

140 - BODY IMAGE IN FEMALE ADOLESCENTS: IMPLICATIONS OF SCHOOL PHYSICAL EDUCATION BASED ON TEACHER THINKING PARADIGMRICARDO CATUNDA¹
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ricardocatunda@terra.com.br**INTRODUCTION**

In 1935, the German Paul Schilder published the book *The Image and Appearance of the Human Body: Studies in the Constructive Energies of the Psyche*, which would become a reference for studies on body image. Schilder presented a new perspective to research on body image, with a proposal for a multiplicity of angles to the understanding of the relationship between subject and body. Initially described the concept of body image as a psychological phenomenon, defining it as the figuration of the body formed in our minds. In the formation of body image, the author proposes the interaction of a physiological basis, a libidinal structure and a social space. For Campana and Tavares (2009), this introduction is a systemic view on body image, the major difference of view of Paul Schilder. When it reported the "Physiological Basis of Body Image", Schilder addressed the bodily experiences of the individual - and sensory information from muscles. In "The Structure Libidinal Body Image" discussed some concepts of psychoanalysis, sometimes agreeing, sometimes disagreeing with Freud. But when he speaks of "Sociology of the Body Image" is an existential body composed of flesh and blood, but also from experiences and emotions, anguish and pain, present in a world of relationships, even describing the space, people and objects surround the subject in its relation with body image. It is from the multifaceted concept of Schilder it was possible to consider the importance that culture, attitudes and feelings are in each human behavior (Campana and Tavares, 2009).

The formation process of body image is influenced by several factors such as gender, age, media, and the link with the body's cognitive processes or cognitive interface, such as beliefs, values and attitudes within a culture (McCabe & Ricciardelli, 2005; Banfield & McCabe, 2002). Theoretical and empirical studies of authors such as (Campana and Tavares, 2009; Franco and Novak, 2005; Leonhard and Barry, 1998; Ogden and Evans, 1996; Paim & Strey, 2005; Schilder, 1994; Turtelli, Tavares and Duarte, 2002) show that in recent years there has been concern within the scientific community and different segments on the dissatisfaction of people with their own body. Such dissatisfaction is present with more acute in females, due to entrenched customs and concepts, as is currently the dominant model of beauty in Western culture, supports the development of a negative self-image.

The preoccupation with body image is a growing phenomenon in society, which imposes standards of beauty to be followed. This pressure by the social and cultural aesthetic desire enhances the appearance of body image disorders (FRANCO & NOVAES, 2005). The self-image during adolescence has negative characteristics, due to the difficulty in understanding body image in this transformation, but also a social environment that requires very idealized standards of beauty. The changes bring bodily distortions in self-image and that each season has its beauty standards, Campagna and Souza (2006), but perhaps they have never been as strict as now

Confirming how culture influences girls, Morgan et al. (2002) concluded in their studies, restrictive diets and plastic surgery convey the illusion that the body is infinitely malleable. However, since the proposed ideal of beauty is a biological impossibility [and even psychological] for most women, body dissatisfaction has become increasingly common.

Initial Discussions

McCabe and Ricciardelli (2005) stated that the period of puberty considered critical in relation to body dissatisfaction, due in part to the fact that at this age there is an increased perception by adolescents in relation to influences from parents, friends and media on issues related to the body.

Although the ideal of female beauty vary according to the aesthetic standards adopted in each time, studies show that women have been changing their bodies in order to follow these standards. For this reason, as the social pressure to lose weight and fit the thin ideal was becoming more popular, women began to accept more and more these ideals as goals. Pursuing this model slim body could, as a consequence, greater rejection of body image (HEINBERG, 1996).

Currently, excessive concern with appearance and increased body dissatisfaction, especially with weight, has been the subject of scientific investigation. This interest is partly motivated by the recognition of the growth of eating disorders in teenage girls and young women, mainly. The preoccupation with weight is understood as the result of the internalization of unrealistic standards of beauty (STRIEGE-MOORE, 2001).

Data From Completed Studies

On the evaluation of body image and eating and living habits in children and adolescents, Fernandes (2007) conducted a study involving 1183 students from public and private schools in the city of Belo Horizonte in Brazil, aged between 6 and 18 years. The study found that even with 80.1% of the students investigated using BMI and normal weight, most students are dissatisfied 62.6%: 33.7% would like to be thinner, 28.9% would like to be fatter, only 37.4% felt well with their own bodies.

