

91 - THE PROFILE OF LIFESTYLE TEACHERS FROM THE PUBLIC AND PRIVATE SCHOOLS IN TUPÃ CITY/SP.

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INTRODUCTION

The welfare, health and consequently the quality of life is a concern in the current population. The lifestyle is one of the most important factors when searching for an ideal quality of life and to human dignity. To Barbanti (2003), quality of life is defined by a generally positive feeling and enthusiasm for life, without fatigue of routine. It is closely linked to the standard of living. Level of welfare that an individual or a population can enjoy. Include aspects of physical and mental health, physical conditions, infrastructure, social conditions and their relationship with the environment.

For Nahas (1997), the inter-relationship of more or less harmonious factors that shape the everyday lives of human beings results in a network of phenomena and situations that abstractly, can be called quality of life. In general the words are associated with quality of life, factors such as health, longevity, job satisfaction, family relationships, mood and even spirituality and dignity. It is difficult to objectively define, because the quality of life can be considered as a set of individual parameters, sociocultural and environmental factors that characterize the living conditions of humans.

According to Sallie and Owen (1999), the lifestyle is the set of daily actions that reflects the attitudes and values of individuals. These habits and actions are associated with conscious perception of quality of life that the individual brings. The mechanization and technological advances have helped people in general become more sedentary, neglecting factors related to a satisfactory state of health. These factors have led to a progressive decrease in physical activity at work, at home and at leisure (NAHAS, 2001). A diet low in nutrients, excess body weight and physical inactivity are factors that contribute to increased morbidity and mortality from various diseases in individuals from different ages. The Healthy People 2000, established by the U.S. government has a set of priority actions for prevention and health promotion. Initial results have shown that good nutrition and regular physical activity were important factors for good growth and child and youth development (RICHMOND, 1995).

According to Rodriguez and Alves (2008, p.02), the Ottawa Charter - one of the most important documents that were produced on the world stage on the topic of health and quality of life - states that are indispensable resources to be healthy: peace, income, housing, education, adequate nutrition, healthy environment, sustainable resources, equity. Quality of life of teachers can not escape completely to what has been said so far, however, there are other comments to be made when the interest is Quality of Life at work, or in the exercise of their profession.

According to Ferreira (2006), instability of employment (not competition), work pace and extent of work at home, allow us to understand that understanding education is widely included in the mode of production that represents capitalism. Therefore, one should consider carefully the consequences of these forms of organizing and designing the process of health and illness of teachers.

For the International Labour Organisation (ILO, 1981 apud Machado, 1993), one in two teachers participating in a study by the University of Munich were at risk of suffering a heart attack, among teachers in Hungary found a higher prevalence of disorders arising stress, labyrinthitis, pharyngitis, neuroses and diseases of the locomotor and circulatory teachers, educators from the French, according to official figures, 60% of license requests due to illness related to nervous disorders. Moreover, it was found among people hospitalized for mental illness, greater incidence of neurosis with depression among teachers than in other occupational categories. In England, a study conducted in 1978 indicated that 25% of teachers did not believe in staying in the profession for the next ten years, and 20% to 30% of them were classified as causing stress. According to Rodriguez and Alves (2008, p.03) there are factors that cause degradation of the quality of life of individuals, which if not remedied in the work environment, such as professional disrespect, lack of environmental conditions, lack of educational resources, or the individual level, as the financial motivation, the impossibility of training, psychological symptoms and lead to psychosomatic illnesses or diseases, such as depression or stress, which leads to decreased worker productivity and therefore the quality of education provided by it.

Noting the anguish, frustration, fear and prepared to deal with extreme situations and with hypertension should not belong to that school, but somehow have become commonplace in everyday life of the teacher in the school network, this study is to investigate the lifestyle of public school teachers, as well as the private schools, after all these professionals should be fairly close to the family directly responsible for orientation and awareness because we are not examples of healthy habits that can contribute to the quality life of their students.

METHODOLOGICAL PROCEDURES

The field research is descriptive and exploratory owned, so their results were reported without manipulation of the variables found. It is characterized as a survey research in which the description of the data collected from a certain group of individuals represent a target population (FREITAS et al, 2000). The survey instrument was used to survey the Pentacle of Wellness, proposed by Nahas (2003), which considers as components to nutrition (NUT), physical activity (PA), preventive components (PC), relationships (REL) and stress control (EC) for each component there are 03 statements that should receive scores ranging from 0 to 3. The score (0) means, absolutely not part of your lifestyle. The score (1), sometimes corresponds to their behavior. The score (2) is almost always true in their behavior. And the score (3) the statement is always true in their day to day, is part of your lifestyle. It was considered as the value of the scores the following scale: 0 as negative and e1 2 and 3 as positive.

