Abstract

The objective of this work is to analyze the differences among the orientations of goal disposicionales, the climate perceived motivacional, the discipline, the coeducation and the flow state in students of Physical Education, according to the satisfaction for the Physical Education, the sport practice and the practice frequency. The sample this formed by 1103 students with a stocking of 14 year-old age to those that were given the instruments ICDIEF, CPIDEF, TARGET, POSQ and FSS. After the analysis of results we can stand out that the students to those that they don't like the Physical Education present bigger indiscipline behaviors and they perceive a climate motivacional implicante to the biggest ego that to those that yes they like it. On the contrary, the students to those that yes they like the Physical Education they present bigger discipline behaviors, they perceive bigger treatment equality, they appreciate a bigger climate motivacional implicante to the task, they are more oriented to the task and the ego and they possess a bigger flow state that the students to those that they don't like. The students that practice sport perceive bigger discrimination behaviors, they are more oriented to the task and the ego and they possess bigger flow state that those that don't practice. Regarding those that practice sport on time perceive bigger treatment equality that those that practice 2 or 3 days a week and those that practice more than 3 days a week. In the same way, the students that practice sport 2 or 3 days a week perceive bigger behaviors related with the discrimination and a bigger climate motivacional implicante to the ego that those that practice sport on time. While the students that practice more than 3 days a week perceive bigger behaviors related with the discrimination, as well as a bigger climate motivacional implicante to the ego that those that practice on time.

Keywords

Physical Education, disciplines, motivation, gender equality, flow.