59 - COURSE OF LIFE CHILDREN ENTERING STYLE OF PHYSICAL EDUCATION FEDERAL UNIVERSITY OF PIAUÍ, IN PERIODS 2014.2 AND 2015.1

JOSEMIRO TEIXEIRA LIMA
JEREMIAS PEREIRA DA SILVA
DAVID MARCOS EMÉRITO DE ARAÚJO
UNIVERSIDADE FEDERAL DO PIAUI, TERESINA – PI, BRASIL
josemirotl@gmail.com

INTRODUCTION

To seek growing general population in prolonging life made them seek the most varied ways to make it viable. With the passage of time and the evolution of science it was found that the life of an individual, behavior and daily practice healthy habits will directly influence how your aging process will occur. In Brazil, according Tambellini (1998), concern for health has become increasingly larger, both in government circles and in the population.

According MATOS (2006), health is a state, influenced by several factors. The same also mentions how relevant is an individual's lifestyle, because it promotes disease prevention and health promotion.

The definition of Lifestyle is given by NAHAS (2000), as a set of routine actions that influence the values and attitudes of people. For evaluation of individual lifestyle factors are considered 5, they are: nutrition, physical activity, preventive behavior, social relationships and stress management.

Several authors cite nutrition as an important factor for achieving health, including de Angelis (2001) states that the essential nutrients can promote change in cellular processes, providing physiological effects protectors. Already Ferrari (2002) states that diets high in calories and fat increase the risk of cardiovascular disease, diabetes, and some cancers, while consumption of plant foods have decreased risk of those diseases.

Physical activity is a very important component in the lifestyle of an individual for achieving and maintaining health. There are countless scientific studies that prove its benefits. Carvalho et al. (1996), places such as positioning of the Brazilian Society of Sports Medicine the importance of physical activity to condemn the inactivity and stated that physical activity contributes to reduction of chronic diseases, and contribute to public health, dramatically reduce costs treatments and hospital expenses, including leading social benefits.

To Nahas (2000), preventive control is related to the care of an individual in relation to their health, which may be cited, use of safety belt and form of driving, use of sunscreen, use of condoms, observing principles ergonomic, use of safety equipment at work, no drugs, no smoking, moderate alcohol consumption.

Social relationships have a high degree of importance when evaluating the lifestyle of an individual or a group. De Souza (2008), states that numerous studies show that socially integrated individuals live longer, and that personal relationships provide welfare, leading to health promotion.

According PERUZZO et al., (2008), stress has taken on an important role in the studies and discussions within the health because it is increasingly present in our day-to-day. Stress leads to physiological changes, influencing the secretion of hormones, leading to changes in heart rate, breathing and blood pressure.

Since Lifestyle has become one of the main ways to assess the health status of an individual or a certain group then came the question: What is the lifestyle of students entering the periods 2014.2 and 2015.1 of the Physical Education course the Federal University of Piauí?

For this question could be answered the following objectives were elaborated: Check the lifestyle of students entering the periods 2014.2 and 2015.1 of the course of Physical Education of the Federal University of Piauí, investigating the nutritional habits, investigate the physical activity habits, investigate preventive behavior, investigating the social relationships and even the stress control of students entering the periods 2014.2 and 2015.1 of the course of Physical Education of the Federal University of Piauí, in order to examine whether they have healthy habits when they start Physical Education course.

METHODOLOGY

This study is characterized by a search of the descriptive type. The sample consists of 82 students with a mean age 20.32 years ($\sigma = 3.82$) of both sexes. University research participants are entering periods of 2014.2 and 2015.1 of the course of Physical Education of the Federal University of Piauí. The work presents no sampling error for the sample is equivalent to the population analyzed in the survey, none of the students refused to participate in the survey, thus there is an entire population participating in the work.

The survey was conducted through a Pentacle questionnaire Welfare proposed by NAHAS (2000), which address five factors that are related to lifestyle, they are: nutrition, physical activity, preventive behavior, social relationships and stress management. For each factor are held three questions, totaling 15 in the questionnaire to answer the questions participants had four response options: "0" when absolutely not part of your lifestyle, "1" when sometimes matches their behavior, "2" is almost always true in his behavior and "3" if ever happens in your day-to-day as part of their lifestyle.

An analysis was to check the values averaged responded to each of the factors and even a general classification taking into account five factors together to conduct the lifestyle was classified. Thus if the average of the values were 0 to 0.99 classification was considered negative; if the found average was 1 to 1.99 classification was regarded as regular and the average was 2 to 3, their classification would be positive. To perform this analysis we used the Microsoft Office Excel® 2013 program.

