



## Sport Management the Perception of Urbanity In Sport

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### ABSTRACT

The combination between sports and urbanity exposes a complex web of societal influences. Sport in urban contexts has evolved beyond basic physical exercise to become an expression of communal identity and a source of social interaction. The impression of urbanity in sport is thus impacted by urban dynamics, which reflect values, variety, and how the community uses urban space to express itself through sports. Urbanity in sports extends beyond physical boundaries, linking the formation of a cohesive community to the creation of urban narratives that celebrate variety and promote a healthy lifestyle. The urbanity of sport provides a window into the complexities of the relationships between the individual, the community, and the sustainable urban environment. The topic under study, "Sports Management - The perception of urbanity in sport," aims to obtain opinions on aspects related to the concept of urbanity in sport, behaviours, and influence on current sport, from 2nd grade student's 1st year of the Degree in Sports Management at the Autonomous University of Lisbon and 1st year students of the Sports Tourism and Nautical Activities course at the Instituto Polytechnic do Cávado e do Ave - Escola Técnica Superior Profissional, from a multidimensional perspective, with a special focus on the lines of thought and action of urbanity in sport, taking into account a diverse range of factors: urbanity in sport; the environment in sport; behaviours in sport; and future difficulties. The quantitative methodology adopted was descriptive in nature. When asked about the concept of urbanity in sport, which refers to civilised and courteous behaviour in a sporting context, the results showed that the whole universe of students under investigation agreed. Furthermore, the goal was to learn about students' and future sports professionals' perspectives on whether they believe it is necessary for the future of sport to have a better understanding and implementation of urban sport-related factors.

**Keywords:** Sports Management; Sport; Urbanity; Behaviors.

**JEL Codes:** D71, D80, D91, G40.

### RESUMO

A combinação entre desporto e urbanidade expõe uma complexa teia de influências sociais. O desporto em contextos urbanos evoluiu para além do exercício físico básico para se tornar uma expressão de identidade comunitária e uma fonte de interação social. A impressão de urbanidade no desporto é, portanto, impactada pela dinâmica urbana, que reflete valores, variedade e como a comunidade utiliza o espaço urbano para se expressar através do desporto. A urbanidade no desporto estende-se para além das fronteiras físicas, ligando a formação de uma comunidade coesa à criação de narrativas urbanas que celebram a variedade e promovem um estilo de vida saudável. A urbanidade do desporto proporciona uma janela para as complexidades das relações entre o indivíduo, a comunidade e o ambiente urbano sustentável. O tema em estudo, "Gestão do Desporto - A perceção da urbanidade no desporto", tem como objetivo obter opiniões sobre aspetos relacionados com o conceito de urbanidade no desporto, comportamentos e influência no desporto atual, de alunos do 2º ano do 1º ano da Licenciatura em Gestão do Desporto da Universidade Autónoma de Lisboa e alunos do 1.º ano do curso de Turismo Desportivo e Atividades Náuticas do Instituto Politécnico do Cávado e do Ave - Escola Técnica Superior Profissional, numa perspetiva multidimensional, com especial enfoque nas linhas de pensamento e ação da urbanidade no desporto, tendo em conta um conjunto diversificado de fatores: urbanidade no desporto; o ambiente no desporto; comportamentos no desporto; e dificuldades futuras. A metodologia quantitativa adotada foi de natureza descritiva. Quando questionados sobre o conceito de urbanidade no desporto, que se refere ao comportamento



civilizado e cortês num contexto desportivo, os resultados mostraram que todo o universo de alunos investigados concordou. Além disso, o objetivo era conhecer as perspetivas dos estudantes e futuros profissionais do desporto sobre se acreditam que é necessário para o futuro do desporto ter uma melhor compreensão e implementação dos fatores relacionados com o desporto urbano.

**Palavras-Chave:** Gestão do Desporto; Desporto; Urbanidade; Comportamentos.

**JEL Códigos:** D71, D80, D91, G40.

## I. INTRODUCTION

Urbanity in sports is inextricably tied to behaviours and their relationship to current sports. According to Maia (2019), modern sport has grown in importance in today's culture, becoming one of our civilization's key phenomena. Sport is regarded as a global phenomenon, with football being the king sport; however, in recent years, there has been a significant increase in other sports, particularly those that take place in enclosed spaces, which, due to their physical peculiarities, give the show a new tension and dimension, owing largely to the performance of these activities in closed environments. In this context, we begin our exploration of urbanity in sport, focusing on factors related to sporting practice and behaviour, notably at the level of the fan who attends the sporting spectacle, whether in an open environment or a closed place, such as a pavilion. Throughout the inquiry, a wide range of variables/issues related to urbanity in sport, the environment in sport, sport behaviours, and future concerns will be discussed. The research problem is extremely important in determining the methodology to be used when addressing urbanity in sport. It is also intended to understand the complexity of the relationships between the individual, the community, and the sustainable urban environment. The study's topic, "Sports Management - The Perception of Urbanity in Sport," seeks a diverse range of perspectives on factors related to the concept of urbanity in sport, including behaviours and their impact on current sport. The importance of this issue stems from the identification of specific behaviours connected to the intersection of these themes that are deemed interesting to research within the context of professional sports activity. Sports professionals are increasingly working in a wide range of fields, which vary depending on each country's organisation, structure, and politics. Sports professionals have progressively played an

intervening and highly relevant role in today's sports organisations, with a critical awareness of behaviours and phenomena related to the urbanity of modern sport. At the end of the study, the findings will be explained, as well as their importance to future research.

