119 - SCHOOL PHYSICAL EDUCATION AND BODY IMAGE OF TEENAGERS: AN EXPERIENCE OF APPLICATION METHODOLOGY

RICARDO CATUNDA[1]
CARLOS JANUÁRIO[2]
1-Universidade Estadual do Ceará - Brasil
2-Universidade de Lisboa - Portugal
ricardo.catunda@uece.br

INTRODUCTION AND CONTEXT OF BODY IMAGE AND TEENAGERS

Currently, the company has been characterized by a culture that elects the body as a source of identity. Through the media, which conveys advertisements with images of ideal bodies , affecting mainly teenagers, begins to be a search for a picture " perfect " , which causes people to turn away more and more of her real body (MARTINS; NUNES AND NORONHA, 2008). From this perspective, the young man comes to believe that to be accepted by others, it is necessary that their body image is in accordance with established standards, which tends to generate body dissatisfaction, besides causing changes in the perception of body image (ANDRADE; BOSI, 2003; CONTI; FRUTUOSO; GAMBARDELLA, 2005).

For teenagers, the self-perception and satisfaction with body image are important factors in their self-acceptance. If this perception is discordant body idealized by teenagers, this may generate inappropriate attitudes that hinder their growth and development. High degree of dissatisfaction with body image is predictive of depressive situations, psychosomatic disorders, and eating disorders (CURRIE et al., 2008).

Body image is conceptualized as a multidimensional construct that represents how individuals think, feel and behave about their physical attributes (MCCABE; RICCIARDELLI, 2004; MCKAY - PARKS; BANFIELD; MCCABE, 2002; MUTH, CASH, 1997; THOMPSON, 1990).

The process of formation of the body image can be influenced by several factors such as age, gender and media, as well as the body's relationship to cognitive processes such as beliefs, values and attitudes within a culture (MCCABE and RICCIARDELLI, 2004; BANFIELD and MCCABBE, 2002).

The Body Image broadly describes the internal representations of the body structure and physical appearance in relation to ourselves and to others. The subjective component refers to one's satisfaction with their body size or specific parts (DAMASCENO et al., 2006).

Historical factors and current lead individuals to relate to your body so satisfactorily positive or not , which are the circumstances of the past that shape the way each see their own appearance . The current factors are the everyday life experiences that determine how people think, feel and react to their appearance.

Cultural standards of beauty are also important in the formation of body image and how the individual relates himself, these being often imposed by society. It is known, however, that the hardships inflicted on individuals by culture, family or friends do not reach their body image identically. The way we think, feel and react to the perception of physical attributes influence the characterization of personality (CASTILHO, 2001).

The standard of beauty valued in society associated with thinness ends by emphasizing aspects of form, disregarding the diversity of constitutions that are present in the population and also health aspects (KAKESHITA and ALMEIDA, 2006; DAMASCENO et al., 2006; TEIXEIRA et al., 2006). Although there are values of Body Mass Index (BMI) and fat percentage (BF%) adequate for the health, it is believed that the physical type may be culturally determined. Obese individuals have negative body image, which shows the body composition as one of the factors that influence this perception (DAMASCENO et al., 2006; BLOND, 2008).

PHYSICAL EDUCATION SCHOOL THE BODY IMAGE OF TEENAGERS

In 1996 the Law of Guidelines and Bases of National Education (LDB) established mandatory Physical Education in Primary Education (Early Childhood Education, Elementary and High School). This includes legally compulsory physical education as a curricular component of basic education, is not enough to prevent decrease in the supply of the discipline. The discipline before the law “wandered “by the school characteristics and activity unrelated to the curriculum, so without the stated commitment to the development of knowledge and teaching. Even with the legal obligation Physical Education strives to consolidate front of the school community with proper legitimacy for their existence among peers and society.

Through progressive approaches theories are developed and justified politically, but are not implemented in educational praxis. Thus, it does not promote real changes needed and awaited for Physical Education. It is clear from this, the existence of a gap “between the discourse of pedagogy and teacher practice in their daily lessons”. We are good in speeches, but do not move, at least not desirable and necessary, beyond the limits of discourse (CAPARROZ, 2001).

This gap widens herein as teachers can not accomplish in their classes what has been conceived in theory. The role of teachers is still far from ideal, it requires planning, decision and conscious action, causing the escape of a systematic approach to the content. The fact is that the lack of legitimacy of Physical Education in school reflects the low importance given to it by students and parents. Why do not value, unaware of the educational function and the ability to positively influence the formation of values and develop an active lifestyle and healthy. Here we confirm our concern for the need for physical education in school takes a prominent role in promoting healthy lifestyles with results in the formation of body image.

