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Sport Management "Perceive the Phenomenological Space of Sports"

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ABSTRACT

When it comes to managing sports areas and facilities, sports managers now have a variety of tasks and functions. The study topic "Sport Management - Perceiving the Phenomenological Space of Sport" aims to obtain perceptions on the phenomenology of sport, from a multidimensional perspective, on the part of students in the third year of the Degree in Sport Management at the Autonomous University of Lisbon, curricular year 2023/2024, with a particular focus on the lines of thought and action within the scope of sports facilities and spaces, taking into account a set of factors: The sports manager; phenomenology; the phenomenological space of sport; and future difficulties. According to the sociodemographic research, pupils differed little in terms of age, gender, household, place of residence, and nationality. A quantitative descriptive methodology was employed. When asked about sports spaces as elements that enhance sport, the results showed that the opinion is widespread among the universe of students under study, and that these should be thought of and designed as elements that generate accessible environments, services, programmes, and technology. to everyone, based on fundamental and universal principles. Furthermore, giving sports managers, designers, and planners of existing and future sports places a fresh perspective and thinking about the future. The goal is to pique interest in the investigation and study of potential themes, as well as to draw attention to issues common to phenomenology, emotional behaviour, and the perception of sporting performance versus the use of sports spaces, as presented by philosophers, psychologists, architects, and managers who are leaders in this field of sports management.

Keywords: Students; Sociodemographic profile; Manager; Sports Management; Phenomenological Space.
JEL Codes: D84, D91, D71; F69.

I. INTRODUCTION

In phenomenological research, studying themes and methods entails talking about phenomena, time, and paths taken, as well as becoming aware of what has already been done, because the only path used to mediate the researcher's contact with the material researched is its understanding, weaving reflections and criticisms based on what is already known, building possible narratives and meanings, and launching new thoughts and lines of investigation. In this context, we begin our exploration of the topic "Sport Management - Perceiving the Phenomenological Space of Sport" by focusing on phenomenological features in the sports sphere. Several variables/questions will be addressed throughout the investigation:The Sport Manager; F2- Phenomenology; F3 - The Phenomenological Space of Spor and F4 -Future Challenges.The study's conclusions and future problems will be described at the end.

II. LITERATURE REVIEW

THE SPORT MANAGER - The sports manager's sphere of work is diverse, varying according to the organisation, structure, and politics of each country. Sports managers are increasingly prominent and important in today's sports organisations. Despite the fact that there has been few research on the profile of the sports manager. According to Bastos (2003), the areas in which the sports manager operates vary by country and are structured as follows: for example, in the United

States, the areas of activity are related to university and school sports, professional sports, sports equipment management, community sports associations, sports marketing, sports journalism, clubs, sports industry, fitness centres, sports training, aquatic activities, and consultancy and entrepreneurship.In Spain, for example, the role of the Sports Manager is divided into four categories: public sports organisations, private non-profit sports organisations, sports service companies, and sports limited companies, with their areas of activity including the development of public sports policies, the construction and management of sports facilities, sports clubs, club associations, sports leagues and federations, sports linked to nature, and the organisation of shows, events, and sports co-ordination. In Portugal, the sports system is comprised of state-linked bodies, sports associations (federations, associations, and clubs), school and military sports, and the private sector (Cruz, 2017).

PHENOMENOLOGY -Phenomenology is a philosophical current based on the term coined in the 18th century by the philosopher J. H. Lambert, who lived between 1728 and 1777, to designate the purely descriptive study of the phenomenon, that is, how it is presented to consciousness. Phenomenology has taken on various meanings over time. According to Ryle (1976), phenomenology is the science of manifestations of consciousness. According to Merleau-Ponty (1994), phenomenology is founded on the study of essences, taking into account all of the issues that arise in the definition of essence: the essence of perception or the essence of consciousness.

Phenomenology, on the other hand, is defined as "a philosophy that restores essences to existence, without expecting an understanding of man and the world from any starting point other than their facticity." We can deduce that it is a transcendental philosophy that suspends statements arising from natural attitude for better understanding, and that it is also a philosophy for which the world is always "there," as an inalienable presence, and whose effort consists in rediscovering this simple contact with the world in order to give it philosophical status. According to Heidegger (2006), phenomenology is the science of phenomena. In its etymological sense, phenomenology is derived from two Greek words, "Phainomenom - phenomenon" and "Logos - science, study," and the breadth of this meaning allows phenomenology to be identified with philosophical investigation itself, because it must begin with phenomena in order to give them a unity of meaning (sense of consciousness).

It is not enough to comprehend the notion over time; it is also necessary to understand why the term "phenomenology" is difficult to understand. One of the major problems in understanding the meaning of phenomenology, according to the authors IreneMartinkova&Jim Parry (2012), is the use of the term, as not everything that claims to be phenomenology uses the theme as part of its name and with the intention of being related to the discipline of phenomenology. In the sports context, and particularly in sport management disciplines, the term phenomenology may not necessarily have the same meaning. Many of the misunderstandings, according to the authors, stem from misunderstandings in their basic concepts, such as ontology and subjectivity, which the authors identified as the most important for establishing clarity about the use of the phenomenological method in studies of sports-related topics. The distinction between two terms that are very similar but different in their interpretation, phenomenology and phenomenalism, where the term phenomenalism is related to phenomena given from the senses and in the form how they explore each other, is one of the expressions that raises the most doubts among readers. While phenomenology is not specifically concerned with the investigation of sensory facts.

In phenomenology, we examine what we truly perceive; that is, rather than viewing the world through our humanity, we examine our humanity in order to account for who we are and how we feel ourselves. Still, when we perform phenomenology, we are not just participating in the world and dealing with things in our daily lives, but we are also pondering the world and the things around us as beings in a nutshell, phenomenology opposes all forms of phenomenalism. According to Edmund Husserl (2012), phenomenology is a theoretical and philosophical movement, a pure glance at a phenomenal and a vision of the essence, a "theory" in the original sense of the Greek term that refers to "looking" at true.To adopt a phenomenological perspective, the author must recover human experience on a larger scale, using Husserl's terminology "(...) to return to things themselves," in order to critically reflect on the basic concepts and general frameworks of our habitual ways of representing, conceptualising, and practically modelling human reality as seen through the intimate connection between the world and human existence (Amorim, 2013).

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PHENOMENOLOGY'S RELATIONSHIP WITH SPORT SPACES - When we discuss the relationship between phenomenology and sports spaces, we are attempting to effectively understand and, in the opinion of various authors, whether sports spaces are designed solely from felt perceptions or whether, on the other hand, are generated from sensorimotor intelligence activities (Piaget, 1949). Preoperative representational systems are always dominated by modes of reasoning about configurations, which are identical to perceptual configurations, rather than transformations. In this context, the author intertwined two meanings that influence the perceptual phenomenological space's relevance in sports performance, namely:A more unitarist interpretation (a linear continuity between perception and intelligence is noticed, as if they were a whole, a concept of oneness, giving the sense that perceptual structures evolve and unfold progressively until operational structures are formed). Another is more interactionist (which identifies cognitive functions at all levels of development, such as the operative aspect that offers motricity to intellectual activities; and a figurative component that corresponds to the image, indicating interaction between the two forms of the structure). In this context, the author deduces that operating structures are formed by continuous association, i.e., from sensorimotor processes to operative intelligence. The figurative structures, on the other hand, are subservient to the operative structures and do not grow directly from one to the other, but rather through progressive enrichment from operative structures and interactions with experiences. Recognising a thing, according to the author, entails creating or reconstructing it. All degrees of information growth offered by perception and mental image serve as "fuel" for mental activity.

As a result, these mental activities have a direct or indirect influence on perception, development, and enrichment of the mental process while also contributing to athletic performance (Piaget, 1949). When discussing the relationship between phenomenology and sports venues, we must consider observation and, more specifically, so-called spatial observation. The observer/athlete will be able to see and find the image space that surrounds him, as well as perceive his position inside the same territorial space. It is worth noting that this relationship presupposes that the object under consideration has geographical relevance. Consiglieri (1999) dates back to 1420 in a more geometric and analytical understanding of the phenomenology of space, when a manner of viewing the plane was already recognised, whether perpendicular to the screen or not, converging to two vanishing points positioned on the horizon. Alberti proposed the concept of a visual pyramid, in which the depth represented by the transversal lines equidistant to the screen was given by dividing the intervals by a third line with merely a vanishing point. According to the same author's understanding, all perpendicular lines had to converge to the same vanishing point, which was positioned on the horizon and centred in relation to the shape, thus beginning to have lines parallel to the screen as representation. This theory appears to be tied to Brunelleschi, who envisioned the existence of a frame created by the intersection of the Euclidean pyramid with a plane, resulting in the so-called central perspective, or conical, with solid bases, permitting a mediation of object depth.

