

## 80 - THE MAIN FACTORS THAT LEAD TO THE NON PARTICIPATION OF THE STUDENTS ON PHYSICAL EDUCATION CLASSES

SIMONE BERTO DA COSTA (1); ALEXANDRE MOTTA DE FREITAS (1) (2) (3); RICARDO RUFFONI (1) (3)  
 (1)Centro Universitário Celso Lisboa; (2) Universidade Veiga de Almeida;  
 (3) LABESPORTE - Laboratório de Estudo dos Esportes  
 Rio de Janeiro/RJ - Brasil  
[simoneberto@gmail.com](mailto:simoneberto@gmail.com)

### INTRODUCTION

Man didn't born jumping or playing. All these corporal activities were created in certain historical period as an answer to certain motivations, challenges or human needs. In order to survive and to assure its subsistence, man was constantly exercising itself. In this way, he has learned naturally to hunt, to fish, to swim, to construct, to fight, to defend itself - useful exercises which took to satisfy his main necessities, imposed in his relation with the nature and with the other men. (GONÇALVES et al, 2002).

According to Gonçalves et al (2002), Physical Education in Brazil has passed for many changes during the years, which were called tendencies. The first of all, particularly strong, from 1889 to 1930 was Hygienist Physical Education, which prized strong men, healthy, robust, with moral and intellectual behaviors for development of Brazil. From 1930 on, militarist tendency arose, where the main objectives were to obtain a youth capable to support the battle, the fight, and the war. The requirements kept being athletic and educated body, because assuring country defense was necessary. There was yet the Pedagogy tendency, in 1945, what has put Physical Education as educative activity, in other words, common discipline to the scholastic curriculum; the Competitive Physical Education, which characterized by the competition and by individual overcoming, where there was sport establishment, seeking future olympic champions; and lastly the Physical Education that we see nowadays.

Differently from previous cited tendencies, Popular Physical Education looks for playful and cooperation. In this way, sport, dance, gymnastics, and other ones, play a role of organization promoters and workers mobilization. (GHIRALDELLI JR, 2004).

According to Negrine (1983), gymnastics, game, sport, dance and fight are Physical Education elements, but just practicing these activities doesn't characterize the education. Is it necessary to localize in each one of these elements, its physiological and psychological benefits, and the possibilities of using them as instruments of communication, expression, leisure and culture, and formulate from these, the proposes for Scholastic Physical Education.

According to Gonçalves et al (2002), scholastic curriculums shall have the contents compatible with the lived experiences by the student, working as starting line for the acquisition of new and more elaborated knowledge. The systematization of these contents, which are represented by gymnastics, games, sports, dance and fight, shall consider yet, the maturation characteristics, the individual differences, the necessities and the students interests.

As of these individual characteristics and of students interests, teachers shall create their class planning, becoming the class more motivate and putting the students to participate in an effective way each time more.

This work will allow us to reflect about Scholastic Physical Education: how it is being applied in the grades of high school, and why many times, the class doesn't promote the practical interest of the students for the activities.

### OBJECTIVES

This study has the objective to identify the origins and the reasons for why the students deviate of the practice of physical activities in the universe of the Physical Education at school.

### JUSTIFICATION

The study is justified by the necessity and importance for improvement and planning of the Physical Education classes. By means of knowledge in motivation level, it is up to the teacher promoting the necessary modifications, in order to obtain a greater number of students enjoying the Physical Education classes.

These modifications will be made easier and the teachers will reach a greater success if they have knowledge of the aspects that make the students disinterested of the classes.

### METHODS

The study was based on a descriptive research. According to Thomas and Nelson (2002), descriptive research is a kind of research focused on status and its value is based on objective and complete analysis and description. The most common method of descriptive research is the exploratory study (survey). This was the method that was used in this study, by means of a questionnaire.

The chosen group was composed of thirty students from a state public high school in Rio de Janeiro - RJ (Brazil), with students of both gender and aged between 15-27 years old).

Initially interviews with four Physical Education teachers were done with the aim of listing ten motives that could lead the students not to participate in the Physical Education classes. Only the ten most mentioned factors were taken into consideration by the teacher. Then, the necessities adaptations were performed for the study application.

