

## 171 - LEISURE REPRESENTATIONS AND PRACTICES OF PHYSICAL EDUCATION UNIVERSITY PROFESSORS

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### INTRODUCTION

It may be noted that leisure, and many of its functions, has three high-profile: relax, have fun and develop (CAMARGO, 1998; LOMBARDI, 2005; MARCELLINO, 1995; MELO e ALVES JÚNIOR, 2003; MOTA, 1997) and all these functions are equally important and should be valued and experienced by humans as far as possible, according needs and choices. However, for the preparation of literature review and consolidation of the objectives of this study the approach will be especially on the role of leisure development, especially because we believe in the contribution of leisure for the development of good educators.

Camargo (1998) states that the word leisure, and not fun, for example, may have an explanation: the term leisure reflects the hope in the existence of the use of free time for the full development of person not only inconsequential fun. Thus, the ongoing personal and social development is a process that does not occur in a vacuum, but in the work / study and leisure time, in social contexts. What makes these social times fundamental to the development of humanity and topics of interest to this investigation.

Marcellino (1997) considers leisure a prime opportunity to experience the values that bring change and opens the possibility of changes in moral and intellectual, necessary to implement a new social order. It is a space for cultural participation, where people create and enjoy culture.

Within this context, this study will address the representations and leisure practices of considered good professors of physical education by the community surveyed. In this direction, will be traveled two paths: one, the cognitive-based thoughts (representations) and other, the practice, based on the actions of teachers (practices) to achieve the goal: to understand the representations and leisure practices of good professors, aimed at building knowledge that can be useful in understanding the profession and teacher training in the area.

The questions that guided this study were: What are the representations and leisure practices of university professors of physical education investigated? What are the leisure profile of these professors?

### METHODOLOGY

This paper is part of a qualitative research. This is a study of interpretive slant, where the observations and interviews are the key areas of interest and methodologic analysis. The research is based on making a diagnosis of what was observed: it was collected, described and interpreted and now presents information about a reality without interfering on it (GIL, 1994). The interest center of this research is not what teachers should do, but what they really do, taking the research to daily practices, trying to avoid points of order and normative moralizing about teaching (TARDIF e LESSARD, 2005). The research embodied in lives history, narrated by the professors investigated and valued by them - is an authorized portrait. The histories cover four different aspects of life of each investigated: personal, social, professional and leisure. For this article, we chose to emphasize the leisure aspect.

### FOUR PROFESSORS AND THEIR LEISURE REPRESENTATIONS AND PRACTICES

Below, we briefly present the investigated professors, starting with the fictitious name and, subsequently, reporting their leisure representations and practices. The text is interspersed by the professor speech teacher, who appears between "" and in italics. All of them are married, have children, have extensive academic experience and work more than 12 years at the university where the study was conducted. Moreover, they have lots of academic publications, projects and researches and participate in various activities at the institution.

Henrique has almost 50 years and one of his main concerns is maintaining the quality of life, which appears at various moments of his speech. He lives in a house near the workplace, where he invites people to get together, takes gardening and cares his pets.

About what he does in his leisure time he commented: *"There's nothing sketchy ... I would say that my leisure is essentially domestic (...) say it's a professional matter, since I study media and I see a lot of television ... But I like it too"*. He watches a lot of documentaries and cited one of these during the interview, commenting on the production of work, the aesthetics, the ideology of the assembly, demonstrating that his leisure is related in some way to work and also, of course, your personal style, someone who likes to read, write, discuss.

He admits that sometimes work and leisure are mixed, but not intentionally. He enjoys reading, living with family and barbecues. *"(...) I have a dog who is my partner to walk (...) almost every late afternoon I take a walk with him"*.

According to the teacher, leisure may happen at other times of life, not just in free time, and it happens, "... for example, how do I describe a pleasant situation to see a group operating as we have here (referring to his study group)". It is ludic, that is, in terms of aesthetics and perception, it is ludic. And further, *"From the sociological point of view, it is out of the concept of leisure, it is work"*.

Another feature of Henrique's leisure is not to admit the idea of duty, considering that certain leisure activities themselves become almost an obligation and, therefore, in the using of his free time he does not believe any routine activity, such as attending a gym, practice a sport systematically, collectig something, join a formal group of leisure, among others.

Regarding the balance between leisure and working time, he reflects that he is beginning to strike a balance, something that he had more difficult time ago. What contributed to the establishment of this perception of balance is his personal choice for more satisfying work and careful to not let press by co-workers, taking on more administrative positions.