## II. LITERATURE REVIEW

The Individual - According to the literature, there is a particular emphasis on identifying and comprehending certain factors that can explain certain environmentally correct behaviours on the part of individuals in sports (Philipps, M., Ozanne, L.K., Luchs, M.G., Subrahmanyam, S., Kapitan, S., et al. 2013). Sport is a significant factor in the emotional engagement of athletic organisations, teams, companies, and spectators. Combined with these activities, we emphasise the sustainability component, which, according to what we can determine, sports fans are more concerned about environmental issues than non-sport fans (Blaustein, L. Interview GSB: Steve Seiferheld, Turnkey Intelligence, 2019. Among several aspects, we highlight that younger audiences or fans seem to trust their choices and behaviours on pro-environmental issues more than older audiences (Casper, J.M., Mccullough, B.P., Smith, D.M.K., 2021). Recent research has found that initiatives linked to a club's pro-environmental sustainability component have an effective impact on fans' socially, environmentally, and economically favourable behaviours, implying that the fan and the club have a strong affective and emotional bond (Cayola et al., 2023). On the other hand, despite the growing scientific evidence on the relationship between pro-environmental initiatives in sport and fans' pro-environmental decisions, there are significant contributions that clearly express the effectiveness of the sporting context emotionally involved in the adoption of pro-environmental behaviours, such as a verifiable comparison of emotionally involved sports fans versus other audiences.

Behaviour in sport - There are various ideas about sports fans' behaviour, based on what was possible. According to Wann and Branscombe (1993), one of the most crucial factors in our study is an individual's psychological attachment to a team. Team identification is thought to be a loyal, trustworthy, and emotive component of the outcomes acquired from an individual's expression of connection to sport. Fans that are committed to a sport are more likely to favour other fans while cancelling out opposition fans. The team's identity



is linked to self-esteem, and they collaborate to influence supporters' self-presentation behaviour towards sports. In the context of self-esteem processes, we highlight Gong and Wang's (2021) study *Basking in Reflected Glory (BirGing)*, which is based on making fans feel like they are a part of the "team," as designated by a technique that enhances the ego, increases self-esteem in the eyes of others, and fosters an association with other successful individuals. According to Ciladini et al. (1976), BirGing tendencies are backed by three studies. In the first, the researchers discovered that young fans were more likely to wear certain apparel and accessories from their college team to show off their position. In the second and third investigations, researchers conducted experiments utilising telephone questionnaire surveys and discovered that they used the pronoun "we" more frequently while describing a team victory than when discussing a defeat. In short, based on BirGing tendencies, fans tend to despise the so-called rival "team" and support their opponents when their side loses. In this sense, it is regarded as a tactic used by fans to rebuild a good image when their identity is harmed (Branscombe and Wann, 1994; Cildini & Richardson, 1980).

**Collective behaviour in sport** - Collective behaviour in sports refers to how supporters and others interact and react to athletic events. This involves singing chants, demonstrating ardent support, generating an atmosphere in sporting arenas, and, in some situations, more intense demonstrations. Fans' collective behaviour can influence game intensity and even team performance.

**Safety, security and services in sport** - In 2016, the Council of Europe Convention adopted an integrated approach to security, protection, and services at football games and other sports events (Cets no. 218). The signing ceremony took place on July 3, 2016, in Saint-Denis, France, during the UEFA EURO 2016 quarter-finals. The Saint-Denis Convention (2016) aimed to make football matches and other important athletic events safer, more protected, and more friendly to all. The Saint-Denis Convention (2016) is defined as the sole legally enforceable international agreement that establishes institutional collaboration among all parties involved in the organisation of football matches and other sports events. According to the aforementioned document, an integrated approach is advised, with three key pillars: security, protection, and service.

The security - Prevent and lessen the likelihood of violence, criminal behaviour, or

disturbances (think about policing, discourse, and exclusion measures); Individuals and groups that watch or participate in a sporting event should not be injured or exposed to dangers to their health or well-being. Service entails making everyone feel comfortable, respected, and welcome.

**Urbanity in sport** - Urbanity in sports is viewed as a gateway to comprehending the complexities of relationships between the individual, the community, and the urban environment in which they live. Among the individual's different relationships, we emphasise attitude and behaviour. Attitude is a psychological inclination indicated by judging a particular entity with some degree of favour or disfavour (Eagly, AH., Chaiken, S., 1993), whereas behaviours are observable activities carried out by persons (Bechler, CJ., Tormala, Z., Rucker, DD., 2021).

**Sustainability in sport** - From the perspective of the sports consumer, sports organisations are increasingly expected to exhibit sustainable attitudes and behaviours. Sustainability, particularly the balance of environmental, social, and economic factors, is becoming an increasingly important feature of global industry business strategies (Blankenbuehler, M.; Kunz, MB., 2014). However, forecasting specific behaviours in the medium and long run may become more challenging. Regarding sporting sustainability, it is intended that fans who demand the adoption of environmentally friendly behaviours as a result of internalising the team's values practise these behaviours on a daily basis, rather than just because of societal pressure (Samuelson, W., Zeckhauser, R., 1988). Increased marketing of climate measures can favourably affect fan behaviour in sports. According to the same authors, sports organisations that implement environmental sustainability efforts save money while also generating a significant amount of revenue. short, and to follow a guideline throughout this investigation, the following general objective was outlined: "to obtain a broad set of opinions on aspects linked to the concept of urbanity in sport, behaviours, and influence on current sport" from a multidimensional perspective, with particular focus on the lines of thought and action within the scope of the topic under study, taking into account a varied set of factors, such as: urbanity in sport; the environment.

### III. METHODOLOGY

The research style utilised might be described as "applied research," which tries to develop information for practical application in order to solve specific problems (Gil, 2006).



According to the approach, we utilise "quantitative research" in the sense that everything can be counted, which involves transforming ideas and facts into numbers in order to classify and analyse them. It necessitates the application of statistical resources and techniques (percentage, mean, mode, median, standard deviation, correlation coefficient, and others). (Collis and Hussey, 2005). We utilise "descriptive research" to characterise the characteristics of a specific 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 study. Methodology indicated to guide the way in which data is collected when the intention is to describe certain events (Gil, 2006). It is intended for scholars with extensive 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, as precisely as possible, the frequency with which a phenomenon occurs, its relationship and connection to others, as well as its nature and qualities. It develops mostly in the human and social sciences, addressing data and situations that deserve to be studied but are not recorded in records (Cervo; Bervian, 2002). The full procedure of selecting and characterising the population under analysis (sample) will be presented. Next, we describe the method of selecting the instrument for data collection, as well as the strategy for processing the information acquired (data) using certain approaches to eventually identify the final results and discussion generated from the study.

