

04 - MOTIVATIONAL FACTORS FOR THE PRACTICE OF HANDBALL FOR CHILDREN AND ADOLESCENTS PARTICIPATING SCHOOLS SPORTS TRAINING IN THE CITY CAXIAS DO SUL - RS

GABRIEL CITTON
ISABEL SPIES
UNIVERSIDADE DE CAXIAS DO SUL, CAXIAS DO SUL, RS, BRASIL
isabelspies@ig.com.br

INTRODUCTION

Physical activity is very important in any stage of life, and the promotion of this on the childhood is a key factor for the development of healthy habits. Among the physical activities we can highlight the sport, which ultimately occupy an ever larger space in the lives of children and adolescents.

To Couto et. al. (2004), in that knowledge of recovery, physical activity and sports is at its peak before its various manifestations, ie income, rehabilitation, leisure, and educational show. The growth and enhancement of sport as a positive factor in people's lives, provides a favorable framework for the emergence and broadly sports training schools, in several sports. For Clark and Son Bar (2006), the organized sport is a major instrument of socialization, promote friendship among its participants, teaching them to compete and cooperate in developing its act-identity, giving the opportunity to improve their physical capabilities, emotional and intellectual, and helps break down social barriers.

According to Tsukamoto and Nunomura (2003), experience in the sport, whether individually or collectively, contribute to the physical, emotional and intellectual level of participants and encourage self-confidence and their social behavior expected by the community. Already Couto et. al. (2004), adds that the sport should be a mechanism of inclusion through sports, cooperative games, among others, that can be developed that personal knowledge, cognitive and social needs of children and adolescents, while respecting their individuality and the characteristics of motor development and motor learning.

The mode of handball, existing for more than a century, is a sport that has been practiced in various countries as a source of pleasure or for competitive purposes. To Tenroller (2004), handball can be considered a basic sports, because it develops its practitioners in many different qualities: physical, mental, social and moral.

Before, the sport initiation is a process of teaching-learning process whereby the individual acquires, develops and specialized techniques of a sport. For Vieira et. al. (s / year), currently the sport of handball is projecting between the different sports, because of its physiological importance in the training body, or by characteristics of psychological and social.

Gouvea (1997), states that at any time in the relationship between teaching and learning, motivation can be a decisive factor for achieving a good performance. This author argues that the higher the level of stimulation, the greater the motivation and that, without motivation there is no human or animal behavior. In fact, he also stresses that all behavior, whatever it is, whether the objective is motivated by something and something.

In any learning process in various environments, it is necessary that the individual has motivation, because it is what drives the behavior in the pursuit of goals. Given that, in any situation that presents a person, whether at school, at work or in sport, the motivation to perform a certain task becomes critical. It will be one of the factors that influence the scope of the goal. To Samulski (1995), the motivation is characterized as an active process, intentional and aimed at a target, which depends on the interaction of personal factors (intrinsic) and environmental (extrinsic). Machado, Piccoli and Scanlon (2005), add that, when looking at children and youth and sports involvement, adherence to this practice is guided by an intrinsic and extrinsic motivation.

The motivation in the sport occurs from the time the child or adolescent thinks to participate in an activity more consistent. After they initiate this activity, we must also have motivation to continue this practice. In this light, Samulski (2002) notes that the study seeks to understand the motivation for a person at any given time, choose a form of behavior and performs with a certain intensity and persistence.

For Magill (cited Paim and Pereira, 2005), motivation is associated with the word motive, which can be defined as any inner strength, impulse, intention, which leads a person to do something or act in a way that affects the beginning, maintenance and intensity of behavior. The reasons for this accession may be the most varied, among them a personal choice, but also because there is a strong need for youth to belong and be accepted in a group, want to experience challenges in relation to the activities and skills of the participants, to highlight your skills, abilities and potential, among other factors.

To Samulski (1992), an individual is motivated to sports performance when the number of personal reasons interacts with the motivation provided by the situation. Thus, the level of personal motivation will depend on the level of aspiration, the hierarchy of these reasons, the motivation for the success (or failure) and causal attributions.

Based on these premises, there was this research that aims to:

* see what the main reasons that affect children and adolescents in the grip initiation programs in sports training schools of the sport of handball;

*verify the reasons that keeps practicing the sport of handball.