The next step was to select only the students that really do not participate in the Physical Education classes voluntarily.

Afterwards a questionnaire was applied, in which the chosen students has answered the following question: "Point out three factors that lead you to not participate in the Physical Education classes". The student should put number 1 (one) in that which he/she considers the main factor, number 2 (two) for the intermediate factor and number 3 (three) for the less important factor. A single and closed question was made with ten options of answer, with the aim of making it easier for the students comprehension and minimizing time-spending in answering the questionnaire.

After collecting the data, a statistic analysis was performed in order to determine the percentage variation of the main listed factors. These statistics data are presented on the following chapter.

### RESULTS

The answers were classified according to incidence degree within the ten factors chosen by the specialists of the area. These ten factors are:

- I don't like the given content of the classes;
- For reason of illness;
- I feel lazy;
- I don't like the teacher;
- I have a trauma, as I have already previously hurt myself on a Physical Education class;

- I have no skill;
- I feel disinterested for I have problems outside school;
- Lack of stuffs/equipments for the classes;
- I don't like physical activities and
- I feel ashamed.

Among these factors, the reason: "I feel lazy" was the most mentioned, followed by "I have no skill" and "I don't like physical activities", as shown in Figure 1.

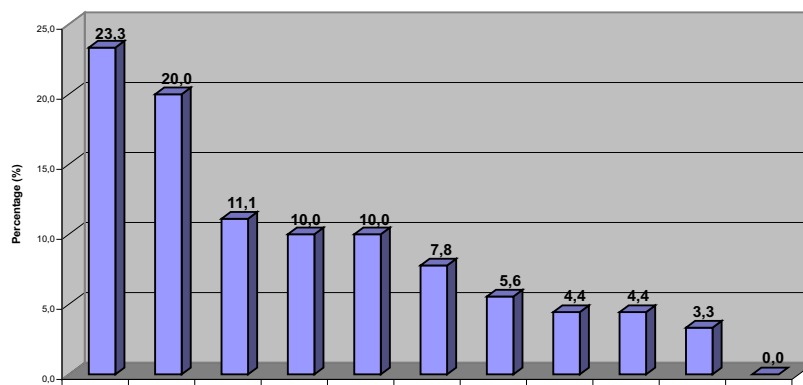


Fig 1 - Reasons why the students don't participate of the Physical Education classes

Legend:

- 1 I feel lazy
- 2 I have no skill
- 3 I don't like physical activities
- 4 I don't like the given content of the classes
- 5 I feel ashamed
- 6 I feel disinterested for I have problems outside school
- 7 Other ones<sup>1</sup>
- 8 For reason of illness
- 9 Lack of stuffs/equipments for the classes
- 10 I have a trauma, as I have already previously hurt myself on a Physical Education class
- 11 I don't like the teacher

I don't like the Physical Education uniform; for hostility problems; because my class has few students; and because sport is for boys.

The data show that 23.3% of the students (Figure 1) consider that laziness as the most important reason that leads the students to not participate in the Physical Education classes.

The second most important reason, according to the interviewed students, was the lack of skill, with 20.0%. In a research performed by Darido (1999), where thirty teachers had answered a questionnaire with the purpose of searching the greater difficulties they had to face in giving classes, twenty-five revealed that the lack of interest allied with the lack of skill of the students are the greater difficulties.

The third greater reason the leads the students to not participate in the classes is because they do not like to practice physical activities, with 11,1%.

As it was cited on Darido study (1999), Costa believes that the result may be related to the fact that the students have an established opinion about Physical Education, based on previous personal experiences. If the classes were characterized as successful and pleasurable ones, the student will have a favorable opinion as to attending the classes. On the other hand, if he/she has been experienced unsuccessful situations, and somehow has excluded himself/herself or has been excluded from something, his/her option will be for not participating in the classes, with the first speech of not enjoying practicing physical activities.

### FINAL CONSIDERATIONS

With this study it was possible to notice that laziness and the lack of skill were the main reasons mentioned by the students as being responsible for them to not participate in Physical Education classes, reaching almost 45% of the students.

