89 - GOLF IN SCHOOL SPORTS: POTENTIAL HINDRANCES TO ITS MASSIFICATION

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INTRODUCTION

Over the years Golf as become more and more popular, attracting several players from different economical and social groups. Golf is played by about 10 to 20% of adults in many countries. Golf will become a Sport for everyone, as long as there is a solid base for development (Brito, et al. 2011). According to the same authors it is true that one can notice this growth mainly in the number of senior players, which contrasts with the other Sports, in what the level of participation drops with age. So we face the issue: what is the better strategy to attract young players so that Golf grows into a national level. It is stated by Fragoso (2008), the evolution of Golf has to do manly with the schools and therefore with the School Sports. Golf in schools would be a good solution to fill in the hole that exits nowadays. This means, the use of facilities from the city hall that are no longer in use and have the perfect conditions for Golf training. The responsible entities for School Sports (DGIDC) and for Golf (FPG) have been developing projects to the growth of Golf in a national level (Ministério da Educação, 2009). The growth of Golf in School Sports is possible. Thus, it was our aim to identify possible hindrances to its massification.

AIMS

Identify the main hindrances that limit the massification of Golf, as well as the pertinence of the choices offered by schools in the greater Oporto area.

METHODOLOGY

This quantitive, exploratory, experimental and transversal study was based on an inquiry, considering the adaptation of the Questionnaire about the Motivation for Sportive Activities (QMAD). QMAD, which was based on the Participation Motivation Questionnaire (PMQ), developed by Gill, Gross e Huddleston (1983), was translated and adapted by Serpa (1992). The non random sample consists of 26 Physical Education teachers (42.3% female and 57.7% male), from 26 schools in the greater Oporto area. Of these schools, only 9 (34.6%) have Golf as a School Sports. The remaining 17 schools (65.4%) do not offer Golf as a possible choice. The average age of the teachers questioned is 45.31 years and the standard deviation is 7.3. In the statistical process, we used the IBM SPSS Statistics 19 software, we recorded the descriptive statistics, the frequency tables and conducted statistical tests, namely the t Test and Factor Analysis.

RESULTS

It's important to refer that Golf is not an alternative to School Sports in the majority of the schools in the greater Oporto area. Besides Golf activities take place either in the school or in the Golf course. Here is our first option: H1: All schools in the greater Oporto area offer Golf as an alternative to School Sports.

	Frequency	Valid Percent
Yes	9	34,6
No	17	65,4
Total	26	100,0

Table 1 - Golf as an alternative

The respondents stated that only 34,6% of the schools offer Golf as an alternative.

In four schools the training takes place at the School/Sports Hall and at Golf course. In three schools the training is only at the School Sports Hall and finally only in two schools the training is in the Golf course.

	Frequency	Valid Percent
Campo da Estela	1	11,1
School and CityGolf	3	33,3
School sports hall	3	33,3
Sports hall and CityGolf	1	11,1
Quinta do Fojo	1	11,1
Total	9	100,0

Table 2 - Place of Golf Training

The level of demand of this sport is lower than of other sports, which differs to our second option: H2: The demand of Golf in School Sports is the same as the demand of all other sports.

	N	Min	Max	Mean	Standard Deviation
Nº Students	17	0	87	25,59	23,5
Nº Students of Golf	9	8	33	16,00	8,4

Table 3 - Student/Teacher Ratio

The level of demand of this sport is lower than of other sports. We can see that in average, each of the teachers, who answer the inquiry, supervises more than 25 students in all other sports. In what comes to Golf the number of students goes only till 16.

