146 - SOCIAL COMPETENCY'S EVALUATION OF ADOLESCENTS WHO PRACTICE DANCE

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INTRODUCTION

The social development is characterized like the study of the interactions between the people, through which they learn the behavior's rules of the society, aiming at to the construction of friendship's tie (SPODEK; SARACHO, 1998). The importance of the social development can be perceived through the ideas of some studious of the human development (COLE; COLE, 2004; PAPALIA; OLDS, 2000; SPODEK; SARACHO, 1998), which they affirm that the quality of the interpersonal relations gotten in childhood will be able to reflect in the posteriors phases of the life, being able to cause difficulties in the adult life, like emotional and behavior problems.

The adolescence, for Papalia and Olds (2000), is a time where everything seems possible, because they are in the threshold of the love, of the professional life and of the participation in the adult society. In this way, one of the pillars of the psychosocial development in this phase of the life is the establishment of relationships and satisfactory friendships with friends (NEWCOMBE, 1999; BERGER, 2003).

It is still distinguished that the intensity of the friendships is higher in the adolescence of that in some another time of the life, because the friendship become more close and suppliers of support (PAPALIA; OLDS, 2000). And Erikson (1982, 1998) affirms that it must have a special attention with the identity's confusion, which can very delay for the conquest of the psychological maturity, and like defense, they finds the sub-groups formation and the intolerable with the individual differences.

It is perceived through the history that all the societies, since oldest until most recent, demonstrated themselves through the formation of different groups and organizations (PISANI, 1994). Brawley, Carron and Widmeyer (1987) define the group's cohesion of group like a dynamic process, in which reflects the tendency of the group to join themselves and to remain joined in the search of determined objective. In this way, the cohesion was divided in two categories, the cohesion related to the task and social (CARRON; BRAWLEY; WIDMEYER, 2002; WIDMEYER; MARTENS, 1978). The connection between the cohesion related to the task and the social assists in the explanation of like the sports teams can overcame the conflicts and reach success (WEINBERG; GOULD, 2001).

The dance can be defined like a form of expression and communication, probably oldest, disclosing themselves naturally and developing the human in a comprehensive way (LOMAKINE, 2001). The approach of this activity is, beyond the physiological and motor aspects, in the promotion of the improvement of auto-esteem and the break the psychological blockade, in the chance of the social conviviality and in the extending of the social relationships (FLORES, 2002).

The physical activity contributes like an important tool for a positive social inclusion (GALLAHUE; OZMUN, 2001); beyond Koury (2000) affirming that to exercise in group develops the camaraderie and the commitment feeling, moving away the negative feelings. In this context, the dance as propeller appears of the benefits of a physical activity, allies to the art and the culture, important and distinguishing aspects, mainly in a conflicts and doubts period.

OBJETCTIVE

The objective was to evaluate the level of the social competence of the adolescent dancers who participated of 16º Dance's Festival of the Shopping Itaguaçu, in Florianópolis (SC).

METHODOLOGY

The research is characterized as descriptive (TUCKMAN, 2000), of the exploratory kind (CERVO; BERVIAN, 1983) and with transversal delineation (BERGER, 2003; PAPALIA; OLDS, 2000; COLE; COLE, 2004).

The participants of the research had been composed for 82 dancers, of both genders and with ages between 10 and 22 years old, participants of 16º Dance's Festival of the Shopping Itaguaçu, in Florianópolis (SC). It was used as inclusion's criterion; to integrate a group that practices dance at least for 6 months.

For the acquisition of the referring answers to the considered objective it was used the version of *The Group Environment Questionnaire* (CARRON; BRAWLEY; WIDMEYER, 2002) translated and validated for the Brazil's Portuguese for Costa (2005). This instrument has like objective the evaluation of the group's environment through a questionnaire composed for a part about the personal information and 18 questions, divided between four dimensions - Individual Attractions to the Group-Social, Individual Attractions to the Group-Task, Group Integration-Social and Group Integration-Task - whose answers vary in a Likert scale with values between 1 and 9.

