162 - EFFECTS ON THE ESTABLISHMENT OF GOALS AT THE PERFORMANCE OF TEENAGERS TRAINERS OF RUNNING AND "JUMP".

AGATHA CAVEDA MATHEUS[1],
NATHÁLIA DE OLIVEIRA FIGLIOLINO[1],
RODRIGO PEREIRA DA SILVA[1,4],
DILMAR PINTO GUEDES JR[1,3,4],
FABRÍCIO MADUREIRA BARBOSA[1,2]
UNIMES /FEFIS[1], UNIP[2], UNISANTA[3], - SANTOS – SP – BRASIL.
ICS/CEFE[4] – SÃO PAULO – SP – BRASIL.
agathamatheus@hotmail.com

INTRODUCCION

Goal setting has been extensively investigated in the field of motor learning with respect to performance, such as the work of Cesar, Ugrinowitsch, Tani, Teixeira (1997). To Samulski, et al (2009) the setting of goals is defined as a strategy to the consistence in any activity. Therefore the setting of goals can be seen as a motivation strategy that searches to focus the attention of his executor to a certain goal to be achieved and thus improve its performance.

Goals can be classified as generic or specific goals. To Ugrinowitsch and Dantas (2002) generic goal can be interpreted as "do your best" and specific goal, for example, try performing 10 shots in 12 attempts to correct. "Locke and Latham (1990) predict that specific goals produce a greater effect on the general performance goals.

Another way is to classify targets on the difficulty of it, according to Locke and Latham (1985), the goals considered difficult, but attainable, produce superior performance to that achieved with the use of easy goals. Moreno, et. al, (2006), suggest caution in the development and setting of goals, not to underestimate or overestimate the potential of the proposed activities of the participants, making them demotivating.The development and determination of goals must be careful to not under or super estimate the potential of the participants of the activities making them demotivating.

The goals can also be manipulated temporally, meaning, in a long-term or short-term. To this, Locke e Latham (1990) points that the use of the long-term goal combined with the short-term one, would result in a greater performance, if compared with the use of the long-term goal by itself. Therefore short-term goals can be always present, thus the athlete can see fast results, improving his motivation, they can be the basic step to the large-term goal, while the large-term goals takes much more time until the athlete can see his own results but they are also very important to the athlete. There is no better way to believe in their capacities in seeing their own success in each one of its goals accomplished (SCHUNK, 1989 e 1991).

There are several types of targets to be used in different ways for different groups or goals. The use of targets may have beneficial effects on the motivation of the group or individual in which will persist in the activity or objective. However, there is controversy about these studies, further investigations are needed on the subject mentioned above.

Hence it is important to verify the influence and effects of the establishment of goals as a motivational strategy to performance.

MATERIAL AND METHODS

It was evaluated 12 teenagers with average age of 14 years old, six of them being female and six were male.

The group was under a training program in a speedway track, gym-room and mini trampoline. The volunteers were sorted in two groups of six teens each, being that one of the groups had an established goal (GCM) in each one of the tests, and the other had no established goal at any test (GSM).The periodicity of the training was of two times week, each session of sixty minutes and in a total of twelve weeks. The two groups worked together, being that in some moments the activities were passed to GCM with an established goal and to GSM without established goal. The intensity was controled through cardiac rate, which was oriented to monitor the palpation to control the intensity of the proposed activity, and the volunteers was training with progressive intensity along the program.

To evaluate performance we used the following tests: static power racing in Jump (PCEJ), in which students should raise their knees in an alternating spaghetti at the hip, the largest number of repetitions for 1 minute, Bike resistance (BR), where young people should keep the revolutions per minute over 69 cycles with the load of intensity 12, as long as possible, and dynamic power running 1 mile (PCD1M), described by Pitanga (2008) where it should be traveled a distance of 1 mile in the shortest time possible.

The project was conducted at the School of Physical Education Santos - FEFISA - UNIMES (ACADEMY PHYSICAL PLANET): Paranapiacaba Baron Street, 15 - Crossroads - Santos.

STATISTICAL ANALYSIS

After the confirmation of the non-normality of the data, it was decided to utilize the non-parameter test, with the aim to comparison between the groups (Test U de Mann-Whitney) and the pre and pro moments (Wilcoxon). The level of significance was admitted in $p \leq 0,05$ in addition of the descriptive analysis of the results in per cent.

RESULTS

Table 1. Description of the test results of physical power in jump racing static, absolute and percentage difference after training with and without setting targets (repetitions).

Group	Pre	Post	Dif_abs	Dif_%
GCM	111,33 (8,71)	*130,17 (8,95)	18,83 (9,6)	17 (3)
GSM	93,33 (17,1)	*112,5 (15,44)	19,17 (12,19)	21 (10)

* Indicate difference in pre or post condition to $p \leq 0,05$.

Analyzing table 1 it is possible to observe the difference statistics pre and post in both groups. The GCM group improved a 17% and the GSM a 21% to the "jump" test.

