

David Diago Paradís

DNI: 20919793M

Resumen

Este estudio se encuentra dentro del ámbito de la psicología deportiva, concretamente se ha centrado en los constructos de motivación y cohesión. La hipótesis planteada es ver si la aplicación de un programa de 7 dinámicas provoca un aumento en las variables de motivación y cohesión. Para evaluar estos dos constructos se ha utilizado el Cuestionario Características Psicológicas del Rendimiento Deportivo (CPRD) en concreto los dos factores de motivación y cohesión. La muestra utilizada para esta investigación han sido dos equipos de baloncesto de la categoría cadete entre 14 y 16 años, siendo en un inicio 18 aunque por mortalidad de la muestra se vio reducido a 13 sujetos. El diseño de esta investigación es un diseño A-B-A en el que antes de empezar la evaluación pre intervención se pidió consentimiento a los tutores de los menores y se informó a los jugadores del trabajo a realizar. El programa de las 7 dinámicas se repartieron en dos semanas, cada una de ellas tiene una duración entre 20-30 minutos y se hizo coincidir la recogida de datos con la última de ellas. Los resultados obtenidos muestran que no hay diferencias significativas en ninguna de las dos variables, aunque en uno de los ítems que resultó crítico en los resultados en la primera medida si vemos un aumento significativo después de dedicarle una de las dinámicas. Las limitaciones encontradas en esta investigación son la falta de grupo control, el tiempo limitado para la aplicación de las dinámicas y el pequeño tamaño de la muestra.

Abstract

This study is within the scope of sports psychology, specifically it has focused on the constructs of motivation and cohesion. The hypothesis is to see if the application of a program of 7 dynamics causes an increase in the variables of motivation and cohesion. To evaluate these two constructs, the Cuestionario Características Psicológicas del Rendimiento Deportivo (CPRD) Questionnaire was used, specifically the two factors of motivation and cohesion. The sample used for this research were two basketball teams in the cadet category between 14 and 16 years old, being 18 at first, although due to mortality of the sample it was reduced to 13 subjects. The design of this research is an A-B-A design in which prior to the pre-intervention evaluation, consent was sought from the tutors of the minors and the players were informed of the work to be done. The program with 7 dynamics was divided into two weeks, each of them lasting between 20-30 minutes and the data collection was made to coincide with the last one. The results obtained show that there are no significant differences in any of the two variables, although in one of the items that were critical in the results of the first measure, we see a significant increase after dedicating one of the dynamics. The limitations found in this research are the lack of control group, the limited time for the application of the dynamics and the small size of the sample.

Dynamics of motivation and cohesion in a basketball team



David Diago Paradís (Tutor: Ana Hermenegilda Alarcón)
Psychology TFG 2018-2019 (PS1048)

Introduction

The psychology of sport is the study of the influence of psychological factors (emotions, motivation, leadership styles...) on sports performance and how sports practice affects psychological factors.

This study is focused on the constructs of motivation and cohesion.

Motivation according to Morilla (1994) is the intensity and direction of an individual's behaviour, understanding direction as the attraction that the subjects feels towards the activity and intensity as to the amount of effort that the subject puts in a specific situation. To all this we add the persistence component in order to determine the duration of the subject doing the activity. In this way, we can assert that motivation brings direction, energy and persistence to behaviour and this is determined by diverse needs, whether biological cognitive, social ,etc.(Valdés 1996).

Cohesion, is defined as “a dynamic process reflected in the tendency for a group to stick together in the pursuit of their goals and objectives” (Carron, Brawley y Widmeyer, 1998; p.213).

Hypothesis

The application of the dynamics will significantly increase the averages in motivation and cohesion.

Methodology

Sample

The sample for this work are two basketball teams of category cadet placing the age between 14 and 16 years with an average of 15.17 years and a standard deviation of 0.618. The sample started with a total number of 18 subjects but due to the mortality of the sample, this number of subjects was reduced to 13, with an average age of 15.15 and a standard deviation of 0.555.

Instrument

The instrument used was a questionnaire that we call “Cuestionario Características Psicológicas del Rendimiento Deportivo” (CPRD). This scale was developed by Gimeno, Buceta and Pérez-Llantada (2001), and presents reliability and validity with an internal consistency of the questionnaire as a whole of .85. The CPRD consists of 55 items divided into 5 factors that are presented below: stress control ($\alpha = .88$), influence of performance evaluation ($\alpha = .72$), motivation ($\alpha = .67$), mental ability ($\alpha = .34$) and team cohesion ($\alpha = .78$). In this study we will only analyze the factors of cohesion and motivation.