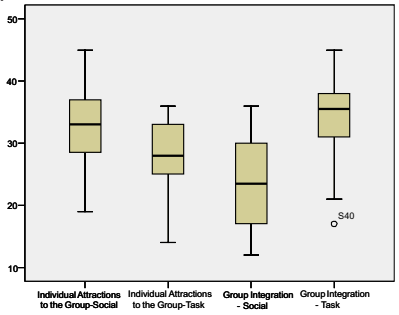
The collection procedures initiated with the contact with the coordination of the Shopping Itaguaçu for the application of the research. The research's objectives and the collection procedures had been explained to the event's coordinator. After the permission, we watched the introductions and we enter in contact - explaining the research - with the dance group's teachers/coordinators that presented age above 10 years old. With the teacher's authorization through the signature of the assent term and fulfilling of the information about the group, we explain the research and the instrument to the dancers. Soon after that, these signed the assent term and had filled the questionnaire. The collections occurred, in the most of the time, before or after the groups' introductions.

It was used the Descriptive Statistics, through simple and relative frequency, mean and standard deviation.

RESULTS AND DISCUSSION

At first the results will be presented through the quartiles, represented in the Box-plots below divided by gender. Later, the mean and standard deviation will be presented comparing themselves with the results gotten in literature.

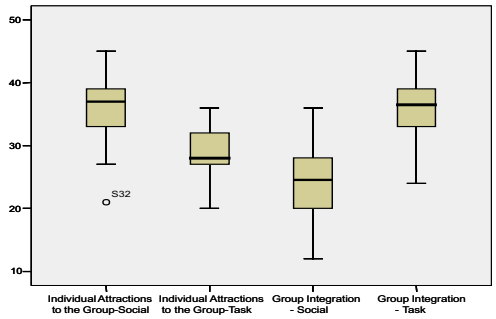
Graph 1 - Distribution of the Group's Cohesion: Female



Concerning to the aspects Individual Attractions to the Group - Social and Individual Attractions to the Group - Task, the most of the females' dancers (frequency 20 and 19, respectively) were in the third quartile. While that in the aspect Group Integration - Social, the most of them (23) were in the fourth quartile. This aspect was distinguished for presenting the maximum cohesion's taxis. In this way, in the aspect Group Integration - Task, the most of them (22) were in the second quartile. With exception of this last aspect, the other three presented high values of cohesion.

Then, the results of the group's cohesion for the males will be presented.

Graph 2 - Distribution of the Group's Cohesion: Male



About the aspects Individual Attractions to the Group - Social and Individual Attractions to the Group - Task, the most of the males' dancers (frequency 9 and 7, respectively) were in the third quartile. While that in the aspect Group Integration - Social, the most of them (7) were also in the third quartile. In this way, in the aspect Group Integration - Task, the most of them (9) were in the fourth quartile, which it detached for presenting the maximum cohesion's tax. All the aspects presented high cohesion's values.

These results match with the study that Costa (2005) did with males with visual disability's conditions who practiced five-a-side football, and these gotten low cohesion's taxis, that it was inferred that it occurred because the difficulties faced for the team in question, the small amount of games, the high rotation of the team's athletes, the difficulty of a physical space defined for the accomplishment of the classes and training.

The results about the means and standards deviations will be presented below.

Picture 1 - Descriptive Statistics of the Group's Cohesion

	Female (n = 64)		**Male** (n = 18)	
Variable	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
ATG-S	32, 53	5, 99	35, 56	5, 62
ATG-T	28, 52	5, 49	28, 83	5, 00
GI-S	23, 66	6, 99	24, 61	7, 24
GI-T	34, 95	6, 41	35, 44	6, 05

Analyzing the results from the means, it found that the group presented a higher cohesion in the aspects related to the *task* than to the *social*; the results are the same for males and females dancers. This fact is opposite the results gotten for Carron, Bray and Eys (2002), when they gotten a higher cohesion in the social aspects. But this study is too similar than the results gotten for Morgado (1997) and Costa (2005), that they found also a higher cohesion in the aspects related to the task. It is believes that the same has occurred because of the passion demonstrated for all athletes for the modality in question, that admit not to like some group's friends.

The means of all the athletes, for both genders, were in the third quartile. These results indicate that the athletes presented, according to Carron, Brawley and Widmeyer (2002): satisfactory taxis of feelings on them personal acceptance and them social interactions; personal involvement with the group's tasks, productivity and accomplishment of goals; a linking inside of the team as a social unit and around the group's activities and tasks.

FINAL CONSIDERATIONS

The adolescent dancers, of both the genders, presented high taxis of social competence, through the group's cohesion. This fact can be verified in the analysis of the means of both genders in the four aspects, Individual Attractions to the Group - Social, Individual Attractions to the Group - Task, Group Integration - Social and Group Integration - Task, where it were found high values for the group's cohesion. And these values were the same for the aspects related to the task and the social.