### **SAMPLE**

One of the parts of the research process is determining what we want to examine and who we want to analyse, known as the target population. Based on this clarification, and given the impossibility of analysing the entire population for various reasons, a group of the sample was identified, namely, students in the second year of the Degree in Sports Management at the Autonomous University of Lisbon and students in the first year of the Sports Tourism and Nautical Activities course at the Instituto Polytechnic do Cávado e do Ave - Escola Técnica Superior Profissional - Esposende, curricular year 2023/2024. It was feasible to collect a valid sample of twenty-seven students.

### **INSTRUMENT**

The instrument utilised in the current study was a questionnaire survey, which was made possible by the students' proximity in the classroom in the aforementioned groups. According to Batista, Moreira, Rodriguez, and Silva (2021). The instrument (questionnaire survey) was designed with a 5-point Likert scale. It allowed us to discover several points of view on a specific topic. The Likert scale combines psychology with applied statistics, making it applicable to a variety of studies. It is a measurement instrument that can derive qualitative insights from quantitatively structured situations. The research employed a Likert scale with the following assessment levels: entirely disagree = 1; disagree = 2; neither agree nor disagree = 3; agree = 4; I totally agree = 5. The questionnaire is divided into two parts: the first section contains sociodemographic questions about the students being studied (age, gender, household, place of residence, athlete, nationality), and the second section contains four groups distributed across several items suggested to measure the study variables, which are broken down as follows: F1 - Urbanity in sport (6 items); F2 - The environment in sport (4 items); F3 - Behaviours in sport (6 items); F4 - Future challenges (3 items). After a careful and demanding analysis, independent and dependent variables were defined that have the necessary and appropriate dimensions to find answers to the objectives of this research, as well as for objective data collection and framed with the topic under study. According to 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". According to Sousa and Batista (2014, p.49), the dependent variable refers to the results obtained through research processes and directly reflects the desired responses. Several variables were chosen to provide a direct answer, as well as others that allow them to be related to one another, in order to explore and describe the various aspects under research. The variables were chosen and used in the questionnaire survey.

### **PROCEDURES**

Respondents were recruited from students in the second year of the Degree in Sports



Management at the Autonomous University of Lisbon, as well as students in the first year of the Sports Tourism and Nautical Activities course at IPCA - Escola Técnica Superior Profissional - Esposende, during the academic year 2023/2024. After developing a pre-test for a select set of students, questionnaires were created at the start of the second semester of the 2023/24 academic year, and all questionnaires were completed by students, yielding a final sample of twenty-seven valid questionnaires. The collection took place during the school year in order to include the greatest number of pupils possible. All respondents were told in advance about the objective of the study, and they participated actively and voluntarily, protecting their anonymity and confidentiality.

#### DATA PROCESSING

The results collected from the questionnaire survey were input and tallied in Microsoft Excel. The arithmetic mean of the observed values for each study variable was also determined. The data were then transferred to the statistical analysis programme Jamovi version 1.6.23, where descriptive analyses were performed, namely frequencies, measures of central tendency, and dispersion. The Boxplot graphical representation was used to show the distribution's extremes and quartiles. Cronbach's Alpha, which is

commonly used to examine the intercorrelation between items proposed to measure a specific variable, was used to assess reliability and internal consistency. The Shapiro-Wilk non-parametric test was also used to see if the variables followed a normal distribution. The Spearman test was also employed to assess the degree of correlation and relationship among the variables.

#### ANALYSIS AND DISCUSSION OF RESULTS

Sociodemographic profile of students - The sociodemographic analysis indicates some variation between students in the second year of the Degree in Sports Management at the Autonomous University of Lisbon and students in the first year of the Sports Tourism and Nautical Activities course at IPCA - School Higher Professional Technique - Esposende, curricular year 2023/2024), with regard to a varied set of items, namely: AGE indicator - the findings show a minimum recorded age of 18 and a maximum of 47 years. In terms of measures of central tendency, it is worth noting that the most commonly repeated age was 20 years for both genders. The mode (Mo=20) for men and (Mo=20) for women. The documented average was (Me=22.5) years for men and (Me=26.0) for women. The median value for both genders was (Md=20.0), as shown in Table 1.

Table 1 - Age

Age	Gender	N	Mean	Mode	Median	Standard Deviation	Min	Máx
	M	24	22.5	20.0	20.0	6.69	18	47
	F	3	26.0	20.0	20.0	10.39	20	38

Source: Jamovi (2024)

The data shown in table 1 are significant with regard to the greater propensity for young men and fewer young women in areas of university study linked to sport. With regard to the "Shapiro-Wilk" normality test for the group of students under analysis, a value of  $w=0.958$  and  $p<0.400$  for

males was obtained, higher than  $p<0.05$ . For the female gender, a value of  $w=0.991$  and  $p<0.817$  was obtained, also higher than  $p<0.05$ , concluding that for the quantitative variable in both genders, both presents a normal distribution, as expressed in Table 2.

Table 2 - Variable normality test gender "Shapiro-Wilk"

Id_Student	Shapiro-Wilk			
	Gender	N	W	P
	M	24	0.958	0.400
F	3	0.991	0.817	

Source: Jamovi (2024)





Regarding the “Shapiro-Wilk” normality test, based on stratified analysis (age/household/gender), it was possible to verify a record of variation in p-values, a value of  $p < 0.001$  was obtained for both the female gender as for the

male gender, which indicates that the variable does not present a normal distribution. In the household, for males there is a normal distribution supported by  $p < 0.006$ . These data are presented in Table 3.