We investigate the possible relationship between physical education and body image. The study of Marques (2009) found a positive correlation between the perception of body image and sense of competence in practice in sports, resulting in greater motivation and commitment on the part of students.

Positive fact of such a study to be conducted at the school also due to the fact must meet institutionalized students for an educational process that will resonate throughout their lives. The school offers a plausible location for the implementation of strategies to promote health, mainly because it covers the decisive moments of the development and training of future adults. This institution has assumed a larger dimension in education and is no longer confined to its role reducer transmitting knowledge, there is an intention to influence the lifestyle in a practical and active (MARQUES, 2010).

Understand as already defined in the amendments included in the 2011 Brussels Declaration of Madrid ' In Education without Physical Education', the teacher becomes the main focus of concern in relation to liability and quality of the intervention. Is this through a better organization of their teaching and commitment to student learning, the main actor for that physical education

be raised to the level of legitimacy, since this can only be sustained currently in school for the legality she earned by Law 9394/96 - Law of Guidelines and Bases of Education.

Thus, investigating the educational Project of the school, the organization and implementation of programs, physical education classes, pre - interactive processes of teachers, participation and engagement of students in the desempenho of the proposed tasks, levels of physical fitness and participation in physical activities both formal and informal, and finally the relationship established with the formation of body image in adolescents is the challenge we are pursuing this study.

STUDY OBJECTIVES

Having a central issue in the study know what the school and Physical Education to develop training and self-perceived body image for teens, following research objectives:

Objectives Relating to Students:

1. Assess the perception of body image of adolescents and factors associated characterization;
2. Analyze the participation of students in physical education classes;
3. Identify levels of physical fitness and adherence to physical activities and sports students investigated.

Objectives Relating to Teachers:

1. Analyze the processes pre - interactive teacher;
2. Analyze teacher instruction and activity segments as references to body image;
3. Analyze the actions during classes.

Objectives Relating to Schools:

1. Check the gains of the training program in the experimental group compared to the control group;
2. Check the existence of the Pedagogical Project activities related to body image;
3. Identify the Physical Education Program the existence of content aimed at the development of body image.

METHODOLOGY

Research Design

The methodology for conducting this research is qualitative and quantitative field research associated with an experimental and comparative. According to Gaya (2008) experimental studies have as main characteristic the fact that the investigators manipulate the independent variable and assign levels, in order to be able to contrast and compare the possible effects on the dependent variable?

Research Participants and Geographic Unit Achievement

Research has teachers and students as participants and as the geographical unit of school achievement. The following characterize the surveyed schools and study participants defining sample.

Characterization of Schools Surveyed

School A (experimental) is framework for the development of physical education classes and one sports court rooms. School B (control) has the structure for Physical Education classes also sports court and rooms. Both schools surveyed belong to the Public Education of the State of Ceará, located in the city of Fortaleza, and students in these schools with enrollment derived from the popular classes. This choice is justified by the need to compare institutions and students with similar characteristics to the application of the experimental program.

Universe Search

The universe of participants is composed of 450 female adolescents students and four teachers who work in Physical Education.

Sample Students

The main sample consists of 170 high school students aged between 14 and 18 years. In this study we used a non-probability sample unintentional, comprising 93 students from School A (54.7 %) and 77 students of B (45.3 %).

Table 1 – Distribution of Students

SCHOOL	Universe	Absolute Frequency	Relative Frequency (%)
School A	250	93	54,7
School B	200	77	45,3
TOTAL	450	170	100,0

Sample Teachers

The sample of teachers consists of four physical education teachers that make all the teachers who work in high school in the institutions investigated . The school participates in the study two licensed teachers and specialists. Two teachers in School B graduates and experts. Inclusion criteria for teachers are belong to the permanent teaching staff of the schools surveyed, minister Physical Education classes to students involved in research, sign a consent form allowing the observation of classes that will be used for recording the collection of relevant facts data and consent to participate in the program (experimental group) . Will be excluded from the study teachers who do not meet any of the criteria listed for inclusion .

Instruments for Data Collection

The data collection was made for the achievement of the study and fulfillment of the objectives of the research has several instruments applied to students and teachers presented in table two.

Table 2 - Instruments used for data collection

	Instrument	Universe/Sample
Students	- Questionnaire Social Interaction and Physical Education - Scale of Participation in Physical Activity and Sport *- Escala de Evaluación de Insatisfacción Corporal en Adolescentes - EEICA* - SOFIT - Fitnessgram - Focus Group	450/170 students 8 groups of 6 students
Teachers	- Retrospective interview - SOFIT	04/04 teachers
School	-Educational Project - Physical Education Program - Application Program - Experimental Group	School A e B School A

Then present the details of the instruments describing the application procedures.