METHODOLOGICAL PROCEDURES

The sample consisted of 136 children and adolescents of both sexes, aged between 11 and 15 years, participating in sports launcher of the type of handball. The nuclei of sport initiation are located in four neighborhoods in the city of Caxias do Sul, RS.

Participants were randomly selected to participate in the study. To identify the motivational factors that influence children and adolescents to join the program initiation sports mode handball and why they keep practicing, we used a questionnaire on motivation for sports (and SAMUKSKI NOCE, 2000). This questionnaire consisted of an open question where the student should cite three main reasons why the student to begin the practice of sports, in this case the handball. The second question was composed of fourteen items, which referred to the reasons that keeps practicing the sport of handball. This second question, the answer choices had a scale consisting of four levels of importance: 0 - no importance, 1 - unimportant, 2 - important 3 - decisive. So the subject, having read each of the claims should choose their levels of importance, marking an "X" on that scale. The questionnaire was administered during school hours and school sport training the sport of handball, individually, with the permission of teachers, and took about three minutes to answer.

RESULTS AND DISCUSSION

At first, analysis was carried out of the question was referring to highlight the main reasons that affect children and

adolescents in adherence to initiation programs in sports training schools of the sport of handball. Of the 16 cases that were related by the participants, five were analyzed, which deserved greater prominence.

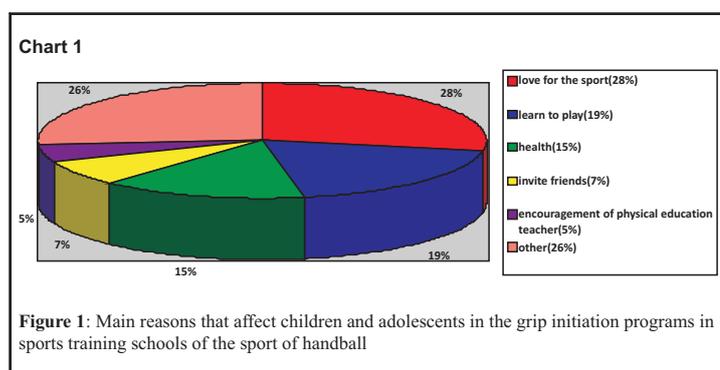
The first and most often cited as a reason for the start of handball, refers to the love for the sport, with about 28% of respondents. Enjoying sport is essential to start the practice as well as for continuing to practice. This finding was also observed in the study by Mendonca et. al. (2007) and Lawther (1973, quoted in Nuñez et. Al. 2008), because like to play the sport and the passion and love for the sport motivates athletes to keep on the sport.

The second most prominent item as a reason for the start of handball in which 19% of the subjects stood, with respect to learn to play. The practice of sports, above all, offers second Marques and Oliveira (2002), quoted in Barbanti et. al. (2002), and time fundamental reason for their experiences, their discoveries, their learning, a condition in structuring their development. Learning to play, therefore, be a positive experience, when the individual is determined to further this learning

The third most prominent item by respondents with regard to health. About 15% highlighted it as one of the main reasons that led to start playing handball. It is known that in the media, addressing the health issue is important. This concern for health among young people has also been identified in studies of Scanlon, Becker Junior and Brauner (quoted in Nuñez et. Al. 2008), which found that young people are very concerned about health, for start going to practice sports in search of a healthy lifestyle. Machado, Piccoli and Scanlon (2005) also observed that the male subjects prioritized health as the main reason for adherence to programs of initiation sports. To Paim and Pereira (2005), the issue of health was also remarkable in the investigation of motivational factors for the practice of Jazz.

Invite friends, with 7% of the information is also important motivating factor to practice sports. As the invitation of friends, the encouragement of physical education teacher for playing handball with 5% of the options is also highlighted

The 26% outstanding relate to other options of the main reasons that influence children and adolescents in the grip of the sport of handball.



The second stage was held to review the results to the question referred to the reasons that keeps "today" practicing the sport of handball. Among the 14 reasons given, five were analyzed, because these are the ones that stood out as the number of direct reports in the options, be an important or even decisive, on the grounds the remains today, the children at handball. The reasons are analyzed: encouragement of family, because he likes to compete, like challenges, learn new moves and technical sport, and to make friends.