Table 3 - Normality test (age/household/gender) "Shapiro-Wilk"

								<i>Shapiro-Wilk</i>	
	Gender	N	Mean	Mode	Standard Deviation	Min	Máx	W	P
Age	M	24	22.54	20.00	6.69	18	47	0.613	<0.001
	F	3	26.00	20.00	10.39	20	38	0.750	<0.001
Household	M	24	3.13	4.00	1.33	1	7	0.874	<.0006
	F	3	3.33	4.00	1.15	2	4	0.750	<0.001

Source: Jamovi (2024)

HOUSEHOLD - With regard to the household, and taking into account the sample studied, it appears that students predominantly live in households made up of a maximum of four individuals, around 40.7% of the sample studied. It appears that just one student who lives in a family context with seven individuals, corresponds to 3.7% of the

sample. There is also a group of 7 students who live in a family with 3 individuals, corresponding to 25.9%. In the household with the greatest representation, we have a Mean ( $Me=15.09$ ), Mode ( $Mo=1.00$ ) and a Median (1.00), as expressed in Table 4.

Table 4: Household

	Household	N	Mean	Mode	Median
Id	1	3	6.33	2.00	4.00
	2	5	13.60	3.00	3.00
	3	7	15.71	6.00	6.00
	4	11	15.09	1.00	1.00
	7	1	15.00	15.00	15.00

Source: Jamovi (2024)

RESIDENCE - Regarding area of residence, it appears that in the universe of 27 students, the majority do not reside in the municipality of Lisbon, only 16 corresponding to 59.3% of the sample, while 40.7% corresponding to 11

individuals, reside in the municipality of Lisbon. Verification of a balance between students residing outside and within the municipality of Lisbon, Table 5.

Table 5: Table of residence frequencies

Residence in Lisbon	Counts	%	%
		Total	Cumulative
Yes	11	40.7%	40.7%
No	16	59.3%	100.0%

Source: Jamovi (2024)



NATIONALITY - As far as nationality is concerned, there are no doubts whatsoever, the results indicate that 100.0% of students have Portuguese nationality, as expressed in Table 6.

Table 6: Table of nationality frequencies

Nacionality	Counts	% Total	% Cumulative
Portuguese	27	100.0%	100.0%

Source: Jamovi (2024)

Frequency analysis was performed, namely on the absolute and relative frequencies of the data gathered. The mean, median and mode, standard deviation, variance, maximum, and minimum were all calculated on a continuous basis. Statistical methods are frequently employed in exploratory data analysis to uncover trends that may be concealed in grouped data. This study supports evaluating the quality of the data collected.

### F1 - URBANITY IN SPORT

F1 - "Urbanity in Sport" was proposed in this study to quantify the variables linked with: In response to Question Q1 - "Does the concept of urbanity in sport respect civilised and courteous behaviour in the sporting context?", around 3.7% of respondents responded (I absolutely agree); 59.3% responded (agree); 29.6% responded (neither agree nor disagree); and just two individuals had a differing perspective. In this approach, we can conclude that the majority of students believe that the concept of sport is linked to civilised behaviour in the sporting context (Table 7 - Q1).

Table 7 - Q1

Q1 - Frequencies			
Q1	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I Disagree	1	3.7%	3.7%
I do not agree nor disagree	8	29.6%	37.0%
Agree	16	59.3%	96.3%
I totally agree	1	3.7%	100.0%

Source: Jamovi (2024)

The second question is, "Collective behaviour is generated by individuals who participate and are part of the group, and the social identity of the group is related to the personal identity of each one, rejecting the idea that the crowd is homogeneous?", 51.9% of respondents agreed, 29.6% agreed but did not disagree, 14.8% disagreed, and only one replied fully disagreed. In light of the results obtained, doubts remain about

the question posed, as only 51.9% agreed and the remaining 48.10% responded that they had no opinion or disagreed that the social identity of the group is related to the personal identity of each individual, rejecting the idea that the crowd is homogeneous?", Table 8 - Q2.



Table 8 - Q2

Q2 - Frequencies			
Q2	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I Disagree	4	14.8%	18.5%
I do not agree nor disagree	8	29.6%	48.1%
Agree	14	51.9%	100.0%

Source: Jamovi (2024)

The 3rd question is, "Are risk behaviours and their study seen as enhancing elements in the safety management of a sporting event?", 29.6% of respondents said they absolutely agreed, 59.3% said they agreed, 7.4% said they didn't agree or

disagree, and one said they completely disagreed. According to the results, about 88.9% of students believe that risk behaviours are aspects that improve safety in the organisation of sporting events (Table 9 - Q3).

Table 9 - Q3

Q3 - Frequencies			
Q3	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I do not agree nor disagree	2	7.4%	11.1%
Agree	16	59.3%	70.4%
I totally Agree	8	29.6%	100.0%

Source: Jamovi (2024)

The 4th question is: "Used well, can sport teach resistance and encourage fair play and respect for the rules, a coordinated effort and group subordination?", The question elicited favourable responses from 92.6% of respondents. In short, the

majority of students feel that, when utilised appropriately, athletics can teach resistance and foster respect for the rules, often known as fair play (Table 10 - Q4).

Table 10 - Q4

Q4 - Frequencies			
Q4	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I disagree	1	3.7%	7.4%
Agree	10	37.0%	44.4%
I totally Agree	15	55.6%	100.0%

Source: Jamovi (2024)





The question is: "Improperly used, can sport stimulate personal vanity, the obsessive desire for victory and hatred of rivals?", 33.3% of respondents said they completely agreed, 48.1% said they agreed, 11.1% said they didn't agree or

disagree, and only two said they fully disagreed. Again, we receive a generalised perspective that misused sport can lead to unsuitable behaviours (obsession, hostility, etc.), as shown in Table 11 - Question 5.