RESULTS AND DISCUSSION

With the information collected, held individual descriptive analysis of the components of nutrition, physical activity, preventive behavior, social relationships, stress management and even an overview of the lifestyle of the evaluated group.

Table 1 shows the percentage of choice answers relating to the nutritional component.

Table 1: Response Percent related to nutrition component

	NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
a. Your daily diet includes at least five servings of fruits and vegetables	13,41%	54,88%	28,05%	3,66%
b. You avoid eating fatty foods (fatty meats, fried foods) and sweet	12,20%	52,44%	25,61%	9,76%
c. You do 4-5 different meals a day, including full breakfast	3,66%	30,49%	36,59%	29,27%

Source: Direct Search

We can see that the majority of respondents, 54.88% (54) sometimes includes five servings of fruits and vegetables; 52.44% (43) of respondents said they sometimes avoid fatty and sweet foods, these results are similar to the work done by Dos Santos (2006), conducted with conclusive students of Physical Education UNILESTE - MG and Cavalcante (2007), held with students of the course of Physical Education of the Federal University of Ceará. The third item, it turns out that 36.59% (30) of respondents almost always do 4-5 different meals a day, including full breakfast, however showing a proximity related percentages as sometimes 30,49% (25) and always 29.27% (24). This proximity was also observed in a survey conducted by Joia (2010) analyzing the university lifestyle of the Faculty San Francisco Barriers - BA, in 2009. Thus, making the classification of the nutrition component such factor appears as regular.

Table 2 shows the percentage of choices of answers related to physical activity component.

Table 2: Response Percent component related to physical activity

	NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
d. You realize at least 30 minutes of moderate physical activity / intense continuously or cumulatively, 5 or more times a week	1,22%	19,51%	30,49%	48,78%
e. At least twice a week you perform exercises that involve muscle strength and elongation	13,41%	9,76%	20,73%	56,10%
f. In their day to day, you walk or pedal for transportation and preferably use the stairs instead of the elevator	8,54%	35,37%	36,59%	19,51%

Source: Direct Search

It is found that most respondents 48.78% (40) have a habit of holding at least 30 minutes of moderate physical activity / intense continuously or cumulatively, 5 or more times a week. We observe that 56.10% (46) of the evaluated perform at least twice weekly exercise involving muscular strength and elongation, since the last issue is found that 36.59% (30) of the evaluated answered that sometimes walking or pedal for transportation and preferably use stairs instead of the elevator, however 35.37% (29) of respondents almost always the same question which shows that there is a big difference between the two response options. By analyzing the answers of the questions related to physical activity the group surveyed had positive rating for this component.

Table 3 shows the percentage of choices of the questions related to the component preventive behavior.

Table 3: Percentage of choices related to the component preventive behavior

	NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
g. Do you know your blood pressure, your cholesterol levels and seeks to control them	43,90%	23,17%	15,85%	17,07%
h. You do not smoke and ingest alcohol in moderation (less than 2 servings a day)	35,37%	24,39%	9,76%	30,49%
i. Do you always wear a seat belt and , if directed, makes respecting the traffic rules , never ingesting alcohol if you are driving	0,00%	14,63%	28,05%	57,32%

Source: Direct Search

Component in preventive behavior, 43.90% (36) of the evaluated answered never know your blood pressure, cholesterol levels and seek to control them. When asked if they did not smoke and drank alcohol in moderation, there was a significant amount and approximate the two extremes, while 35.37% (29) claimed smoking and drinking alcohol without moderation, 30.49% (25) said no smoking and drink alcohol in moderation. As for the last question 57.32% (47) of the appraised said always use seat belt and make inquiries, they do respect the traffic rules, never ingesting alcohol are going to drive. Thus, as a general assessment of the group was observed that it presents a regular classification of the component preventive behavior.

Table 4 shows the percentage of answers to the questions related to social networking component.

