

Motivational and Conceptual Aspects for Sports Practice and Reasons for Abandonment

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Received: November 13, 2019; **Published:** November 20, 2019

Introduction and Goals

The integration of students into sports practice in our schools raises concerns of great importance, in particular their socialization and integration as a sporting phenomenon within the motivational context in the school. As for the contextualization of our study, we know that in sport people are approaching regardless of age, gender, class or social origin, and that it plays its own role in the formation of identities. The values that sport represents contribute expressly to the education and training of young people, in addition to promoting democratic and social values, constituting an essential instrument of social integration that fights sedentary is, which poses a risk factor for the development of chronic degenerative diseases.

Objective of the Study

The objectives of this study was to know the motivational and conceptual aspects of students for sports practice and their previously participation in School Sport. With this study we aim to raise awareness among the students of Higher Education, educators and especially the teachers of Physical Education responsible for Groups/School Sports Teams, so that they know the importance of motivation in the participation of students in complementary activities, thus trying to contribute to the characterization of this teaching subsystem.

Method

The exhibition consists of a total of 302 students (56 male and 246 female), aged between 18 and 35 years of the Higher Nursing Education course in the city of Coimbra in Portugal. The procedure was carried out by carrying out data collection in the period from March to June 2010. The main independent variables we used to conduct this research were: age, gender, years of frequency in higher education, place of residence and district where secondary education concludes. In addition, the variables dependent on conviction on sports practice, participation or not in School Sport, the assessment of sports practice, perception of athletic ability, level of self-determination, reasons for abandonment or continuity in School Sport, and the most important reasons for non-participation in School Sport were analyzed. Translated and adapted versions of the instruments were used to obtain the results.

Questionnaire

Measures of other variables present in the Sports Practice (QMPAD) by Jiménez Castuera [1]; Veigas, Catalcao, Ferreira and Boto 2009, Leal, García Calvo, Sánchez Miguel, Antúnez and Cervelló Gimeno [2] on the evaluation of sports practice.

Wang and Biddle's Implicit Belief Scale - 2 (CNAAQ - 2) [3], Durcao 2008, Perception of Athletic Skills.

Sports Motivation Scale (SMS) of Pelletier, Fortier, Vallerand, Tuson, Blais and Blais [4], Jimenez Castuera [2], García Calvo [5], Loyal, 2009; assessment of levels of self-determination.

Reasons for Abandonment of the Practice of School Sport (QRAPDE), of Cruz and Costa 1988, Cruz and Viana [6], Gill, Gross and Huddleston [7], Gould, Feltz, Horn and Weiss 1982, Matos 1996.

Reasons not to participate in The School Sport (IMAAD), the Portuguese version of Pereira and Vasconcelos Raposo was used, 1997; Fernandes, 2005; Veigas, Catalcao, Ferreira and Boto, 2009 [8,9].

Results

In the analysis of data and results obtained, an interesting result to consider in this research is about students who practiced a sporting activity (32.8%), contrary to the 67.2 percent who did not practice any sports activity. We can conclude in this study that the female gender, in a general way presents more reasons not to practice sport than the male genre, also manifesting a less self-determined behavior with moderately more disadapting consequences.

On the other hand, we find as the main reason for not having participated in School Sport to “lack of time”, or “the schedule does not allow me” and/or “I have other things to do”. It is emphasized that the most pointed reasons for abandonment in School Sport are “not having time”, “having other things to do”, and/or “studying is more important than playing sport”. Also, the data concerning the practice of School Sport in non-higher education is verified that in the 1st cycle a small participation is presented, while in the 2nd cycle the participation is close to non-participation. It is precisely in the 3rd cycle where the greatest participation appears, to decrease later in Secondary Education. It is also interesting to note here that, later, in Higher Education, only about one-third of the population that is part of this study performs a Sports Activity.

Discussion

We defend a Sport in school that presents as main objectives health, play, and humor. The school must educate with the humility of boundaries at the level of bodily expression, towards the cultural and socio-economic development of a people, can be a healthy practice, if there is no violence or hostilities. It is essential that the Ministry of Education definitively attaches a fair importance to Sport in the School, making appropriate initiatives in the sporting society, where a pedagogical and cultural perspective at the sporting level must prevail.

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Volume 14 Issue 12 December 2019

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