Margarida is 42 years old and is extremely active, she practices gymnastics, volleyball, hiking, all these activities with some frequency and, sometimes riding a bicycle. She is very sociable and has many and varied social groups ranging from the group of parents of her children up to colleagues in their own co-workers and colleagues of her husband.

For her, leisure is a time for herself, to be with family and to do activities you enjoy, citing volleyball, receiving friends and relatives, traveling, staying at home to track, to go out, to go to the movies, reading, listening to music, watching movies, playing, eating pizza, talking with friends, "... everything that runs routine work ...".

Although valued, played with intensity and diversity of practices, fundamental questions of leisure, according to Camargo (1998), to Margarida, especially after its entry into adult life, your leisure is deeply marked by the lack of time to enjoy it.

Factors cooperating / collaborating for this situation are the children such as: *"I love going to the beach, both my husband and I. In summer, we practically go every Saturday and Sunday. As the children are entering adolescence and do not want to wake up early"*, also, at this age are very dependent on the presence and active supervision of parents and, work overload.

Margarida has experienced an imbalance between their times of work, leisure and social obligations. On the one hand, his speech is permeated by reflections on the need to change behavior, to rethink life. At the same time, comments on the activities that fail to do despite the routine committed to the care dedicated to children and overwork.

Another point about the teacher's leisure is that some of her activities, like going out at night, traveling with her husband, programs without the children, depend on prior planning, do not occur naturally, but planned. Some examples: *"There was a maid who slept at home, I had already organized for her sleep on Saturday and Sunday; I called my mother to stay with the children and we were four days in ..."*.

Netuno is 51 years old and he considers that leisure is usually done without programming, something which happens naturally, as a free abstraction. He sums up his idea in the word insight - "You have an insight and ok, it is leisure. No explanation".

The professor said he did not face barriers in achieving their leisure activities, but concluded that he practices leisure outside of working hours. At work he might even have fun, doing what you like, with spontaneity, however, needs to be programmed. What happens sometimes is being in the workplace and have leisure time, as in this example: *"(...) when I come here early in the morning to work (referring to the university) and suddenly I gives an insight, I'll walk, as I was today, I walked, I observed the Campus ..."*.

His leisure is more frequent when your life is well resolved, *"(...) the leisure calibrate my life. When it appears it's because I'm fine"*. Finally, he notes that leisure has an impact at work and the work has an impact on leisure, being associated with "peace of mind" that will spread in their daily actions.

Netuno practices two activities that considers leisure: surfing, which is alone and whenever you feel like (almost daily), and volleyball, playing with a group of fellow students once a week. Some of his other activities include swimming, biking, playing with his daughter, going to nature trails, reflecting in his university office, resting, walking across campus, attending parties with the family, staying home and reading - he enjoys reading various types of materials.

The professor belongs to a group of professionals who do not believe that leisure education is essential. In his view, the main concern of parents, teachers and educational bodies (university) should be the development of the potential that exists within every human being, *"I would like to see develop people to have a profession that goes out from within them and give money and not show that makes money with a profession"*. Anyway, Netuno mentioned a kind of leisure that he said they were excited within the university environment and has close links with education and leisure, according to him: the cultural leisure *"in which people have a moment and add value, for example, you go traveling or going to do a physical activity program that includes programming and to walk to a museum where you see and learn"*.

Neptune also mentioned a kind of entertainment he believes is just utilitarianism, which he called active leisure, citing a program to educate and promote the leisure community from a private institution dedicated to the sector of workers in the trade. *"I think it's just utilitarian, make people to be effective, is to make workers produce more"*.

While not using the term active leisure, who seems to agree with the teacher about this kind of action toward the employee, seeking to increase their productivity, is a researcher Souza (2002, p. 155): *"The leisure should be directly related to the development of human potential for themselves and not to improve productivity in the company, whose products carry so subtle and hidden, the total time of life of these people"*.

Ibiscus is 50 years old and her leisure is closely related to pleasure, *"... I love doing physical activity since that gives me pleasure"*. In her opinion, between the physical activities that show this effect and therefore it is practiced regularly, are hiking, volleyball and yoga. About walking, it happens wherever she finds time, varying the location, depending on temperature and climate. The volleyball is part of one of her long time activities; she took the opportunity to play with the students feeling that it is even an example and a motivation for them, seeking to reconcile their work with pleasure. She plays twice a week. Finally, the yoga, she said that appreciates the practice, which is "her" moment: *"There's no point you score maximum meeting that I do not miss to it. I'm in yoga"*. Ibiscus do not permit work interfere with this activity: *"What I do that promotes me well being is in first place"*.