Comparing the means between the genders, it was found that the males' dancers presented greatest taxis of group's cohesion than the females' dancers.

Concluding, it is believes that the dance's practice provided to these practitioners a highest social competence; what can be demonstrated for the group's cohesion through the maintenance of positive social interactions, the close involvement with the group's integrants, the ability to work well in group, the feeling of individual importance for the team, as well as the creation of lies between the team, like a social unit.

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SOCIAL COMPETENCY'S EVALUATION OF ADOLESCENTS WHO PRACTICE DANCE

ABSTRACT

One of the necessities of the adolescence is accepted and understood by the acquaintances. In this way, the physical activity contributes like an important tool for a positive social integration. And in this context, appears the dance like propeller of the benefits of a physical activity, allies to the art and the culture, important and distinguishing aspects, mainly in a conflict and doubts period. The objective was to evaluate the level of the social competence of the dancers who participated of 16º Dance's Festival of the Shopping Itaguaçu, in Florianópolis (SC). The research was characterized as description-exploratory, with transversal delineation. The participants of the research had been composed for 82 dancers, of both genders and with ages between 10 and 22 years old, participants of 16º Dance's Festival of the Shopping Itaguaçu, in Florianópolis (SC). It was used as inclusion criterion, to integrate a group that practices dance at least for 6 months. As instrument was used the version of the *The Group Environment Questionnaire* (CARRON; BRAWLEY; WIDMEYER, 2002) translated and validated for the Brazil's Portuguese for Costa (2005). It was used the Descriptive Statistics, through simple and relative frequency, beyond mean and standard deviation. About the social competence, analyzing the means of both genders in the four aspects, Individual Attractions to the Group - Social, Individual Attractions to the Group - Task, Group Integration - Social and Group Integration - Task, it was met high values of group's cohesion. This is the same for the aspects related to the task and the social. Concluding, it is believes that the dance's practice provided to these practitioners a highest social competence; what can be demonstrated for the group's cohesion through the maintenance of positive social interactions, the close involvement with the group's integrants, the ability to work well in group, the feeling of individual importance for the team, as well as the creation of lies between the team, like a social unit.

Key-words: Social competency. Group's cohesion. Dance.

EVALUATION DE LA COMPETENCE D'ADOLESCENTS PRATIQUANT LA DANSE

RAPPEL

Une des principales préoccupations de l'adolescent est d'être accepté et compris par ses camarades. Par conséquent, l'éducation physique est un des facteurs pour une intégration sociale réussie. Et dans ce contexte, la danse apparait comme jouant un rôle moteur d'une activité physique, alliant l'aspect artistique et culturel, qualités importantes et variées, principalement durant une période de conflit et de doutes. Le but fut d'évaluer le niveau de compétence des danseurs participants au 16e Festival de danse du centre commercial Itaguaçu, à Florianópolis, dans l'Etat de Santa-Catarina, au sud du Brésil. Cette recherche se veut descriptive et analytique. Les personnes interrogées, 82 danseurs, des deux sexes et d'un âge compris entre 10 et 22 ans, ont participé à ce Festival de danse, mentionné plus haut. Un des principaux critères de sélection, est d'avoir intégré un groupe de danse depuis au moins six mois. Comme outil de mesure utilisé, la version de *The Group Environment Questionnaire* (CARRON; BRAWLEY; WIDMEYER, 2002) traduite et adaptée en portugais du Brésil par Costa (2005). Egalement utilisée, la Statistique Descriptive, à travers de fréquences simples et relatives, c'est-à-dire faire la somme de toutes les valeurs obtenues puis divisé par le nombre de participants. En ce qui concerne la compétence sociale, l'analyse des résultats pour chacun des sexes dans les quatre domaines; Attraction Individuelle au Groupe-Social, Attraction Individuelle au Groupe-Tâche, Intégration au sein du Groupe-Social et Intégration au sein du Groupe-Tâche, les résultats nous montrent un fort degré de cohésion de groupe. En étant de même concernant les aspects relationnés à la tâche (travail) et au social. Ceci étant dit, la pratique de la danse permet de maintenir, une relation amicale poussée avec les membres du groupe, la capacité à travailler en équipe, le sentiment de jouer un rôle primordial au sein du groupe, tout comme la création de forts liens entre les danseurs.

