

**139 - PHYSICAL EDUCATION IN SCHOOLS - VIEW OF PARENTS OF SCHOOL**

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**INTRODUCTION:**

The study sought to address the perception of parents or guardians of students about the purposes of physical education and their approaches with regard to the formation of the individual, leading to a reflection on the identity of Physical Education in school. In some cases, the school physical education is seen as an unnecessary discipline culturally - some parents do not worry if your child receives a grade (evaluation) in low PE compared to other disciplines.

Simoës, Bohme and Lucato (1999) refer to the tendency of parents to participate and intervene in the sporting life of the children, often with the ideals of winning and winning at any cost, ignoring the cultural, social and psychological training educational and sports programs as a function of educational institutions where they belong. However, this preoccupation is not common in sports in school development, nor in its most severe. As a rule, the leaders care little about the contribution of school discipline in training their children. We can assume that it is unaware of the benefits arising from the activities, either because the classes are not in fact working for the training of participants, ie, due to historical overvaluation of intellectual training and devaluation of bodily practices.

Since December 20, 1996 Physical Education became a compulsory subject in the curriculum of basic education schools with the enactment of Law No. 9.394/96, Directives and Bases of Education's Law- LDB - (BRAZIL, 1996).

Perez, Reverdito and Scaglia (2008) presented arguments in favor of a sport pedagogy committed to the subject and the pedagogical implications for teaching the sport, in which the teacher assumes the responsibilities for educational practice, aiming to defend the teaching-learning in the sport, emphasizing the human and raising a human condition, autonomous and critical. The study was based on research of literature review, in which the authors noted the need for a deepening and further studies because a large amount of approaches and methodologies in the area and the contribution in the teaching-learning process, taking the sport as a facilitator to do so.

Physical education as a process of education is a social practice that is a means for transforming pedagogy, but also used, according to Oliveira (2005), as an object theory and practice of social inequality.

The methodology should emphasize, according Paim (2002), in students, class participation, socialization, participation in solving problems that should be encouraged by the teacher, not taxes.

Freire (2005) commented on the importance of community in everyday life, the teacher should direct their efforts to educate about the various actions with c problems of today such as hunger, unemployment, inequality, housing shortages and environmental pollution. He also mentioned that the main objective of Physical Education should be the development of individual cultural and socially by teaching him to live, act and think as a society.

This study aims to examine and discuss the perception of a group of parents of students about the contributions of school physical education in physical, social and emotional aspects of the citizenry as a whole.

**METHODOLOGY**

In order to examine the views of a group of parents in relation to physical education, there was a qualitative descriptive study using a questionnaire type instrument, applied in the field. The data were processed through descriptive statistical analysis with qualitative analysis and interpretation of results (THOMAS AND NELSON, 2002).

The study followed the Guidelines for Research Using Human Subjects, Resolution 196/96 of the National Health Council, 10/10/1996.

To respond to the instrument were selected 76 (seventy six) parents of students at private schools of the districts of Barra da Tijuca, Jacarepagua and Recreation dos Bandeirantes in Rio de Janeiro - RJ. Possessed a mean age of 40.03 + 9.53 years, of both sexes, with a son (a) (s) enrolled in basic education during the mornings and the mean age of 11.12 + 2.99 years. Of the total, 30.00% were in high school, 57.50% in primary and 12.50% were still in preschool.

The questionnaire used was semi-structured, containing 4 (four) open questions, 6 (six) and Objective. The instruments were distributed to parents directly or through students, with due authorization of educational institutions.

**ANALYSIS AND DISCUSSION OF DATA**

Of the parents interviewed, 33 parents (43.42%), had completed higher education level and some 17 parents (22.37%) graduate. With the full course of primary education were found 23 parents (30.26%) and 3 (3.95%) with this still incomplete.

Some parents (36.84%) reported that their children are up to one hour of physical education lessons a week. 44.74% that your children have one to two hours of physical education class per week and 13.16% of 2 to 3 hours. Only 2.63% are blessed with more than three hours of weekly physical education class.

From a total of 76 parents, 93.42% agreed with the requirement of physical education classes according to Law No. 9.394/96 (BRAZIL, 1996) - which shows positive positioning for physical education professionals, especially those dedicated to the scope school, which reveals a degree of knowledge of the mandatory school subject. Only four (5.26%) disagreed, explaining their choices for physical education class time to reduce the education of their children.

Among the different values and knowledge cited by study participants, the most mentioned, were about the importance to team work / group (24.7%), respect (14.3%), health and wellness (7.79%), the physical part (3.94%), discipline (3.89%), motor coordination (9.09%) and sports directly (16.88%), the rules and respect the rules ( 5.19%) and competitiveness (1.3%). Other values such as initiative, leadership, responsibility and lead the children of drugs were mentioned and together totaled 11.5%, demonstrating an extensive roster of assignments with the school physical education teacher might work to encourage and shape the evolution of a citizen. References in the works cited in the literature review (Freire, 2005; Vianna, 2003).

The vast majority (80%), parents believe that teachers are prepared for the role of teaching and help educate your (s) child (ren).

From the perspective of parents regarding the physical education taught in school and complete education of their

children, we obtained the most varied responses: 40.3% of respondents relate some of their responses to the physical part of the individual and in the case of references interests cognitive concentration and cognitive development, add to 31.3%. With the ideals of integration and socialization, just 9% of parents worry about their children living in an integrated and homogeneous social environment.

On the availability of different activities within the school physical education, 84.44% of parents agree with the implementation of new activities in the content, citing swimming (32.92%), athletics (15.18%) Gymnastics (10.13%), dance (8.86%), fights (11.39%), where they were included capoeira, judo, jujitsu, among others. Also mentioned were other activities such as games, the "burning", among others, totaling 21.52%. The figures show the diversity of content that can be included in the annual planning of physical education, but reinforce the dominance of sports.

