97 - THE LIFESTYLE OF PHYSICAL EDUCATION FRESHMEN STUDENTS OF THE YEAR OF 2014.2 AT THE UNIVERSIDADE FEDERAL DO PIAUÍ, IN TERESINA

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INTRODUCTION

For Kluthcovsky and Takayanagui (2007), the term quality of life was first mentioned in 1920 by Pigou, in a book on economics and welfare. He discussed government support for people from lower social classes and the impact on their lives and on the state budget.

The authors make up a highlight when another scholar to claim that the term quality of life was first used by Lyndon Johnson in 1964, then US president, who declared: "... the goals can not be measured by of bank balance sheets. They can only be measured by the quality of life that give people ".

For Campos Neto and Rodrigues (2008), quality of life (QL) is an outcome measure that has been enthusiastically used by clinicians, researchers, economists, administrators and politicians. Not a new concept, but its importance has grown for a number of reasons. The World Health Organization (WHO) in 1948 defined health as not merely the absence of disease or infirmity but also the presence of physical, mental and social well-being. Has recently been reinforced using quality of life as a necessary concept in nursing practice and health research.

Nahas (2001) defines lifestyle as "the set of habitual actions that reflect the values, attitudes and opportunities in our lives." Opting for a healthy life would be mediated by cultural, social, religious, socioeconomic, environmental and educational factors. Uchoa (2002) further states that the lifestyle would be a dimension of quality of life and therefore interdisciplinary feature.

In their studies Pollock and Wilmore (1993) emphasize that technological advancement has transformed citizens who were physically active in people with little or no opportunity to engage in regular physical activity programs. Question whether the facilities of modern life leads to a life with more quality and productivity, the sedentary lifestyle is contributing to a new set of problems, among others, such as coronary artery disease, hypertension, obesity, anxiety, depression and spinal problems.

The lifestyle is a complex of interacting components that can be developed with knowledge and awareness, so that the individual can achieve a healthy quality of life desired. This complex is the nutrition component, component physical activity component preventive behavior, relationship stress component and component.

In respect to nutrition component is worth mentioning what Nahas (2001) states that there have millennia man has observed the effects of food on prevention and cure of diseases. Certainly the developments and progress made with the eating habits and the types of most prevalent diseases also changed, and it happened quite dramatically especially in the last century. We live in the era of lifestyle and certainly what we eat and what we do has a direct effect on our health.

As for the physical activity component, it is worth mentioning, among others, which Foss and Keteyian (2000) define which state that physical activity is to be physically active to the point of there being a significant increase in energy expenditure during work in systematic activities daily life or during leisure. Inactive people have almost twice the risk of developing coronary artery disease, when compared to engaging in regular physical activity (Ghorayeb and Barros Neto, 1999).

Preventive behavior component involves some aspects that must be taken into account as highlights Nahas et al (2000), to emphasize that these days one can not talk about health-related behaviors without including some elements that have become fundamental in contemporary life . And cites as examples of these preventive behaviors: Use of seatbelts and defensive driving, observing the fundamental rules and traffic laws. Do not drive after drinking alcohol; wearing sunscreen, avoiding excessive exposure to the sun; condoms during sexual intercourse, particularly in cases of multiple partners; and observe ergonomic principles (postures and suitable furniture ranges and variation in repetitive tasks, appropriateness of charges).

Regarding the relationship component, Offer (1996) cited Nahas (2001) states that the individual's relationship with himself, with the people around you and nature - is one of the fundamental components of spiritual well-being and, consequently, quality of life of all individuals.

And, finally, the stress component, which is also focused by Nahas (2001) when he states that many diseases are associated with frames of stress, especially heart disease, usually follows the nervous tension resulting from stress situations aggression and frustration, sadness and hopelessness, which may end somatizadas in the form of various diseases, such as those listed below: hypertension, acute myocardial infarctions, strokes, cancer, ulcers, depression / nervous disorders, arthritis, allergies, headaches.

Actually, questions about the lifestyle has become one of the most important determinants of population health, however it is noted that despite all the information available on the topic, behavioral research shows that among college students, there are an increasingly considered risk behaviors.

Considering the statements quoted above, was chosen as theme: The lifestyle of college students, to address the following question: What is the profile of the lifestyle of the University Students's Bachelor of Physical Education, Universidade Federal do Piauí, the Program PARFOR? In order to answer this question, the following objectives were listed: check the lifestyle of the university's degree course in Physical Education; investigate the eating habits of university's degree course in physical education; investigate the physical activity habits of the university's degree course in physical education; investigate the preventive behaviors in relation to the lifestyle of the university's degree course in physical education; researching the social relationships and control the stress of the college degree course in physical education component, in order to reveal their profile in the first period of course

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METHODOLOGY

This study is characterized by a descriptive research. The sample consisted of 43 students 18-25 years of age, of both sexes. All entrants in the first period in 2014 degree course in physical education, Federal University of Piauí. There was no selection of subjects, since our goal was to work with a whole and all agreed to participate.