Another activity fairly valued in her leisure is traveling: not only she travels regularly but also loves to organize group traveling; she has pleasure in seeing people happy, feeling good, having fun. On Sundays, Mass is where she encounter some of his friends and she feels good. She claims that develops her spirituality as well. Additionally, the teacher likes to frequent the shopping mall, watching movies, going to the beach.

In her opinion, she has no barriers to enjoy your free time with pleasurable activities and invigorating leisure. *"I learned to invest in my leisure, what pleases me and held me, trying to live life with intensity. I think everything you do, with pleasure and with love, will bring personal benefits"*.

The teacher seeks to reconcile work activities with leisure activities. In his travels, for example, even those with have only touristic reasons she notices benefits related to her professional activity. The enjoyment is also part of her leisure activities. Ibiscus seeks to maintain constant contact with nature, like to do trails, observe the moon, the sea and carry out the adventures of self-overcoming - recently made a long journey to South America and found a fantastic experience.

The professor believes that humans should understand the need for personal time and that this should be nurtured since childhood, as in basic education, as described by Ruskin and Sivan (s.d.), dealing with leisure on the curriculum.

### REFLECTING ON AND BETWEEN ALL THE LIFE STORIES PRESENTED

Starting from the confrontation speech and action among the four professors investigated, we present human characteristics found on the leisure aspect of university professors of physical education. The appearance of these elements is given by the congruence between the lives history, others emerge depending on the particular. Namely:

**Professors' speech comes to the practices:** there was the occurrence of high consistency between representations and practices. There is a high degree of consistency between the description that their made everyday leisure practices and what was actually observed.

**Professors seek a balance between the dimensions of life:** although not always all dimensions of life (personal, professional, social and leisure) are in perfect balance it was felt that there is an intense looking for, or in some cases, a perception equilibrium, usually supported by felling happy to do something - especially if the imbalance in favor of labor, which occurred with greater frequency.

**Professors are seeking a time of reflection and development:** Ibiscus considers her activity yoga a global development activity, stability, and rediscovery. It is a path of physical and mental development. Netuno turned out to be in moments of walk through campus at the time that "concatenate" their ideas. Also, he has found that many co-workers who talk about the quality of life and contact with nature, but do not explore the woods and roads of the campus as a place of enjoyment, physical activity, they kept in their offices. Margarida pondered your daily walk is a moment to breathe and to put the ideas in place. Henrique commented that likes to get home and have a rest and relaxation with a good sense of a day's work well done.

**Professors allow yourself time to do nothing and recognize the value of that time:** they also recognize the value of a time with no utilitarian purpose. For Bramante (1998), leisure, among other things, "resulting in a privileged dimension of human expression within a time conquered. This time can be achieved also considered a time of "non-utility" with the pressures to provide a utility / purpose at this time.

**Professors appreciate the contact with the natural environment and other beings of nature:** all respondents have a strong relationship with the natural environment and from their responses it started in childhood. Cassidy (2005) and Fernandes & Pereira (2006) can confirm a suspicion that the behavior in childhood cannot be determined, at least assist in the continuation of active behaviors in adulthood.

**Professors see the workplace as well as leisure space:** the four investigated practice leisure activities within the University campus where they act professionally. It is understood this situation as extremely positive because it demonstrates that the natural beauty of a place (surrounded by a lawn between its various buildings and features areas of forest) can be an invitation to a varied experience. Beyond the question of beauty and structure (Campus well equipped with gym, swimming pool, running track, among other things) it is believed that the teachers' participation in leisure experiences within the university can show a positive approach to the area of work, after all, leisure activities, the choice is a possibility to be taken into account.

**Professors see leisure as something important and necessary:** the idea that leisure balances life appeared in the speech of all teachers surveyed. For them, leisure and work, are fundamental dimensions of human life.

### CLOSING REMARKS

Based on the lives history presented we could say we live in a post-industrial society in that leisure has a greater role? Where leisure is basis of a creative society, based on increased free time for everyone - from the work liberation, which would be reduced; and social, which would undergo review of the traditional roles of mother, father, son, friend, among other representations, promoted by the "modernization" of ideas and the development of technology.

First of all, it should be clear that this was the category of becoming rather than reality. The study was conducted in a present reality, where there has been a fact of university professors of physical education are aware of the reality that surrounds them, seeming to reflect on these issues of work and free time, i.e. questions that have permeated the life of these professionals in its various dimensions. However, often their social times were not in balance and it seemed much less leisure time exceeded the working time. Indeed, it was common to invade them work and leisure. Sometimes, the pleasure found in the work also meant that this "invasion" was perceived positively, as shown and reported liking what they do.

