 144 students were female (mean age 11 ± 1.48 years, 13.45% coefficient of variation) and therefore in relation to the age group of participants, were very homogeneous with the results of coefficient of variation.

The specific criterion for the choice of schools was the drawing lots. So after defined the population and the sample, the next step consisted in consultation with the participating municipality City Council site, or more precisely, the Municipal Department of Education, to verify the relationship of the elementary schools. Thus, this query has helped to understand the schools that provided the selected cycles for this search. We selected a total of 44 schools given the previously defined criteria, this total were eliminated 10 schools, because these do not fit the established standards, that is, they did not offer the Cycle III and IV (6th to 9th grade) jointly.

The remaining 34 schools were separated according to their geographic regions: North EACD with 5 schools; EACD Southwest with 7 schools; EACD East with 3 schools; EACD South with 14 schools and EACD Northwest with 5 schools. In each region, 02 schools were raffled, defined as 1st and 2nd schools by region. This will guarantee that if the 1st teaching unit not manifest interest in participation, by signing the consent form, there would be the drive of the second alternative school drawn lots.

According to the methodology adopted, the directions of the respective participating institutions were informed that the collection would take place at the school on dates and times agreed and authorized by the teachers responsible for the classes to fill out the questionnaires. The strategies employed aimed cause minimal interference in the school routine, whether at school as a whole and in their own classroom environment. These objectives has been fully achieve.

The criteria for inclusion of students, participants in this study basically consisted of two premises; 1) be aged and the schooling level appropriate to the purpose of the study; and 2) contain the signature of the Consent and Informed, by parents or responsible for the participating student. This research was duly presented and approved by the Research Ethics Committee - CEP / FCM UNICAMP / CONEP, through the protocol number 405/2010.

Statistical analysis

The adopted statistical method was the calculation of Cronbach's *Alpha* coefficient, in which it was carried out analysis the reliability of the scale items; the average was calculated, standard deviation and median of responses for each orientation, and in order to highlight possible differences between the means each orientation the Mann-Whitney test ($p \leq 0.05$) and in order to highlight differences between the means of the establishments apply the One-Way ANOVA test (post-test *Tukey*), separately for each orientation by each school. For this analysis, we used the PASW Statistics Base 18.0 for Windows software, available in the computer lab of the FEF / UNICAMP (License no. 10180978).

Results and discussions

Table 1 shows the results of Cronbach's *Alpha* coefficient, separated by school. With these calculations, it was possible to assess the reliability of TEOSQ in physical education classes. Looking at the results we can identify the understanding of issues related to task orientation seems to deserve further adjustments with a focus on physical education, since only school 4 and 5 presented above results 0.70, and. Among these results, we must be mindful of new studies, which may be associated with collection TEOSQ data, verification of content types adopted by teachers as well as its position on the court, or in the motor activity whitespace, since the climate of class should be favorable to the overall development of students.

Table 1. Cronbach's *Alpha* Coefficient (task and ego) of each school.

Schools	N	Cronbach's <i>Alpha</i>	
		Ego	Tarefa
School 01	58	0.65	0.66
School 02	43	0.75	0.69
School 03	42	0.73	0.69
School 04	43	0.65	0.70
School 05	62	0.67	0.72
Total	248	0.69	0.70

In the study, evaluating the motivational orientation of 255 young athletes aged 10 to 17, conducted in soccer in the first translation and adaptation of the scale, Hirota and De Marco (2006) found results for *Alpha's* coefficient of ego at 0.83 and 0.80 for task. Camargo et al. (2008) found Coefficient *Alpha* for the ego in 0.73 and 0.80 to task, obtained in the study that evaluated the motivational orientation in futsal at school, conducted with 31 male students, aged 11 and 13. Recently Bebetos et al. (2014) obtained good values of reliability too, even as Lopez-Walle et al. (2011) in a transcultural study. Observing Table 02 the results indicate a strong motivational orientation of students in public schools directed to task showing significant difference between all the guidelines.

Table 2. Mean, standard deviation and median (task and ego) of each school

Schools	N	Orientation				Mann-Whitney
		Ego		Task		
		Mean (S.d.)	Median	Mean (S.d.)	Median	
School 01	58	2.21(±1.02)	2	4.08(±1.69)	4	0.003
School 02	43	2.24(±1.19)	2	4.23(±0.89)	4	0.002
School 03	42	2.51(±1.17)	2	4.04(±1.08)	4	0.003
School 04	43	2.43(±1.17)	2	4.00(±1.04)	4	0.004
School 05	62	2.37(±1.12)	2	4.03(±1.10)	4	0.002
Total	248	2.35(±1.13)	2	4.08(±1.16)	4	0.003

Observing the results of each orientation, we can see that for task orientation all the schools have similar results. In all cases there are difference between task and ego orientation of each school, so we have ore characteristics related to orientation to task. Noting the possibility of difference by the Anova test between task orientation in the different schools, only school 01 to school 05 there was this difference presenting $p=0.01$, i.e. school students 1 highlight the characteristics related to the success expectation of context or task orientation; these students are more persistent, believe in their effort and show themselves motivated to learn new skills.

Regarding counts the total scores of the task orientation, the value was 28 points, while the ego orientation the value reached was 14 points. With the same results, it was possible to compare the school years of students, i.e., divide them from 6th to 9th school year, and found that in the 6th year the average orientation to the ego, is in 2.52, averaging 2.12 in year 9th, and comparing we obtained significant value ($p=0.006$), namely there really is a difference in the rate of this indicative ego orientation. This value can be consider favorable, since with increasing experience in physical education classes self-reference of students tends to increase, so they are more confident about their performance in the tasks developed in the classroom.

Regarding the orientation to task, in the 6th year the average was 4.14, falling to 3.86 in year 9th, the value obtained with the Mann-Whitney test was not significant, with a $p=0.344$, not showing with this difference between the approach to task.

With regard to the ego orientation mean difference between males and females, the data presented in Table 03, indicate significant differences between genders, only related to orientation ego, that is, the boys have an orientation to the ego higher than the average of the girls, which allows us to infer that the lower, for the guidance of average for the ego, the higher its capacity for self-perception, resulting in better choices about the tasks. The girls feel safer, are more optimistic and creative in the activities developed in classes that dominate the game content. There is no significant difference between male and female in task orientation.

Table 3. Mean, standard deviation and median (task and ego) by Genders

Gender	N	Mean (S.d.) Ego	Mean (S.d.) Tarefa
Male	104	2.50 (±0.72)	4.07 (±0.90)
Female	144	2.21 (±0.64)	4.14 (±1.18)
Total	248	2.35 (±0.69)	4.08 (±1.16)
"p"		0.01	0.66

The differentiation by gender further described the results, increasing comparisons and showed that the male students have fear of failure at a higher intensity when compared to females. Finally, we infer that this type of task orientation provides greater opportunities for learning, allowing it occurs to a lesser extent time, enabling students also be self-controlled and optimistic. At the same time that they develop the notion of self-evaluation, judging their success by the quality of their own work, having with this greater perception of their skills and abilities.

Conclusions

The results obtained in this study infers that the TEOSQ motivation scale is stable by showing reliability in *Alpha*, and allows it to be apply in the school environment, in such physical education classes. The results obtained in this study allows us to conclude that the schools in the five different regions have approximate characteristics from the perspective of the concept expectation of successful students, with guidance to task. Being feasible also conjecture that the activities in class, stimulate student learning so that cooperation, inclusion and participation of all are highlighted, making the most pleasurable classes and setting goals, consistent with students' abilities and are consistent with the proposed curriculum.

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