Questionnaire Social Interaction and Physical Education

The initial questionnaire was administered to all students participating in the study and serves to characterize the teenagers in a personal, social and cultural right and to identify the attitudes and objectives that value in the face of physical education classes. Scale participation in physical activity and sport Applied to all students it is a scale adapted by Marques (2010) of a European study on youth participation in physical activities and sports, and the “seven-day physical activity recall " that measures physical activity practiced formal and informal by students.

Scale of dissatisfaction Evaluación Body en Teens – EEICA

Brazilian version translated and adapted into Portuguese with prior permission of the authors of the original scale by Conti et al. (2009). The EEICA consists of 32 questions of self - fulfillment in the form of Likert scale points. Presents internal consistency and confirms the discriminant validity and concurrent and reproducibility for all subgroups satisfactory values in the understanding and timeframe for completion. In exploratory factor analysis were withdrawn issues that had correlation coefficients less than 0.20. In the next step, we analyzed the reproducibility of the reliability scale, yielding Cronbach's alpha values ranging from 0.66 to 0.93 and coefficient of intra-class correlation of 0.90.

Focus Group

This technique was applied to selected students to discuss and comment on the issue focus of the study from their personal experience. The selection of students based on the criteria that take into account common features that enable interactive work and collect discursive material / Interactive.

We believe that among the instruments applied; this technique has the advantage of further questioning post and “dive" into the real world of life of the students, bringing valuable information for the discussion that will wage to analyze the study data.

System for Observing Fitness Instruction Time – SOFIT

This observation system examines phases of decision. The first phase refers to the activity of individual students and it is through the observation of a student pre - selected by determining your level of physical activity regularly. The second analyzes the context of the classroom and the last teacher behavior. It is a technique of observation log by intervals (every 10 seconds) that occurs during the time of lesson. The behaviors are recorded on a form designed for this purpose (MARQUES, 2010).

Interview Retrospective Pre and Post Lesson

We use the guide Januário (1996) in order to understand and analyze the thoughts of the teacher, their decisions didactic , teaching strategies , learning objectives and content to develop . The choice of this type of interview should use the time before the class and after the completion of the same, which takes advantage of the teacher an analysis of recent events and decisions. For the researcher as soon as the application, the objectivity of the questions to be asked and the possibility of analyzing the speech of teachers noted that the act continuously in three classes that each teacher was interviewed.

Tests of Physical Fitness and Anthropometric measures

The instrument used for data collection was a battery of motor tests which consists of the FITNESSGRAM tests that assess: aerobic fitness, body composition, muscular strength and endurance and flexibility of the students. It is an educational program developed to assist the Physical Education Teacher evaluation and fitness education and physical activity in children and adolescents aged 6 to 18 years. In this research the components associated with health-related physical fitness were analyzed using the results observed by applying the Physical Fitness Test, consisting of five items : a) " sit and reach "; b) shoulder flexibility c) folds skin and Body Mass Index (BMI) and d) Come and Go Test . For the tests in question were followed all procedures in relation to film, positioning and use of tools and materials and adopted by the time of each test protocol.

Document Analysis Project Pedagogical School

We used documentary analysis of official documents because the school is a primary source of information that will subsidize response to survey questions regarding the school. Thus, we analyze the Pedagogical Project in order to verify the existence of strategies and / or programs aimed at the development of active lifestyles and healthy and possible relationships with body image formation.

Unit Physical Fitness Program

Used within the program that was being developed in school by teachers Teaching Unit of physical fitness. For three consecutive lessons in each of the groups surveyed, teachers implemented activities with the aim of presenting a dynamic methodology that would enable students a greater length of participation and commitment engine. For this we used the topics as exercise and energy expenditure work aerobic endurance, muscular strength and flexibility. Health and quality of life systems with circuit training and recognition of one's body with practical experiences of self-perception of body image.

Data Treatment

After collection, depart to the stage of tabulation and processing of data to be organized and classified in a systematic way, passing through the stages of selection, coding and tabulation. The selection is required for enabling the identification of false, confusing or distorted. In coding the data for analysis classify and group them under specific category and assigning codes, letters or numbers, so that each item is assigned meaning. In tabulating the quantitative data derived from the questionnaire will be analyzed using the Statistical Package for the Social Sciences - SPSS version 20.0. Correlation techniques and multivariate statistics are used. With the qualitative analysis we intend to overcome the data looking for possible explanations, implicit in the speeches, documents and testimony, setting configurations and flow of cause and effect. To this end we use content analysis which is a technique of qualitative data that applies to “speech “extremely diverse. From the categories and subcategories will be called in order to classify more specifically the recording units.