Table 11 - Q5

Q5 - Frequencies			
Q5	Counts	% Total	% Cumulative
I totally disagree	2	7.4%	7.4%
I do not agree nor disagree	3	11.1%	18.5%
Agree	13	48.1%	66.7%
I totally Agree	19	33.3%	100.0%

Source: Jamovi (2024)

The following is a question: "Do urbanity in sport and school pedagogy have an intrinsic relationship, insofar as they both play crucial roles in the integral development of individuals?", 18.5% of respondents said they entirely agreed, 59.3% said they agreed, 14.8% said they didn't agree or

disagree, and only two students said they disagreed completely. Once again, more than half of respondents feel that sport and school teaching play an essential role in individual development and should be considered a basic component in sports promotion (Table 12 - Q6).

Table 12 - Q6

Q1 - Frequencies			
Q6	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I Disagree	1	3.7%	7.4%
I do not agree nor disagree	4	14.8%	22.2%
Agree	16	59.3%	81.5%
I totally agree	5	18.5%	100.0%

Source: Jamovi (2024)

As the study progresses, we hope to discover what relationship exists between question Q1 - "Does the concept of urbanity in sport respect civilised and courteous behaviour in the sporting context?" The third question is, "Are risk behaviours and their study seen as enhancing elements in the safety management of a sporting event?". To determine the correlation between these two variables, we utilised the "Pearson" non-

parametric correlation matrix, which produced the following results: Table 13 shows a substantial correlation ( $p=0.345<0.005$ ) between Q1 and Q3, with a Pearson's R value of 0.189, which is significantly higher than zero. On the other hand, we also correlate question Q2 - Collective behaviour is generated by the individuals who participate and are part of the group, given that the social identity of the group is related to the



personal identity of each one, rejecting the idea that the crowd is homogeneous?" with question Q6 - "Do urbanity in sport and school pedagogy have an intrinsic relationship, insofar as they both play crucial roles in the integral development of individuals?" We once again used the "Pearson"

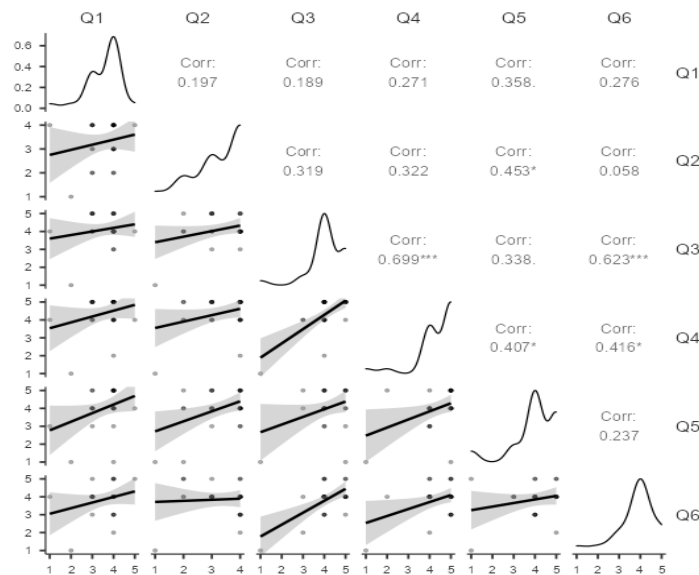
non-parametric correlation matrix, where it was possible to obtain the following results: Table 13 and graph 1 show a significant association ( $p=0.775 < 0.005$ ) between Q2 and Q6, with a Pearson R value of 0.058 (moderately far from zero).

Table 13: Matrix of corrections from Q1 to Q6

		Q1	Q2	Q3	Q4	Q5	Q6
Q1	R de Pearson	—					
	p-value	—					
Q2	R de Pearson	0.197	—				
	p-value	0.326	—				
Q3	R de Pearson	0.189	0.319	—			
	p-value	0.345	0.105	—			
Q4	R de Pearson	0.271	0.322	0.699	—		
	p-value	0.172	0.101	<.001	—		
Q5	R de Pearson	0.358	0.453	0.338	0.407	—	
	p-value	0.067	0.018	0.085	0.035	—	
Q6	R de Pearson	0.276	0.058	0.623	0.416	0.237	—
	p-value	0.163	0.775	<.001	0.031	0.234	—

Source: Jamovi (2024)

Graphic 1: Matrix of corrections from Q1 to Q6



Source: Jamovi (2024)

## F2 - THE ENVIRONMENT IN SPORT

Variable F2 - "The environment in sport", in response to Question Q7 - "Does sport involve a search for pleasure and an attempt to escape routine through the emotional excitement it can cause us?",

29.6% responded (totally agree), 63.0% responded (agree). Table 14 - Q7.C illustrates that a substantial number of respondents have a positive attitude on the subject asked.



Table 14 - Q7

Q7 - Frequencies			
Q7	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I do not agree nor disagree	1	3.7%	7.4%
Agree	17	63.0%	70.4%
I totally agree	8	29.6%	100.0%

Source: Jamovi (2024)

Question Q8 - "Does sport allow the individual to release tensions accumulated in their daily lives?" received 59.3% of responses (totally agree), 33.3% (agree), 3.7% (neither agree nor disagree), and only

one student (completely disagree). In general, the majority agrees that sports allow people to release tensions that have built up in their daily lives (Table 15 - Q8).

Table 15 - Q8

Q8 - Frequencies			
Q8	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I do not agree nor disagree	1	3.7%	7.4%
Agree	9	33.3%	40.7%
I totally agree	16	59.3%	100.0%

Source: Jamovi (2024)

Question Q8 - "Does sport allow the individual to release tensions accumulated in their daily lives?" received 59.3% of responses (totally agree), 33.3% (agree), 3.7% (neither agree nor disagree), and only one student (completely disagree). In general, the majority agrees that sports allow people to release tensions that have built up in their daily lives (Table 15 - Q8).

Table 16 - Q9

Q9 - Frequencies			
Q9	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I do not agree nor disagree	9	33.3%	37.0%
Agree	13	48.1%	85.2%
I totally agree	4	14.8%	100.0%

Source: Jamovi (2024)

Question Q10 - "Is risky behaviour always associated with the sporting environment?" received responses of approximately 11.1% (totally agree), 44.4% (agree), 25.8% (neither agree nor disagree), and 18.5% (disagree).