Other factors that were included on the research, but were less cited, should also be considered of great importance, even though they have not been considered as main factors, once they have already been cited in researches of other authors, as related by Darido (2004) about Vanreusel et al. (1997) work, performed at United States of America. He verified in his study that 73% of the 1438 students were not participating in the classes because they considered that the classes were always the same, uncreativity, besides sports contents being always highlighted, emphasizing always the winner role.

Based on what we have seen in this work, it can be concluded that teacher's attitude is behind of almost all the reasons that lead the student to stop participating in the Physical Education classes. The teacher should always be alert to students' behavior, should know their will, limitations and skill level in order to make a plan in a way that arouse students interest and comply with the greater number of students.

The planning shall be focused on all the areas that deal with movement body culture. The student shall make good use of the games, sports, dances, fights, and gymnastics, making possible thus the experimentation of various contents.

It is necessary to have a pedagogic sequence on the school during the classes and on the grades so that all students have access to all the necessary steps of the development to try to reach motor ability.

All this leads us to believe that it is necessary and possible to change the current situation that Physical Education is in, and it is up to us, the teachers, to act with competence to reduce the number of impartial students that increase each time.

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Rua Frei Fabiano, nº 106 aptº 304. Engenho Novo.  
 Rio de Janeiro - RJ. Brasil.  
 CEP: 20780-120.  
 Telefone: (21) 2201-1354  
 E-mail: simoneberto@gmail.com

## THE MAIN FACTORS THAT LEAD TO THE NON PARTICIPATION OF THE STUDENTS ON PHYSICAL EDUCATION

### CLASSES

#### ABSTRACT:

The object of study of this monograph is the reflection on the school Physical Education: how it has been applied on high school grades, and why the classes don't often awaken practical interest of the students. This work had the objective of identifying the origins and the reasons why the students move from the practice of physical activity on school Physical Education. The study was based on a descriptive research and was performed through a questionnaire with a unique and closed question. The chosen group was composed of 30 students who were coursing from 1<sup>st</sup> to 3<sup>rd</sup> grade of high school with ages from 15 to 27 years old. This work meant to look for the main factors which lead to the lack of interest of the students for the Physics Education classes. The results show that the most cited factor, with 23,3% of votes was the "laziness", followed by "I don't have abilities", with 20,0% of the students, and "I don't like physical activity" with 11,1%. It was possible to identify with this study, that there are other factors which influence in the participation of the students on physical education classes, and the teacher in possession of these information must re-examine his planning of class, and also his attitudes as an educator, in order to awaken the interest of the students, decreasing this way, the escape of the physical education classes. **KEYWORDS:** disinterest, students, Physics Education.

## LES PRINCIPAUX FACTEURS QUI JUSTIFIENT LA NON-PARTICIPATION DES ELEVES PENDANT LES CLASSES

### D'ÉDUCATION PHYSIQUE

#### RÉSUMÉ:

L'objet d'étude du présent article porte sur la réflexion sur l'Éducation physique scolaire: on se demande comment elle est enseignée pendant l'Enseignement secondaire et pourquoi, à maintes reprises, les classes n'éveillent pas l'intérêt pratique chez les élèves. Ce travail a eu pour but d'identifier les origines et les raisons pour lesquelles les élèves s'éloignent de la pratique de l'activité physique au sein de l'Éducation physique à l'école. L'étude a été fondée sur une recherche descriptive et a été réalisée à travers un questionnaire ayant une question unique et fermée. Le groupe sélectionné a été composé par 30 élèves, qui suivaient la 1<sup>ère</sup> et le 3<sup>e</sup> années de l'Enseignement secondaire d'une école étatique de la ville de Rio de Janeiro, âgés de 15 à 27 ans. Ce groupe a eu pour but de chercher les principaux facteurs pouvant déterminer le manque d'intérêt des élèves envers les classes d'Éducation physique. Les résultats ont montré que le facteur le plus cité, représentant 23,3% des voix, c'a été la « paresse », après lequel il y a eu celui lié à « je n'ai pas d'habiletés », représentant 20% parmi les élèves et celui lié à « je n'aime pas l'activité physique », obtenant 11,1% des voix. Cette étude a pu identifier qu'il y a encore d'autres facteurs interférant dans la participation des élèves pendant les classes d'Éducation physique et le professeur, ayant ces informations, doit revoir son plan de classe, ainsi que ses activités en tant qu'éducateur, afin d'éveiller l'intérêt des élèves et, de cette façon, faire diminuer l'évasion des classes d'Éducation physique.

