89 - STUDENTS' LEVEL OF SATISFACTION FOR PHYSICAL EDUCATION CLASSES

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INTRODUCTION

According to Korsakas (2002), any pedagogical action is connected to the principles and values of whom does it. In this sense, the educator demonstrates his/her objectives in the way as he/she organizes the activities, the groups of children, the criteria he/she uses to evaluate, and the way he/she is acquainted with the students. And all these aspects end up interfering in the motivational atmosphere during the classes.

It is understood that the understanding of the students' level of satisfaction for a subject, as the possible explanations about this satisfaction, it is an extremely important piece of information for the teacher. This information provides parameters for him/her better evaluate and plan his/her pedagogical actions, providing this way, a quality increase in the teaching/learning process.

In this sense, Kobal (1996) stands out that the motivation constitutes itself in an important aspect in the educational context, serving as basis for a series of learning circumstances, in which the person must show interest by the activity, in order to become a subject in the construction of his/her own knowledge.

The realization of this study firstly satisfies itself, due to the necessity of knowing the level of satisfaction of the students for the Physical Education classes, throughout a deeper study, in which tested and applied techniques in 14 countries, such as Cuba, Spain, Argentina, among others will be used. It is understood that diagnoses the satisfaction for the Physical Education classes, constitutes itself in a starting for the choice of the concrete educative strategy, towards the students' motivational development in the classes participation.

General Objective

Investigating the level of satisfaction for the Physical Education classes, from students aged 13 16 years, studying in State Public Schools belonging to IV Secretaria de Desenvolvimento Regional Chapecó/SC.

Specific Objectives

Ø Investigating the students' level of satisfaction for the Physical Education classes, individually or in groups;

Ø Identifying how the students' group satisfaction manifests itself for the Physical Education classes in relation to age, sex and socio economical level;

Ø Checking that the intrinsic or extrinsic motifs base the satisfaction or dissatisfaction for the Physical Education classes;

General qualities of the affective experiences relate themselves with pleasant/unpleasant poles. According to López & González (2001), these qualities are:

- The positive quality characterizes itself by an affective experience when it is linked to the pleasant pole. For example, in the Physical Education classes the pleasure of playing, the happiness for the victory, the score conquest.

- The negative quality characterizes itself by an affective experience when it is associated to the unpleasant pole. For example: the sadness due to defeat in a competition;

- The ambivalent quality characterizes itself for an experience that relates itself to the pleasant and unpleasant pole.

According to González (1995), ambivalent experiences come up from complex relations that the man establishes during his life. This leads us to realize, how the multimotivated human activity that has multiple motivations, answers to more than one motif for concrete the necessities. For example, the happiness that a student experiments when scores a goal during a soccer match, and the sadness, if his/her team loses this same match.

The motivation has a dynamic and personal character, which expresses itself in variations (appears, develops itself, disappears, reborn) during the whole students' life process, expressing itself in the way of feeling, reacting and living the individual way of the pedagogical process, according to the satisfaction of their necessities, motifs and interests. (LÓPEZ & GONZÁLEZ, 2001).

The subject motivation has been taken as center of arguments, which has been good and bad in our schools, becoming a crucial problem in education, by the fact of its absence represents the falling of personal investment of quality in learning tasks, whereas unmotivated students do not study or study very little, what consequently ends up producing a learning below the educational expectance. (BZUNECH, 2001).

According to López & González (2001), the understanding of the students' satisfaction state for the classes, as well as its possible causes, results in a valuable instrument for the teacher to evaluate the quality of this satisfaction and which motifs that lead the students for the realization of the activities can present as an intrinsic character as an extrinsic one.

An individual intrinsically motivated searches for novelty, entertainment, curiosity satisfaction, opportunity to exercise his/her new abilities and to obtain dominance. This way, he/she tries to dominate challenging tasks, associated to the pleasure derived from the own success (GUIMARÃES, 2001). Intrinsic motivation and learning are related directly. Certainly the students learn by the fact that they like or are interested by determined content, however, they can also learn for willing higher marks, school approval or still for the desire of becoming their relatives happy.