The concept of Cartesian space is introduced by Descartes, the founder of analytical geometry. The three-dimensional Cartesian space (x,y,z) is viewed as a pure infinite extension in which points, lines, and planes are placed and three coordinates are stated using axonometric viewpoints. In reality, the axonometric perspective seeks to approach reality's depiction as it is, rather than as we see it. In other words, perspective as a vanishing point is considered an optical illusion from a perceptual standpoint (Consiglieri, 1999). Three historical observations are required from a vision standpoint:

1st - an object-space relationship that respects perspective, having the same purpose and validity;

2nd - the science-society relationship, which, like descriptive and projective geometry, is the product of a new scientific and objective attitude and will free the space of subjectivity, limiting the observer in its psychophysiological aspects;

3rd - technological development, photography and cinema change the meaning of the representation, in perspective, of space and objects. The modern era seeks to reclaim the image's space through its arrangement and spatial organisation. Phenomenology exalts the science of the past and present by applying its mathematical and physical rigours to a singular subject in which living is existence itself (feeling, seeing, knowing its sensitivities, suffering). We might say that phenomenology is intrinsic in that area since it is predicated on the intuitive character of the conception of the essence. The perceptual space is where we travel, and it is defined by the location of

objects and ourselves. Without physical items and the preceptive characteristics of these same objects, we may conclude that space does not have an existence or any influence on human life (Consiglieri, 1999).According to Baker (2000), Charles Eduard Jeanneret, better known as Le Corbusier in the world of contemporary architecture, was largely responsible for a new form of modern architecture, he understood the application of the golden ratio in his architectural works, based on harmonic measurement in scale of the Greek man, developing the measurement system called "Modulor", based on the average measurements of the human body, using the golden ratio through the golden rectangle and the sequence of Fibonacci numbers (Possebon, 2004).

The concept of the standard man, which does not often characterise the real man, is at the heart of universal design. The concept was developed in 1963 by a commission in Washington, USA, and was initially known as "barrier-free design," emerging as a response to the debate over the standardisation of man, as it intended to eliminate architectural barriers in the designs of buildings, equipment, and urban spaces of any kind. This idea later evolved into the concept of universal design, which began to take into account not just the project, but also human diversity (Cambiaghi, 2007).

According to Neufert (2013), universal design is an element that creates places, services, programmes, and technology that are accessible to all, based on fundamental and universal principles. Architectural barriers and sport practise are considered in the thinking inherent in the fundamental principles of architecture in the context of access to sensitive areas, because any citizen, regardless of social condition, race, ethnicity, pathologies, or conditioned or reduced mobility, can or should have the same possibilities in the enjoyment of citizenship and a right that accrues to them.All citizens must have access to sports facilities. The August 8, 2006, Decree-Law No. 163/2006 sets the specification of accessibility conditions to be followed in the construction project of public spaces, collective equipment, and public buildings, emphasising that these standards also apply to residential constructions (Ventura, 2019).

According to Cunha (1993), discussing space necessitates thinking from three unique perspectives: psychological, sociological, and economic. In terms of psychology, the author cites Moles and Rolimer as authors who define space according to the individual's own order of reference, identifying various behaviours, hierarchizing, and giving meaning to each of the levels at which the space organises itself.According to the same author's understanding, it is based on a set of different elements known as PCIG, where (P) refers to the production process (activities that directly contribute to the formation of productive goods or services), (C) corresponds to the consumption process (individualised appropriation of the product of work), (I) exchange process (set of spaces that are intended for the exchange of goods), and (G) management process (a set of processes that are intended for the exchange of goods).In the economic environment, space is understood through the idea of abstraction, where the concept's multidimensionality can be measured and evaluated. This perspective is defined by the existence of objects and individuals, as well as their complimentary relationship and the space in which they grow. In this approach, we can explain that the psychological perspective views space through the eyes of the individual, so that the individual organises the space (activities and behaviours) that surrounds him.

Space is conceptualised, inhabited, and structured hierarchically, according to A. Moles &Rohmer, E. (1972), as quoted by Frémont (1976). Cunha concludes that the traits of each individual, as well as their experiences mixed with the social contingency system (marriage, work, military duty, childbirth, etc.), have a significant influence on the hierarchical structure, also known as "shells," acquired during life. We might say that we are in the domain of the individual, of the unique, of intimacy, which underpins the values that are especially linked with it.According to Cunha (1993), entry into the sporting component, more specifically entry into the sporting disciplines themselves, requires one to rise to another level, where the sense of enrichment provided by sport enables the acquisition of value added, a notion of one's own body, strong at a motor level, which "persi" would not be at all possible. On the other hand, the individual must capture and assimilate the sports space, particularly in terms of its relationship with objects, dimensions, scale, hierarchy, beginning with the space of proximity and progressing to the most distant spaces (at the level of scale...), neighbourhoods, cities, regions, and territories.In sporting words, it is effectively in urban spaces called tiny clusters, neighbourhoods, where everything begins, where we witness the formation of the first groups, base structures, which later reach a small size, becoming small local communities, and that effectively achieve their

role. In a broader sense, space is assumed to be a place of interaction and communication between individuals and social groups, as well as a social regulator (effected by space through symbols that act on individuals and their behaviour). In this context, sport is viewed as a space of representation that provides high meaning through its spaces (installation of football pitches; rugby pitches; pavilions; gymnasiums; health clubs; saunas; swimming pools; tennis courts).

Because of the type of activity they provide, sports arenas assume relevance and produce flows of attraction. Access to sporting practises and the aforementioned locations so gain the description of a representational space, which from a spatial standpoint (represents physical proximity to the citizen). From a financial standpoint, it implies the ability to bear the costs associated with this use, however from a temporal standpoint, it solely refers to the citizen's requirement to have time to practice/carry out a specific activity. According to a more economic viewpoint, space was viewed purely as a necessary resource for the production process, with the assumption that it was a limited and finite resource (Cunha, 1993). Because of the various significances and variables with which they are associated, the spaces exhibit a diversity of dimensions that aid in their understanding. In other words, in addition to its physical properties, space has orographic, historical, economic, and social components (Lopes, 1979).Space is thought to be a material product that creates social relationships that impact and provide social meaning to space's forms, function, and social meaning. Space's unity is established through its qualities and interdependence.Sport, according to Bale (1993), has the ability to create its own area and code of conduct for spectators. Assuming itself to be a guarantee of "collective freedom where the space, also sporting, is a stage for the affirmation and expression of individualities, collectivities, communities, and phenomena brought by sport" (Calléde, J.; 1988, cited by Cunha, 2007).

THE SPORT SPACE, AN IMPORTANT ELEMENT IN SPORTS PERFORMANCE - The sports space is inextricably linked to features of sporting performance, where the heart of the problem pertains to the athlete's knowledge of the location "geographical saying" throughout his life, supplemented with their sporting performance. Let's see, in order to get a clear answer to the question given, we turned to numerous authors who are specialists in these fields. In Frascarali (2021) opinion, there is something unknown in sports performance that makes each individual distinct, a fact that lasts across decades and generations, each athlete is unique! Like every other human being. The athlete's life experience, as well as how he responds to particular emotions, impulses, and incitements, are critical, determining factors in the course of his sporting performance.When we talk about phenomenology and, by extension, human existence, we necessarily talk about the place, the space, the road, insofar as it characterises the starting point and the destination (Frascareli, 2021). However, we are not merely discussing a route, an itinerary, or a pre-defined circuit in and of themselves, but rather in a broader context in which each person might pursue an enormous diversity of mental routes with decisions of their own choosing. From a historical standpoint, we may deduce that studies of phenomenological issues related to sport and vice versa are recent and began in the mid-1980s, when qualitative research gained popularity in this field of study.

According to Nesti (2011), a professor at Liverpool John Moores University, managing variables and precise definitions to describe some "mental" phenomena linked with sport becomes a herculean task because it tends to develop processes and concepts with limitless conceptualizations. According to the author, the scientific model that underpins this style of thinking results in dualities in sport psychology.Authors such as Sundi &kunz (2009) investigate the flow of communication between man and the space that surrounds him in their articles on sports performance. In practise, the authors claim that their approach to demonstrate that phenomenology focused at real events does not allow for the possibility of duplicating these identical life scenarios in the laboratory, making any measuring and quantification process problematic.

In a more practical sense, players are continually confronted with key and decisive moments throughout their athletic careers. It is worth mentioning that, while not scientific notions, qualities such as courage, freedom, will, and luck are crucial components in an athlete's sporting success and life. In today's society, sports performance is viewed as a manifestation of triumph, breaking records, victories, and defeats. Athletes are viewed as "execution machines" capable of seemingly unfathomable, inhuman achievements. However, all athletes are human beings, and it is precisely at this point that phenomenology comes into play, providing the

athlete with the opportunity to better understand themselves, their origins, and their existence, in order to reflect on their true capabilities and the world around them.