In short, it appears that more than 50.0% of respondents believe there are harmful behaviours related with sports (Table 17 - Q10).

Table 17 - Q10

Q10 - Frequencies			
Q10	Counts	% Total	% Cumulative
I Disagree	5	18.5%	18.5%
I do not agree nor disagree	7	25.9%	44.4%
Agree	12	44.4%	88.9%
I totally agree	3	11.1%	100.0%

Source: Jamovi (2024)

Continuing the study, and based on the second group of questions F2, we sought to find out what correlation exists between: Question Q7 - "Does sport involve a search for pleasure and an attempt to escape routine through the emotional excitement that this can you cause us?" and Question Q9 - "Does the research, collection and

analysis of sports information contribute to the prevention of acts considered violent in sport?", we used the "Pearson" non-parametric correlation matrix, where it was possible to obtain the following results: Table 18 and graph 2 show a significant association ( $p=0.619<0.005$ ) between Q6 and Q7, with a Pearson R value of 0.095.

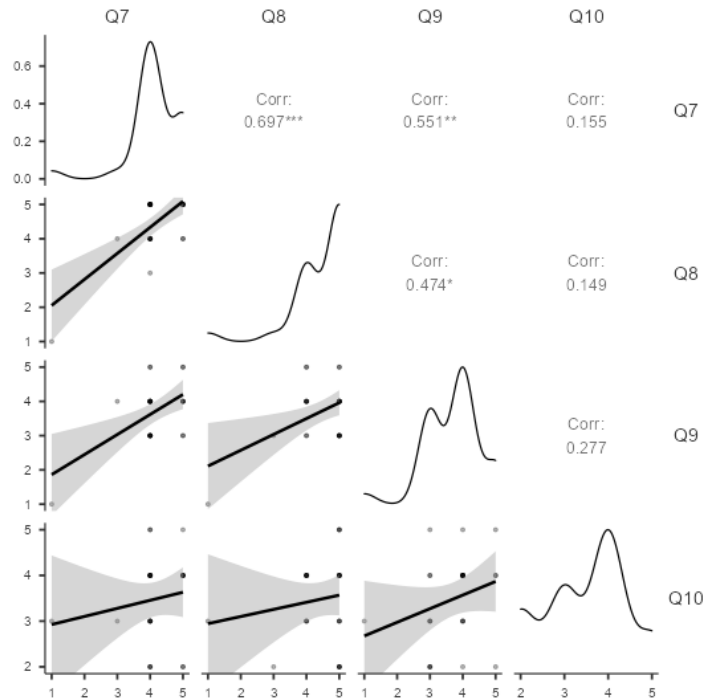
Table 18: Matrix of corrections from Q7 to Q10

		Q7	Q8	Q9	Q10
Q7	R de Pearson	—			
	p-value	—			
Q8	R de Pearson	0.697	—		
	p-value	< .001	—		
Q9	R de Pearson	0.551	0.474	—	
	p-value	0.003	0.012	—	
Q10	R de Pearson	0.155	0.149	0.277	—
	p-value	0.442	0.459	0.162	—

Source: Jamovi (2024)



Graphic 2: Matrix of corrections from Q7 to Q10



Source: Jamovi (2024)

### F3 - BEHAVIORS IN SPORT

The variable F3 - “The Phenomenological Space and Sport”, regarding: Question Q11 - “Does an individual who finds himself in a crowd at a sports venue lose the feeling of individuality and responsibility?”, around 3.7% of respondents responded (totally agree), 14.8% responded (agree),

around 44.4%, responded (neither agree nor disagree), 29.6% responded (disagree) and only two respondents responded (completely disagree). We were able to see that the majority of students do not have an opinion on the question asked, Table 19 - Q11.

Table 19 - Q11

Q11 - Frequencies			
Q11	Counts	% Total	% Cumulative
I totally disagree	2	7.4%	7.4%
I Disagree	8	29.6%	37.0%
I do not agree nor disagree	12	44.4%	81.5%
Agree	4	14.8%	96.3%
I totally agree	1	3.7%	100.0%

Source: Jamovi (2024)

Question Q12 - "Does the individual act differently when isolated than when he or she is in a crowd?" The data obtained shows that 25.9% of respondents responded (totally agree), approximately 63.0% responded (agree), 7.4% responded (neither agree nor disagree), and only one respondent responded (disagree). Based on





the results, we discovered that the majority of students, more than 50%, have a positive impression about the question asked (Table 20 - Q12).

Table 20 - Q12

Q12 - Frequencies			
Q12	Counts	% Total	% Cumulative
I Disagree	1	3.7%	3.7%
I do not agree nor disagree	2	7.4%	11.1%
Agree	17	63.0%	74.1%
I totally agree	7	25.9%	100.0%

Source: Jamovi (2024)

Question Q13 - "Does the group mentality that is generated due to the fact that the crowd transmits an idea of anonymity; the idea that the actions taken by individuals are group actions and that, as such, there are no consequences, a feeling of impunity?", the results show that 14.8% of

respondents responded (totally agree), 48.1% responded (agree), 22.2% responded (neither agree nor disagree), 11.1% responded (disagree), and only one respondent responded (totally disagree). The majority of respondents agree with the question stated (Table 21 - Q13).

Table 21 - Q13

Q13 - Frequencies			
Q13	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I Disagree	3	11.1%	14.8%
I do not agree nor disagree	6	22.2%	37.0%
Agree	13	48.1%	85.2%
I totally agree	4	14.8%	100.0%

Source: Jamovi (2024)

Question Q14 - "Does the "non-deindividuated" crowd allow the individual to show their true self in a more intense way?" yielded the following responses: 7.4% (totally agree), 25.9% (agree), 48.1% (neither agree nor disagree), and 18.5% (disagree). In short, the majority of respondents have no opinion on the topic posed in Table 22 - Q14.