Table 4: Response Percent related to social networking component

	NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
j. You seeks to cultivate friends and are satisfied with their relationship	0,00%	2,44%	29,27%	68,29%
k. Your leisure includes meetings with friends, sports group activities, participation in associations	1,22%	14,63%	42,68%	41,46%
l. You try to be active in your community, feeling useful in their social environment	19,51%	26,83%	26,83%	26,83%

Source: Direct Search

As for the social networking component 68.29% (56) of the appraised said always try to cultivate friends and are satisfied with their relationship to this question the options and sometimes never show low values, namely 0.00% (0) and 2.44% (2) respectively. When asked if the leisure includes meetings with friends, sports group activities and participation in associations was a closeness percentage in two answer options, these being 42.68% (35) to often and 41.46% (34) responded always. In the last question, with regard to the associated social relationship it appears that none of the options presented great percentage difference from the other options. Three of them achieved the same percentage, 19.51% (16) chose the answer option as ever, while sometimes choices, often and always were tied with 26.83% (22) in each of the options. So the evaluated group was rated positive index component to the social relationship.

Table 5 shows the voting percentage of questions related to the component stress management.

Table 5: Percentage of response related to the component stress management

	NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
m. You take time (at least 5 minutes) every day to relax	6,10%	18,29%	26,83%	48,78%
n. You hold a discussion without change, even when upset	10,98%	31,71%	39,02%	18,29%
o. You balance the time dedicated to work with time dedicated to leisure	6,10%	30,49%	35,37%	28,05%

Source: Direct Search

In the last component evaluated, 48.78% (40) of the appraised said always book at least five minutes every day to relax, 39.02% (32) said they often keep a discussion without change, even when thwarted, while to 35.37% (29) of them responded almost always balance the time dedicated to work with time dedicated to leisure. For component stress management, this group had regular classification.

At the end of the evaluation of each of the components, you can unify them in an overall so that it could verify the lifestyle of the group studied, reaching the conclusion that this group presents with regular lifestyle.

Despite the protocol used to show the need for a classification of all components individually and then an overall rating, it found no scientific work that makes any place on the individual or overall, which led to the inability to make a comparison between this study with other studies conducted in the same area. All boil down to deal only with the greatest amount answered in each of the questions.

CONCLUSION

Through the statistical analysis of the questionnaire, it can be concluded that students entering the periods 2014.2 and 2015.1 of the course of Physical Education of the Federal University of Piauí show positive responses about the components physical activity and social relationship. As for the nutrition components, preventive behavior and stress management had regular response, even as overall classification the group had regular index. It is advised to intervention measures aimed at changing the overall standings regularly to positive, by maintaining the physical activity rates and social relationships and improved components preventive behavior, stress management and especially on the component nutrition presented farther absolute value that the same components classified as regular, so you can suffer regular classification change to positive.

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Josemiro Teixeira Lima - Rua Sete de Setembro, nº 3290
Bairro: Tabuleta - Teresina - PI - CEP: 64.019-704

COURSE OF LIFE CHILDREN ENTERING STYLE OF PHYSICAL EDUCATION FEDERAL UNIVERSITY OF PIAUÍ, IN PERIODS 2014.2 AND 2015.1

ABSTRACT

The society is concerned more and more with health, it is proven that how an individual lives routinely directly influences the health of an individual, so the lifestyle has become an important health evaluation criterion. The aim of this study was to investigate the lifestyle of students entering the course of Physical Education in the periods 2014.2 and 2015.1 of the Federal University of Piauí. A sample of 82 university students with a mean age of 20.32 years (σ = 3.82) of both sexes. For data collection was used questionnaire Pentacle Welfare to assess the lifestyle, classifying them as negative, regular and positive. The questionnaire included five factors that influence the lifestyle, they are: nutrition, physical activity, preventive behavior, social relationships and stress management, which were listed individually and in general. Data analysis was performed by descriptive statistics. The conclusion, considering the factors individually, the evaluated students have positive rating factors in physical activity and social interaction, since the nutrition factors, preventive behavior and stress management presented regular classification, beyond the general classification which was also characterized as regular. It is suggested to improve the interventional measures lifestyle addressing mainly classified with regular strategies.

KEYWORDS: Lifestyle, Physical Education, Health

COURS DE ENFANTS ENTRANT DANS LA VIE STYLE DE L'ÉDUCATION PHYSIQUE UNIVERSITÉ FÉDÉRALE DE PIAUÍ, DANS LES PÉRIODES 2014.2 ET 2015.1