Phenomenology begins with the understanding that man is a temporal, relative, and unpredictable being. This human capacity, as well as knowledge about yourself, others, and the environment around you, allows you to evolve as a person and an athlete. This phenomenological theorization leads to reflections on the possibility of self-knowledge and self-esteem, choice responsibility, and ultimate autonomy in the process of constructing as an athlete. On the other hand, because sport as a vocation has a brief lifespan, it brings us to another point: thinking about practises that transcend this era of the human being's/athlete's life is critical. Sport is viewed as a powerful human experience and is hence frequently related with the development of life skills.

On the other hand, it is clear that sporting performance is not limited solely to psychological factors; there are other aspects related to phenomenology that play a dominant role in the creation and growth of an athlete, and thus in their sporting performance; we speak of the phenomenology of the sports space, a complex topic that has been little explored at an academic level and is still poorly understood today. As a result, we believe this topic to be important for understanding this phenomenon in our course.

We believe it is important to grasp the types of space we are referring to in order to gain a better understanding of the issue of phenomenology, as well as to understand and enjoy sports venues and facilities. Among the several types of existing space, perceptual, topological, and phenomenological, the premise of our lesson was to focus the inquiry towards factors related to the phenomenology of the sports space because it is the one that most connects with our lesson's theme. The phenomenology of the sports space is distinguished by a link between the organised space, which is built on a modular framework, and the manifestation of the psychological and sensitive space, which can be quantitative or qualitative. These visual space organisation laws are governed by the following methodology:- the relationship between the figure and the background;- the contour value of the form or figure;- understanding of the contribution of the line as an element;- understanding of three-dimensional space, underlying overlap, transparency, as well as depth and object preceptive indications.

From another dimensional standpoint, the phenomenology of space is distinguished by the separation of the interior and exterior character, opposing everything that is transparencies and the overlaps made by the architects Mies van der Rohe, Le Corbusier, and Gropius during their first mechanistic period. The interior is no longer an abstract subjective environment, but a cosmos in which man is conditioned and organised by light, windows, fenestration size, silence, and sound. From this point forward, we entered a new experience known as the experience of place, which is nothing more than poetry characterised by the qualities of everyday life's existence (Consiglieri, 1999). The inside of the space was explored as a succession of historical and qualitative events, distinguishing itself from the exterior space, especially through the opening of windows and the positioning of glazing that allowed full light entry. Another perspective on the phenomenology of sports space is what is known as spatial environment, which is closely tied to the degree of light against darkness, causing a conflict between the contained area and the open space (interior/exterior). The atmosphere in which we dwell includes all other elements (floor, ceiling, walls, soil, sky, and so on).

The interaction between the phenomenology of spaces and sports equipment has above all an integrated mission to fulfil in the circumstantial framework that we are given to observe: making sport accessible to a large part of the population in order to collaborate in improving the quality of life of citizens, as well as monitoring the existing ordering and demographic density. The model of sports practise has changed greatly throughout time, as has the sort of exercise that is sought for, and the number of people who practise physical activity on a regular basis, owing to the desire for a healthier lifestyle. healthy, increased understanding of the benefits of participating in sports, and the need for social connection inherent in the communal practises provided by various sports. According to the Portuguese Institute of Sports and Youth (Ipdj, 2016), the number of federated athletes in indoor collective sports increased exponentially from 1996 to 2014, making it increasingly relevant and necessary to encourage municipalities to consider issues of sports practise spaces, as well as to provide all those involved in the design of these same spaces with useful information for the development of more sustainable sports practises. In the national context, the sector of sports facilities and equipment is of tremendous social importance. The bulk of sports

infrastructures fall short of adequately serving the population, both in terms of the number of pavilions and practitioners, as well as the comfort and well-being of users inside that space. According to Agustin Puga's article "Sports Architecture: a Discipline with a Great Future," published in March 2012 in the magazine "Professional Council of Architecture and Urbanism of Argentina," "sports architecture is a discipline that requires a lot of expertise and, as architects with general knowledge and rational design criteria, their skills are not adequate to respond to the current needs of the sports market and users, for whom sport is a paternalistic discipline."

The author mentions a lack of information and specialised training in the search for areas ready to serve the community in which they are located, so that sports infrastructures can be created, built, and maintained to react to the objectives, wants, and aspirations of users. current. These venues have a higher impact on social and community gathering in the setting in which they are located. From birth to adulthood, we, as humans, see the thinking and creation of the space in which we dwell, forming these thoughts with other mental constructions. This theory is built around three important periods:

- The first stage, known as the sensorimotor period, lasts from birth to the appearance of the first words, or language, and is assumed to last until the child is two years old. Sensorimotor intelligence, according to Piaget (1949), is characterised by the subject's practical action on reality itself, and does not include considerable distances between action and reality itself.

- The second period, known as the pre-operative period, is characterised by a stage of preparation and organisation of concrete operations of classes, relations, and numbers. This stage begins with the appearance of the symbolic function and concludes when the kid can organise his or her own thinking using concrete procedures. We have representative thinking up to four years of age and intuitive thinking (immediate perceptions), which is linked to attention and characterised by the incapacity to maintain many relationships at the same time. Elaboration of concepts, classes, series, and relationships that will serve as a foundation for the kid to operate in the following phase (notions of number and space).

- The third period, known as the operative period, begins around the age of six, according to Piaget (1949), when the concepts of conservation of substance, weight, and volume arise. When the youngster is eleven years old and has mastered these three aspects, we may conclude that they have reached the end of this time. According to the same author, the operative structures are conceived through continuous affiliation, beginning with sensorimotor activities and progressing to operative intelligence, whereas the figurative structures are subordinate to the operative ones and are developed through progressive enrichment through interactions and experiences throughout life. These considerations take us to another level of analysis that we want to answer, namely the following question.

The sense of identity and authenticity of the place - The significance of place identity and authenticity is based on principles from Heidegger's philosophy of geographic phenomenology. Place, according to Relph (1976), is the primary category or essence that represents the consequences and possibilities of human geography. It gives the idea of place, understanding as a phenomenological phenomenon, gaining notoriety and repercussion in geographic humanist thought, being published as a book in (1976), with the title "Place and placelessness", as the first volume of the series Research in Planning and Design", coordinated by Allen J. Scott. Relph, and played a significant role in removing the functionalist and positivist character previously dominant in the understanding of place. Relph contributes a theoretical or methodological contribution to thinking about places based on phenomenology, merging the intervention and urban planning horizons, understood as the experience of space. For the author, the essence of phenomenology is the place itself, and he strives to comprehend the alteration, maintenance, and permanence of places in this way. Relph tries to delve deeper into the topic of place in its essential, social, and cultural aspects, based on the dimension of experience and the identity of the places themselves, based on the present landscape of cities.Related Norbert-Chulz, Merleau-Ponty. Among the different ideas and notions, the concept of "dwelling" stands out as a foundational ingredient and support for the sense of place's presence. From then on, this Heideggerian concept of identity and difference provided Relph with a phenomenological foundation for comprehending place identity.In this context, Relph (1976) consolidates the development of place identity, which he refers to as different forms of place involvement, called exteriority and

interiority, with the idea of authenticity and inauthenticity of places in his work.

The identify of places - Discussing the identity of places entails understanding how our experience of places occurs as well as the components of that experience. The author divides human interaction with places into three categories: physical configuration (involves both nature and the built environment), activities (which might be creative, destructive, or passive, collective or individual), and meanings. (Relph,1976). Meanings have highly unique and changeable attributions and signifiers. The author suggests three categories of interiority and exteriority capable of participation with the location in this context of relationship with the place: behavioural interiority, empathic interiority, and existential interiority.As a result, behavioural interiority refers to a functional participation with the place, striving to become acquainted with its objects and actions in an objective manner. Empathetic interiority entails being receptive to a profound participation with the location that is based on empathy and genuine interest. Existential interiority is one that involves a sense of commitment to a place and is so intrinsic that it must be made conscious in order to be successful. Relph infers three sorts of exteriorities in the context of behavioural exteriority: incidental, objective exteriority, and existential exteriority. When a location serves only as a backdrop for simple activities, it is said to have incidental exteriority. Objective exteriority, on the other hand, is a type of indirect contact that comprises a conscious, objective attitude but no involvement. Existential exteriority is the experience of feeling out of place.

