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Sports initiation as a factor of influence in the practice of physical activity

Marcelo Henrique de Moraes¹, Arthur Siqueira Jorge Neto³, Patrícia Colombo-Souza²

¹Professor of Physical Education specialized in Psychomotricity and Preceptorship in Education. Physical Education Course. University of Santo Amaro - UNISA, São Paulo/SP, Brazil.

²Health Sciences Post Graduation. University of Santo Amaro - UNISA, São Paulo/SP, Brazil.

³University Center of the America - FAM. Master in Health Sciences by the University of Santo Amaro - UNISA, São Paulo/SP, Brazil.

ABSTRACT

OBJECTIVE

To investigate the factors of influence in sports initiation and in Physical Education that interfere with the continuity of sport practice and exercise in adult life.

METHODS

Quantitative, cross-sectional and retrospective study based on the application of the Motivation Inventory to Regular Practice of Physical Activity - IMPRAF -1261 and on the realization of a semi-structured interview. The present study was conducted in conjunction with the care of university athletes from the Universidade Santo Amaro, also by volunteers from the community of the Jardim das Imbuías region.

RESULTS

We analyzed 65 volunteers aged between 19 and 54 years, 31 (47.7%) were female and 34 (52.3%) male. Among women, 74.2% self-declared active and 25.8% sedentary, while among men, 85.3% and 14.7%, respectively. Among the assets, according to the results of the application of the Inventory of Motivation to Regular Physical Activity (IMPRAF 126) 52% of the participants practiced physical activities for health purposes, 21% for aesthetic purposes, 2% for social purposes. Among participants with sedentary behavior, 54% would practice for health purposes, 23% for stress control purposes, 15% for aesthetic purposes, 8% for pleasure. Social purpose motivation did not reach metrics among participants with sedentary behavior. Among active women, 65% said that there was influence of the Physical Education Teacher and that this influence was negative for 54% of them. Active men reported influence of the school physical education teacher in 66% and 44% of them reported this influence to be negative.

CONCLUSIONS

After the interweaving of the analyses, the study made it possible to show that the value of physical activity for health purposes is already recognized among people and that there is the influence of the Physical Education Teacher. However, it can corroborate for sedentary life in adulthood.

DESCRIPTORS

Sports Activities, Motivation, Sedentary Behavior.

Corresponding author:

Marcelo Henrique de Moraes.

Physical Education Teacher specializing in Psychomotricity and Preceptorship in Education. Santo Amaro University - Unisa, Physical Education Course. R. Prof. Enéas de Siqueira Neto, 340 - Jardim das Imbuías, São Paulo - SP, Brazil.

E-mail: marcelo.moraes01@yahoo.com.br.

ORCID ID: <https://orcid.org/0009-0004-3271-5171>.

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INTRODUCTION

The physical education teacher can generate influence in sports initiation, as well as in the continuity of the practice¹. Physical education is an expression that appears in the eighteenth century, in works of philosophers concerned with education². The formation of children and young people is now conceived as an integral education - body, mind and spirit -, as a full development of the personality³.

From this concept of integral education it can be inferred that the physical education teacher is the professional responsible for developing the personality and body through bodily practices and, specifically, physical exercise⁴. It is important to emphasize that the concept of performance of the Physical Education Teacher in most of the authors^{5,6} tend to promote health and, in other authors, specifically for School Physical Education, referring to physical education for the meaning and re-meaning of body practices, presentation and validation of the body practices of minorities, called Culturally Orientated^{7,8}.

Among the issues that may interfere with the training of an athlete or an active adult is the Physical Education School⁹. A problem in school physical activity is a gender issue, directly interfering with motivation. Among the works that problematized gender as a social marker of difference, Neira¹⁰ brings the study that problematized the representations of burning. The sexist vision that permeated play was delegitimized through activities that investigated team formation, uniform making, forms of dispute and performance based classified¹¹.

Regarding this issue, it is necessary to understand the factors that lead a person to practice or not physical activity, and this motivation can be extrinsic or intrinsic, being the extrinsic factors parents, friends, the teacher of physical education, the trainer, the media and others¹². The intrinsic motivation is personal, a psychological motivation that can be influenced by external agents, however, part of a personal desire, may be the search for pleasure, popularity, results in competitions, slimming and body change. Factors that are variable according to the person and external factors¹³.

With the arrival of adulthood, it is almost inevitable that sport will be a secondary practice or understood as unnecessary in relation to other priorities¹². This fact makes the motivation important so that it does not happen the abandonment of sport and neither the sedentary lifestyle. To prevent this abandonment, it is necessary that the presentation of sports and physical activity generate positive results¹⁴.