Kobal (1996) emphasizes the relevance of the intrinsic motivation for the individual's development, through the use of teaching strategies that lead the students to motivate themselves, offering them challenging tasks and with different levels of complexity, giving the opportunity for self determination and autonomy. The Physical Education teacher must offer feedback for the students, in the sense of becoming possible the perception of his/her own capacities and competences, realizing this way, the learning as a motivation reinforcer. When necessary, it is important the use of external sources in the motivation for learning, but some precautions must be taken to avoid that this does not become a constant, in which the student always expects for a reward to take the task.

METODOLOGY

Population and Sample

The population of the study was composed of students aged 3 - 16 years, both sexes, from Public State Schools of the IV Secretaria de Desenvolvimento Regional Chapecó/SC and its sample was constituted of 2048 students, chosen randomly and distributed in groups according to sex, age range and socio economical level.

Dada Collecting Instrument

To collect the information the following instruments were used:

· IADOV questionnaire modified by López (1993), apud López & González (2002) for the students;

· Questionnaire to estimate the socio economical level and its respective scores, developed by Associação Nacional de Empresas de Pesquisa (ANEP, 2000) - National Association of Research Companies.

Dada Analysis

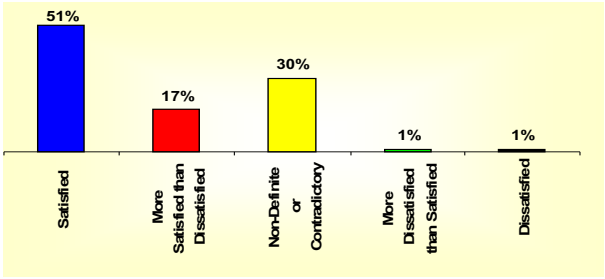
The level of satisfaction for the Physical Education classes were analyzed through the "IADOV Logic Table" modified by López (apud López & González, 2002).

The socio economical level analysis of the students was done through the "Criteria of Economic Classification Brazil" ANEP (2000).

RESULTS AND DISCUSSION

Throughout the values presented in figure 1, it can be verified that 51% of the students researched presented satisfied with the Physical Education classes, while 17% are more satisfied than dissatisfied, 30% have non-defined satisfaction or contradictory, just 1% presented more dissatisfied than satisfied and 1% dissatisfied.

Figure 1: Students' Individual Satisfaction For the Physical Education Classes



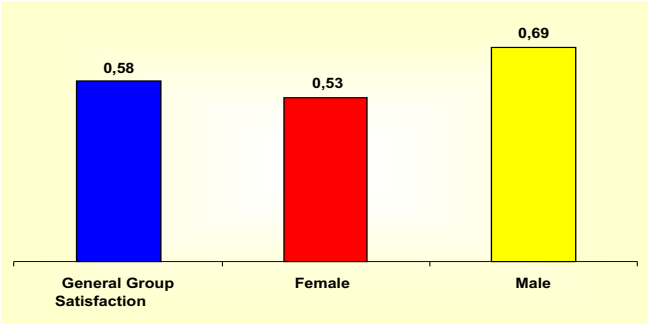
Similar results for the presented ones in this study were found in a study taken in Cuba by López & González (2001), in which 211 students were investigated. The authors obtained the following outcomes: 57,3% of the students presented maximum level of satisfaction; 18,4% presented themselves more satisfied than dissatisfied; 19,9% demonstrated non-defined satisfaction or contradictory; 1,89% presents itself more dissatisfied than satisfied; 2,3% presented maximum level of dissatisfaction.

Although the similarities found between this study and the study developed by López & González (2001), in the Satisfaction and Dissatisfaction categories, the Non-Defined Satisfaction or Contradictory category of the present study showed higher percentages than the study presented by the Cuban authors.

Referent information for the group satisfaction is presented in figure 2, in which it can be noticed that the general group satisfaction index is 0,58, this means that the students researched presented satisfaction for the Physical Education classes.