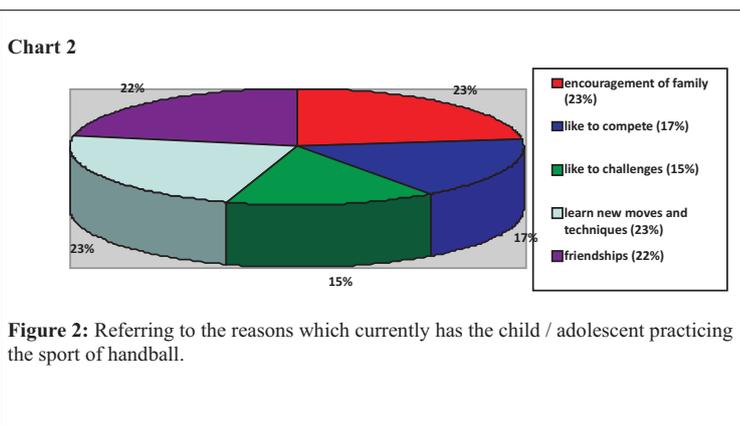
The reason highlighted with 23% of direct reports on important option today to keep practicing handball, concerns the encouragement of family members. It is clear the important role of incentive for sports arising out of family members, whether parents, siblings, among other degrees of relationship. For Peres and Lovisolo (2006), the study on the sports training elite athletes in Brazil, it was discovered that the family, among other factors, the aspect of orientation will be sports, was one of the main aspects concerning the beginning a sport. Mendonça et. al. (2007), also features in their study that parents are responsible for a lot of support will the sport of handball as well as friends and teachers. The sources extrinsic motivation, family and coaches have great importance, since in most cases, will leave them the support and encouragement that can directly affect the athletes during their careers. Do not forget to also spell out the incentive for families to stay in the practice of sport, in this case the handball, for sports practices for adolescents and children, in many situations, serve as a stimulus for through sports, life-changing, or yet to win through sports.

The item to like to compete, about 17% of children / adolescents claimed that this would be a reason that keeps practicing handball. This finding was also detected in studies of Hahn (quoted in Nuñez, 2008), when the item was racing one of the main reasons to take children to sports. Even for Hahn, why compete is due to a constant desire to compare people. The item I like challenges, 15% of the subjects in the study, consider this as an important factor to stay in the sport of handball mode. For Krug (quoted in Nuñez, 2008), the desire to experience new challenges to highlight their potential is one of the main characteristics of adolescents. In the case of children and adolescents when they are challenged, the fact that challenge is a moment of intense joy, to feel accomplished, it is a good thing not only externally, as the view of others, but fundamentally Domestically, doing good for your ego.

In the study of Paim and Pereira (2005), motivational factors most cited in the category sportsmanship, are related to the development of skills. In this section, we can relate the question to be referred to learn new moves and technical sport, because approximately 23% of direct reports found, as highlighted in the important option as the continued practice of handball.

Myotini (1995, quoted in Nuñez, 2008) also reports that the sports activities related to improved skills is of great importance for young people, especially males who are highly motivated by issues related to personal achievement. Learn new moves of a sport makes the game itself, become more attractive. When the normal movement of the sport is well developed in the practitioner, learning a new technique sport motivates him to continue and try to apply it later, so this item becomes a factor in this remarkable study.

The analysis of the last issue, we highlight the 22% of direct reports on important item when asked about the act of making friends. According Ozmum and Gallahue (2001), sport and physical activity have the potential to be powerful agents of socialization. Make or strengthen ties of friendship through sports is an important factor for the onset and especially the continuity of practice, which in this study deserves full attention. Socializing agents, according Samulski (1995), also influence the youngsters' interest in sports. We consider these socializing agents as stimuli both internal and external. Living with friends, making new friends is also a factor found in studies of Mendoza (2007), as especially in the early years of learning, interaction and encouragement from friends are important to the child continue to practice sports.



CONCLUSION

We saw that the popularity of sport for children and youth is well expressed by the increasing support for children and youth training programs organized. Given this, several factors and motives are crucial for children and adolescents initiate a systemic practice of any sport and to enable them to remain in practice.