The authenticity of places - Place is understood to be a phenomenal of everyday experience, therefore all academic interpretations and conceptions come before it. According to phenomenology, the location has always been sustained by distinct settings and an aspect of openness to the world. The house and the place, according to Relph (1976), are locations of limitless openness. Understanding the place as existentially lived, in the Heideggerian sense, is one of the most consistent approaches in phenomenological understanding. Place has a wonderful ability to connect the individual, the community, and the planet, between what is local and specific and what is regional or global.Conceiving as a part of life, as a dimension of human existence, makes all the difference in terms of its comprehending capacity and present experience. The concept of place remains important in considering the many ways of being in the world (Marandola, Jr. 2012b). Relph defines location as an experience, an existence, and an authenticity. Limiting the shapes of locations, according to the author, is limiting human experience and growth.In short, and in order to follow a guiding line throughout this investigation, the following general objective was outlined: "Sports Management - Perceiving the Phenomenological Space of Sports," with the goal of achieving perceived achievement on the phenomenology of sport by third-year students of the Degree in Sports Management from the Autonomous University of Lisbon, curricular year 2023/2024, 1st semester, based on practises supported by the following variables. F1: The Sports Manager (5 items); F2: Phenomenology (3 items); F3: Sport's Phenomenological Space (7 items); F4: Future Challenges (5 things).

III. METHODOLOGY

Cervo &Bervian (2002) define scientific methodology as the investigation of knowledge techniques. Lakatos& Marconi (1991) define methodology as a set of techniques that refer to the foundations and assumptions that lead a certain investigation. This perception leads to an understanding of methodological research, in addition to being clear that it can be distinguished by defined procedures and approaches, namely the type of research and its structuring, bibliographic sources, collection instruments, and forms of data processing, as well as its time horizon. The implementation of several processes linked to the phases and techniques used in a systematic, critical, and empirical manner when conducting an investigation or academic work constitutes research methodology (Vilelas, 2020). This methodology selection entails creating a strategy that will influence the methodologies and instruments used in data collection and processing (Sousa & Batista, 2014). Regarding the research technique employed, we can remark that it was based on "applied research" that strives to develop information for practical application aimed at solving specific problems (Gil, 2006).We utilise "quantitative research" insofar as everything can be counted, which involves converting opinions and facts into numbers in order to classify and assess them. It necessitates the application of statistical tools and procedures (such as percentage, mean, mode, median, standard deviation, correlation coefficient, and others). Thus, quantitative research focuses on

quantifying phenomena by collecting and analysing numerical data and employing statistical tests, Collis & Hussey (2005).We utilise "descriptive research" to characterise the characteristics of a certain population, phenomenon, or the discovery of correlations between variables. The most popular type of presentation is a survey, which is often conducted using a questionnaire or systematic observation and provides a summary of the environment at the time of the research. When the goal is to describe specific events, methodology is used to govern the way data is collected. (Gil, 2006). It is intended for researchers with in-depth understanding of the phenomena and problems being addressed.Descriptive research involves observing, recording, analysing, and correlating facts or events (variables) without influencing them. It aims to determine the frequency with which a phenomenon occurs, its relationship and connection with others, as well as its nature and attributes, with as much precision as possible. It evolves mostly in the human and social sciences, addressing data and situations that ought to be researched but do not have a record in papers (Cervo; Bervian, 2002, p. 66). The full procedure of selecting the population under analysis (sample) and characterising it will also be discussed. Following that, we will cover the process of selecting the data collection instrument, as well as the approach for processing the information acquired (data) using specific techniques to finally identify the final results and discussion produced from carrying out the study.

SAMPLE

Identifying what we want to examine and who we want to analyse, known as the target population, is one of the steps of the research process. Based on this clarification, and given the impossibility of analysing the entire population for various reasons, a group of the sample (students in the third year of the Degree in Sports Management at the Universidade Autonoma de Lisboa, 1st semester of the year curriculum 2023/2024) was identified that allows us to obtain data or observations, with the goal of drawing conclusions about the population from whom information was collected (Vilelas, 2020).Given that the main premise of this study is the perception of students in the third year of the Degree in Sports Management at the Universidade Autonoma de Lisboa, curricular year 2023/2024, 1st semester, on the phenomenology of sport, from a multidimensional perspective, with a particular focus on the lines of thought and action within the scope of sports facilities and spaces, taking into account a set of factors: the sports manager; phenomenology; the sports facilities and spaces; the sports facilities and A reliable sample of 30 students from the first semester of the 2023/2024 academic year of the Sports Management Course at the Universidade Autonoma da Lisboa was obtained from a universe of 31 students.

INSTRUMENT

The questionnaire survey was the instrument utilised in this investigation. According to Batista, Moreira, Rodrigues, and Silva (2021), a questionnaire survey is a data collection technique commonly used in education research, being more common for its use in large-scale studies, which allows observing a significant number of subjects in relation to a certain social phenomenon due to the ability to quantify the data obtained and make inferences and generalisations. This instrument appears as a tangible object employed in many approaches (Batista et al., 2021). The technique refers to the strategy used to produce a specific outcome, and the method may potentially combine many techniques to fulfil the investigation's goals.According to Batista& Sousa (2011), data collection is characterised as operational procedures that are well-defined and transmissible, adapted to the type of problem and phenomena under study, that is, they have the function of seeking to make research viable, in terms of the scope and implementation of the method's set of options, with an eye towards empirical verification. As previously stated, the inquiry followed a series of surveys employing questionnaires.A 5-point Likert scale was used to help create the instrument (questionnaire survey). It enables you to learn several points of view on a certain issue. The Likert scale combines psychology and applied statistics, allowing it to be used in a variety of investigations. It is a tool for getting qualitative understanding from quantitatively structured challenges.The research used a Likert scale with the following assessment levels: definitely disagree=1, disagree=2, neither agree nor disagree=3, agree=4, and I totally agree=5. The questionnaire is divided into two parts: the first contains sociodemographic questions about the students under study (age, gender, household, place of residence, nationality), and the second contains four groups distributed over 20 Suggested items to measure the study variables (F1, F2, F3, F4).

Following a thorough and difficult analysis, independent and dependent variables with the necessary and adequate dimensions to find

answers to the research objectives, as well as for objective data collection and framing with the issue under study, were created. In the words of Vilelas (2020, p. 171) "the variables must be in accordance with the definition of the problem, the objectives, the hypotheses and, in line with the theoretical framework". Concerning independent variables, it is stated that "this type of variable is independent of the research procedures, however, it constitutes determining factors that will influence it", i.e., "the researcher uses its manipulation to observe the effects produced on the dependent variables". The dependent variable, on the other hand, "is the one that directly connotes the answers sought in the investigation (...)," that is, "(...) the result obtained through the research procedures" (Sousa& Batista, 2014, p.49).In order to maintain the continuity and scope of the study, it was required to investigate some indicators that were closely related to a multifactorial relationship. Several variables were chosen for this, some of which try to provide a straight answer and others that allow them to be related to one another while exploring and characterising the various aspects under consideration. The factors were chosen and incorporated into the questionnaire survey.

PROCEDURES

Respondents were recruited from third-year students pursuing a degree in sports management at the Universidade Autonoma de Lisboa during the academic year 2023/2024, first semester. Following the development of a pre-test for a restricted group, questionnaires were developed at the start of the first semester of the 2023/24 academic year, with all questionnaires completed by students, yielding a final sample of thirty valid questionnaires. The collecting took place during the school day, with the goal of including all pupils from that school year. All respondents were told ahead of time about the nature of the study and participated actively and willingly, assuring the anonymity and confidentiality of their comments.

DATA PROCESSING

Quantitative data analysis is carried out using statistical techniques and procedures that allow for the examination of a large number of variables (Collis; Hussey, 2005). This method is centred on the necessity to conduct concentrated observations in order to identify patterns and correlations between variables. Based on a particular sample, we can also generate statistical indicators and parameters capable of pointing out trends and describing behaviours for the target population. The information gathered from the questionnaire survey was input and tallied in the Microsoft Excel programme. In this investigation, the arithmetic means of the data recorded for each variable were also computed. Following that, the data were transferred to the statistical analysis programme Jamovi version 1.6.23, where descriptive analyses, such as frequencies, measures of central tendency, and dispersion, were performed. The correlation matrix graphical form was also utilised to depict the distribution's extremes and quartiles. The Cronbach's Alpha parameter, which is commonly used to quantify the inter-correlation between items intended to measure a certain variable, was used to analyse reliability and internal consistency. The non-parametric Shapiro-Wilk test was also used to check whether the variables had a normal distribution. The Spearman correlation test was also performed to assess the degree of linkage and relationship between the variables.

ANALYSIS AND DISCUSSION OF RESULTS

Sociodemographic profile of students - The sociodemographic study reveals little difference in a variety of variables among students in the third year of the degree course in Sports Management at the Autonomous University of Lisbon in 2023/2024, namely:The data indicate a minimum registered age of 19 years and a maximum recorded age of 28 years. In terms of measures of central tendency, the most commonly repeated age was 22 years old, therefore the Mode (Mo=22) for males and (Mo=21) for females, already the recorded average centered around Media (Me=21.9) years for males and (Me=21.0) years for females. In the age variable, the median was (Md=21.0) for females and (Md=22.0) for males, as shown in Table 1.