The sample was consisted of 101 teachers, 66 teachers of state schools, from two public schools and 35 teachers from private schools belonging to two private schools. The schools belong to the city of Tupa in São Paulo.

Data collection occurred in August 2010 and responses were tabulated in percentage for the computer spreadsheet.

RESULTS AND DISCUSSION

The results of this study are being presented by the following table:

Table 1 - Results in percentages found with the application of the questionnaire called Pentacle of Wellness.

Components	Affirmations	Scores 0 and 1 Public / Private	Scores 2 and 3 Public / Private
Nutrition	A	47,1 / 60,1	52,9 / 39,9
	B	41,9 / 48,5	58,1 / 51,5
	C	42,3 / 51,8	57,7 / 48,2
Physical Activity	D	64,0 / 85,7	36,0 / 14,3
	E	63,5 / 68,3	36,5 / 31,7
	F	62,4 / 74,4	37,6 / 25,6
Preventive Component	G	25,4 / 22,9	74,6 / 77,1
	H	47,6 / 23,0	52,4 / 77,0
	I	8,0 / 2,8	92,0 / 97,2
Social Relationship	J	7,9 / 2,9	92,1 / 97,1
	K	41,7 / 45,9	58,3 / 54,1
	L	35,9 / 31,6	64,1 / 68,4
Stress Control	M	44,8 / 31,7	55,2 / 68,3
	N	42,8 / 34,6	57,2 / 65,4
	O	58,3 / 54,8	41,7 / 45,2

It can be noticed with the results presented that a significant percentage of teachers from both school systems, public and private, have responded negatively to some statements in the questionnaire, highlighting the Nutrition component, with respect to the claims: a) your daily diet includes at least 5 servings of fruits and vegetables, b) you avoid eating fatty foods (fatty meats, fried foods) and sweet, c) you do 4-5 different meals a day, including full breakfast. The component Preventive Behavior, regarding the statement: h) You do not smoke and drink alcohol in moderation (less than 2 drinks a day). The Social Networking component, with respect to the statement k) leisure includes meetings with friends, sports group, participation in associations. Component Stress Control, with respect to the claims: m) you take time (at least 5 minutes) every day for relaxation, n) you hold a discussion without altering, even when contradicted o) do you balance the time devoted work with leisure time.

The answers showed that the life habits of these teachers need to change significantly in order to reach a satisfactory quality of life to human dignity. Possibly some of these may be reasons why there is a professional burnout, in the teacher-work environment.

For Tavares et al (2007), being a teacher is one of the most stressful occupations in the news. Usually the teachers' work journeys are long, with a few rest breaks and / or meals in brief and uncomfortable places. The intense pace and variable, starting very early in the morning can be extended into the evening due to double or triple shifts. In the hustle and bustle times are disrespected, lose sleep, feed poorly, and no time for leisure. Are required levels of attention and concentration to task performance. When the work is devoid of meaning, is not recognized or is a source of threats to the physical and / or mental suffering has largely determined the teacher. Unfortunately this individual has faced in recent times, in their daily activities, several situations that are considered sources of stress. By starting with the professor of maternal and garden-care, dealing with children who are beginning their socialization and ready to assimilate experiences in the development of their personalities.

According to Rodriguez and Alves (2008), reports on the work of teachers, published by ILO in 1981, 1984 and 1991 are detailed results of surveys conducted in different countries, showing the wear of the professionals, the propensity to exhibit continuing situation of stress, from some variables such as volume and intensity of teachers' work; situations imposed for the career, such as performance evaluations and competitions for positions of career progression or salary; struggles of teaching career as a professional class; changes in the social status of the profession resulting from lost wages and social significance of the profession, changes in the demands of daily work and competence indicators due to changes in the teacher's work as consequences of new social situations (such as increased number of students in class, loss of autonomy at work and wear the student teacher ratio), as well as an indication of the framework of occupational diseases that are more likely teachers.