Knowing the factors that motivate students to the practice of sports, especially handball, will collaborate for a better development of activities that seek learning and discovery in the sport. In this sense, the sports training schools should be introduced in classroom methodology and make them more compatible with the possibilities and interests of its practitioners. Since the study was conducted in sports training schools, which allows students to have a full development of their motor skills, without, however, be entirely devoted to the competition, it is very important as help develop the taste for physical activity

It can be seen in this study also observed that both the source of intrinsic and extrinsic motivation have great influence in sports practice and adherence to it by children and adolescents, affecting their behavior and actions, since they influence each other.

Today many young people in sport an opportunity for social mobility. So, start early the practice of sports, and therefore an adequate physical infrastructure, with qualified teacher, will also be an important factor for the development of students in various directions, it would also be another reason for the initiation and maintenance of this student in a sport regularly, in view of the most varied benefits, including the establishment of ties of friendship, health, overcome challenges, and other expectations and possibilities discovered in this study.

Enjoy and appreciate these sources of motivation is crucial for development as a whole this practitioner, not only thinking about this guy as a future athlete, but also as a citizen.

BIBLIOGRAPHIC REFERENCE

- BARBANTI, V. J.; AMADIO A. C.; BENTO J. O.; MARQUES, A. T. *Esporte e atividade física: integração entre rendimento e qualidade de vida*. São Paulo: Manole; 2002.
- CHAVES, A. D.; BARRA FILHO, M. G. A influência dos pais na ansiedade pré competitiva na natação. 2006. Disponível em: <www.edufuc.hpg.ig.com.br/biblioteca/b-19.pdf>. Acesso em 20 ago. 2008.
- COUTO, A. C. P.; ALEIXO, I. M. F.; COUTO, M. M.; FREITAS, H. R. Esporte e Interdisciplinaridade: proposta de ação desenvolvida no projeto Guanabara. Anais do 2º Congresso Brasileiro de Extensão Universitária. Belo Horizonte, set 2004. Disponível em: <<http://www.ufmg.br/congrent/Educa/Educa82.pdf>>. Acesso em 18 set. 2008.
- GALLAHUE, D. L.; OZMUM J. C. *Compreendendo o desenvolvimento motor: bebês, crianças, adolescentes e adultos*. São Paulo: Phorte 2001.
- GOUVÊA, F. C. Motivação e o esporte: uma análise inicial. In: BURITI, M. de A. (Org.) *Psicologia no Esporte - Coleção Psicotemas*. Campinas: Editora Alínea, 1997.
- MACHADO, C. S.; PICCOLI, C. J.; SCALON, R. M. Fatores motivacionais que influem na aderência de adolescentes aos programas de iniciação desportiva das escolas da Universidade Luterana do Brasil. *Revista Digital*. Buenos Aires, n.89, out. 2005.
- MARQUES, A. T.; OLIVEIRA, J. IN BARBANTI, V. J.; AMADIO, A. C.; BNETO, J. O.; MARQUES, A. T. *Esporte e atividade física*. Ed. Manole, 2002.
- MENDONÇA, M. T.; HONDA, R.; MASSA, M.; UEZU, R. Formação e desenvolvimento de talentos esportivos no handebol masculino. *Revista Machenzie de Educação Física e Esporte*, v. 6, n. 1, p. 125-135, 2007.
- NUÑEZ, P. R. M.; PICADA, H. F. S. L.; SCHULZ, S. T.; HABITANTE, C. A.; DA SILVA, J. V. P. Motivos que levam adolescentes a praticarem futsal. *Revista Conexões, Campinas*, v. 6, n. 1, 2008.
- PAIM, M. C. C.; PEREIRA, E. F. Fatores motivacionais em adolescentes para a prática de Jazz. *Revista da educação Física/UEM. Maringá*, v. 16, n. 1, p. 59-66, primeiro semestre de 2005.
- PERES, L.; LOVISOLO, H. Formação Esportiva: teoria e visões do atleta de elite no Brasil. *Revista da Educação Física, Maringá*, v. 17, n. 2, p. 211-218, segundo semestre de 2006.
- SAMULSKI, D. *Psicologia do esporte: teoria e aplicação prática*. Belo Horizonte: Imprensa UFMG, 1995.
- SAMULSKY, D. *Psicologia do Esporte: Teoria e Aplicação Prática*. Belo Horizonte: Imprensa UFMG, 1992.
- SAMULSKI, D.; NOCE, F. A importância da atividade física para saúde e qualidade de vida: um estudo entre professores, alunos e funcionários da UFMG. *Revista Brasileira Atividade Física e Saúde*. v. 5, n. 1, Santa Catarina, 2000, p. 5-21.
- SAMULSKI, D. *Psicologia do Esporte*. Barueri, SP. Manole, 2002.
- TENROLER, C. *Handebol teoria e prática*. Rio de Janeiro: Editora Sprint Ltda, 2004.
- TSUKAMOTO, M. H. C.; NUNOMURA, M. Aspectos maturacionais em atletas de ginástica olímpica do sexo feminino. *Revista Motriz*, Rio Claro, v.9, n.2, p. 111-116. abr/ago. 2003.
- VIEIRA, L. F.; VIEIRA, J. L. L.; LANDI, D.; MECHIA, J. M.; FIORESE, M. E.; BACCON, W. J. Estudo sobre os fatores que afetam o desempenho do atleta de handebol nas situações de superioridade e inferioridade numérica. *Revista da educação Física / UMG*, v. 2, n. 1.