Mots-Clés: Compétence sociale. Cohésion de groupe. Danse.

EVALUACIÓN DE LA COMPETENCIA SOCIAL DE ADOLESCENTES QUE PRACTICAN DANZA

RESUMEN

Una de las principales necesidades del adolescente es que los compañeros lo acepten y lo comprendan. Para esto, la actividad física contribuye como una importante herramienta de integración social positiva. Es en este contexto que surge la danza como propulsora de los beneficios que derivan de una actividad física, aliados al arte y a la cultura, aspectos importantes y diferenciales, principalmente durante un período de conflictos y dudas. El objetivo fue evaluar el nivel de competencia social de los bailarines que participaron del 16º Festival de Danza del Shopping Itaguaçu, en Florianópolis (SC). La investigación fue caracterizada como descriptivo-exploratoria, con estudio transversal. Los participantes de la investigación fueron 82 bailarines, de ambos sexos y con edades entre 10 y 22 años, que participaron del 16º Festival de Danza del Shopping Itaguaçu, en Florianópolis (SC). El criterio de inclusión utilizado fue ser integrante de un grupo que

practica danza como mínimo hace 6 meses. Como instrumento de medida fue utilizada la versión de *The Group Environment Questionnaire* (CARRON; BRAWLEY; WIDMEYER, 2002) traducida y validada al Portugués de Brasil por Costa (2005). Fue utilizada Estadística Descriptiva, a través de frecuencia simple y relativa, además de media y desvío padrón. Cuanto a la competencia social, analizando las medias de ambos sexos en los cuatro aspectos, *Atracción Individual al Grupo - Social*, *Atracción Individual al Grupo - Tarea*, *Integración en el Grupo - Social* e *Integración en el Grupo - Tarea*, fueron encontrados valores elevados de cohesión de grupo. Este, es igual en los aspectos relacionados a la tarea y a lo social. Siendo así, es posible decir que la danza le proporcionó a sus practicantes mantener interacciones sociales positivas, involucrarse íntimamente con los integrantes del grupo, habilidad para trabajar bien en grupo, un sentimiento de importancia individual para el equipo, así como crear lazos entre el equipo, como una unidad social.

Palabras-Clave: Competencia social. Cohesión de Grupo. Danza.

AVALIAÇÃO DA COMPETÊNCIA SOCIAL DE ADOLESCENTES QUE PRATICAM DANÇA

RESUMO

Uma das principais necessidades da adolescência é ser aceito e compreendido pelos colegas. Desta forma, a atividade física contribui como uma importante ferramenta para uma integração social positiva. E neste contexto, surge a dança como propulsora dos benefícios advindos de uma atividade física, aliados à arte e à cultura, aspectos importantes e diferenciais, principalmente em um período de conflito e dúvidas. O objetivo foi avaliar o nível da competência social dos bailarinos participantes do 16º Festival de Dança do Shopping Itaguaçu, em Florianópolis (SC). A pesquisa foi caracterizada como descritivo-exploratória, com delineamento transversal. Os participantes da pesquisa foram compostos por 82 bailarinos, de ambos os sexos e com idades entre 10 e 22 anos, participantes do 16º Festival de Dança do Shopping Itaguaçu, em Florianópolis (SC). Utilizou-se como critério de inclusão, integrar um grupo que pratica dança há no mínimo 6 meses. Como instrumento de medida foi utilizado a versão do *The Group Environment Questionnaire* (CARRON; BRAWLEY; WIDMEYER, 2002) traduzida e validada para o Português do Brasil por Costa (2005). Foi utilizada a Estatística Descritiva, através de freqüência simples e relativa, além de média e desvio padrão. Quanto à competência social, analisando as médias de ambos os sexos nos quatro aspectos, *Atração Individual ao Grupo - Social*, *Atração Individual ao Grupo - Tarefa*, *Integração no Grupo - Social* e *Integração no Grupo - Tarefa*, encontrou-se valores elevados de coesão de grupo. Sendo este igual para os aspectos relacionados à tarefa e ao social. Assim sendo, acredita-se que a prática de dança proporcionou aos seus praticantes a manutenção das interações sociais positivas, o envolvimento íntimo com os integrantes do grupo, a habilidade para trabalhar bem em grupo, o sentimento de importância individual para a equipe, bem como a criação de laços entre a equipe, como uma unidade social.

Palavras-Chave: Competência social. Coesão de Grupo. Dança.