The boundary between work and leisure is tenuous, especially since the work of professors surveyed involves creation, innovation, discovery, satisfaction. Moreover, these professionals sometimes feel overwhelmed and consider that the work leaves room for very little free time, since it also involves a large bureaucracy, responsibility towards others, fixed schedules, among others.

Thus, it is understood that the work of the intellectual type, in that are common situations where the times are not so defined, makes this interaction between work and leisure easily found in reality. In this case, satisfaction in doing something that results in success (writing a book, preparing conferences, doing choreography, singing, dancing, looking students doing well in the polls professors are the supervisors, observing the children develop their natural swimming, observing students becoming interested in the handball, gymnastics, organizing a good event, among many other situations) can bring a positive perception of pleasure - which is linked to leisure, because it is an activity in which the choice is a key element.

Additionally, teachers reported in his speech that with the passage of time (age, experience, and maturity) they are becoming more selective about their choices on the responsibilities to be taken, which may reduce, within its capabilities, professional activities which do not bring much satisfaction staff. While it is clear that a career statement, based on numerous academic recognition, as is the case of teachers investigated, involving hard work and devotion, engaging in many situations the time available for the enjoyment of leisure.

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### LEISURE REPRESENTATIONS AND PRACTICES OF PHYSICAL EDUCATION UNIVERSITY PROFESSORS

#### ABSTRACT

Teacher is the influential key of curriculum and pedagogy in the classroom, with strong consequences for education and human development and we believe that university teachers can help create a better reality of education in various levels, especially because they are teacher trainers. Therefore, the thinking and acting of these professionals, is crucial for the improvements and changes in the educational system. This research holds in professors of physical education and aims to identify their representations and practices in various dimensions: personal, professional, social and leisure, which have been investigated in two contexts: professional and leisure. The main objective is to assist in the construction of knowledge that can be useful in



understanding the profession and teacher training in the area. For this paper, we chose to emphasize the professors' representations and practices of leisure, especially because we believe in the relevance of time and leisure practices in thinking and acting of human being. This is an interpretive study, based on interviews and observations, materialized in lives history. The framework of investigation consisted of four considered by their peers and students competent (good professors) university professors, among other characteristics, based on an intentionality that assumed that the professor should be a positive example for their students considering the high rate learning by modeling. The study shows that the boundary between work and leisure is tenuous, especially because the work of professors surveyed involves creation, innovation, discovery and satisfaction. We conclude that the work of the intellectual type, as is the case of these professors, which are common in situations where social time (work and leisure) are not so defined, this interaction between work and leisure is natural and easily found in the searched reality.

**KEY-WORDS:** Representations; Practices; Leisure.

## **REPRÉSENTATIONS ET PRATIQUES DES LOISIRS DES ENSEIGNEMENT UNIVERSITAIRE DE L'EDUCATION PHYSIQUE**

### **RÉSUMÉ**

L'enseignant est une clé et influents du curriculum et la pédagogie en classe, avec de fortes conséquences pour l'éducation et le développement humain, nous croyons que les enseignants universitaires peuvent aider à créer une meilleure réalité de l'enseignement dans divers niveaux, notamment parce qu'ils formateurs d'enseignants. Par conséquent, la pensée et l'action de ces professionnels, est crucial pour les améliorations et les changements dans les processus éducatifs et de formation. Cette recherche est en professeurs d'éducation physique et vise à identifier leurs représentations et les pratiques dans différentes dimensions: activités de loisirs personnels, professionnels, sociaux et ont été étudiées dans deux contextes: les professionnels et les loisirs. L'objectif principal est d'aider à la construction de connaissances qui peuvent être utiles pour comprendre la profession et la formation des enseignants dans la région. Pour cet article, nous avons choisi de mettre l'accent sur les représentations et les pratiques de loisir des enseignants, en particulier parce que nous croyons en la pertinence du temps et des pratiques de loisir de penser et d'agir des êtres humains. Il s'agit d'une étude d'interprétation, fondée sur des entretiens et des observations, matérialisée dans les histoires de vie. Le cadre de l'enquête était composé de quatre professeurs d'université qui est compétent (enseignants bien) par leurs pairs et d'étudiants, entre autres caractéristiques, étant donnée une intentionnalité qui suppose que l'enseignant doit être un exemple positif pour leurs étudiants étant donné le taux élevé l'apprentissage par la modélisation. L'étude montre que la frontière entre travail et loisirs est ténue, d'autant que le travail des enseignants enquêtés comporte création, d'innovation, de découverte et de satisfaction. Ponder que les travaux du type intellectuel, comme c'est le cas des enseignants, qui sont communs dans les situations où le temps sociaux (travail et loisirs) ne sont pas définies, cette interaction entre le travail et le jeu est naturel et facile à trouver dans la réalité fouillée.