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

Table 1 - Age

	Gender	N	Mean	Mode	Median	Standard Deviation	Min	Máx
Age	F	3	21.0	21.0	21.0	0.00	21	21
	M	28	21.9	22.0	22.0	2.05	19	28

Source: Jamovi (2024)

The findings in table 1 are notable in terms of the greater proclivity for young men and less young women in sports-related fields, particularly sport administration. According to the findings, we believe that the attractiveness of sports areas necessitates proper promotion within schools and associations in order to awaken younger people to the benefits of physical activity and that in the future they may become in professional areas of particular importance in society. The "Shapiro-Wilk" normality test for all students yielded a result of w=0.957 and p<0.266, which is more than p<0.05, indicating that the quantitative variable has a normal distribution, as shown in Table 2.

Table2 - Variable normality test *gender* "*Shapiro-Wilk"*

		Shapiro-Wilk		
	Gender	**N**	**W**	**P**
Id_Student	F e M	30	0.957	0.266

Source: Jamovi (2024)

Regarding the "Shapiro-Wilk" normality test, based on stratified analysis (age/household/gender), it was possible to confirm a record of variation in p-values, obtaining a value of p<.001 for both the female and male genders, indicating that the variable does not have a normal distribution. Table 3 displays these statistics.

Table3 - Normality test (age/household/gender) "*Shapiro-Wilk"*

								Shapiro-Wilk	
	Gender	**N**	**Mean**	**Mode**	**Standard Deviation**	**Min**	**Máx**	**W**	**P**
Age	F	3	21.33	21.00	0.577	21	22	0.750	<.001
	M	27	21.93	22.00	2.093	19	28	0.798	<.001
Household	F	3	2.67	2.00	1.155	2	4	0.750	<.001
	M	27	3.48	4.00	1.014	1	5	0.874	0.004

Source: Jamovi (2024)

Household - In terms of the household, and taking into consideration the sample investigated, it appears that students live in households with a maximum of four individuals, accounting for around 46.7% of the sample analyzed. Only three pupils appear to live in a family context with five people in the household, a pattern that attests to the reality of the oldest households in Portugal. There are also two groups in the analyzed sample (in the aggregate with 2 persons and in the aggregate with 3 individuals), each having a representation in the sample of roughly 20.0%. As shown in Table 4, the most representative aggregate has a Mean (Me=15.21), Mode (Mo=2.00), and Median (17.00).

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

Table 4: Household

	Household	N	Mean	Mode	Median
Id	1	1	17.00	17.00	17.00
	2	6	16.00	1.00	17.00
	3	6	19.33	11.00	19.00
	4	14	15.21	2.00	17.00
	5	3	7.67	6.00	7.00

Source: Jamovi (2024)

RESIDENCE - In terms of area of residence, it shows that in the universe of 30 students, 100.0% reside in the urban agglomeration of Lisbon or its environs, which is a decisive factor in their relationship with the surrounding urban space, as shown in Table 5.

Table 5: Table of residence frequencies

Residence	Counts	% Total	% Cumulative
Portuguese	30	100.0%	100.0%

Source: Jamovi (2024)

NATIONALITY - There are no doubts about nationality, as the findings show that 100.0% of pupils have Portuguese nationality, as shown in Table 6.

Table 6: Table of nationality frequencies

Nacionality	Counts	% Total	% Cumulative
Portuguese	30	100.0%	100.0%

Source: Jamovi (2024)

The absolute and relative frequencies of the data collected were analysed using frequency analysis. The mean, median, and mode, as well as the standard deviation, variance, maximum, and minimum, were then computed as measures of central tendency and dispersion. In exploratory data analysis, statistical tools are typically employed to detect trends that may be buried in grouped data. This analysis favours assessing the quality of the data gathered.Some of the fundamental ideas utilised in statistical distributions are frequency analysis, whether absolute or relative. The absolute frequency corresponds to the raw data obtained in a study, expressing the number of times a specific phenomenal occurred, which is typically preliminary data in an examination. It is critical to emphasise that absolute frequency data must always be expressed in real values. The relative frequency is calculated by dividing the number of observed occurrences by the entire sample size (represented by the letter "N") to give a percentage value in relation to the sample size. It is important to highlight that the total of measured relative frequencies must equal 100%.

F1 - THE SPORT MANAGER

F1 - "The sports manager" has been proposed in this study to measure the traits linked with the sports manager in modern times, and we have:

The 1st question is: "Does the sports manager have his area of activity spread across different areas of knowledge, changing according to the organization and politics of each country?" There were around 23.3% of respondents who responded (I absolutely agree), 66.7% who responded (I agree), and just 10.0% who responded (I neither agree nor

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

disagree), with no one disagreeing. This leads us to believe that most students feel that the sports manager's field of activity is diverse and that both complement each other, Table 7 - Q1.

Table 7 - Q1

Q1 - Frequencies			
Q1	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	3	10.0%	10.0%
Agree	20	66.7%	76.7%
I totally agree	7	23.3%	100.0%

Source: Jamovi (2024)

The second question is, "Should the sports manager have training, and be able to assist in the management of organizations, in order to achieve their objectives?", 63.3% of respondents said they completely agreed, while 36.7% said they agreed. Based on the findings, there is a common appreciation of the significance of sports managers possessing skills that enable them to assist in the management of organizations, whether in the private or public sector, Table 8 - Q2.

Table 8 - Q2

Q2 - Frequencies			
Q2	**Counts**	**% Total**	**% Cumulative**
Agree	11	36.7%	36.7%
I totally agree	19	63.3%	100.0%

Source: Jamovi (2024)

Question Q3: "The sports manager must be a professional sufficiently qualified to manage any sports structure or equipment?" 43.7% said "totally agree," 50.0% said "agree," and 3.3% said "I neither agree nor disagree." Given the values established, it is widely assumed that the sports manager must be a professional sufficiently qualified to manage any structure of sports equipment, as shown in Table 9 - Q3.

Table 9 - Q3

Q3 - Frequencies			
Q3	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	1	3.3%	3.3%
Agree	15	50.0%	53.3%
I totally agree	14	46.7%	100.0%

Source: Jamovi (2024)

Question 4, "The functions of a sports manager are: planning, organizing, organizing and controlling the organization, in addition to other required skills related to marketing, communication, social relations, leadership, motivation, legislation, etc.?" , Only 13.3% of respondents replied (I neither agree nor disagree). In summary, the majority of students effectively comprehend the abilities of a sports manager in the contemporary professional setting, as shown in Table 10 - Q4.

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

Table 10 - Q4

Q4 - Frequencies			
Q4	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	4	13.3%	13.3%
Agree	15	50.0%	63.3%
I totally agree	11	36.7%	100.0%

Source: Jamovi (2024)

Question Q5: "For the sports manager, does phenomenology play an important role in the management of organizations, sports spaces, and facilities?" Only one respondent answered (totally agree), which corresponds to 3.3% of the sample, 80.0% (agree), and 16.7% say (neither agree nor disagree). Again, we obtain a generalized opinion that agrees that the aspects related to the phenomenology of sport in its most diverse aspects (e.g., experiences, emotion, agitation, the comfort of spaces, joy, the look, etc.) play an important role in organizational management, particularly in the management of sports spaces and facilities, Table 11 - Q5.

Table 11 - Q5

Q5 - Frequencies			
Q5	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	5	16.7%	16.7%
Agree	24	80.0%	96.7%
I totally agree	1	3.3%	100.0%

Source: Jamovi (2024)

We wanted to see if there was a link between question Q1 "The sports manager has his area of activity spread across different areas of knowledge, changing according to the organisation and politics of each country" and question Q4."The functions of a sports manager are: planning, organising, organising and controlling the organisation, in addition to other required skills related to marketing, communication, social relations, leadership, motivation, legislation, etc.". We employed the "Pearson" non-parametric correlation matrix to determine the correlation between these two variables, and the following findings were obtained: For Q1, the value of p=0.6180.005, indicating a significant correlation, correlates to a Pearson's R value of 0.095, indicating a strong correlation between Q1 and Q4, as seen in Table 12.We also correlated the question Q1 "The sports manager has his area of activity spread across different areas of knowledge, changing according to the organization and politics of each country" with the question Q2 "The sports manager must have training, and be able to assist in the management of organizations, in order to achieve their objectives?" We returned to the "Pearson" non-parametric correlation matrix, where we obtained the following results: For Q1, the value of p=0.340<0.005, indicating a significant correlation, with the Pearson R value equivalent to 0.181, indicating a strong correlation between Q1 and Q2, Table 12.We also want to answer the question Q2: "Should the sports manager have training and be able to assist in the management of organizations in order to achieve their goals?" And the fifth question: "For the sports manager, does phenomenology play an important role in the management of organizations, sports spaces and facilities?" We used the "Pearson" non-parametric correlation matrix, and the following results were obtained: for Q2, the value of p=0.650<0.005, obtaining a significant correlation, with the value of Pearson's R corresponding to the value of 0.086, that is, far from 0, considered a strong correlation of Q2 with Q5, Table 12.