On the next step, we refer to the reasons why students chose Golf:

	N	Min	Max	Mean	Standard Deviation
The influence of colleagues who play golf	26	2	5	4,00	,748
The influence of teachers	26	2	5	3,54	,859
The socializing aspects of Golf	26	2	5	3,50	,990
Student initiative	26	1	5	3,35	,936
In Golf what is essential is the competition	26	1	5	3,04	1,341
The relationship with the relaxing atmosphere	26	1	5	2,88	1,275
The influence of parents	26	1	5	2,77	1,177
Golf defines a lifestyle	26	1	5	2,65	1,129
Golf is a sport of elite	26	1	5	2,31	1,436
Golf is basically a fun	26	1	5	2,12	1,336
Golf is a luxury hobby	26	1	4	2,08	1,164

Table 4 - Reasons for Search/Selection of Golf by Students

Elites	Golf is a sport of elite
	Golf is a luxury hobby
	The influence of parents
Way of life	The relationship with the relaxing atmosphere
	The socializing aspect of Golf
	Golf is basically a fun
Lifestyle	In Golf what is essential is the competition
	Golf defines a lifestyle
	The influence of teachers
Expression of Will	Student Initiative
	The influence of colleagues who play Golf

Table 5 - Factors that justify the Search/Selection of Golf

The four facts obtained by Factour Analysis give us the causes that, in the opinion of teachers surveyed lead the students to choose Golf in School Sports. Thus the students chose it because they consider it a “sport for elite”; face it as way of being in life; see it as a lifestyle and it's an expression of will.

Regarding the Quality/Performance of the students who play Golf, we came to our third option: H3: The quality/performance of the students is globally positive.

		N	Mean	Standard Deviation	T-Test
Students generally know how the game is	Yes	9	3,22	,833	0,679
	No	5	3,40	,548	
The swing is easy to learn by students	Yes	9	3,33	,707	0,468
	No	4	3,00	,816	
Students get good results in competitions	Yes	9	3,33	,500	0,613
	No	6	3,17	,753	

Table 6 - Quality/Performance of Students who play Golf

Concerning the basic elements of Golf - rules, swing and competition - the teachers surveyed consider the learning of the students globally positive. There are no major differences between the opinion of the teachers connected to Golf and the remaining others.

The hindrances to its massification center around poor disclosure, scarce national references, lack of training facilities and difficult access to Golf courses. H4: Identify possible hindrances to the massification of Golf.

	N	Min	Max	Mean	Standard Deviation
Week disclosure at national level	26	3	5	4,19	,895
Lack of national references	26	1	5	4,08	1,017
Golf demands concentration	26	1	5	3,88	,993
The time given to its training is little	17	1	5	3,88	1,166
Golf demands coordination	26	1	5	3,77	1,142
Nº of interested students is insufficient	24	2	5	3,54	,977
Nº of teachers involved is insufficient	24	2	5	3,37	,970
Knowledge of teachers about Golf is insufficient	25	1	5	3,32	1,345
For training a large quantity of material is needed	22	2	4	3,09	,811
Golf demands adequate preparation	26	1	5	2,96	,999
Rules in golf are hard to understand	26	1	5	2,77	1,142
There are golf courses around the school, which facilitate its practice	26	1	5	2,77	1,478
Golf demands talent	26	1	5	2,73	1,079
The access to the golf courses is facilitated by the management	24	1	4	2,58	1,139
The access to the golf courses is facilitated by the school	26	1	5	2,42	1,206
There are appropriated places to play golf at the school	26	1	5	2,19	1,327

Table 7 - Potential Hindrances to the Massification of Golf

Technicality	Golf demands coordination
	Golf demands concentration
	Golf demands adequate preparation
	Rules in Golf are hard to understand
Human Resources	Nº of teachers involved is insufficient
	Nº of interested students is insufficient
	Knowledge of teachers about Golf is insufficient
	The time given to its training is little
Access to Courses	The access to the Golf courses is facilitated by the school
	The access to the Golf courses is facilitated by the management
training facilities	There are appropriated places to play Golf at the school
	There are Golf courses around the school, which facilitate its practice
Results	Golf demands talent
	Lack of national references

Table 8 - Factors concerning Potential Hindrances to the Massification of Golf

To sum up, the main hindrances to the massification of Golf are grouped in factors through the Factor Analysis, which represents 70% of the process. The technicality that Golf requires, the lack of human resources, the hard access to the Golf courses, the lack of places for training and finally the individual performance results are some of the points to take in consideration if we want that Golf goes further, so we can reach its massification.

We will analyse now the costs of Golf, which can turn to be a restrictive factor.