Table 22 - Q14

Q14 - Frequencies			
Q14	Counts	% Total	% Cumulative
I Disagree	5	18.5%	18.5%
I do not agree nor disagree	13	48.1%	66.7%



Agree	7	25.9%	92.6%
I totally agree	2	7.4%	100.0%

Source: Jamovi (2024)

Question Q15 - "Do crowds allow themselves to be guided only by emotions and instincts?" yielded the following responses: 3.7% (absolutely agree), 18.5% (agree), 44.4% (neither agree nor disagree), 29.6% (disagree), and 3.7% (totally disagree). In light of the findings, there is a disparity in viewpoint; when asked about the function of crowds, they allow themselves to be driven only by their emotions (Table 23 - Q15).

Table 23 - Q15

Q15 - Frequencies			
Q15	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I Disagree	8	29.6%	33.3%
I do not agree nor disagree	12	44.4%	77.8%
Agree	15	18.5%	96.3%
I totally agree	1	3.7%	100.0%

Source: Jamovi (2024)

Question Q16 - "Is collective behaviour regulated by norms based on distinctive actions that arise in a crowd that is initially exempt from norms?" yielded 33.3% (agree), 55.6% (neither agree nor disagree), and 11.1% (disagree). Based on the data, it appears that the majority of respondents have a positive attitude towards the subject asked (Table 24 - Q16).

Table 24 - Q16

Q16 - Frequencies			
Q16	Counts	% Total	% Cumulative
I Disagree	3	11.1%	11.1%
I do not agree nor disagree	15	55.6%	66.7%
Agree	9	33.3%	100.0%

Source: Jamovi (2024)

Based on the responses provided in F3, we attempted to determine, for example, the relationship between question Q11 - "Does an individual who finds himself in a crowd in a sports space lose the feeling of individuality and responsibility?" And the question Q16, which reads: "Is collective behaviour regulated by norms based on the distinctive actions that arise in a

crowd that is initially exempt from norms?" To determine the correlation between these two variables, we also employed the "Pearson" non-parametric correlation matrix, which produced the following results: Table 25 and graph 3 show a substantial association ( $p=0.159 < 0.005$ ) between Q11 and Q16, with a Pearson correlation coefficient of 0.279 (far from zero).

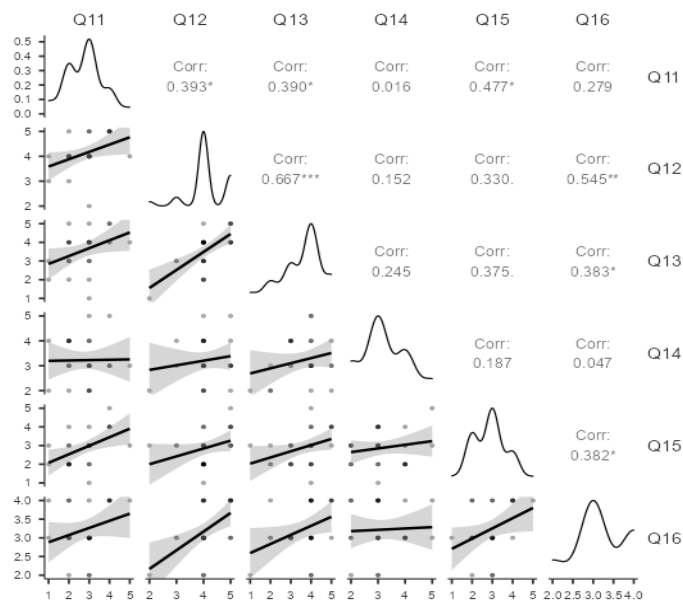


Table 25: Matrix of corrections from Q11 to Q16

		Q11	Q12	Q13	Q14	Q15	Q16
Q11	R de Pearson	—					
	p-value	—					
Q12	R de Pearson	0.393	—				
	p-value	0.042	—				
Q13	R de Pearson	0.390	0.667	—			
	p-value	0.044	< .001	—			
Q14	R de Pearson	0.016	0.152	0.245	—		
	p-value	0.936	0.450	0.219	—		
Q15	R de Pearson	0.477	0.330	0.375	0.187	—	
	p-value	0.012	0.093	0.054	0.351	—	
Q16	R de Pearson	0.279	0.545	0.383	0.047	0.382	—
	p-value	0.159	0.003	0.049	0.815	0.049	—

Source: Jamovi (2024)

Graphic 3: Matrix of corrections from Q11 to Q16



Source: Jamovi (2024)

#### F4 - FUTURE CHALLENGES

Variable F4, which stands for "Future Challenges": Question 17: "Do you consider a careful analysis of the assessment of dynamic risks associated with sporting events to be relevant in the

future?" Approximately 40.7% of respondents responded (absolutely agree), 44.4% responded (agree), 11.1% did not have an opinion, and only one student said (totally disagree), accounting for 3.7%. Table 26: Q17.



Table 26 - Q17

Q17 - Frequencies			
Q17	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I do not agree nor disagree	3	11.1%	14.8%
Agree	12	44.4%	59.3%
I totally agree	11	40.7%	100.0%

Source: Jamovi (2024)

Question Q18 - "Should the sports system in the future have a decisive role in the personal and social development of young people, in the development of life skills, in moral education, and in the development of character?" The results show that 55.6% of respondents responded (completely agree), 37.0% responded (agree), 3.7% responded

(neither agree nor disagree), and 3.7% responded (completely disagree). According to the findings, the majority of respondents have a positive attitude on the asked topic, which is that the sports system should play a significant role in the personal and social development of young people in the future (Table 27 - Q18).

Table 27 - Q18

Q18 - Frequencies			
Q18	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
I do not agree nor disagree	1	3.7%	7.4%
Agree	10	37.0%	44.4%
I totally agree	15	55.6%	100.0%

Source: Jamovi (2024)

Question Q19 - "Does the future of sport require a better understanding and application of aspects related to sporting urbanity?" yielded 29.6% (completely agree), 66.7% (agree), and only one (absolutely disagree). Based on the data, it appears that the majority of respondents have a positive attitude towards the question asked (Table 28 - Q19).