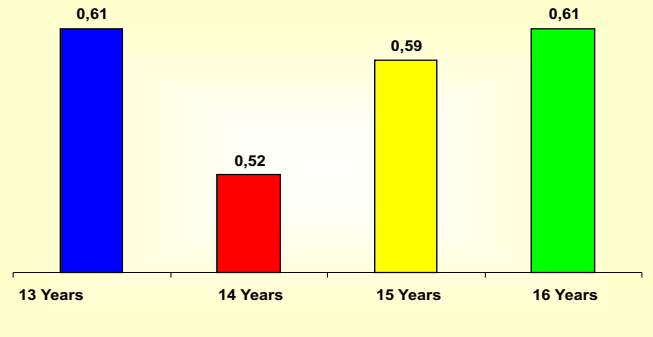
For a better understanding it is stood out that the values of the group satisfaction index oscilatte *+1* to *-1*. The values that are between - 1 and - 0,5 indicate satisfaction ; the ones which are between - 0,49 e + 0,49 show contradiction and the ones that are between 0,5 and 1 indicate satisfaction.

Figure 2: Index of General Group Satisfaction and by Sex



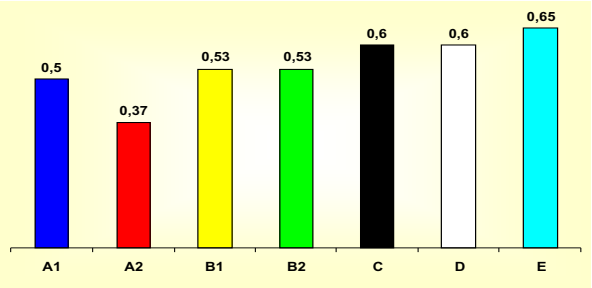
It also can be observed in figure 2, that both sexes are satisfied with the Physical Education classes, and that the male group presents a higher group satisfaction index than the female, being an index of 0,69 for the boys and 0,53 for the girls.

Figure 3: Index of Group Satisfaction by Age



Through figure 3, it is observed that the students aged 13 and 16 years were the ones who presented higher index of group satisfaction, presenting an index of 0,61; while the students aged 14 years presented a lower index, 0,52; whereas the students aged 15 years presented an index of de 0,59.

Figure 4: Index of Group Satisfaction for Different Socio Economical Classes



According to values presented in figure 4, it can be verified that the students who belong to the economical classes "A1, B1, B2, C, D and E" demonstrate satisfaction for the Physical Education Classes, whereas "E" class presents the higher satisfaction level with an index of 0,65; while the students who belong to the "A2" class demonstrate non-definition in relation to the satisfaction for the classes.

Table 1: Motifs that Satisfy the Students in the Physical Education Classes
Intrinsic Motifs

Intrinsic Motifs	
Everything satisfies during the Physical Education classes.	3%
Do not present motifs that satisfy during the Physical Education classes.	1%
Motifs related to the teacher's performance (behavior, explanations, way of teaching the classes, attention/relationship with the students, etc) .	5%
Practice of sportive games (volleyball, basketball, handball, soccer, etc).	63%
Practice of individual sports (chess, table tennis, athleticism).	5%
Practicing Physical Activities/physical exercises/lengthening/warming.	5%
Leaving the classroom/having fun/resting/relaxing/not writing.	4%
Free class/can choose what to do in the class/not being obliged to participate.	2%
Teaching-learning, learning new contents during the classes.	1%
Motifs related to the classmates' behavior (participation, cooperation, respect, interest, etc).	3%
Practice of playing in the classes (tag, skipping rope among others).	3%
Dancing in the classes/listening to music/setting choreographies.	4%
Practice of board games in the classroom (domino, checkers,...).	1%
Total:	**100%**

Table 1 can be verified the intrinsic motifs that satisfy the students in the Physical Education classes. Through the values presented, it is noticed that the sportive modality practice (volleyball, basketball, handball, soccer...) is the highest satisfaction intrinsic motif for the students.

Other intrinsic satisfaction motifs that call the attention are: the motifs related to the teacher's performance; the practice of individual sports and the practice of physical activities during the classes. These motifs must be taken into consideration by teachers, whereas the human movement done through the practice of group sports, individual and other physical activities, is a motivation propeller in the students and the main satisfaction reason pointed out by the students.

When analyzing table 2, it can be noticed that staying in the classroom is the students' main dissatisfaction motif in the Physical Education classes. Secondly, as a dissatisfaction factor, is the practice of sportive games (volleyball, basketball, handball, soccer, etc), and, thirdly, the Physical Education teacher's professional performance.