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

Table 12: Matrix of corrections from Q1 to Q5

		Q1	Q2	Q3	Q4	Q5
Q1	R de Pearson	—				
	p-value	—				
Q2	R de Pearson	0.181	—			
	p-value	0.340	—			
Q3	R de Pearson	0.135	0.342	—		
	p-value	0.479	0.064	—		
Q4	R de Pearson	0.095	0.162	0.176	—	
	p-value	0.618	0.391	0.353	—	
Q5	R de Pearson	−0.204	0.086	−0.177	−0.242	—
	p-value	0.280	0.650	0.349	0.198	—

Source: Jamovi (2024)

F2 - FENOMENOLOGY

The variable F2 - "The Phenomenology", in relation to:

Question Q6 - "For the Sports Manager, phenomenology refers to a philosophical current, based on the term created in the 18th century by the philosopher J. H. Lambert, to designate the purely descriptive study of the phenomenon, that is, exactly how it presents itself to consciousness? ", 3.3% of respondents responded (completely agree), with only 16.7% responding (agree), the majority responding (In summary, and based on the data acquired, we can infer that the majority of students had no opinion on the term phenomenology and its significance in the context of sport management, Table 13 - Q6.

Table 13 - Q6

Q6 - Frequencies			
Q6	**Counts**	**% Total**	**% Cumulative**
I disagree	1	3.3%	3.3%
I do not agree nor disagree	23	76.7%	80.0%
Agree	5	16.7%	96.7%
I totally agree	1	3.3%	100.0%

Source: Jamovi (2023)

Question Q7: "Does phenomenology imply talking about phenomena, time, spaces, and the paths taken in the field of sports for the Sports Manager?", 10.0% of respondents said they completely agreed, 46.7% said they agreed, and roughly 43.3% said they didn't know. Again, there is considerable ignorance among students about the concept of Phenomenology, however 46.7% agree and 10.0% absolutely agree that talking about phenomenology entails talking about time, place, and paths travelled, Table 14 - Q7.

Table 14 - Q7

Q7 - Frequencies			
Q7	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	13	43.3%	43.3%
Agree	14	46.7%	90.0%

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

I totally agree	3	10.0%	100.0%

Source: Jamovi (2024)

The question Q8 is: "In phenomenology, do we look at what we really see, that is, instead of looking at the world through our humanity, we look at our humanity with the aim of giving an account of what we are and how we experience ourselves?", 43.3% of respondents said they agreed, 50.0% said they didn't agree, and 6.7% said they disagreed. Table 15 - Q8 indicates that 50.0% of respondents have no opinion on Phenomenology and that it remains a little-known topic.

Table 15 - Q8

Q8 - Frequencies

Q8	Counts	% Total	% Cumulative
I diagree	2	6.7%	6.7%
I do not agree nor disagree	15	50.0%	56.7%
Agree	13	43.3%	100.0%

Source: Jamovi (2023)

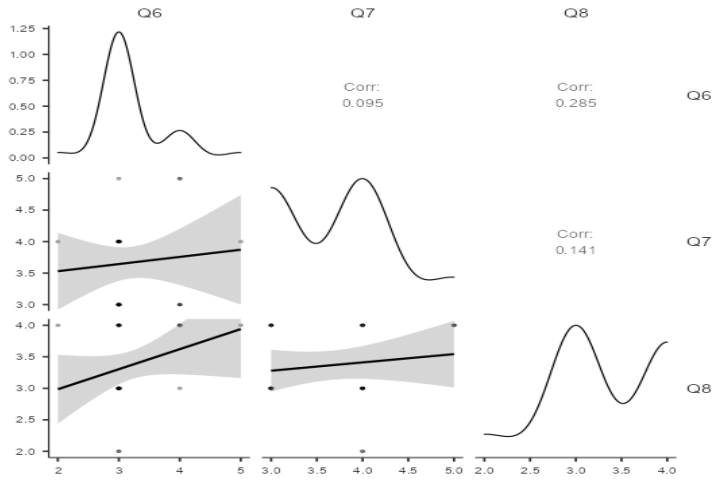
Continuing the investigation, and based on the second series of questions F2, we sought to determine what relationship exists between Question no. 6: "For the Sports Manager, phenomenological respects a philosophical current, based on the term created in the 18th century by philosopher J. H. Lambert, to designate the purely descriptive study of the phenomenon, that is, exactly how it presents itself to consciousness?" and Question Q7 - "For the Sports Manager, does phenomenology imply talking about phenomena, time, spaces, and the paths taken in the sporting field?", we used the "Pearson" non-parametric correlation matrix, where the following results were obtained: for Q6 the value of p=0.6190.005, obtaining a significant correlation, with the value of Pearson's R corresponding to the value of 0.095, that is, far from 0, considered a strong correlation of Q6 with Q7, Table 16.We are also interested in clarifying the relationship between Question Q6 - "For the Sports Manager, phenomenological refers to a philosophical current, based on the term created in the 18th century by the philosopher J. H. Lambert, to designate the purely descriptive study of the phenomenon, that is, exactly how does it present itself to consciousness?" as well as Q8"In phenomenology, do we look at what we really see, that is, instead of looking at the world through our humanity, do we look at our humanity with the aim of giving an account of what we are and how we experience ourselves?", according to the "Pearson" non-parametric correlation matrix, from which the following results could be obtained: For Q6, the value of p=0.127<0.005, indicating a significant connection, with the Pearson R value correlating at a value of 0.285, indicating a very strong correlation between Q6 and Q8, Table 16.Correlating question Q7, on the other hand, asks, "For the Sports Manager, does phenomenology imply talking about phenomena, time, spaces, and the paths taken in the sporting field?" as well as Q8 "In phenomenology, do we look at what we really see, that is, instead of looking at the world through our humanity, do we look at our humanity with the aim of giving an account of what we are and how we experience ourselves?", according to the "Pearson" non-parametric correlation matrix, from which the following results were obtained: The Pearson R value corresponding at a value of 0.141, that is, quite distant from 0, considered a strong correlation of Q7 with Q8, Table 16 and expressed in graph 1 correlation matrix.

Table 16: Matrix of corrections from Q6 to Q8

		Q6	Q7	Q8
Q6	R de Pearson	—		
	p-value	—		
Q7	R de Pearson	0.095	—	
	p-value	0.619	—	
Q8	R de Pearson	0.285	0.141	—
	p-value	0.127	0.456	—

Source: Jamovi (2024)

Graphic1: Matrix of corrections from Q6 to Q8



Source: Jamovi (2024)

F3 -THE PHENOMENOLOGICAL SPACE AND SPORT

Regarding Question Q9 - "Does the phenomenological space influence sports performance?", around 33.3% of respondents responded (totally agree), 66.7% responded (agree), and only 13.3% responded (I neither agree nor disagree). Table 17 - Q9 shows that there is still a group of four students, or 13.3% of the sample, who do not have an opinion on the topic posed.

Table 17 - Q9

Q9 - Frequencies			
Q9	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	4	13.3%	13.3%
Agree	16	66.7%	66.7%
I totally agree	10	33.3%	100.0%

Source: Jamovi (2024)

Question Q10 - "Are sports spaces designed exclusively from felt perceptions or, on the other hand, are they generated from sensorimotor intelligence activities?" The data shows that 3.3% of respondents (completely agree), around 60.0% (agree), and 36.7% (neither agree nor disagree) responded. Based on the results, we discovered that students (more than 50%) have a positive impression about the design of sports venues based on perceptions felt on the one hand, and emerging from sensorimotor intelligence activities on the other, Table 18 - Q10.

Table 18 - Q10

Q10 - Frequencies			
Q10	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	11	36.7%	36.7%
Agree	18	60.0%	96.7%
I totally agree	1	3.3%	100.0%

Source: Jamovi (2024)

The results of Question Q11 - "Will the observer/athlete be able to see and locate the image space that surrounds him, as well as perceive the position he occupies in relation to that same territorial space?" show that 26.7% of respondents say (I agree completely), 40.0% say (I agree), and 33.3% say (I neither agree nor disagree). Table 19 - Q11 shows that the majority of respondents believe the observer/athlete will be able to view and find the image space that surrounds him, as well as perceive the location he occupies in reference to the same territorial region.