**MOTS-CLÉS:** Représentations, Pratiques, Loisirs.

## **REPRESENTACIONES Y PRÁCTICAS DE OCIO DE PROFESORES UNIVERSITARIOS DE EDUCACIÓN FÍSICA**

### **RESUMEN**

El maestro es un elemento clave e influyente del currículo y la pedagogía en el aula, con fuertes consecuencias para la educación y el desarrollo humano, creemos que los profesores universitarios pueden ayudar a crear una realidad mejor de la educación en distintos niveles, sobre todo porque formadores de docentes. Por lo tanto, el pensamiento y el actuar de estos profesionales, es crucial para las mejoras y los cambios en los procesos educativos y de formación. Esta investigación tiene en profesores de educación física y tiene como objetivo identificar las representaciones y prácticas en diversas dimensiones: actividades de ocio personal, profesional, social y se han investigado en dos contextos: el profesional y el ocio. El objetivo principal es ayudar en la construcción de conocimientos que pueden ser útiles en la comprensión de la profesión y la formación de docentes en el área. Para este artículo, hemos decidido hacer hincapié en las representaciones y prácticas de ocio de los profesores, sobre todo porque creemos en la importancia del tiempo y las prácticas de ocio de pensar y de actuar de los seres humanos. Este es un estudio interpretativo, basado en entrevistas y observaciones, se materializó en las historias de vida. El marco de la investigación consistió de cuatro profesores universitarios a ser competentes (los buenos maestros) por sus compañeros y alumnos, entre otras características, habida cuenta de una intencionalidad que supone que el profesor debe ser un ejemplo positivo para sus estudiantes, dada la alta tasa el aprendizaje por modelado. El estudio muestra que la frontera entre trabajo y ocio es tenue, sobre todo porque el trabajo de los docentes encuestados implica la creación, la innovación, el descubrimiento y la satisfacción. Reflexiona que el trabajo de tipo intelectual, como es el caso de los profesores, que son comunes en situaciones donde el tiempo social (trabajo y ocio) no están tan definidas, esta interacción entre el trabajo y el juego es natural y fácil de encontrar en la realidad buscado.

**PALABRAS CLAVE:** Representaciones; Prácticas; Ocio.

## **REPRESENTAÇÕES E PRÁTICAS DE LAZER DE PROFESSORES UNIVERSITARIOS DE EDUCAÇÃO FÍSICA**

### **RESUMO**

O professor é peça chave e influenciadora do currículo e da pedagogia em sala de aula, com fortes reflexos na educação e formação humana assim, considera-se que os professores universitários podem auxiliar na construção de uma melhor realidade educativa em variados níveis, especialmente por serem professores formadores. Portanto, a forma de pensar e de agir destes profissionais, tem importância fundamental para as melhorias e mudanças dos processos educativos e formativos. Esta investigação detem-se em professores universitários de educação física e tem por objetivo identificar suas representações e práticas em variadas dimensões: pessoal, profissional, social e de lazer, investigadas em dois contextos: o profissional e o de lazer. O objetivo central é auxiliar na construção de conhecimentos que possam ser úteis na compreensão da profissão e formação de docentes na área. Para este artigo, optou-se por dar ênfase às representações e práticas de lazer dos professores, especialmente porque acreditamos na relevância do tempo e das práticas de lazer no pensamento e ação dos seres humanos. Trata-se de um estudo interpretativo, a partir de entrevistas e observações, materializadas em histórias de vida. O quadro de investigados foi composto por quatro professores universitários considerados competentes (bons professores) por seus pares e discentes, entre outras características, atendendo a uma intencionalidade que partiu do pressuposto de que o professor deve ser um exemplo positivo para seus alunos dado o alto índice de aprendizagem por modelação. O estudo mostra que a fronteira que separa trabalho e lazer é ténue, especialmente porque o trabalho dos professores pesquisados envolve criação, inovação, descoberta e satisfação. Pondera-se que nos trabalhos do tipo intelectual, como é o caso desses professores, em que são comuns as situações onde os tempos sociais (trabalho e lazer) não estão tão definidos, essa permeabilidade entre trabalho e lazer é natural e facilmente encontrada na realidade pesquisada.

**PALAVRAS-CHAVE:** Representações; Práticas; Lazer.

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