The dissatisfaction indicative demonstrated by the students in relation to staying in the classroom attests the necessity of an environment in which the students can manifest their corporeity through motor activities.

Other dissatisfaction motif pointed out by the students is toward sport, what is possibly related to the way that the content is developed in the school context. The students who manifested dissatisfaction about the sport, possibly, are discriminated during the Physical Education classes. This happens frequently in the school everyday life, for the teaching method utilized for the development of the sportive classes, usually, gives privilege for the most skillful students, the strongest ones, and the boys.

Table 2: Motifs that Dissatisfy the Students in the Physical Education Classes
Intrinsic Motifs to the Classes (%)

Intrinsic Motifs to the Classes	**(%)**
Do not present motifs that dissatisfy them in the Physical Education classes.	11%
Everything dissatisfy them in the Physical Education classes.	1%
Motifs related to the teacher's performance (disinterestedness demonstrated during the classes, behavior, attention/relationship with the students, way of teaching the classes, few explanations/information, attitudes, etc).	12%
Practice of sportive games (volleyball, basketball, handball, soccer etc).	17%
Practice of individual sports (chess, table tennis, athleticism).	2%
Praticar atividades físicas/exercícios físicos/alongamento/aquecimento.	4%
Staying in the classroom/writing/theoretical class/tests/watching films.	21%
Participation of girls and boys together during the games (co-education).	1%
Motifs related to classmates' behavior (disinterestedness, lack of attention, conversations, fights, individualism during the classes, miseducation, etc).	9%
Practice of playing in the classes (tag,skipping rope, among others).	2%
Dancing during the classes/listening to music/setting choreographies.	3%
Taking always the same activities/games during the classes.	3%
Being obliged to participate/playing/doing what do not like during the classes.	2%
Disorganization of the activities and the students during the classes.	1%
Little time to practice sports/playing.	1%
Obligatoriness of wearing appropriate clothes (uniform) for practicing physical/sportive activities .	1%
Practice of board games in the classroom (domino, checkers, ...).	1%
Extrinsic Motifs to the Classes	
Weather Conditions (sun, rain).	2%
School Structure (available materials and space for the Physical Education classes).	6%
Total:	**100%**

When analyzing tables 1 and 2, it can be noticed the human movement during the classes as a main motivating factor of these students, since the practice of physical and sportive activities is what satisfy them the most, and, the fact of staying in the classroom is the main dissatisfaction factor for these students.

CONCLUSION AND FINAL CONSIDERATIONS

The results obtained toward the established objectives, and together with discussions, become possible the following conclusions:

The majority of students who belong to public schools of IV Secretaria de Desenvolvimento Regional de Chapecó/SC, presents satisfaction for the Physical Education classes.

Although boys and girls present maximum satisfaction for the Physical Education classes, boys presented superior index to the girls. For all ages it was attested satisfaction for the Physical Education classes, whereas students aged 13 and 16 presented higher index of group satisfaction.

Students who belong to the C, D e E socio economical classes, presented higher index of satisfaction for the Physical Education classes.

The most relevant intrinsic motif that bases the satisfaction for the Physical Education classes is the sportive practice. The most relevant intrinsic motif that bases the dissatisfaction for the Physical Education classes is the fact of students staying in the classroom watching films, or taking part of theoretical classes. The extrinsic motifs that dissatisfy the students are the environmental and structural conditions of the school, as appropriate places for the Physical Education practice.

Finally, it is necessary attest that, although the maximum satisfaction level being the most demonstrated in the students' options, the *non-defined or contradictory* satisfaction level presented a high index, and must be reconsidered. This information serves as warning for the Physical Education professionals, and suggests that, the extrinsic and intrinsic motifs that influence the students' level of satisfaction must be observed.