Table 2. Description of the test results of physical endurance cycling, absol ute and percentage difference after training with and without setting goals (seconds).

Group	Pre	Post	Dif_abs	Dif_%
GCM	94,17 (76,86)	*120,83 (86,33)	26,67 (9,46)	28 (12)
GSM	84 (83,15)	*106,5 (93,56)	22,5 (10,41)	27 (13)

* Indicate difference in pre or post condition to p≤0,05.

Analyzing table 2 it is possible to observe the statistic difference pre and post in both groups. With these data it is possible to confirm the transfer of the "jump" and running trainings, to the bike training, since it shows that the GCM group improved a 28% and the GSM group a 27% at the bicycle test.

Table 3. Description of the test results of physical power dynamics in race one mile, absolute and percentage difference after training with and without setting goals (seconds).

Group	Pre	Post	Dif_abs	Dif_%
GCM	653,5 (86,8)	*614 (92,17)	-39,5 (5,38)	6 (6)
GSM	689 (97,19)	*642,17 (97,44)	-46,83 (0,25)	7 (0)

* Indicate difference in pre or post condition to p≤0,05.

Analyzing table 3 it is possible to observe the statistic difference in pre and post in both groups. The GCM group improved a 6% e the GSM a 7% at the one mile test.

After analyzing the results and identification of non-corroboration with data available in literature (Locke and Latham, 1990), we chose to develop and implement a questionnaire in order to detect possible self-set goals for both groups, as suggested by Palhares, et al, 2007. Attached to the questionnaire follows the GOM to assess whether the volunteers used the self-establishment. The results are shown in Table 4.

Table 4. Description of frequency of responses indicating self-setting goals for the GSM (percentage).

Group	P1	P2	P3	P4
GSM	50	33,3	66,6	66,6

Analyzing table 4 it is possible to observe that the without goals group supposedly used the self-establishment of goals during the program.

DISCUSSION

According to the results obtained, it can be noted that statistically significant difference was found within groups for both tests. It improves comparing intergroup difference was not found. With the data found in this study may partially be confirmed by experiment Cezar, Ugrinowitsch, Tani, Teixeira (1997), which investigated the effect of different types of specific goals and generic learning dribbling the basketball, indicating improvements to the group with specific goals, though, the data also partially confirm the assumptions described by Locke and Latham, (1990). However, the performance improvement group's goal was not shown as a function of self-establishment as confirmed in the work of Dutra, 2007, Souza JR, 2005 and Boyce, 1990.

CONCLUSION

After analyzing the results, we observed the effect of physical training program on the experimental groups, but did not show a preliminary, statistical difference between groups for the conditions without setting goals and targets, however, strong evidence suggests that the outcome unfavorable to the assumptions identified in the literature may be due to the fact that the volunteers know that GOM was a program of setting goals, so no possibility of GOM volunteers have unwittingly created an own goal, as evidenced in the questionnaire of self-establishment 6 found that the adolescents evaluated the GSM group, 4 of them, ie, 66.6% used self-establishment. Thus, in a next study recommended a new strategy of methodology in order to reduce the limitations identified in this experiment.

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Agatha Caveda Matheus
Endereço: Av. Presidente Wilson, 2105, ap 123
Cep: 11065-201
Telefone: (13) 3237-1471/ (13) 7817-6562

ATTACHEMENT

Evaluation questionnaire of self-establishment of goals.

1. During the tests, what was going through your mind?
2. Did you used at any moment some kind of strategy during the training/tests?
3. Did you had some exemplification or a role model in your group whom you mirrored? Did you talked to someone from GCM about the project/training/test? Describe it, if so.
4. At this experiment did you used any of these following techniques (mark with an "X"):

( ) Counting steps/ cycling/jumps
( ) Tried to reach someone during the running
( ) Tried not to stop during tests
( ) Was counting time
( ) Never missed a training
( ) Was following someone with a similar level as yours

EFFECTS ON THE ESTABLISHMENT OF GOALS AT THE PERFORMANCE OF TEENAGERS TRAINERS OF RUNNING AND "JUMP".

ABSTRACT

Goal is a strategy used by motor learning, in order to enable the educator or learner to direct their focus of attention in quantitative or qualitative performance in a specific unit of time, besides being a motivational strategy, attribute is also a contributor to maximize the performance improvement. Thus, it is likely that when the student self-establish a goal to be overcome, or when the teacher set a goal to the student, it strives for more success. With the assumptions presented, the objective work was to verify setting targets had some effect on the performance of adolescents. For that, was conducted a training program of jogging and jumping, with 12 adolescents with about 14 years old, which were divided into two groups. One with a target evaluated without GOM, while the other was evaluated with the goal of "overcome its best" GSM. The results did not detect differences between the groups with or without goals. At the end of the experiment, a questionary was applied on both groups to analise self establishment of goals and the results indicated that the one of GSM, 66,6% had self established goals during the experiment. This can indicate that the results may have been influenced by the self-established strategy made by the teenagers.