RÉSUMÉ

La société est de plus en plus préoccupé par la santé, il est prouvé que la façon dont une personne vit régulièrement influe directement sur la santé d'un individu, de sorte que le mode de vie est devenu un critère d'évaluation de santé important. Le but de cette étude était d'étudier le mode de vie des étudiants qui entrent dans le cadre de l'éducation physique pour les périodes 2014.2 et 2015.1 de l'Université fédérale de Piauí. L'échantillon était de 82 élèves avec une moyenne d'âge de 20,32 ans (σ = 3,82) des deux sexes. Pour la collecte des données a été utilisé questionnaire Pentacle bien-être d'évaluer le mode de vie, en les classant comme négatif, régulière et positive. Le questionnaire comprenait cinq facteurs qui influent sur le mode de vie, ils sont: la nutrition, l'activité physique, les comportements préventifs, les relations sociales et la gestion du stress, qui étaient classés individuellement et globalement. Pour l'analyse des données statistiques descriptives ont été effectuées. Il peut être conclu en

tenant compte des facteurs individuellement, qui a évalué les élèves ont marque positive sur les facteurs de l'activité physique et l'interaction sociale, car les facteurs de nutrition, les comportements de prévention et de gestion du stress présentés classification régulière, en plus de la note globale qui a également été caractérisé comme régulière. Il est suggéré de mesures interventionnistes pour améliorer le mode de vie, portant surtout sur les stratégies classés comme régulière.

MOTS-CLÉS: Mode de vie; L'éducation physique; Santé

CURSO DE LA VIDA NIÑOS QUE INGRESAN ESTILO DE EDUCACIÓN FÍSICA UNIVERSIDAD FEDERAL DE PIAUÍ, EN PERIODOS 2014.2 Y 2015.1

RESUMEN

La sociedad se preocupa cada vez más con la salud, se ha demostrado que la forma en un individuo vive habitualmente influye directamente en la salud de un individuo, por lo que el estilo de vida se ha convertido en un importante criterio de evaluación de la salud. El objetivo de este estudio fue investigar la forma de vida de los estudiantes que ingresan al curso de Educación Física para los períodos 2014.2 y 2015.1 de la Universidad Federal de Piauí. La muestra fue de 82 estudiantes con una edad media de 20,32 años (σ = 3,82) de ambos sexos. Para la recolección de datos se utilizó el cuestionario del pentáculo de Bienestar para evaluar el estilo de vida, clasificándolos como negativos, regular y positiva. El cuestionario incluía cinco factores que influyen en el estilo de vida, que son: la nutrición, la actividad física, la conducta preventiva, las relaciones sociales y el manejo del estrés, que fueron clasificados de forma individual y general. Para el análisis de los datos se realizaron estadísticas descriptivas. Se puede concluir considerando los factores de forma individual, que evaluó los estudiantes tienen huella positiva en los factores de actividad física y de interacción social, ya que los factores de la nutrición, el comportamiento preventivo y el control del estrés presentaron clasificación regular, además de la valoración global que también se caracteriza por ser regular. Se sugiere medidas intervencionistas para mejorar el estilo de vida, abordando principalmente las estrategias clasificados como regular.

PALABRAS CLAVE: Estilos de vida; Educación Física; Salud

ESTILO DE VIDA DOS ALUNOS INGRESSANTES DO CURSO DE EDUCAÇÃO FÍSICA DA UNIVERSIDADE FEDERAL DO PIAUÍ, NOS PERÍODOS 2014.2 E 2015.1

RESUMO

A sociedade preocupa-se cada vez mais com a saúde, é comprovado que a forma como um indivíduo vive rotineiramente influencia diretamente na saúde de um indivíduo, assim o estilo de vida tornou-se um importante critério de avaliação da saúde. O objetivo desse estudo foi verificar o estilo de vida dos alunos ingressantes do curso de Educação Física, nos períodos 2014.2 e 2015.1, da Universidade Federal do Piauí. Participaram da amostra 82 universitários com idade média de 20,32 anos (σ=3,82), de ambos os sexos. Para coleta de dados foi utilizado o questionário Pentáculo do Bem Estar, para avaliar o estilo de vida, classificando-os em negativo, regular e positivo. O questionário abordou 5 fatores que influenciam o estilo de vida, são eles: nutrição, atividade física, comportamento preventivo, relacionamento social e controle do estresse, os quais foram classificados individualmente e de forma geral. Para análise dos dados foi realizada a estatística descritiva. Conclui-se, considerando os fatores individualmente, que os alunos avaliados possuem classificação positiva nos fatores atividade física e relacionamento social, já os fatores nutrição, comportamento preventivo e controle do estresse apresentou classificação regular, além da classificação geral que também foi caracterizada como regular. Sugere-se medidas intervencionistas para melhoria do estilo de vida, abordando principalmente, as estratégias classificadas como regulares.

PALAVRAS-CHAVE: Estilo de vida; Educação Física; Saúde