MOTIVATIONAL FACTORS FOR THE PRACTICE OF HANDBALL FOR CHILDREN AND ADOLESCENTS PARTICIPATING SCHOOLS SPORTS TRAINING IN THE CITY CAXIAS DO SUL – RS

SUMMARY

In any learning process in various environments, it is necessary that the individual has motivation, and this becomes crucial because it is the mainspring of human behavior, determining the search for any purpose by humans. Thus, this research aimed to determine which are the main reasons that affect children and adolescents in the adherence to programs of sport initiation and why they keep practicing the training schools of the sport of handball. The study included 136 children and adolescents of both sexes, aged between 11 and 15 years, participating in sports launcher of the type of handball in the other clusters of sport initiation of Caxias do Sul. Was used in this study the questionnaire Motivation for the Practice of Sports Samukski and Noce, 2000. Among the many reasons involved for the start of handball, the ones that stand out relate to the love for the sport, learning to play the sport, and health. As to the reasons which currently has the children at handball stands out: the encouragement of family, because he likes to compete, I like challenges, learn new moves and technical sport, and to make friends. Analyzing the responses, we can conclude that both the source intrinsic and extrinsic motivation have great influence in sports practice and adherence to it by children and adolescents. Enjoy and appreciate these sources of motivation is crucial for development as a whole this practitioner, not only thinking about this guy as a future athlete, but also as a citizen.

KEYWORDS: handball, sport initiation, motivational factors.

FACTEURS DE MOTIVATION POUR LA PRATIQUE DE HANDBALL POUR ENFANTS ET ADOLESCENTS PARTICIPANTS DE SPORT DANS LES ECOLES DE FORMATION VILLE CAXIAS DO SUL - RS

SOMMAIRE

Dans tout processus d'apprentissage dans divers environnements, il est nécessaire que la personne a la motivation, ce qui devient crucial, car il est le pivot du comportement humain, la détermination de la recherche d'un but par l'homme. Ainsi, cette recherche visait à déterminer quelles sont les principales raisons qui touchent les enfants et les adolescents dans l'adhésion à des programmes d'initiation au sport et pourquoi ils continuent à pratiquer les écoles de formation du sport de handball. L'étude a inclus 136 enfants et adolescents des deux sexes, âgés entre 11 et 15 ans, participant à des sports lanceur du type du handball dans les autres groupes d'initiation au sport de Caxias do Sul. A été utilisée dans cette étude, le questionnaire de motivation pour la pratique des sports Samukski et Noce, 2000. Parmi les nombreuses raisons impliqués pour le début de handball, ceux qui se démarquent ont trait à l'amour pour le sport, apprendre à pratiquer le sport et la santé. Quant aux raisons qui possède actuellement les enfants de handball se démarque: l'encouragement de la famille, parce qu'il aime à la compétition, j'aime les défis, apprendre de nouveaux mouvements et techniques du sport, et se faire des amis. Analysant les réponses, nous pouvons conclure que tant la source de la motivation intrinsèque et extrinsèque ont une grande influence dans la pratique des sports et respectent ce code par les enfants et les adolescents. Enjoy et apprécier ces sources de motivation est essentielle pour le développement comme un ensemble, ce praticien, pensant non seulement à ce type d'athlète de l'avenir, mais aussi comme citoyen.