	Frequency	Valid Percent
Disagree	2	8,0
Neither Agree or Disagree	3	12,0
Agree	13	52,0
Totally Agree	7	28,0
Total	25	100,0

Table 9 - Costs of Golf

The amount of money demanded by this sport is high - state 80% of the respondents.

Regarding the cost of the equipment we can observe that:

	N	Min	Max	Mean	Standard Deviation
For training a large quantity of material is needed	22	2	4	3,09	,811
The equipment is given by the golf course	20	1	5	3,00	1,338
The equipment is given by the school	26	1	5	2,04	1,248
The equipment is bought by the student	22	1	3	1,50	,598

Table 10 - Costs of Golf regarding Equipment

The necessary equipment - clubs, balls, equipment, shoes, and so on - these are most of the times not bought by students. The school also doesn't facilitate it's the acquisition. One more problem to be solved.

Concerning operational costs:

	N	Min	Max	Mean	Standard Deviation
Costs of golf are high to the school	26	1	5	3,12	1,306
The costs of golf are supported by the funds of school sports	20	1	4	3,10	,912
The costs of golf are supported by the school's budget	20	1	4	2,50	,889
The golf costs are supported by private entities	20	1	4	2,10	1,071

Table 11 - Operational costs of Golf

The operational costs are supported by the school, more specifically by the funds of School Sports. Regarding private entities the support is almost null.

CONCLUSION

We conclude that the offer of Golf as a School Sport is limited and that the level of acceptance of this sport is lower than of other School Sports, even though the students are globally successful in learning it. The hindrances found are: the technicalities, the human resources, the difficult access to Golf courses, the lack of training facilities and the individual results, to which we associate the cost of the equipment.

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GOLF IN SCHOOL SPORTS: POTENTIAL HINDRANCES TO ITS MASSIFICATION

ABSTRACT

Golf has become more popular over the years. You can notice this growth mainly in the number of senior players, which contrasts with the other sports. This quantitive, exploratory, experimental and transversal study aims the identification of the main hindrances that limit the massification of Golf, as well as the pertinence of the choices offered by schools in the greater Oporto area. The non random sample consists of 26 Physical Education teachers (42.3% female and 57.7% male), from 26 schools in the greater Oporto area. Of these schools, only 9 (34.6%) have Golf as a School Sport. The remaining 17 schools (65.4%) do not offer Golf as a possible choice. The average age of the teachers questioned is 45.31 years and the standard deviation is 7.3. In the statistical process, we used the IBM SPSS Statistics 19 software, we recorded the descriptive statistics, the frequency tables and conducted statistical tests, namely the t Test and Factor Analysis. We observe that the offer of Golf as a School Sport is limited and that the level of acceptance of this sport is lower than of other School Sports, even though the students are globally successful in learning it. The hindrances found are: the technicalities, the human resources, the difficult access to Golf courses, the lack of training facilities and the individual results as well as the cost of the equipment.

KEYWORDS: Golf; School Sports; Hindrance to massification.

GOLF SPORT SCOLAIRE: POSSIBLES BLOCAGES À LA MASSIFICATION DE CE MODALITÉ

RESUMÉ

La popularité du Golf a augmenté considérablement ces dernières années, mais l'augmentation est plus notable dans les joueurs seniors, contrairement à ce qui se passe dans d'autres modalités. Cette étude quantitative, exploratrice, expérimentale et transversale vise l'identification des principaux blocages qui limitent la massification du Golf, ainsi que la pertinence de l'offre des écoles de la région du Grand Porto. L'échantillon non-aléatoire est constitué par 26 professeurs d'éducation physique (42,39% de femmes e 57,7% d'hommes), provenant de 26 écoles qui appartiennent à la région du Grand Porto. De celles-ci, il n'y en a que 9 (34,6%) qui offrent le Golf comme Sport Scolaire, puisque les autres 17 écoles n'offrent pas cette possibilité. L'âge moyen est de 45,31 ans et l'écart est de 7,3. En ce qui concerne les procédés statistiques, nous avons utilisé le software IBM SPSS Statistics 19, nous avons enregistré les statistiques décrites, les tables de fréquence et nous avons fait des tests statistiques, notamment le t Test et l'Analyse Factorielle. On a observé que l'offre du Golf dans le domaine du Sport Scolaire est limitée et que l'acceptation de cette modalité est inférieure aux autres, quoique l'apprentissage des élèves soit globalement positif. Les blocages détectés sont: le technicisme, les ressources humaines, les difficultés d'accès aux camps, le manque d'espaces pour l'entraînement et les résultats individuels, et les dépenses liées à l'équipement.

