

A COMPARISON BETWEEN THE PREFERENCES OF SPORTING ACTIVITIES: A PSYCHOPHYSICAL ANALYSIS

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Abstract

The preference for practicing physical and sporting activities is a subject attribute that is difficult to be measured and it has been one of the fundamental approaches, in the choice and in the decision for its practice, in the current days. This way, the preference for practicing physical and sporting activities was investigated through psychophysical method, a ratio scale, using magnitude estimation. One Experiment was accomplished, with 40 subjects. 20 graduating students of Physical Education (10 men and 10 women) and 20 graduating students (10 men and 10 women) not from Physical Education, in Sao Paulo State, Brazil. The results show that these samples (Physical Educations and non Physical Education) have a Pearson's Correlations of 0.30. Soccer was the chosen sport among the men. Among the women, the choice stands between walk and cycling. What is means differences between the way how they perceived sporting activities.

A lot of people seek the practice certain physical exercises for several factors that, frequently, they are certain for the personality or the cultural way that are inserted. Factors as: demands physiologic, easiness of to coordinate movements, readiness of time and financial conditions are demanded for the access and for the pleasure that the exercises provide, influencing in the choice certain physical exercise. (Gallahue & Ozmun, 2003).

Beyond of those factors, it should be considered the psychosocial factors, as the integration in the society, conviviality with and group, improves of the self-esteem, emotional balance and still to participate of the called " the cult to the body" (Papalia & Olds, 2000). The indicative of the present study is in the suggestions of which it is the best and the more pleasure physical or sporting activity than each person can practice and to compare those preferences between students of Physical Education and not from Physical Education students.

Goal

The main objective of that study was, using psychophysical method, propose by Stevens (1975) to verify the differences between two groups, Physical Education students and non physical education students. Besides, this Experiment point by the differences between gender.

Method

Subjects: Participated 40 subjects:

10 men and 10 women with ages between 20 and 25 years, university students of a school of Assis-SP and none were students of Physical Education.

10 men and 10 women between 18 and 25 years, university students of the course of Physical Education of the UNESP-Rio Claro-SP.

Material

Two paper blocks were elaborated contents, in the first page, instructions to answer in the form of magnitude estimates, in the following page, a list with 20 physical and sporting activities.

Procedure

The psychophysical method, magnitude estimation, was used with the module 100 for *RUN*. This choice took to the fact that the run is a family activity to all the people. Then, in each judgement marked by the subject, this should compare with the module , to produce the judgement of each event that was it presented in random order.

Results and discussion

Looking at Table 1, it is observed that the event *soccer* (193.89) between the men was the larger, while women, *go cycling* (145.31) was the larger among the physical educations students.

Table 1. Men's geometric means (MGM), women's geometric means (WGM), general means (M) and rank order (RO) of physical activities and sports of physical education students.

Activities	GMM	RO	WGM	OP	M	RO
Soccer	193.89	1	83.51	12	138.70	1
Volleyball	153.99	3	105.68	8	129.84	2
Handball	146.32	4	109.15	7	127.74	3
Go cycling	98.9	7	145.31	1	122.11	4
Free style-swimming	91.94	8	139.61	2	115.78	5
Basketball	164.37	2	64.45	14	114.41	6
Backstrook-swimming	90.98	9	134.45	3	112.72	7
Run	100	6	100	9	100.00	8
Breast-swimming	71.25	11	109.31	6	90.28	9
Dance	51.04	18	125.64	4	88.34	10
Water aerobics	57.57	15	117.13	5	87.35	11
Judô	139.93	5	30.02	17	84.98	12
Ergonomic Bicycle	70.8	12	85.55	11	78.18	13
Playing jumping rope	59.15	14	89.94	10	74.55	14
Walking	70.76	13	65.54	13	68.15	15
Tennis	74.11	10	54.09	16	64.10	16
Playing a music instrument	55.49	16	62.97	15	59.23	17

To ship oars	54.92	17	29.19	18	42.06	18
Darts	37.94	19	20.78	19	29.36	19
Inactivity	6.78	20	14.79	20	10.79	20

N=20 10 men 10 women

In agreement with the results of the data collected, the practices of physical and sporting activities for the students of physical education, the inactivity was the event of less preference. That is explained easily that the course is entirely focused to the teaching and the practice of sporting activities. The women possess noticed preference for individual modalities, like, *free-style swimming*, *water aerobics* and *cycling*.