MOTS CLÉS: handball, sports d'initiation, les motivateurs

FACTORES DE MOTIVACIÓN PARA LA PRÁCTICA DE BALONMANO PARA NIÑOS Y ADOLESCENTES QUE PARTICIPAN ESCUELAS DEPORTIVAS FORMACIÓN EN LA CIUDAD CAXIAS DO SUL - RS

RESUMEN

En cualquier proceso de aprendizaje en diversos ambientes, es necesario que el individuo tiene la motivación, y esto se vuelve crucial porque es la fuente principal de la conducta humana, la determinación de la búsqueda para cualquier propósito por el hombre. Así, esta investigación tuvo como objetivo determinar cuáles son las razones principales que afectan a niños y adolescentes en la adhesión a los programas de iniciación deportiva y por qué se sigue practicando las escuelas de formación del deporte del balonmano. El estudio incluyó a 136 niños y adolescentes de ambos sexos, con edades comprendidas entre 11 y 15 años, participar en deportes lanzador del tipo de balonmano en los otros grupos de iniciación deportiva de Caxias do Sul. Se utilizó en este estudio, el cuestionario de motivación para la práctica de deportes Samukski y Noce, 2000. Entre las muchas razones que participan para el inicio de balonmano, los que se destacan se relacionan con el amor por el deporte, aprender a jugar el deporte y la salud. En cuanto a las razones que tiene actualmente a los niños en el balonmano se destaca: el fomento de la familia, porque le gusta competir, me gustan los retos, aprender nuevos movimientos y el deporte, técnica, y para hacer amigos. El análisis de las respuestas, podemos concluir que tanto la fuente de la motivación intrínseca y extrínseca tienen gran influencia en la práctica deportiva y la adhesión a ella por los niños y adolescentes. Disfrutar y apreciar estas fuentes de la motivación es crucial para el desarrollo como un profesional de todo esto, no sólo pensando en este hombre como un atleta de futuro, pero también como ciudadano.

PALABRAS CLAVE: balonmano, iniciación deportiva, factores motivacionantes.

FATORES MOTIVACIONAIS PARA A PRÁTICA DO HANDEBOL POR CRIANÇAS E ADOLESCENTES PARTICIPANTES DAS ESCOLAS DE FORMAÇÃO ESPORTIVA NA CIDADE DE CAXIAS DO SUL – RS

RESUMO

Em qualquer processo de aprendizagem nos mais variados ambientes, é necessário que o indivíduo tenha motivação, e esta se torna fundamental, pois é a mola propulsora do comportamento humano, determinando a busca de qualquer objetivo pelo ser humano. Sendo assim, a presente investigação teve como objetivos verificar quais os principais motivos que influenciam crianças e adolescentes na aderência a programas de iniciação esportiva e os motivos que os mantém praticando das escolas de formação da modalidade de handebol. Participaram deste estudo 136 crianças e adolescentes, de ambos os sexos, na faixa etária de 11 e 15 anos, participantes do programa de iniciação esportiva da modalidade de handebol, nos diversos núcleos de iniciação esportiva da cidade de Caxias do Sul, RS. Utilizou-se neste estudo o questionário de Motivação para a Prática Esportiva de Samukski e Noce, 2000. Entre os diversos motivos envolvidos para o início da prática do handebol, os que mais se destacaram referem-se ao gosto pelo esporte, a aprender a jogar a modalidade, e a saúde. Quanto aos motivos que mantém hoje, a criança/adolescente na prática do handebol destaca-se: o incentivo de familiares; por gostar de competir; gostar de desafios; aprender novos movimentos e técnicas esportivas, e para fazer amizades. Ao analisar as respostas, pode-se concluir que tanto a fonte intrínseca de motivação quanto a extrínseca possui grande influência na prática esportiva e na aderência à mesma por parte das crianças e adolescentes. Aproveitar e valorizar estas fontes de motivação é fundamental para o desenvolvimento como um todo deste praticante, não pensando neste indivíduo somente como um futuro atleta, mas também como cidadão.

PALAVRAS-CHAVES: handebol, iniciação esportiva, fatores motivacionais.