Table 19 - Q11

Q11 - Frequencies			
Q11	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	10	33.3%	33.3%
Agree	12	40.0%	73.3%
I totally agree	8	26.7%	100.0%

Source: Jamovi (2024)

Question Q12: "Does the image space that surrounds the observer/athlete have spatial relevance?" Approximately 40.0% of respondents responded (totally agree), 46.7% responded (agree), and 13.3% responded (I neither agree nor disagree). Consider that the region surrounding the athletic activity gains spatial meaning for the athlete spectator, Table 20 - Q12.

Table 20 - Q11

Q12 - Frequencies			
Q12	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	4	13.3%	13.3%
Agree	14	46.7%	60.0%
I totally agree	12	40.0%	100.0%

Source: Jamovi (2024)

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

The thirteenth question is, "Do mental activities exert a direct or indirect influence on the perception, development and enrichment of the mental process and at the same time contribute to sports performance?", 36.7% of respondents said they absolutely agree, 30.0% said they agree, 30.0% said they have no opinion, responding (neither agree nor disagree), and 3.3% said they disagree. Most respondents believe that mental activities have a direct or indirect influence on perception, development, and enrichment of the mental process while also contributing to sports performance, as shown in Table 21 - Q13.

Table 21 - Q13

Q13 - Frequencies			
Q13	**Counts**	**% Total**	**% Cumulative**
I disagree	1	3.3%	3.3%
I do not agree nor disagree	9	30.0%	33.3%
Agree	9	30.0%	63.3%
I totally agree	11	36.7%	100.0%

Source: Jamovi (2024)

Question Q14 - "Is phenomenology based on the intuitive character of the conception of essence and as such intrinsic in that space?" received 6.7% (completely agree), 53.3% (agree), and 40.0% (neither agree nor disagree). Despite the fact that not everyone has an opinion on the subject, the majority of students believe that phenomenology is founded on the intuitive nature of the concept of essence and, as such, is inherent in that space, Table 22 - Q14.

Table 22 - Q14

Q14 - Frequencies			
Q14	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	12	40.0%	40.0%
Agree	16	53.3%	93.3%
I totally agree	2	6.7%	100.0%

Source: Jamovi (2024)

Question Q15 - "Space without physical objects and the preceptive aspects of these same objects, we could say that space would not exactly have an existence, nor any influence on the life of human beings", approximately 13.3% responded (I completely agree), 26.7% responded (agree), 46.7% responded (neither agree nor disagree), 6.7% responded (disagree), and 6.7% strongly disagree. There are various points of view on the subject, but twelve students agree that without physical objects and the perceptive aspects of these same objects, space would not have an existence or influence on the human being's life, Table 23 - Q15.

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

Table 23 - Q15

Q15 - Frequencies			
Q15	**Counts**	**% Total**	**% Cumulative**
I totally disagree	2	6.7%	6.7%
I disagree	2	6.7%	13.3%
I do not agree nor disagree	14	46.7%	60.0%
Agree	8	26.7%	86.7%
I totally agree	4	13.3%	100.0%

Source: Jamovi (2024)

We attempted to determine the relationship between question Q9 - "Does the phenomenological space influence sports performance?" and the answers given in F3. Along with the question Q10: "Are sports spaces designed exclusively from felt perceptions or, on the other hand, are they generated from sensorimotor intelligence activities?" We employed the "Pearson" non-parametric correlation matrix to determine the correlation between these two variables, and the following findings were obtained: Table 24 shows that the value of p=0.127>0.005 for Q7 relates to an insignificant correlation, whereas the value of R was Pearson refers to a value of 0.285, which is far from zero and considered a strong correlation, of Q9 with Q10.We also correlate question Q12 - "For the observer/athlete, does the image space that surrounds him have spatial relevance?" and question Q15 - "Space without physical objects and without the preceptive aspects of these same objects, we could say that space would not exactly have an existence, nor any influence on the life of human beings", we resorted to the non-parametric correlation matrix of "Pearson", where it was possible to obtain the following results: for Q12 the value of p=0.552>0.005, an insignificant correlation, while the value of Pearson's R corresponds to the value of 0.113, that is, far from 0, considered a correlation strong of Q12 with Q15, respectively, Table 24.

Table 24: Matrix of corrections from Q9 to Q15

		Q9	Q10	Q11	Q12	Q13	Q14	Q15
Q9	R de Pearson	—						
	p-value	—						
Q10	R de Pearson	0.285	—					
	p-value	0.127	—					
Q11	R de Pearson	0.225	0.188	—				
	p-value	0.232	0.321	—				
Q12	R de Pearson	0.255	0.334	0.669	—			
	p-value	0.173	0.071	< .001	—			
Q13	R de Pearson	0.342	0.000	0.193	0.493	—		
	p-value	0.064	1.000	0.306	0.006	—		
Q14	R de Pearson	0.171	0.069	−0.121	0.055	0.375	—	
	p-value	0.366	0.716	0.525	0.774	0.041	—	
Q15	R de Pearson	−0.050	0.082	−0.014	0.113	−0.111	0.018	—
	p-value	0.791	0.667	0.940	0.552	0.561	0.923	—

Source: Jamovi (2024)

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

F4 - FUTURE CHALLENGES

F4 - "Future Challenges" variable:

Question Q16: "Sport spaces, as elements that enhance sport, should be thought of and designed as elements that generate environments, services, programmers, and technology accessible to all, based on fundamental and universal principles?" Approximately 60.0% of respondents responded (totally agree), 36.7% only responded (agree), and one student responded (neither agree nor disagree), accounting for 3.3%. Table 25 - Question 16.

Table 25 - Q16

Q16 - Frequencies			
Q16	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	1	3.3%	3.3%
Agree	11	36.7%	40.0%
I totally agree	18	60.0%	100.0%

Source: Jamovi (2023)

The question Q17 is, "Are architectural barriers and the practice of sport taken into account in the thinking inherent to the fundamental principles of architecture accessible to sports areas and spaces?", 16.7% of respondents (completely agree), around 21 students responded (agree), accounting for 70.0% of respondents, 6.7% responded (neither agree nor disagree), and 6.7% responded (disagree). In summary, the majority of students polled believe that architectural obstacles and sport practice are considered in the thought inherent in the fundamental principles of architecture accessible to sports areas and places, as shown in Table 26 - Q17.

Table 26 - Q17

Q17 - Frequencies			
Q17	**Counts**	**% Total**	**% Cumulative**
I disagree	2	6.7%	6.7%
I do not agree nor disagree	2	6.7%	13.3%
Agree	21	70.0%	83.3%
I totally agree	5	16.7%	100.0%

Source: Jamovi (2024)

The 18th question is: "Is human resources management a strategic instrument for organizing future sports spaces and facilities?", 33.3% replied (completely agree), 50.0% responded (agree), about 6.7% responded (neither agree nor disagree), 6.7% responded (disagree), and 3.3% responded (absolutely disagree). According to the majority of respondents, human resource management is a key tool for organizing future sports venues and infrastructure. To properly examine this value, a "Pearson" correlation matrix between variables will be developed later in order to gain a better understanding of the outcome. Table 27 - Question 18.

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

Table 27 - Q18

Q18 - Frequencies			
Q18	**Counts**	**% Total**	**% Cumulative**
I totally disagree	1	3.3%	3.3%
I disagree	2	6.7%	10.0%
I do not agree nor disagree	2	6.7%	16.7%
Agree	15	50.0%	66.7%
I totally agree	10	33.3%	100.0%

Source: Jamovi (2024)

The question is, "Is the role of the sports manager decisive in the active participation of new and appropriate sports spaces, whether from a psychological, sociological or economic perspective?", 36.6% responded (completely agree), 56.7% reacted simply (agree), and 6.7% responded (neither agree nor disagree). As this is an important issue for future sports managers, we are pleased to see those 28 students, out of a total of 30, believe that the role of the sports manager is decisive in the active participation of new and appropriate sports spaces, whether from a psychological, sociological, or economic perspective, Table 28 - Q19.

Table 28 - Q19

Q19 - Frequencies			
Q19	**Counts**	**% Total**	**% Cumulative**
I do not agree nor disagree	2	6.7%	6.7%
Agree	17	56.7%	63.3%
I totally agree	11	36.7%	100.0%

Source: Jamovi (2024)

The 20th question is: “As sports spaces are elements that enhance sports performance, do you consider the sustainable management of existing resources and the correct use and reuse of sports spaces to be a preponderant element in the attractiveness of sports?” Regarding this issue, all respondents agreed, with 50.0% responding (totally agree) and the remaining 50.0% responding (agree). In short, everyone believes that sports spaces, elements that improve sports performance while taking into account the sustainable management of existing resources and the correct use and reuse of sports spaces, are a major factor in the attractiveness of sports practice, Table 29 - Q20.