**MOTS-CLÉS:** mécontentement, élèves, Éducation physique.

## LOS FACTORES PRINCIPALES QUE JUSTIFICAN LA RECUSA DE PARTICIPACIÓN DE LOS ALUMNOS EN LAS

### LECCIONES DE EDUCACIÓN FÍSICA

#### RESUMEN:

La finalidad de estudio de este artículo es la reflexión sobre la Educación Física Escolar: como ella está siendo aplicada en las series del Enseño Mediano, e por que muchas veces las lecciones non despiertan el interés práctico de los alumnos. Esta obra tuvo como objetivo identificar las procedencias y las razones que los alumnos utilizan para se alejar de la práctica da actividad física en el universo da Educación Física en la escuela. El estudio fue apoyado en una pesquisa del tipo descriptiva, y fue hecho a través de uno cuestionario con una pregunta única e cerrada. El grupo seleccionado fue compuesto por 30 alumnos, que cursaban entre la 1<sup>a</sup> y la 3<sup>a</sup> serie del Enseño Mediano de un Colegio Estadual del municipio de Río de Janeiro, con edades entre 15 e 27 años, y tuvo la finalidad de buscar los principales factores que pueden venir a determinar la falta de interés de los alumnos pelas lecciones de Educación Física. Los resultados mostraron que el factor más citado con 23,3% de respuestas fue la "pereza", después por "non tengo habilidad" siendo representado por 20,0% dos alumnos, e "no me gusta la actividad física" que obtuve el porcentual de 11,1%. Fue posible identificar con el estudio que hay todavía otros factores que interfieren en la participación de los alumnos en las lecciones de Educación Física, y el profesor, poseedor de estas informaciones debe rever su planificación de aula, bien como sus actitudes como educador para que despierte el interés de los alumnos disminuyendo así la evasión de las lecciones de Educación Física.

**PALABRAS-LLAVES:** desinterese, alumnos, Educación Física.

## OS PRINCIPAIS FATORES QUE JUSTIFICAM A NÃO PARTICIPAÇÃO DOS ALUNOS NAS AULAS DE EDUCAÇÃO

### FÍSICA

#### RESUMO:

O objeto de estudo deste artigo é a reflexão sobre a Educação Física Escolar: como ela vem sendo aplicada nas séries do Ensino Médio, e por que muitas vezes as aulas não despertam o interesse prático dos alunos. Este trabalho teve como objetivo identificar as origens e as razões pelas quais os alunos se afastam da prática da atividade física no universo da Educação Física na escola. O estudo foi baseado em uma pesquisa do tipo descritiva, e foi realizado através de um questionário com uma questão única e fechada. O grupo selecionado foi composto por 30 alunos, que cursavam entre a 1<sup>a</sup> e a 3<sup>a</sup> série do Ensino Médio de um Colégio Estadual do município do Rio de Janeiro, com idades entre 15 e 27 anos, e teve a finalidade de buscar os principais fatores que podem vir a determinar a falta de interesse dos alunos pelas aulas de Educação Física. Os resultados mostraram que o fator mais citado com 23,3% de votos foi a "preguiça", seguido por "não tenho habilidades" sendo representado por 20,0% dos alunos, e "não gosto de atividade física" que obteve o porcentual de 11,1%. Foi possível identificar com o estudo que existem ainda outros fatores que interferem na participação dos alunos nas aulas de Educação Física, e o professor, de posse dessas informações deve rever o seu planejamento de aula, bem como suas atitudes como educador para que desperte o interesse dos alunos diminuindo assim a evasão das aulas de Educação Física.

**PALAVRAS-CHAVE:** desinteresse, alunos, Educação Física.