Process

- I. Informed consent
- II. Confidentiality
- III. Communication to the players of the work to be done
- IV. Collection of pre-intervention data and information to players
- V. Realization of the dynamics
- VI. Post-intervention data collection

The design of this research is an A-B-A design

Results

Table1. Motivation, cohesion and item 27

	Pre		Post		dt	t	Sig. (bilateral)
	\bar{x}	dt	\bar{x}	dt			
Cohesion	21,39	2,640	21,38	1,981	2,640	2,001	0,069
Motivation	19,50	5,617	22,92	3,068	4,385	1,391	0,189
Item 27	1,08	1,498	3,15	0,689	1,706	4,390	0,001

Confidence level= 95%

Dynamics

The dynamics were carried out in 4 sessions of 30 minutes each, in a period of two weeks.

1. Presentation
2. Communication
3. Cooperative game
4. Clarification of roles
5. Adjustment of individual objectives vs team
6. Treatment of a critical item (27)
7. Blind trust game

Conclusions

Results of the study show that the changes in cohesion and motivation after the intervention are not significant. This may be due to several factors such as the short time for the application of the program, the start from a highly cohesive sample and the post-season situation of the team. However, we can see how item 27 related to cohesion does obtain significance.

To improve this study, are present three proposals: first, the use of a control group, second, to have more time to implement the dynamics and third to work more so that the change desired is maintained in the team.

Bibliografía

- Buceta, J. M. (1992). Intervención psicológica con el equipo nacional olímpico de baloncesto femenino. *Revista de Psicología Del Deporte*. Retrieved from <http://ddd.uab.cat/record/62964>
- Buceta, J. M. (1995). Intervención psicológica en deportes de equipo. *Revista de psicología general y aplicada: Revista de la Federación Española de Asociaciones de Psicología*, 48(1), 95-110.
- Buceta, J. M. M. (1999). Intervención psicológica en el entrenamiento deportivo: estrategias para optimizar el funcionamiento de jugadores de baloncesto en sesiones de ensayo repetitivo. *Revista de Psicología Del Deporte*, 8(1), 39–52. Retrieved from <http://ddd.uab.cat/record/63405/>
- Balaguer, I., Castillo, I., & Duda, J. (2003). Interrelaciones entre el clima motivacional y la cohesión en futbolistas cadetes. *Edupsykhe*, 2(2), 243–258.
- Carron, A. V., Brawley, L. R., & Widmeyer, W. N. (1998). The measurement of cohesiveness in sport groups. In J. L. Duda (Ed.), *Advancements in sport and exercise psychology measurement*(pp. 213–226).
- Cox, R. H., & Cox, R. (2008). *Psicología del deporte: conceptos y sus aplicaciones*. Ed. Médica Panamericana.
- Garita, E. (2006). Motivos de participación y satisfacción en la actividad física, el ejercicio físico y el deporte. *MHSALUD: Revista En Ciencias Del Movimiento Humano y Salud*, 3(1), 1–16. Retrieved from <http://www.revistas.una.ac.cr/index.php/mhsalud/article/view/318>
- Gimeno, F. & Buceta, J. M., (2010). *Evaluación psicológica en el deporte: el cuestionario CPRD*. Madrid: DYKINSON, S.L.
- Gimeno, F., Buceta, J. M., & Pérez-Llanta, M. D. C. (2012). El cuestionario «Características Psicológicas Relacionadas con el Rendimiento Deportivo» (CPRD): Características psicométricas. *Análise Psicológica*, 19(1), 93–113. <https://doi.org/10.14417/ap.346>
- Morilla, M. (1994). El papel del entrenador en la motivación deportiva. *El Entrenador Español de Fútbol*, 60, 26-31.
- Padrón, Á. G., Rojo, A. C., & Valdés, R. M. (2016). Desarrollo de la cohesión grupal en deportistas de Karate-do mediante espacios de reflexión. *Arrancada*, 16(29), 96-105.
- Quinteiro, E. M. G., Casal, M. R., Andrade, E. M., & Arce, C. (2006). Adaptación del cuestionario MSCl para la medida de la cohesión en futbolistas jóvenes españoles. *Psicothema*, 18(3), 668–672.
- Valdés Casal, H. (1996). *La preparación psicológica del deportista. Mente y rendimiento humano*. INDE publicaciones (pp. 54–57). España: INDE Publicaciones.
- Weinberg, R. S., & Gould, D. (2010). *Foundations of Sport and Exercise Psychology*. *Human Kinetics* (pp. 179–199)