The first contact with certain sports usually happens in physical education classes at school. The physical education teacher has a training role, according to the code of ethics of physical education⁶ the physical education teacher is conceptualized "social inventor", pointing out that the function is "[...] committed to the physical, intellectual and cultural development, as well as to the overall health of the human being and the community, and must be exercised without discrimination or prejudice of any nature⁴.

Therefore, the training of the citizen, especially the athlete or active adult, is directly associated with the physical education teacher, because he will be one of the responsible for the presentation of the sport, motivation and improvement, both as a physical education teacher and the sports trainer^{1,2,3}.

The class can be a factor of influence, given this fact, there are factors that influence the classes consequently the result of athletes. Another influence factor is the transfer of learning, which consists in the gradual learning of a sport by another skill already acquired. Learning transfer is the influence of previous experience on the performance of a skill in a new context or on the learning of a new skill¹⁵.

The abandonment of sport is a common issue in the maturation process. According to Barra filho and Garcia¹⁶ in a study, the main general reasons for abandonment were: studies (34% of former athletes), lack of time for friends/dating/leisure (17%), other interests outside sport (16%). Significant differences ($p < 0.05$) occurred in the comparison of former athletes of collective and individual modalities, with a higher incidence of other interests, monotony of training, demotivation, exhaustion and excessive time of dedication as more significant for exathletes of individual modalities and injuries/ health problems and lack of companionship in collective modalities.

It is believed that the role of the teacher and the way classes are conducted can play a crucial role in promoting the intrinsic motivation of students, leading them to maintain the practice of physical exercises in the long time^{17,18}. By highlighting the significant influence of the teacher and the school environment, this study seeks to contribute to a better understanding of the factors that influence the beginning of physical activities, their continuity over time, the elements that exert influence in this process, as well as possible strategies to prevent sedentary lifestyle.

METHODS

Trata-se de um estudo de caráter quantitativo, transversal e retrospectivo, baseado na aplicação do Inventário De Motivação À Prática Regular De Atividade Física (IMPRAF 126)¹⁹ e na realização de uma entrevista semi-estruturada. A amostra foi por conveniência e se constituiu em 65 voluntários, de ambos sexos, com idade entre 19 e 54 anos.

This is a quantitative, cross-sectional and retrospective study based on the application of the Motivation Inventory to Regular Physical Activity Practice (IMPRAF 126)¹⁹ and on the performance of a semi-structured interview. The sample was for convenience and consisted of 65 volunteers, of both sexes, aged between 19 and 54 years.

The present study was conducted in conjunction with the care of university athletes from the Universidade Santo Amaro as well as by volunteers from the community of the Jardim das Imbuías Region. The sample was for convenience and consisted of 65 volunteers, of both sexes, aged between 19 and 54 years.

Mann-Whitney tests were used to verify differences between age and sex and the Chi-square or Exact Test of Fisher to verify possible relations between gender and influence of the physical education teacher in sports practice. It was fixed at 0.05 or 5% to the rejection of the nullity hypothesis. The present study was approved by the Research Ethics Committee of the Santo Amaro University under opinion no 2.583.005.

RESULTS

There were 65 volunteers aged between 19 and 54 years, 31 (47.7%) female and 34 (52.3%) male, with mean age of 27.3 and 28.6 years, respectively, and this difference was not statistically significant ($p=0.563$) (Table 1).

Table 1 - Age in years of the participants evaluated, according to sex.

Female (n=31)		Male (n=34)	
Minimum value = 19		Minimum value = 19	
Maximum value = 54		Maximum value = 54	
Median = 24		Median = 26	
Mean = 27.3±8.4		Mean = 28.6±9.1	
Mann-Whitney Test	Z calculated = 0.577	p=0.563 (N.S.)	

Fonte: Authors (2024)

Regarding the practice of physical activity, 80% (n=52) of those evaluated performed and 20% (n=13) not, being 74.2% (n=23) by women and 85.3% (n=29) by men. Among the sport most practiced by both women and men, there was bodybuilding (Table 2).

Table 2 - Sport practiced by the participants evaluated, according to sex.

Sport	Female		Male		
	N	%	N	%	
Dance	3	13	Ciclism	7	24,1
Football	3	13	Run	1	3,5
Bodybuilding	12	52,2	Bodybuilding	16	55,2
Swimming	2	8,7	Football	3	10,3
Tenis	1	4,5	Swimming	1	3,5
Volleyball	1	4,5	Volleyball	1	3,5
Yoga	1	4,5			
Total	23	100,0	Total	29	100,0

Source: Authors (2024).

In Table 3 we can see that the influence of the physical education teacher on the practice of physical activity was

positive in 51.9% of the respondents, and among men this influence was more positive (58.6%) and, among women, more negative (56.6%), this difference being not statistically significant ($p=0.277$) (Table 3).

Table 3 - Positive or negative influence of the Physical Education Teacher in the practice of physical activity, according to sex.