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STUDENTS' LEVEL OF SATISFACTION FOR THE PHYSICAL EDUCATION CLASSES

Abstract:

Motivation constitutes itself in an element of vital importance in the teaching/learning process. Motivated student manifests himself/herself in his/her group through different behavior, such as: presents himself/herself active, respectful, participant, asks questions, cooperates with the classmates and teachers, shows happiness, interests for the his/her actions, repeats the exercises, in other words, feels pleasure and desire in taking motor activities and learning during the Physical Education classes. This study had the aim of investigating the satisfaction level for the Physical Education classes, of students who belong to State Public Schools from IV Secretaria de Desenvolvimento Regional Chapecó/SC. Its sample was composed of 2048 students, aged 13 -16 years. To investigate the satisfaction level "IADOV" questionnaire modified by López (apud LÓPEZ & GONZÁLEZ, 2002) was used. For data analysis "IADOV" logic table modified by López (apud LÓPEZ & GONZÁLEZ, 2002) was used. The results presented for the Individual Satisfaction Level for the Physical Education classes demonstrate that: 51% from the students presented maximum level of satisfaction; 17% from the students demonstrate more satisfaction than dissatisfaction; 30% presented non-defined or contradictory satisfaction; 1% presented more dissatisfaction than satisfaction and 1% present themselves with maximum dissatisfaction. The Group Satisfaction Index of the sample presented the value of 0,58, which indicates satisfaction of these students in relation to the Physical Education classes. Through the results presented it can be concluded that, although the maximum satisfaction level being the most demonstrated in the students' options, the non-defined or contradictory level of satisfaction presented a high index, and must be reconsidered. This information serves as warning for the Physical Education professionals, and suggests that, the extrinsic and intrinsic motifs that influence the students' level of satisfaction must be observed.

Key-words: level of satisfaction; intrinsic motifs; extrinsic motifs.

NIVEAU DE SATISFACTION D'ECOLIERS PAR CLASSES D'EDUCATION PHYSIQUE

Résumé :

La motivation constitue un élément d'importance essentielle dans le processus d'enseignement/apprentissage. L'élève qui est motivé se révèle dans son groupe à travers de conduites différentes comme: il se présente actif, obligeant, participant, un querelleur, il coopère avec ses camarades et professeurs, il démontre joie, s'intéresse par ses actions, il répète les exercises, c'est-à-dire, il sens plaisir et désir pour réaliser activités moteurs at apprendre pendant les classes d'éducation physique. L'actuel étude a eu comme objectif rechercher le niveau de satisfaction par classes d'éducation physique d'écoliers partie d'écoles publiques d'état de la 4ᵉ secrétariat de développement régional Chapecó/SC. Son échantillon a se constitué par 2048 écoliers agés entre 13 à 16 ans. Pour faire des investigations sur le niveau de satisfaction, le questionnaire de « IADOV » modifié par López (apud LÓPEZ & GONZÁLEZ, 2002) était utilisé. Pour l'analyse d'information, on a utilisé le cadre logique de « IADOV » modifié par López (apud LÓPEZ & GONZÁLEZ, 2002). Les résultats présentés pour le niveau de satisfation individuelle par classes d'éducation physique démontre que: 51% des élèves présentent le niveau le plus grand de satisfaction; 17% d'écoliers ont demontré plus satisfaction que mécontentement: 30% présentent satisfaction indéfinie ou contradictoire; 1% a presenté plus mécontentement que satisfaction et 1% se présente avec le plus grande satisfaction. L'index de satisfaction du groupe de l'échantillon a presenté la valeur de 0,58, ce que indique satisfaction de ces écoliers en rapport à les classes d'éducation physique. À travers des résultats présentés c'est possible conclure que, malgré le niveau de

satisfaction maxime être le plus demontré dans l'option des élèves, le niveau de satisfaction indéfinie ou contradictoire a presenté un index haut et ne doit pas être méprisé. Cette information sert d'alerte aux professeurs d'éducation physique pour observer les motifs intrinsèques et extrinsèques qui influencent le niveau de satisfaction des élèves dans ses classes.

Mots-clés : niveau de satisfaction; motifs intrinsèques; motifs extrinsèques.