KEYWORDS: goal setting; performance

EFFET DE CIBLE DE PERFORMANCE JEUNES COUREURS ET À SAUTER.

SOMMAIRE

Un but ne peut être considérée comme une stratégie de motivation et un contributeur à attribuer à l'amélioration des performances. Ainsi, les objectifs sont rien de plus que ce qu'une personne veut atteindre. Ainsi, il est probable que lorsque l'élèved'auto-fixé pour objectif de surmonter, ou lorsque l'enseignant a fixé un objectif pour l'étudiant, l'effort donc plus pour réussir.Ainsi, l'objectif était de vérifier que l'établissement d'objectifs eu aucun effet sur la performance des adolescents. Pour cela, nous avons mené un programme de formation courir et sauter avec 12 adolescents avec une moyenne d'âge de 14 ans, qui ont été divisés en deux groupes, l'un dans lequel aucune cible a été évaluée GSM, tandis que l'autre a été évaluée avec l'objectif de"surmonter son meilleur "GCM. Les résultats ont montré l'effetd'entraînement pour les deux groupes, cependant, aucune différence intergroupe n'a été trouvée pour les conditions avec et sans objectif cible. A la fin, le questionnaire a été appliquée pour analyser les auto-fixant des objectifs pour les groupes et les résultats ont indiqué que le GSM, 66,6% utilisé l'auto-établieslors des essais, donc les résultats peuvent avoir été influencés par la stratégie auto-créé par les jeunes.

MOTS-CLÉS: fixer des objectifs, des performances

EFECTO DE LOS OBJETIVOS DE EJECUCIÓN DEL CORREDORES JÓVENES Y SALTAR.

RESUMEN

Meta es una estrategia utilizada por el aprendizaje motor, a fin de que el profesor o el alumno para dirigir su foco de atención en las variables cuantitativas o cualitativas de rendimiento en una unidad de tiempo, además de ser una estrategia de motivación, es también un contribuidor a atribuir fomentar la mejora del rendimiento. Así, las metas no son nada más que algo que una persona quiere alcanzar. Con los supuestos presentados, el objetivo de este estudio fue determinar si el establecimiento de objetivos tuvo algún efecto en el rendimiento de los adolescentes. Con esto, la finalidad de este trabajo fue el de verificar si el establecimiento de metas poseía algún efecto en el desempeño de los adolescentes. Para esto fue realizado un programa de entreno de carrera y "jump" con doce adolescentes con una media de edad de 14 años, y fueron divididos en dos

grupos, en los que, en uno se avalúo sin meta GSM mientras que el otro fue avaluado con la meta de “Superar su mejor puntuación GCM”. Los resultados mostraron el efecto del entreno para los dos grupos, sin embargo, no se detectó diferencias entre los grupos en las condiciones de con o sin meta. Al final, el cuestionario fue aplicado para analizar el establecimiento de objetivos de auto-para los grupos, y los resultados indicaron que el GSM, el 66,6% de los sujetos utilizaron el mismo establecido durante las pruebas, por lo tanto los resultados pueden tener sido influenciada por la estrategia de auto-establecido para los jóvenes.

PALABRAS CLAVE: Estabelecimiento de metas; desempeño.

EFEITO DO ESTABELECIMENTO DE METAS NO DESEMPENHO DE ADOLESCENTES PRATICANTES DE CORRIDA E JUMP.

RESUMO

Meta é uma estratégia utilizada pela aprendizagem motora, com a finalidade de possibilitar ao educador ou aprendiz direcionar seu foco de atenção em variáveis qualitativas ou quantitativas do desempenho em uma unidade de tempo específica, além de ser uma estratégia motivacional, também é um atributo contribuinte para potencializar a melhora do desempenho. Assim, é provável que quando o aluno auto-estabeleça uma meta a ser superada, ou quando o professor estabelecer uma meta ao aluno, o mesmo se esforce mais para obter êxito. Com os pressupostos apresentados, o objetivo deste trabalho foi verificar se o estabelecimento de metas possuía algum efeito no desempenho de adolescentes. Para isso, foi realizado um programa de treinamento de corrida e jump com 12 adolescentes com média de idade de 14 anos, que foram divididos em dois grupos, no qual um foi avaliado sem meta GSM, enquanto o outro foi avaliado com o objetivo de “superar a sua melhor marca” GCM. Os resultados evidenciaram o efeito do treinamento para ambos os grupos, entretanto, não foi detectada diferenças inter grupos para as condições com meta e sem meta. Ao final do experimento foi aplicado o questionário para análise do auto-estabelecimento de metas para o grupo GSM e os resultados indicaram que 66,6% dos indivíduos utilizaram o auto-estabelecimento durante os testes, desta forma, os resultados podem ter sido influenciados pela estratégia auto-estabelecida pelos jovens.

PALAVRAS-CHAVES: Estabelecimento de metas; desempenho.