Table 29- Q20

Q20 - Frequencies			
Q20	**Counts**	**% Total**	**% Cumulative**
Agree	15	50.0%	50.0%
I totally agree	15	50.0%	100.0%

Source: Jamovi (2024)

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

We want to know what relationship exists between question Q16 - "Sports spaces, as elements that enhance sport, must be thought of and designed as elements that generate environments, services, programmes, and technology accessible to all, based on fundamental and universal principles?" and the answers given in F4. and Q18 - "Does human resources management constitute a strategic instrument for the organisation of future sports spaces and facilities?", we employed the "Pearson" non-parametric correlation matrix, yielding the following results: The p=0.890>0.005 value for Q16 indicates a non-significant correlation, however the Pearson R value corresponds to a value of 0.026, which is far from zero and deemed an acceptable correlation of Q16 with Q18, Table 29 and graph 4.On the other hand, we find a link between question Q17 - "Are architectural barriers and sports practise taken into account in the thinking inherent in the fundamental principles of architecture accessible to sports areas and spaces?" and Q20 - "As sports spaces are elements that enhance sports performance, do you consider the sustainable management of existing resources and the correct use and reuse of sports spaces, a preponderant element in the attractiveness of sports practice? "According to the non-parametric "Pearson" correlation matrix, the following findings were obtained: For Q17, the value of p=0.209>0.005, indicating a non-significant correlation, although Pearson's R corresponds to a value of 0.236, indicating a substantial correlation of Q17 with Q20, Table 30.

Table 30: Matrix of corrections from Q16 to Q20

		Q16	Q17	Q18	Q19	Q20
Q16	R de Pearson	—				
	p-value	—				
Q17	R de Pearson	−0.037	—			
	p-value	0.848	—			
Q18	R de Pearson	0.026	−0.142	—		
	p-value	0.890	0.453	—		
Q19	R de Pearson	0.397	−0.137	0.041	—	
	p-value	0.030	0.471	0.832	—	
Q20	R de Pearson	0.060	0.236	−0.102	−0.057	—
	p-value	0.754	0.209	0.593	0.765	—

Source: Jamovi (2024)

Following an examination of the frequencies of replies to the statements presented (items proposed to assess the variables of this study). In terms of central tendency, it was discovered that the mean and median for all variables in this study have an average value of 4. In terms of mode, the most common value is 5 (I absolutely agree). The observed minimum values range from 1 (completely disagree) to 5 (completely agree). The data also demonstrates that the sample has some extremes between the maximum and minimum values, which justifies some degree of data dispersion. The descriptive statistics of the variables in this study are summarized in Table 31.

International Journal of Humanities Social Science and Management (IJHSSM)
Volume 4, Issue 2, Mar.-Apr., 2024, pp: 252-278 www.ijhssm.org

Table 31 - Descriptive Statistics (F1,F2,F3,F4)

		N	Mean	Median	Mode	Standar Desviation	Min.	Máx.
F1	Q1	30	4.13	4.00	4.00	0.571	3	5
	Q2	30	4.63	5.00	5.00	0.490	4	5
	Q3	30	4.43	4.00	4.00	0.568	3	5
	Q4	30	4.23	4.00	4.00	0.679	3	5
	Q5	30	3.87	4.00	4.00	0.434	3	5
F2	Q6	30	3.20	3.00	3.00	0.551	2	5
	Q7	30	3.67	4.00	4.00	0.661	3	5
	Q8	30	3.37	3.00	3.00	0.615	2	4
F3	Q9	30	4.20	4.00	4.00	0.664	3	5
	Q10	30	3.67	4.00	4.00	0.547	3	5
	Q11	30	3.93	4.00	4.00	0.785	3	5
	Q12	30	4.27	4.00	4.00	0.691	3	5
	Q13	30	4.00	4.00	5.00	0.910	2	5
	Q14	30	3.67	4.00	4.00	0.606	3	5
	Q15	30	3.33	3.00	3.00	1.028	1	5
F4	Q16	30	4.57	5.00	5.00	0.568	3	5
	Q17	30	3.97	4.00	4.00	0.718	2	5
	Q18	30	4.03	4.00	4.00	0.999	1	5
	Q19	30	4.30	4.00	4.00	0.596	3	5

Source: Jamovi (2024)

F1 - The Sports Manager;F2 - Phenomenology;F3 - The Phenomenological Space of Sport;F4 - Future Challenges.

Internal consistency (Cronbach's Alpha) analysis - In statistics or scientific research, internal consistency is a method of determining the correlation between different items of the same test. It determines whether the several items designed to measure the same construct provide comparable findings. Cronbach's Alpha Coefficient, which is derived by matching correlations between items, is commonly used to assess internal consistency. According to Almeida, Santos, and Costa (2010), the North American psychologist Lee Joseph Cronbach described this coefficient in 1951, and it refers to a method for measuring the reliability of educational and psychological exams. This opened the door to various interpretations of the reliability index. Cronbach's Alpha is defined as the average of the correlations of the items that comprise an instrument (Almeida et al., 2010). The internal consistency index ranges from 0 to 1. A degree of consistency of > 0.7 is generally expected for reliability to be acceptable; the crucial value suggested by Nunnally (1978) was used as a guide. When scores between 0.8 and 0.9 are obtained, this suggests a high level of acceptance. Values in the range of 0.50 are acceptable; however, values less than 0.21 indicate poor consistency and are not recognised. In summary, Table 32 shows that the degree of internal consistency of the Likert items proposed to measure the variables in this study has a value of 0.555, indicating an adequate degree of reliability.

Table 32 - Cronbach's alpha coefficient (F1,F2,F3,F4)

Scale reliability statistics

	Mean	**Standard desviation**	**α de Cronbach**	**ω de McDonald**
Scale	20.00	1.21	0.555	0.629

Source: Jamovi (2024)

IV. CONCLUSIONS

This study aimed to intervene with students in the third year of their sports management degree at the Universidade Autonoma de Lisboa, so that they could reflect on the theme "Sports Management - Perceiving the Phenomenological Space of Sports," based on sustained practises and a set of variables to be studied: the sports manager; phenomenology; the phenomenological space of sport; future challenges. To summarise, for each of the groups of

questions raised, F1, F2, F3, and F4, a combination of individualised answers was collected, from which the following conclusions can be drawn: It is concluded that of the thirty respondents overall to the set of questions asked in variable F1 - "The sports manager," twenty-nine responded (agree), corresponding to 96.7%, and only one student had a neutral opinion, responding (neither agree nor disagree), corresponding to 3.3%. As a result, the data indicates that all students believe that sports managers have progressively intervened and played an important role in organisations and in the planning of sports facilities and places.Regarding the F2 - "Phenomenology" findings, it is concluded that all students answered (disagree), equivalent to 100% of the responses. Which leads us to a more in-depth discussion of the subject: the students' responses revealed that they are unfamiliar with the topic of phenomenology and are virtually completely oblivious of its notion. On the other hand, they revealed an inability to relate "sport management phenomenal," particularly those of "sport facilities," when placed in any territory. In other words, rather than viewing the world through our humanity, they should examine our humanity in order to account for who we are and how we feel ourselves in a given place. Only in this manner will sports management students be able to grasp the phenomenology of sport, resulting in a greater comprehension and, as a result, a better and more appropriate professional performance.Regarding the Phenomenological Space of Sport, defined as F3, it was determined that twenty-seven of the students responded (agree), accounting for 90.0% of the responses, while only three responded (neither agree nor disagree), accounting for 10.0% of the responses, and there were no responses of (disagree) or (strongly disagree). Although the concept of phenomenology is not entirely entrenched in the minds of the students, opinions are more consistent when questioned and oriented exclusively to the phenomenological realm of sport. According to the data collected, respondents believe that the Phenomenological Space of Sport is based on perception of space and surrounding images, as well as mental activities that have a direct or indirect influence on this same perception, development, and enrichment of the mental process, thereby actively contributing to sporting performance. On the other side, the intuitive nature of the essence idea and the preceptive characteristics of objects are lauded.

Regarding the conclusions acquired in F4 - "Future Challenges," it is concluded that in the computation of the questions posed, everyone had a response of agreement for all thirty respondents. When asked about sports spaces as elements that enhance sport and that they must be thought of and designed as elements that generate environments, services, programmes, and technology accessible to all, 96.7% of responses were (agree) or (strongly agree). When we focus on accessibility to sports spaces and facilities, and if architectural barriers and sports practise are considered in the thinking inherent in the fundamental principles of accessible architecture for sports areas and spaces, 70, 0% agree with the above. In short, it is common ground that sports spaces are viewed as factors that increase sports performance; the correct usage and reuse of sports spaces is believed to be a dominant aspect in the appeal of sports practise in these current times.In terms of the study's restrictions, the universe of the sample stands out, consisting of only 30 students from the third year of the Sports Management course at the Autonomous University of Lisbon. We understand that the study will be conducted in the near future in a broader context, both inside the different years of the Sports Management course at the Autonomous University of Lisbon (e.g., first and second year) and outside of it.

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