Table 28 - Q19

Q19 - Frequencies			
Q19	Counts	% Total	% Cumulative
I totally disagree	1	3.7%	3.7%
Agree	18	66.7%	70.4%
I totally agree	8	29.6%	100.0%

Source: Jamovi (2024)



Based on the responses in F4, we wanted to know, for example, what relationship existed between question Q17 - "Do you think it is important in the future to carefully analyse the assessment of dynamic risks associated with sporting events?" and Q18 - "Should the sports system in the future have a decisive role in the personal and social development of young people,

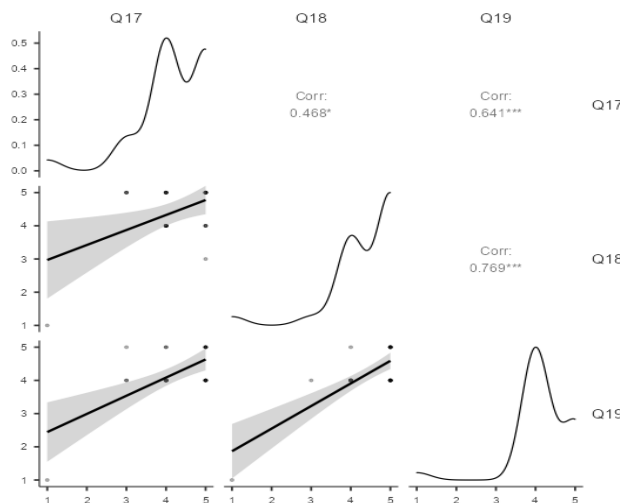
the evolution of life skills, moral education, and the development of character?", we utilised the non-parametric correlation matrix from "Pearson", the results show a strong correlation ( $p=0.014 < 0.005$ ) between Q17 and Q18, with a Pearson's R value of 0.468 indicating a good connection (Table 29 and graphs 4 and 4).

Table 29: Matrix of corrections from Q17 to Q19

		Q17	Q18	Q19
Q17	R de Pearson	—		
	p-value	—		
Q18	R de Pearson	0.468	—	
	p-value	0.014	—	
Q19	R de Pearson	0.641	0.769	—
	p-value	<.001	<.001	—

Source: Jamovi (2024)

Graphic 4: Matrix of corrections from Q17 to Q19



Source: Jamovi (2024)

Following an investigation of the frequency of answers to the statements presented (items proposed for measuring the research variables). In terms of central tendency, the mean and median values for all variables in this study were found to be 3. In relation to the mode, the most common value is 3 (I do not agree or disagree). The least observed values range from 1 (completely disagree) to 4 (agree). The data also demonstrates that the sample includes some extremes between the highest and minimum values, which supports a certain degree of data dispersion. Reliability and internal consistency analysis

(Cronbach's Alpha): Internal consistency is commonly tested using the Cronbach's Alpha Coefficient, which is produced by pairing correlations between items. According to Almeida, Santos, and Costa (2010). It can be said that Cronbach's Alpha is the average of the correlations of the items that are part of an instrument (Almeida et. al., 2010). The internal consistency index varies between 0 and 1. As a rule, a degree of consistency of  $\alpha > 0.7$  is expected for reliability to be acceptable; the critical value proposed by (Nunnally, 1978) was taken as a reference. If values in the order of 0.8 and 0.9 are observed, this





indicates a high degree of acceptance. Values in the order of 0.50 are accepted, however if less than 0.21 means poor consistency, they are not accepted. In summary, it can be seen in the following table

that the degree of internal consistency of the Likert items proposed to measure the variables of this study has a value of 0.675, which means an acceptable degree of reliability, Table 30.

Table 30 - Cronbach's alpha coefficient (F1, F2, F3, F4)

Scale reliability statistics				
	Mean	Standard deviation	$\alpha$ de Cronbach	$\phi$ de McDonald
Scale	2.89	0.340	0.675	0.684

Source: Jamovi (2023)

#### IV. CONCLUSIONS

This investigation aimed to obtain opinions on aspects linked to the concept of urbanity in sport, behaviours, and influence on current sport, from students in the 2nd year of the Degree in Sports Management at the Autonomous University of Lisbon and 1st year students of the Sports Tourism and Nautical Activities course at the Instituto Polytechnic do Cávado e do Ave - Escola Técnica Superior Profissional - Esposende., from a multidimensional perspective, with particular focus on the lines of thought and action of urbanity in sport, taking into account a varied set of factors: urbanity in sport; the environment in sport; behaviours in sport; future challenges. In a more summarized way, for each of the groups of questions raised, F1, F2, F3 and F4, a combination of individualized responses was obtained, on which it was possible to draw the following conclusions: from the overall twenty-seven respondents to the set of questions asked in variable F1 - "Urbanity in sport", it is concluded that in twenty-seven responses, nineteen responded (neither agree nor disagree) corresponding to 70.4% of the responses. According to the research, the majority of students believe that urbanity in sport has an impact on sporting behaviour. According to the findings in F2 - "The Environment in Sport," the majority of students responded (neither agree nor disagree), accounting for 85.2% of the replies. This prompts us to think more deeply about the environment in sports, particularly in terms of enjoyment, leisure, and so on. Regarding sports behaviours, designated as F3, it was determined that seventeen students answered (neither agree nor disagree), accounting for 63.0% of the replies, while seven students disagreed, accounting for 25.9% of the responses. According to the statistics gathered, the majority of students do not have a firm stance on the subject of athletic behaviour. In this context, it is believed that more work needs to be done in order to prioritise the topic of sports behaviour. Regarding the

conclusions obtained in F4 - "Future Challenges," for all twenty-seven respondents, it is concluded that in the calculation of the questions asked, answers were obtained (neither agree nor disagree - 38.5%) and (disagree - 61.5%), leading us to conclude that students have little faith in the future, particularly when it comes to sports behaviour.

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