The teachers in the components to make physical activity and stress management in all statements, a high percentage of negative scores (0 or 1), go to a show that quality of life lower than recommended, which may in the near future, if no longer part of everyday life, are suffering from ailments that could influence not only their professional lives, but also the human being behind the profession.

According to Tavares et al (2007), teachers are directed a program of educational activities that must be met before a deadline set by the school administration, and development activities depend not only on the teacher but the intellectual capacity of each student. And in a class that on average there are 35 to 40 students, not everyone who easily assimilate the matter successfully place the student's learning problems that hinder the development of activities and the difficulties that the teacher has to deal with situations that has to be resolved outside of the classroom, in this case, the clinical psycho. A new stressor: the goal of the Ministry of Education and Culture on reducing the illiteracy rate in Brazil, the order is not disapprove. The difficulty is that students do not meet conditions to be approved, but can not be retained. Another case concerns the issues of early sexual activity, unplanned pregnancy and sexually transmitted diseases among students. And the authors keep in recent decades, there was a highly stressful situation at school: drugs. If the teacher does not know how to face the situation together with the school board, will come under pressure and threats, in addition to losing control over students in the room itself. A climate of hostility and competition within the school environment brings negative consequences to the teachers. Anger and frustration are feelings that affect adversely the physical and mental health. Some strategies may help.

When configured as a psychological withdrawal to the performance of the profession affecting different professional groups, the "burnout syndrome" might be perceived as an illness that will affect teachers who do not have a profile suited to the lifestyle needs of human beings. For Rodriguez and Alves (2008), studies of reference for understanding burnout among teachers were developed by Wanderley Codo and his team, comprised in part of a major survey conducted for the National Confederation of Workers in Education / CUT, the Laboratory of Work Psychology of UNB. Over two years of investigation, from 1996 to 1998, the survey covered teachers, staff and education specialists from public schools in various regions of the country. 52 000 subjects were interviewed in 1140 schools, with a multidisciplinary team of 15 researchers, 04 regional coordinators and approximately 100 questionnaires applicators, trained in the entire country and also responsible for the on-site observation of each of the schools. From the perspective indicated by the studies under this research the syndrome of "burnout" among teachers is a syndrome of "waiver" to the teaching front, a psychological withdrawal of teachers in the occupation. Is set within a framework of apathy, depression, chronic situation of emotional stress and dissatisfaction with what they do. Its indicators: the low productivity of the teacher as a result of the syndrome, a chronic situation of emotional stress, dissatisfaction with what they do, while persisting in this uncomfortable situation and stay in work, the revelation of negative attitudes to their typical tasks function; have difficult relationships with colleagues and students, are in permanent emotional distress and begin to justify, therefore, their apathy, their lack of effort at work.

CONCLUSIONS

The results of this study allow us to conclude that the profile of quality of life of teachers surveyed possessed as a positive feature in more than one component so prevalent in preventive behaviors and social relationships. When subjected to comparisons between the teachers, the results showed significant differences in physical activity component, predominantly positive public schools investigated. The stress control, predominantly to private schools. And nutrition, predominantly public schools.

The search for decent capital aiming for survival in which there is an extension of working hours, poor working conditions offered to teachers, including professional devaluation, because health is associated in addition to the organic, including the context of environments social and political spheres indicate that urgent changes must occur in the lifestyle of the teachers surveyed in the search for a quality of life conducive to human need, because the results were very clear when the teachers surveyed gave scores of less value to the claims of the proposed questionnaire. We need to appropriate public policies to be reborn to the class of teachers, after all, a society free of Education, is a sick society in all sectors through which you walk.

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THE PROFILE OF LIFESTYLE TEACHERS FROM THE PUBLIC AND PRIVATE SCHOOLS IN TUPÃ CITY/SP.

ABSTRACT

The constant search for better survival conditions has led the working class to change habits that overload your day to day work and obligations. The class of teacher is no exception to this feature by extending their workday at home, and also to submit to the bad working conditions offered, which include professional devaluation and the daily stresses caused by a series of negative factors that extends from the political to social sphere. By investigating the lifestyle using the Pentacle Welfare of a group of 101 teachers from public and private school in the city of Tupa SP, can be seen that a significant percentage of teachers from both school systems, public and private responded negatively to some statements in the questionnaire, especially the components Nutrition, Physical Activity and Stress Control. The results showed that these teachers, go to a quality of life lower than recommended, which may in the near future, if it is not, are suffering from ailments that could influence not only their professional lives, but also the human being behind the profession.