Petroski et al. (2009) in research involving young people from urban areas in rural Santa Catarina and Rio Grande do Sul, both in Brazil, showed similarity in the impact on dissatisfaction with body image of adolescents of both households, the desire to reduce the silhouette Body of 64.5% in rural and urban 62.8%. The author suggests that dissatisfaction with body image is closely tied to the condition of adolescent and seems to be tied to where you live. However, in a study by Pinheiro and Giuliani (2006) in a large urban center of Brazil, the rate of dissatisfaction with body image was 82%, indicating a higher prevalence in large cities.

A survey conducted in the literature by Ahmad, D., Pinto, M., Ahmed, S. et al. (2009) on the culture and body image shows that the greater or less satisfaction with body image is closely related to the greater or lesser correspondence to the ideals of beauty, culturally ingrained.

Dohnt and Tiggemann (2006), a research project called Body image concerns in young girls: The role of peers and media prior to adolescence investigated the influence of media and peers on body image perception. A sample of 128 girls. The study concluded that even before a large number of teenage girls want to have slim body. The media and peer influence overwhelmingly on the image to be achieved. It was found that the image pairs have to induce your body image of girls about themselves and the television and magazines instruments for learning techniques of weight loss.

A study by Casanova (2004) entitled *The ugly women - Concepts of race and beauty Among adolescent women in Ecuador* to investigate the relationship between race and class of membership, body and beauty as a source of daily conflict and negotiation among the women of Latin descent. Used as sample 81 teenagers aged between 11 and 18 years of schools socioeconomically distinct. The study concluded that the financial condition is a determining factor for the self-concept, but has no significant effect on the ideals of beauty. There is an overemphasis on socioeconomic rather than aesthetic values for the body.

Warren et al. (2005) produced a study called *Ethnicity as a protective factor internalization of the thin Against ideal and body dissatisfaction*. The aim was to investigate the potential of ethnicity as a regulator of relations between knowledge / internalization of sociocultural ideals, particularly Westerners, and the appearance of this internalization and body dissatisfaction. The sample consisted of 103 Mexican-American, 101 European-American and 115 Hispanic, female students who attended universities in the United States and Spain, respectively. Using the pathway analysis concluded that both relations are more significant to the American-European than for American-Mexican or Spanish. Found therefore that the internalization of Western ideals and social pressure to be thin are crucial in the development of eating disorders and higher levels of dissatisfaction with body image.

Jung and Lennon (2003) produced a study called *Body image, self-schema appearances, and media images*. The research examined the effects of self-perception of appearance and display of beautiful images in the media of self-esteem and mood of women. The study sample consisted of 168 female students, mean age 21 years. It was identified that participants considered important to the appearance, self-evaluated negatively, resulting in body dissatisfaction. The images displayed by the media affect the perception of body image, self-esteem and mood. Therefore it is necessary to warn the education of children in relation to these images so that they realize that many are manipulated and artificial, so they do not wish to identify with them.

These data show that, by imposing an aesthetic standard-body and media appeal to young women decide to carve, construct and reconstruct their bodies, to educate them in the perspective of self-knowledge and self-awareness is an educational task that can be started by the school, having Physical Education as chief.

The Physical Education Teacher's Thought and the Paradigm

When talking of Physical Education at school, the teacher is crucial for one to deal with issues like body image, and what we propose in this article, specifically their teaching and thinking. The teacher is a result of their academic, a cultural context and a habitus. The concept of habitus is used by Perrenoud et al. (2001) and refers to the routines built by teachers throughout his career, used unconsciously at times deemed appropriate. The habitus is composed of professional routines, built by the teacher throughout their working years. This professional habitus is based on repetition, routine compliance and consolidation of some regularities in daily school life, contributing to the development of a hidden curriculum.

Studies on hidden curriculum Sanchoetene and Molina Neto (2006) show that, for understanding this phenomenon, it is necessary to identify the factors that constitute actors and teaching practice. These authors used for this analysis Perrenoud et al. (2001) on the professional habitus; about the hidden curriculum (Apple, 1989, 1994; Perrenoud, 1996; Silva, 1992; Torres Santomé, 1994) and in relation to the concept of teaching culture used (Molina Neto, 1997; Silva, 1992; Tardif, 1991). Several authors have stressed the importance of considering the processing of information by the teacher and the student, given the actors' behavior and learning observed in the teaching-learning process (HENRIQUE, 2004). This perspective has led to the research program that would become known as Paradigm Process Mediators (Januário, 1992; Carreiro da Costa, 1988).