In the men, the preference is returned by collective sports, as the soccer, volleyball and the basketball. We can explain those differences for the way in that the physical education is seen and passed for the students from the fundamental teaching. It begins for the division of the classes, and, for the boy classes is given for collective modalities and games and individual or in small groups games for the girls. Those influences have the cultural inclination. In the course of physical education those differences are accentuated, producing a Pearson's correlation of 0.23.

Looking at Table 2, it is observed that the event *soccer* (298.85) between the men was the first one event, while the women, *walking* (253.78) was the larger among the other students.

Table 2. Men's geometric means (MGM), women's geometric means (WGM), general means (M) and rank order (RO) of physical activities and sports of non physical education students

Activities	MGM	RO	WGM	RO	M	RO
Walking	215.16	2	253.78	1	233.67	1
Volleyball	160.01	5	211.83	2	184.11	2
Soccer	298.95	1	83.06	12	157.58	3
Go cycling	158.16	6	121.84	5	138.81	4
Inactivity	173.58	3	98.2	8	130.56	5
Free style-swimming	162.96	4	93.63	9	123.52	6
Water aerobic	90.03	8	144.75	3	114.16	7
Run	100	7	100	7	100	8
Ergonomic Bicycle	65.89	12	139.15	4	95.75	9
Breast-swimming	88.73	9	85.22	11	86.95	10
Backstrook-swimming	82.03	10	77.68	13	79.82	11
Playing a music instrument	64.47	14	90.08	10	76.2	12
Playing jumping rope	44.44	17	110.47	6	70.07	13
Basketball	69.68	11	64.27	16	66.92	14

Handball	50.52	16	75.91	14	61.93	15
Dance	37.11	18	67.02	15	49.87	16
Tennis	29.88	19	54.81	17	40.47	17
Judo	65.66	13	20.08	20	36.31	18
Darts	60.52	15	25.29	19	27.78	19
To ship oars	22.62	20	25.94	18	24.22	20

N=20 10 men and 10 women

The results found by the scaling of the preference of the physical and sporting activities can be related by Eckert (1993) that it is during the sporting initiation or the understanding phase for the sporting practice, of 10 to 15 years of age, that it is necessary practice, those people, for they know how to execute organized movements and to feel pleasure in the action. With relationship to the individual activities as the swimming are demonstrated that that practice is scaling in a similar way, being the free style the one of larger preference, being the easiness of movements the probable cause of larger acceptance; Papalia & Olds (2000) explains the high activity preference as *water aerobics* and *ergonomic bicycle* with high and moderate estimates. The lowers familiarity it should also have been influencing the low preference for *darts* and *to ship oar*. With relationship to differentiate in gender subject we can observe that the soccer is the largest preference among the men, while, for the women, it occupies 12th position. The *inactivity* also possesses representative difference, occupying to 3th position among the men and at 8th among the women. We inferred that this preference among the women can be due to the fact that the vanity can prevail in that sense, in relation to the men. In relation to the likeness, *go cycling*, *basketball* and *handball* possesses very similar preferences, what results in a Pearson's correlation between men and women of 0.50. Those results among genders, due to the culture, physiology and of the own characteristic of the task they are in agreement with Viana (1994) and Souza Jr & Darido (2002). In the two masculine samples, the *soccer* was the largest preference, being product of the culture, in the one which, in Brazil, 90% of the shown sports are of masculine soccer.

In relation to the means of the two samples, the Pearson's correlation was 0.30, indicating that an accentuated difference exists between the students of physical education and students of another courses, probably due to the fact that 57% of the Brazilian youths don't practice sports or physical activity systematically.

References

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