KEYWORDS : Teachers, Lifestyle, Pentacle of Wellness

PROFIL DES ENSEIGNANTS DU RESEAU ET MODE DE VIE PUBLIQUE SP PRIVE TUPA VILLE.

SOMMAIRE

La recherche constante de meilleures conditions pour la survie a conduit la classe ouvrière à changer les habitudes que la surcharge de votre travail quotidien et les obligations. Le professeur ne fait pas exception à cette fonction en étendant leur journée de travail à la maison, et aussi de se soumettre à des mauvaises conditions de travail offertes, notamment la dévaluation professionnelle et le stress quotidien causé par une série de facteurs négatifs qui s'étend de la politique sociale. En étudiant le mode de vie en utilisant le bien-être Pentacle d'un groupe de 101 enseignants de l'école publique et privée dans la ville de Tupa SP, on peut voir qu'un pourcentage important des enseignants des deux systèmes scolaires, publics et privés répondu par la

négative à certaines déclarations dans le questionnaire, en particulier les composants Nutrition, activité physique et le contrôle du stress. Les résultats ont montré que ces enseignants, aller à une qualité de vie inférieure à celle recommandée, ce qui pourrait dans un proche avenir, si elle n'est pas, souffrent de maladies qui peuvent influencer non seulement leur vie professionnelle, mais aussi l'être humain derrière la profession.

MOTS-CLÉS: enseignants, Lifestyle, Pentacle du Mieux-être

PERFIL DE LOS MAESTROS DE LA RED DE ESTILO DE VIDA PÚBLICA Y PRIVADA DE LA CIUDAD SP

TUPA/SP.

RESUMEN

La búsqueda constante de mejores condiciones para la supervivencia ha llevado a la clase obrera para cambiar los hábitos que la sobrecarga de su trabajo del día a día y obligaciones. El profesor de la clase no es una excepción a esta función mediante la extensión de su jornada de trabajo en el hogar, y también a presentar a las malas condiciones de trabajo que ofrece, que incluyen la devaluación profesional y las tensiones diarias causadas por una serie de factores negativos que se extiende desde la política social. Al investigar el estilo de vida con el bienestar Pentáculo de un grupo de 101 maestros de escuelas públicas y privadas en la ciudad de Tupa SP, se observa que un porcentaje significativo de profesores de ambos sistemas de enseñanza, públicos y privados respondió negativamente a algunas declaraciones en el cuestionario, sobre todo los componentes de la Nutrición, Actividad Física y el control del estrés. Los resultados mostraron que estos profesores, ir a una calidad de vida inferior a la recomendada, lo que puede en un futuro próximo, si no es así, están sufriendo de enfermedades que podrían influir no sólo en su vida profesional, sino también al ser humano detrás de la profesión.

PALABRAS CLAVE: los docentes, el estilo de vida, Pentáculo de bienestar

O PERFIL DO ESTILO DE VIDA DE PROFESSORES DA REDE PÚBLICA E PARTICULAR DA CIDADE DE

TUPÃ/SP.

RESUMO

A busca constante por condições mais dignas de sobrevivência tem levado a classe trabalhadora a mudanças de hábitos que sobrecarregam seu dia a dia de trabalho e obrigações. A classe dos professores não foge a esta característica ao prolongar sua jornada de trabalho ao lar, e ainda, ao submeterem-se as más condições de trabalho oferecidas, na qual incluem a desvalorização profissional e o stress diário ocasionado por uma séria de fatores negativos que se estende desde o campo político ao social. Ao investigar o estilo de vida utilizando o Pentáculo do Bem Estar de um grupo de 101 professores da rede escolar privada e pública da cidade de Tupã/ SP, pode se constatar que um percentual significativo de professores de ambas as redes escolares, a pública e a particular, responderam negativamente a algumas afirmações do questionário, com destaque para os componentes Nutrição, Atividade Física e o Controle do Stress. Os resultados demonstraram que estes professores, caminham para uma qualidade de vida abaixo do recomendado, o que pode num futuro próximo, se já não o é, serem acometidos de mazelas que poderão influenciar não apenas suas vidas profissionais, mas também o ser humano por traz da profissão.

PALAVRAS CHAVES: Professores, Estilo de Vida, Pentáculo do Bem Estar