To conduct this research was used as a survey instrument (NAHAS, 2003), called Pentáculo do Bem Estar. This instrument has five dimensions with corresponding indicators that assess areas of nutrition (N), physical activity (PA), preventive behavior (CP), social networking (RS) and stress control (EC). Each item contains three statements, numbered 1-3, in which the individual will manifest on each statement considering the scale of 0 to 3, where 0 means "no part" of everyday life, one means

"sometimes part" 2 means "almost always" and 3 means "always part" of everyday life of the individual. The application of the survey instrument was conducted on a school day when all students were present.

RESULTS AND DISCUSSION

From the information collected data were analyzed as follows: Descriptive analysis of the nutritional component; Descriptive analysis of the physical activity component; Descriptive analysis on preventive behavior component; descriptive analysis on the social networking component; descriptive analysis on the control component of Stress.

As for the nutrition component, 46.5% (20) of the students rarely feed five servings of fruits and vegetables daily, 51.1% (22) of the students avoid eating fatty foods rarely and 39.5% (17) of students always make 4-5 meals per day, including a good breakfast. Research by Furlam (2006) with 45 students of physical education, noted that 84% do not diet, are on average four meals dia. Making a comparison with other similar studies, it appears that eating fruit and vegetables is not a priority in this population. Coelho and Santos (2006) found that students UDESC have a low intake of fruits and vegetables, and 23.94% never consume the minimum number suggested in the questionnaire, 47.11% and sometimes consume fruits and vegetables, ie about 71% are considered inappropriate consumption.

Taking into account the physical activity component of 41.8% (18) of the students always perform at least 30 minutes of physical activity 5 or more days per week, 37.2% (16) of the students always perform at least twice a week workouts involving muscular strength and elongation, 30.2% (13) of the students almost always walk or pedal as transportation or use stairs instead of elevator.

Further research is using the same model used in the present study show a worrying regarding the place of physical activity in the lifestyle of this population. This prevalence is very similar to that found by Coelho and Santos (2006) between the center of academic technological sciences at the State University of Santa Catarina. That institution about 37% of the students do not follow the recommendations of physical activity.

In the component preventive behavior, 55.8% (24) of the students never seek to know their blood pressure and cholesterol levels seeking to control them, 62.7% (27) of students do not (ever) smoke and do not drink more than one dose per day and 74.4% (32), regarding traffic regulations when using belt and not ingesting alcohol. It is known that the behavior in the face of daily activities is important in establishing a good quality of life. Studies in the literature have shown that regular exercise can reduce the level of blood pressure and cholesterol levels, because "almost all forms of exercise, including bodybuilding, and other types of heavy lifting, improves cholesterol levels" and "The more active and fit we are, the lower our blood pressure "(Goldberg & Elliot, 2001).

The social networking component has 48.8% (21) of the students seek to cultivate their friends and are always satisfied with their relationships, 41.8% (18) of the students always include meetings with friends, sports group, social activities seek participarde in leisure and 48.8% (21) of students seeking almost always be active in the community feeling as well as a social environment.

The social relationships are a fundamental component of spiritual well-being and, consequently, the quality of life of all individuals, including academics surveyed in this design, reflecting the quality with which the individual integrates himself with his people and back to nature (OFFER cited by NAHAS, 2006).

Finally the control component of stress, where 48.8% (21) of the students always reserve some time each day to relax, 62.7% (27) of the students almost always manage to stay without changing into an argument and 44 1% (19) always balance the time devoted to work with leisure time. It is observed that the academics surveyed seek to control the situation and stress, according to Baptista and Dantas (2002), the root causes of stress are numerous, some may be more relevant or not, depending on the way the individual reacts to stressors.

CONCLUSION

Further statistical analysis of the questionnaire, it can be noticed that the freshmen in 2014 showed negative responses to questions dietary habits and physical activity, since we found in both respects rates below 50%. Already in the categories preventive behavior, relationships and stress management had positive responses. It is suggested that interventional measures aimed at improving the lifestyle of the college should address strategies in food control and preventive health care.

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THE LIFESTYLE OF PHYSICAL EDUCATION FRESHMEN STUDENTS OF THE YEAR OF 2014.2 AT THE UNIVERSIDADE FEDERAL DO PIAUÍ, IN TERESINA

ABSTRACT

The aim of the present study was to verify the lifestyle of students of physical education freshman in 2014, at the Universidade Federal do Piauí in Teresina. A sample of 43 college students with a mean age of 20,05 years (SD = 3,75). For data collection the Pentáculo do Bem Estar questionnaire was used to assess lifestyle, classifying them into positive behaviors (always, almost always) and negative behaviors (and sometimes never). The questionnaire addressed the key components that reveal the lifestyle of the individual, namely: nutrition, physical activity, preventive behavior, social relationships and stress management. In the data analysis we used descriptive statistics (mean, standard deviation, frequency and percentage). We conclude that dietary habits and physical activity are behaviors and health risk that can negatively contribute to the quality of life of college students. It is suggested that interventional measures aimed at improving the lifestyle of the college should address strategies in food control and preventive health care.