NIVEL DE SATISFACCIÓN DE ESCOLARES POR CLASES DE EDUCACIÓN FÍSICA

Resumen:

La motivación constituye un elemento de vital importancia en el proceso de enseñanza-aprendizaje. El alumno motivado se manifiesta dentro de su grupo a través de diferentes conductas, tales como: se presenta activo, atento, participativo, preguntador, coopera con sus compañeros y profesores, demuestra alegría, se interesa por sus acciones, repite los ejercicios, en otras palabras, siente placer y deseo al realizar actividades motoras y aprender durante las clases de Educación Física. El presente estudio tuvo como objetivo investigar el nivel de satisfacción por las clases de Educación Física, de escolares pertenecientes a las Escuelas Públicas Estatales de la IV Secretaría de Desarrollo Regional Chapecó/SC. Esta muestra está constituida por 2048 escolares, con edades entre 13 a 16 años. Para investigar el nivel de satisfacción se utilizó el cuestionario de "IADOV" modificado por López (apud LÓPEZ & GONZÁLEZ, 2002). Para el análisis de datos se utilizó el cuadro lógico de "IADOV" modificado por López (apud LÓPEZ & GONZÁLEZ, 2002). Los resultados presentados para el nivel de Satisfacción Individual por las clases de Educación Física demuestran que: un 51% de los estudiantes presentó el nivel máximo de satisfacción; un 17% de los escolares demostró más satisfacción que insatisfacción; un 30% presentó satisfacción no definida o contradictoria; un 1% presentó más insatisfacción que satisfacción y un 1% se presentó con máxima insatisfacción. El índice de Satisfacción Grupal de la muestra presentó el valor de 0,58, lo que indica satisfacción de estos escolares con relación a las clases de Educación Física. A través de los resultados presentados se puede concluir que, a pesar de que nivel de satisfacción máxima fue el más demostrado en la opción de los alumnos, el nivel de satisfacción no definida o contradictoria presentó un índice elevado, y no debe ser desconsiderado. Esta información sirve de alerta a los profesores de Educación Física para la observación de los motivos intrínsecos y extrínsecos que influencian el nivel de satisfacción de los alumnos en sus clases.

Palabras-clave: nivel de satisfacción; motivos intrínsecos; motivos extrínsecos.

NÍVEL DE SATISFAÇÃO DE ESCOLARES POR AULAS DE EDUCAÇÃO FÍSICA

Resumo:

A motivação constitui-se num elemento de vital importância no processo de ensino-aprendizagem. O aluno motivado se manifesta dentro de seu grupo através de diferentes condutas, tais como: apresenta-se ativo, atencioso, participativo, questionador, coopera com os colegas e professores, demonstra alegria, interessa-se pelas suas ações, repete os exercícios, em outras palavras, sente prazer e desejo em realizar atividades motoras e aprender durante as aulas de Educação Física. O presente estudo teve como objetivo investigar o nível de satisfação por aulas de Educação Física, de escolares pertencentes às Escolas Públicas Estaduais da IV Secretaria de Desenvolvimento Regional Chapecó/SC. Sua amostra constituiu-se de 2048 escolares, com idade de 13 a 16 anos. Para investigar o nível de satisfação utilizou-se o questionário de "IADOV" modificado por López (apud LÓPEZ & GONZÁLEZ, 2002). Para a análise de dados utilizou-se o quadro lógico de "IADOV" modificado por López (apud LÓPEZ & GONZÁLEZ, 2002). Os resultados apresentados para o nível de Satisfação Individual por aulas de Educação Física demonstram que: 51% dos estudantes apresentam o nível máximo de satisfação; 17% dos escolares demonstraram mais satisfação do que insatisfação; 30% apresentam satisfação não definida ou contraditória; 1% apresentou mais insatisfação do que satisfação e 1% apresenta-se com máxima insatisfação. O índice de Satisfação Grupal da amostra apresentou o valor de 0,58, o que indica satisfação destes escolares em relação às aulas de Educação Física. Através dos resultados apresentados pode-se concluir que, apesar do nível de satisfação máxima ser o mais demonstrado na opção dos alunos, o nível de satisfação não definida ou contraditória apresentou um índice elevado, e não deve ser desconsiderado. Esta informação serve de alerta aos professores de Educação Física para observarem os motivos intrínsecos e extrínsecos que influenciam o nível de satisfação dos alunos em suas aulas.

Palavras-chave: nível de satisfação; motivos intrínsecos; motivos extrínsecos.