Thinking about the teacher, the writings of Januário (1996), highlighting the interactive processes of teaching, with the pre-interactive with the focus on the teacher's planning, analyzing the information mobilized, their decisions and instructional strategies for teaching and assessment. In the interactive phase, and consider their behavior, the studies seek to know how teachers react to contingencies that emerge from the pedagogical relationship and the mechanisms by which solves the problems of achieving. In the post-interactive teacher evaluates the process and simultaneously entered a new stage pre-interactively.

The model created by Clark and Peterson (Figure 1) shows the visible and invisible dimensions of school trying to integrate the field of investigative scope of Thought teacher. The model presents two main themes Investigations - route via behavioral and cognitive (JANUÁRIO, 1992, 1996, HENRIQUE, 2004; ANACLETO, 2008).

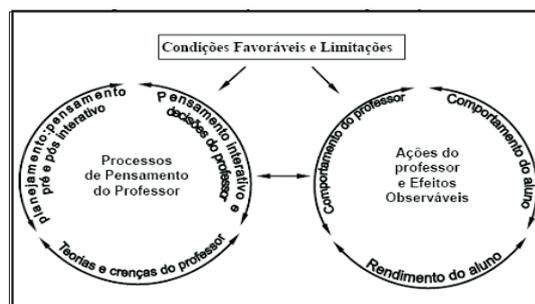


Figure 1. Model of thinking and acting teacher

The model, as explained in Figure 1, shows the hidden part of education, seeking to understand and justify certain behaviors explaining how and why of teaching. The model proposes the integration of two major research areas, and the size of the visible actions of the teacher and their observable effects: the behavior of the teacher in the classroom, the student's behavior in the classroom and student performance. The invisible dimension of teacher cognitive processes: planning (thoughts before and after games), interactive thoughts and decisions and the theories and beliefs. In its centrality, this paradigm has as its aim the reasoning processes, decisions, concepts or beliefs of teachers (JANUÁRIO, 1992, 1996, HENRIQUE, 2004; ANACLETO, 2008).

Januário(1992) argues that the research model on the assumption reinforced the thought of teaching as a complex phenomenon, opening a new field of research regarding the mediating processes of thought, enabling greater understanding of variables intrinsic to teaching and promoting the development of new methods and research techniques.

About the mediating processes found in Henrique (2004), the emphasis on the role of students thought the educational act as mediators resulted in a redirection of the type of questions asked by the research and methodological

approach adopted in these studies. The behavior of the teacher education influences what the student verbalizes, thinks, believes, values and personal reflections from components on academic performance

So that takes place a change of behavior of the student front of their body image through Physical Education, the relationship that they should establish with the teachers in the classroom should be proactive, which does not diminish the responsibility of teachers. Rather, their role is critical in conducting the teaching-learning process, as it is under his control to structure learning exciting, meaningful and that give the opportunity for successful engagement of the student. By creating such conditions, the teacher can not only influence the formulation of positive attitudes and beliefs, but also contribute to changing those clashing carried by students for teaching and school environment (HENRIQUE, 2004).

Body image that has your training in mind and takes shape with the body, has in School Physical Education fertile environment for their development. At the completion of classes, the students experience the requisite conjunction between body, movement, perception, emotion, cultural influence and social phenomena as inseparable and significant in the formation of self-concept.

There approach to physical education activities cited by Tavares (2003) as elements of relevance and to streamline the process of development of body image. Artistic activities, bodily experiences as individual and group sports, gymnastics and systematic practice of physical activity, take in a natural process that is inherent in every human being's existential journey.

The teacher for the interactive processes by occurrence of classes will seek proximity to their own sensations and perceptions, becoming knowledgeable of their meanings and recognizing their limits. These interactions contribute to the teacher to be flexible in its dealings with the students, and can more easily recognize important aspects that help in the development of body image.

We understand to be of fundamental importance to the teaching action that physical education promotes positive experiences with the body, capable of influencing behavior change in students. If this teacher is going to look through the interactive processes, provoking reflections on the cultural influence of the aesthetic in the body of adolescents should also make a look on their body image.

Taking as a starting point to those comments, Tavares (2003) considers to be desirable to work the following characteristics of your body image, acceptance of your body holding space for others in their interpersonal relationships, maintaining contact with bodily sensations have structure which allows flexible in their actions, coping with its physical manifestations and others understand that they can not be considered defects or qualities, but characteristics of people who have roots and consequences are never fully explained.

CONSIDERATIONS

Adolescents, in particular, have more difficulty in assimilating their body image, because in this period of life occur in great physical and psychological changes. This happens by necessity you have to identify yourself with your body and locate themselves socially, which lived in a world that imposes aesthetic standards body can cause great instability. This being teenage females the effects are maximized, given the call for a body that has "shaped" by the greater exposure that is submitted. The care we have to consider the prospect of a non-standard body, comes from how man can develop their body awareness and not being manipulated by the intentions put today's society as an imposition.