MOTS-CLES: Golf; Sport Scolaire; Blocages à la massification.

DEPORTE ESCOLAR DE GOLF: POTENCIAL BLOQUEO A LA MASIFICACIÓN DE LA MODALIDAD

RESUMEN

La popularidad del Golf ha crecido considerablemente en los últimos años, sin embargo, el aumento es más notable en los jugadores mayores, al contrario de lo que ocurre en otras modalidades. Este estudio cuantitativo, exploratorio, experimental y transversal tiene como objetivo identificar los obstáculos principales que limitan la masificación del Golf, así como la relevancia de la existencia de escuelas en la zona metropolitana de Oporto. La muestra no aleatoria compuesta por 26 profesores de educación física (42,3% mujeres y 57,7% hombres) de 26 escuelas pertenecientes a la zona Metropolitana de Oporto. De estos, sólo 9 (34,6%) ofrecen el Golf como Deporte Escolar, no siendo, por lo tanto, una alternativa a los restantes 17 (65,4%). La edad media es de 45,31 años y la desviación estándar es de 7,3. En los procedimientos estadísticos utilizados el software IBM SPSS Statistics 19, se registró la estadística descriptiva, tablas de frecuencia y se procedió a las pruebas estadísticas, nombradamente la t Test y el Análisis Factorial. Tomamos nota de que la oferta de Golf como Deporte Escolar es reducida, que la aceptación de esta modalidad es menor que las otras, aunque el aprendizaje de los estudiantes son generalmente positivas. Los bloqueos encontrados son: el tecnicismo; recursos humanos, el difícil acceso a los campos, la falta de espacio para entrenamiento y los resultados individuales, así como los gastos asociados con el equipo.

PALABRAS-CLAVE: Golf, Deporte Escolar, Bloqueo a la masificación.

DESPORTO ESCOLAR DE GOLFE: POTENCIAIS BLOQUEIOS À MASSIFICAÇÃO DA MODALIDADE

RESUMO

A popularidade do Golfe tem crescido consideravelmente nos últimos anos, no entanto o aumento mais notável é nos jogadores seniores, ao contrário do que se verifica nas outras modalidades. Este estudo quantitativo, exploratório, experimental e transversal, tem como objetivo a identificação dos principais bloqueios que limitam a massificação do Golfe, assim como a pertinência da oferta das escolas do Grande Porto. A amostra não aleatória é constituída por 26 professores de Educação Física (42,3% femininos e 57,7% masculinos), oriundos de 26 escolas pertencentes à área do Grande Porto. Destas, somente 9 (34,6%) oferecem Desporto Escolar Golfe, não o apresentando, portanto, como alternativa as restantes 17 (65,4%). A média de idades é de 45,31 anos e o desvio padrão é de 7,3. Nos procedimentos estatísticos, utilizámos o software IBM SPSS Statistics 19, registámos as estatísticas descritivas, as tabelas de frequência e procedemos a testes estatísticos, nomeadamente o t Test e a Análise Fatorial. Observamos que a oferta do Golfe no âmbito do Desporto Escolar é reduzida, que a aceitação desta modalidade é menor que a das outras, apesar de as aprendizagens dos alunos serem globalmente positivas. Os bloqueios encontrados são: o tecnicismo, os recursos humanos, a dificuldade de acesso aos campos, a falta de espaços para treino e os resultados individuais, assim como os encargos inerentes ao equipamento.

PALAVRAS-CHAVE: Golfe; Desporto Escolar; Bloqueios à massificação.