Asked about the importance of physical education, 36.8% of parents believe that discipline has more importance than the others. In contrast, only 2.6% reported having little importance. 39.5% of parents indicated that the course has the same importance as the others, and also 21.1% of that discipline is important.

Data that was confirmed when asked about the school subjects of greater importance in the formation of their children where physical education at the third position with 36 citations, reaching rates of 10.7%. The result of this inquiry may have been biased because the participants may have enhanced the discipline because it is the aim of the study.

## CONCLUSION

It may be noted that for the group of parents involved, apparently privileged social class and majority owner of high school, report believe that Physical Education is a school subject to the same value as the others, but still had the vision that should deal with content targeted to the physical qualities and sports. But it also identifies itself apparent reversal of this thinking when parents reported concern with the sides intellectual, social and personality of their children, thus demonstrating for this particular group of individuals in society, the individual must be encouraged in all its aspects, not only in the physical.

What stands out most in their accounts was the informants' confidence in the ability of physical education teachers for their children to be prepared for the task of learning required to pass the full development of their children as citizens

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## PHYSICAL EDUCATION IN SCHOOLS - VIEW OF PARENTS OF SCHOOL

### ABSTRACT

The study proposes to address the perception of a particular group of parents of schoolchildren on school physical education and formation of the individual, leading to a reflection on the identity of physical education in schools. Used as a tool semi-structured questionnaire with twelve questions. The data were compared by using descriptive statistics, qualitative analysis with analysis and interpretation of results, where 44% of parents stated that the discipline of physical education has greater importance than the others and that 80% of parents believe that teacher education physics of their children be prepared to educate and mold children as future citizens. At the end of the study, there has been a concern of parents in the education of its children as a citizen and fully, not only a physical perspective as before and also stood out as the credit capacity of the physical education teacher needs to suppress students and an increased emphasis by parents regarding the cognitive and socio-affective.

**KEYWORDS:** Physical Education Classes. Parents. Formation.

## ÉDUCATION PHYSIQUE EN ECOLE - CONCEPTION DE LA FAMILLE

### RÉSUMÉ

L'étude se propose d'aborder la perception des parents d'élèves sur l'éducation physique à l'école et la formation de l'individu, conduisant à une réflexion sur l'identité de l'éducation physique dans les écoles. L'instrument a été un questionnaire semi-structuré avec les douze questions. Les données ont été traitées par analyse statistique descriptive à l'analyse qualitative et l'interprétation des résultats, où 44% des parents ont déclaré que l'éducation physique à l'école a plus d'importance que les autres et que 80% des parents estiment que la formation des enseignants Physique pour leurs enfants soient prêts à éduquer et à la moisissure des enfants tant que futurs citoyens. À la fin de l'étude, il a été un sujet de préoccupation des parents à l'éducation de leurs enfants en tant que citoyens et pleinement, et pas seulement un point de vue physique comme avant et s'est imposé comme le crédit de capacité du professeur d'éducation physique doit supprimer étudiants et l'importance accrue accordée par les parents en ce qui concerne le développement cognitif et socio-affectif.

**MOTS-CLÉS:** L'éducation physique à l'école. La famille. Formation.

## CLASES DE EDUCACIÓN FÍSICA EN LA ESCUELA - LA CONCEPCIÓN DE LOS PADRES DE LOS ESTUDIANTES

### RESUMEN

El estudio propone para hacer frente a la percepción de los padres de los escolares en la educación física escolar y la formación del individuo, lo que lleva a una reflexión sobre la identidad de la Educación Física en las escuelas. El instrumento fue un cuestionario semi-estructurado con doce preguntas. Los datos fueron procesados mediante un análisis estadístico descriptivo con el análisis cualitativo e interpretación de resultados, donde el 44% de los padres declaró que la educación física escolar tiene mayor importancia que los otros y que creen el 80% de los padres que el maestro de educación Física por sus niños a estar preparados para educar y moldear los niños como futuros ciudadanos. Al final del estudio, ha sido una preocupación de los padres con la educación de sus hijos como ciudadanos y totalmente, no sólo un punto de vista físico como antes y también se destacó

como el crédito de capacidad del profesor de educación física tiene que suprimir estudiantes y un mayor énfasis por los padres sobre el desarrollo cognitivo y socio-emocional.

**PALABRAS CLAVE:** Clases de educación física en la escuela. Familia. Formación

### **A EDUCAÇÃO FÍSICA ESCOLAR NA VISÃO DOS PAIS DE ESCOLARES**

#### **RESUMO**

O estudo se propõe abordar a percepção de pais de escolares sobre a Educação Física escolar e a formação do indivíduo, levando a uma reflexão sobre a identidade da Educação Física no ambiente escolar. O instrumento foi um questionário semi-estruturado com doze perguntas. Os dados foram tratados por meio da estatística descritiva, analisados qualitativamente com análise e interpretação dos resultados, onde 44% dos pais declararam que a disciplina de Educação Física escolar possui maior importância que as demais e que 80% desses pais acreditam que o professor de Educação Física de seus filhos esteja preparado para instruir e moldar as crianças como futuros cidadãos. Ao final do estudo, notou-se uma preocupação dos pais com a formação de seus filhos como cidadão e de forma plena, não só numa perspectiva física como anteriormente e também se destacou o crédito quanto à capacidade do professor de Educação Física para suprimir as necessidades dos alunos e uma maior importância dada pelos pais quanto aos domínios cognitivo e sócio-afetivo.

**PALAVRAS-CHAVE:** Educação Física Escolar. Pais. Formação.