Sex	Influence				Total
	Positive		Negative		
	N	%	N	%	
Female	10	43,4	13	56,6	23
Male	17	58,6	12	41,4	29
Total	27	51,9	25	48,1	52

Cui-square test $p=0,277$

Source: Authors (2024).

Regarding the motivation that leads the interviewee to practice physical activity, health was present in most of the answers (53.2%), followed by aesthetics (20%) and pleasure (16.9%). These motivations were distributed in a similar way among those who practiced and those who did not practice physical activity. Among those who did not practice physical activity, 23% of the respondents were motivated by stress control (23%) and none by the social factor (Table 4).

Table 4 - Motivation of the interviewee to perform Physical Activity according to the IMPRAF-126 instrument, according to being active or not active.

Motivation	Physical Activity Practice				Total
	Yes		No		
	N	%	N	%	
Stress Control	2	4	3	23	5 (7,7%)
Esthetics	11	21	2	15	13 (20%)
Satisfaction	10	19	1	8	11 (16,9%)
Health	27	52	7	54	34 (52,3%)
Social	2	4	0	0	2 (3,1%)
Total	52	100,0	13	100,0	65 (100,0)

Fisher Test $p=0,4655$

Source: Authors (2024).

DISCUSSION

The present study results in the perception of a greater positive influence by the male participants. It is also noted that, among the participants, the most resulting motivation was for health maintenance purposes and, subsequently, the second reason was the aesthetic issue. Given the results of this study and after interweaving the analyses, it is noted that the practice of physical activities is influenced by intrinsic and extrinsic factors.

Our results show that as well as health, aesthetics was highly pointed out as a domain related to the perception and sensation of beauty linked to the beautiful body, in shape and attractive. In this logic, in a work by Carvalho *et al.*²⁰ the importance of the Physical Education professional is highlighted to study strategies directed to the development of aesthetics and beauty linked to the body image of overweight women who attend gyms, what tends to increase the attendance and adherence in activities with this nature.

These findings corroborate those of Silva *et al.* (2022) in which for men and women health, aesthetics and pleasure were the most motivating factors for physical activity. In another study, there was also no significant difference when comparing the motivational aspects between men and women, with health being the most relevant for the ambos²¹.

In the analysis of motivation questionnaires (IMPRAF-126), the current intrinsic factors point to health as the main motivation in most participants, whose conclusion is that awareness of the importance of physical activity for health purposes is already widespread.

Regarding the pleasure by practice, Silva Nascimento *et al.* (2021) argue that pleasure is related to intrinsic motivation, in which the individual has full satisfaction for the activity, In this way, pleasure becomes even more important to keep the individual in regular physical activity practice²².

For Frota (2020), when there is intrinsic and extrinsic moti-

vation, the individual feels motivated by the desire to learn, directing future perspectives. Therefore, the presence of types of motivation in the teacher stimulates greater focus to seek learning and not only that, also want more from this²³.

The present study also makes it possible to realize that a large part of the volunteers believes in the influence of the Physical Education Teacher. However, some believe that this influence was negative, in addition to those who pointed out that there was no influence. After the analysis it is possible to conclude that most of the participants who believe in the motivation from the Professor had a positive experience within sports practices, but those who did not, adhered to the practices by other factors, according to the results, for health or aesthetic reasons, or not adhered.

In the work carried out by Frota *et al.* (2021), most students highlighted the influence of teachers on the way they teach and the good relationship with the class and their interest in the physical education course²³. Educators should be attentive to the experiences that students have already experienced, identifying positive and negative factors, because it is important to know which elements can reduce or increase this interest²⁴.

The objective of Physical Education in schools is guided by the approach that the teacher and the institution act, and the results of this study indicate that these approaches should also include content that generates appreciation for the practice of physical activities and sports^{9,11}.

It is of paramount importance that pleasure be associated with physical activities, as well as social purposes, because these factors can influence the continuity of practice and, consequently, in an active adult²⁵. However, the present study is limited to the above and it is necessary new studies that analyze the factors that lead people to physical activities practices and to research the curriculum and performance of the Physical Education Teacher.

The influence of this professional is noticeable and the results of this study demonstrate that, if there is an initiation to sports and to practice pleasurable physical activities, the person tends to value more this practice in adult life, recognizing it as one of the priorities in their life, which can help in increasing the expectation and quality of life of the population.

Based on the results obtained in this study, it is evident that the positive influence perceived by the male participants, along with the predominant motivation for maintaining health and the importance of aesthetics, highlight the complexity of intrinsic and extrinsic factors that influence the practice of physical activities.

CONCLUSION

The appreciation of pleasure associated with the practice of physical exercises and the relevance of the influence of the Physical Education Teacher emphasize the importance of educational strategies that promote continuous adherence to physical activities, thus, contributing to an active and healthy lifestyle in adulthood, potentially improving the population's life expectancy and quality of life.

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