KEYWORDS: Lifestyle, welfare, health.

SYLE DE VIE DES ÉTUDIANTS D'ÉDUCATION PHYSIQUES DE LA PREMIÈRE ANNÉE-2014,2, DE L'UNIVERSITÉ FÉDÉRALE DE PIAUI, À TERESINA.

RESUMÉ

Le but de cette étude est d'analyser le mode de vie des étudiants de première année en éducation physique durant l'année scolaire 2014, à l'Université fédérale de Piauí à Teresina. Un échantillon de 43 étudiants de l'université ayant une moyenne d'âge de 20,05 ans (écart type = 3,75) a été choisi. Pour la collecte des données un questionnaire pentacle du bien-être a été utilisé pour évaluer le mode de vie, et les individus ont ensuite été classifiier en groupes representant des comportements positifs (toujours et presque toujours) et des comportements négatifs (parfois et jamais). Le questionnaire adressé aux participant englobait les principaux éléments qui révèlent le mode de vie de l'individu, à savoir: nutrition, activité physique, comportement préventif, relations sociales et gestion de stress du jour à jour. Dans l'analyse des données, nous avons utilisé des statistiques descriptives (moyenne, écart type, la fréquence et pourcentage). Nous concluons que les habitudes alimentaires et activité physique sont des comportements à risques qui peuvent contribuer négativement à la qualité de vie des étudiants. Il est alors suggéré des mesures d'intervention visant à améliorer la vie des étudiants atravèrs des stratégies de contrôle des denrées alimentaires et des soins de santé préventifs.

MOST-CLÉS: Mode de vide, bien-être, santé.

ESTILO DE VIDA DE LOS ALUMNOS DE EDUCACIÓN FÍSICA QUE INGRESARON EN EL AÑO 2014, EN LA UNIVERSIDAD FEDERAL DE PIAUÍ, EN TERESINA.

RESUMEN

El propósito de este estudio fue verificar el estilo de vida de los estudiantes del curso de Educación Física que ingresaron en el año 2014, en la universidad Federal de Piauí, en Teresina. Participaron de la muestra 43 estudiantes, con media de edad de 18-25 años (DP = 3,75). Para la recolección de datos fue utilizado el cuestionario Pentáculo del Bien Estar para evaluar el estilo de vida, clasificándolos en comportamientos positivos (siempre y casi siempre) y comportamientos negativos (nunca y a veces). El cuestionario abordó los principales componentes que revelan el estilo de vida de los individuos, los cuales son: nutrición, actividad física, comportamiento preventivo, relacionamiento social y control del stress. En el análisis de los datos se utilizó la estadística descriptiva (media, desvío-padrón, frecuencia y porcentaje). Concluyendo, los hábitos alimenticios y actividad física constituyen los comportamientos de riesgo a la salud, que pueden contribuir negativamente para la calidad de vida de los universitarios. Se sugiere que las medidas de intervención orientadas a mejorar el estilo de vida de los universitarios deben abordar estrategias en el control alimenticio y cuidados preventivos con la salud.

PALAVRAS CLAVES: Estilo de vida, bienestar, salud

ESTILO DE VIDA DOS ALUNOS DE EDUCAÇÃO FÍSICA INGRESSANTES NO ANO DE 2014.2 NA UNIVERSIDADE FEDERAL DO PIAUÍ, EM TERESINA

RESUMO

O propósito desse estudo foi de verificar o estilo de vida de acadêmicos do curso de Educação Física ingressantes no ano de 2014, na Universidade Federal do Piauí, em Teresina. Participaram da amostra 31 universitários com média de idade de 20,05 anos (DP = 3,75). Para a coleta de dados foi utilizado o questionário Pentáculo do Bem Estar para avaliar o estilo de vida, classificando-os em comportamentos positivos (sempre e quase sempre) e comportamentos negativos (nunca e às vezes). O questionário abordou os principais componentes que revelam o estilo de vida do indivíduo, quais sejam: nutrição, atividade física, comportamento preventivo, relacionamento social e controle do stress. Na análise dos dados utilizou-se a estatística descritiva (média, desvio-padrão, freqüência e percentagem). Conclui-se que os hábitos alimentares e atividade física constituem os comportamentos de risco à saúde e que podem contribuir negativamente para a qualidade de vida dos universitários. Sugere-se que medidas intervencionistas direcionadas a melhoria do estilo de vida dos universitários devem abordar estratégias no controle alimentar e cuidados preventivos com a saúde.

PALAVRAS-CHAVE: Estilo de vida, bem estar, saúde.