Physical Education through their activities should be structured in order to lead meaningful experiences for the body of adolescents and promote the exercise of perception, expression and awakening potential. As we mature in self-knowledge, respect for individuality contributes to forming a positive body image, and not be seduced by aesthetic models of cultural standards unattainable.

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BODY IMAGE IN FEMALE ADOLESCENTS: IMPLICATIONS OF SCHOOL PHYSICAL EDUCATION BASED ON TEACHER THINKING PARADIGM

ABSTRACT

The article aims to present a synthesis of the literature with reference to the studies made so far on the development of body image in female adolescents. We collect information from the data of completed surveys, which confirm the need to raise questions and reflections about the imposition of aesthetic standards for the body and the consequences in shaping the body image of adolescents. We note the concerns of the scientific community with the increasing dissatisfaction of the young with their bodies and the search at any cost to be within the culturally imposed standards. Research on the implications of school Physical Education was the central paradigm of Teacher Thinking.

KEYWORDS: Body image; Adolescence; Physical Education Teacher Thinking.

LE IMAGE CORPORELLE CHEZ LES ADOLESCENTES: IMPLICATIONS DE LA ÉCOLE DE LA EDUCATION PHYSIQUE SUR LA BASE DES ENSEIGNANTS LA PENSÉE PARADIGM

RÉSUMÉ

L'article vise à présenter une synthèse de la littérature en référence à des études menées jusqu'ici à sur le développement de l'image du corps sexe adolescentes. Nous recueillir des renseignements à partir des données des questionnaires remplis, qui confirment la nécessité de soulever des questions et des réflexions sur l'imposition des patrons esthétiques pour le corps et les conséquences dans la formation de l'image du corps chez les adolescentes. Nous notons les préoccupations de la communauté scientifique, avec une augmentation mécontentement à l'égard des jeunes avec leur corps et de la recherche à tout prix à être sur le plan culturel dans les normes imposées. Recherche sur les implications de l'enseignement de la physique a été l'élément central du paradigme de réflexion des enseignants.

MOTS CLÉS : Image corporelle ; Adolescence ; Éducation physique. Pensée professeur.

LA IMAGEN CORPORAL EN ADOLESCENTES MUJERES: CONSECUENCIAS DE LA ESCUELA DE EDUCACIÓN FÍSICA A BASE DE PENSAMIENTO MAESTRO PARADIGMA

RESUMEN

El artículo se propone presentar una síntesis de la literatura en relación con los estudios efectuados hasta ahora en el desarrollo de los adolescentes femeninas de género de imagen corporal. Recogemos información de los datos de encuestas completadas, que confirman la necesidad de plantear preguntas y reflexiones sobre la imposición de modelos de estéticas para el cuerpo y las consecuencias en la formación de los adolescente de la imagen corporal. Tomamos nota de las preocupaciones de la comunidad científica con mayor descontento de los jóvenes con sus cuerpos y la búsqueda a cualquier precio que culturalmente dentro de las normas impuestas. Investigación sobre las consecuencias de la enseñanza de la física fue el elemento central del paradigma de pensamiento de profesor.

PALABRAS CLAVE: Consejo de imagen; Adolescencia; Educación física; Cree profesor.

A IMAGEM CORPORAL EM ADOLESCENTES DO GÊNERO FEMININO: IMPLICAÇÕES DA EDUCAÇÃO FÍSICA ESCOLAR COM BASE NO PARADIGMA PENSAMENTO DO PROFESSOR

RESUMO

O artigo tem como objetivo apresentar uma síntese da literatura especializada tendo como referência os estudos até aqui realizados sobre o desenvolvimento da imagem corporal em adolescentes do gênero feminino. Coletamos informações a partir dos dados de pesquisas concluídas, que confirmam a necessidade de se levantar questionamentos e reflexões sobre a imposição de padrões estéticos para o corpo e as consequências na formação da imagem corporal de adolescentes. Constatamos as preocupações da comunidade científica com o aumento da insatisfação das jovens com os seus corpos e a busca a qualquer custo para estar dentro dos padrões impostos culturalmente. A investigação sobre as implicações da Educação Física escolar teve como elemento central o paradigma Pensamento do Professor.

PALAVRAS-CHAVE: Imagem corporal; Adolescência; Educação Física; Pensamento do Professor.