Thus it is considered that this research will be able to answer the original question driving the project , being a source of knowledge for you to submit to other statements that may be prepared in a new context .

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Street: Clemente and Silva, 800 - Maraponga
Cep. 60711445 - Fortaleza-Brazil
ricardo.catunda@uece.br

SCHOOL PHYSICAL EDUCATION AND BODY IMAGE OF ADOLESCENTS: AN EXPERIENCE OF APPLICATION METHODOLOGY

ABSTRACT

The standard of beauty valued in society associated with thinness ends by emphasizing aspects of form, disregarding the diversity of constitutions that are present in the population and also health aspects. Thus, ideal bodies become objects of desire to be pursued at any cost, having as main target adolescents, who are characterized by instability of an age group still forming. The study is in the final phase of the trial, with the survey data being collected through various instruments. As we have 97 students participating adolescents aged between 14 and 18 years and four physical education teachers from two public schools in Fortaleza. Here we propose to present the methodological procedures which aims to determine the relationship between physical education and school self-concept related to body image of female adolescents.

KEYWORDS: Body image. Physical education. Adolescents. Methodology.

ÉDUCATION PHYSIQUE DE L'ÉCOLE ET IMAGE DU CORPS DES ADOLESCENTS : UNE EXPERIENCE DE METHODOLOGIE DE DEMANDE

RÉSUMÉ

La norme de la beauté d'une valeur dans la société associée à la minceur se termine en insistant sur les aspects de la forme, sans tenir compte de la diversité des constitutions qui sont présents dans la population et aussi des aspects de la santé. Ainsi, les organismes idéaux deviennent des objets de désir d'être poursuivis à n'importe quel prix , ayant comme principaux ciblent les adolescents, qui sont caractérisés par l'instabilité d'un groupe d'âge formant encore. L'étude est dans la phase finale du procès, avec les données d'enquête recueillies par divers instruments. Comme nous avons 170 élèves adolescents âgés entre 14 et 18 ans et quatre professeurs d'éducation physique de deux écoles publiques de Fortaleza participants. Nous proposons ici de présenter les procédures méthodologiques de l'étude, qui vise à déterminer la relation entre l'éducation physique et l'auto- concept lié à l'image du corps des adolescentes.

MOTS-CLÉS: l'image corporelle. l'éducation physique. Adolescents. Méthodologie.

ESCUELA EDUCACIÓN FÍSICA Y EL CUERPO DE IMAGEN DE LOS ADOLESCENTES: UNA EXPERIENCIA DE METODOLOGÍA DE APLICACIÓN

RESUMEN

El presente estudio pretende asociar la autopercepción de la imagen corporal, estado físico y estilo de vida de los estudiantes de secundaria. Tenía 52 estudiantes muestra, cinturón de edad entre 15 y 18 años. Se utilizaron tres instrumentos de recolección de datos: el FITNESSGRAM, la escala de evaluación de Insatisfacción corporal en adolescentes - EEICA y el cuestionario de interacción Social y la educación física. El riesgo de desarrollar enfermedades cardiovasculares es mayor en las niñas presentando pliegues más altos, siendo los niños considerados más activos físicamente cuando en la infancia, reflexionando sobre la percepción positiva de la imagen corporal. Se concluye que los altos niveles de aptitud física que han corroborado en autopercepción positiva imagen corporal de adolescentes centrándose en estilo de vida físicamente activo adoptada por la mayoría, así como la mejora de la información de salud aborda en las clases de educación física.

PALABRAS CLAVE: Imagen corporal. La educación física. Los adolescentes. Metodología.

EDUCAÇÃO FÍSICA ESCOLAR E A IMAGEM CORPORAL DE ADOLESCENTES: UMA EXPERIÊNCIA DE APLICAÇÃO METODOLÓGICA

RESUMO

O padrão de beleza valorizado na sociedade associado à magreza acaba por salientar os aspectos relacionados com a forma, desconsiderando a diversidade das constituições físicas que estão presentes na população e também aspectos de saúde. Assim, corpos ideais se transformam em objeto de desejo a ser buscado a qualquer custo, tendo como alvo principal adolescentes, que se caracterizam pela instabilidade própria de um grupo etário ainda em formação. O estudo se encontra em fase conclusiva da parte experimental, com os dados da pesquisa sendo coletados através de diversos instrumentos. Como participantes temos 170 alunas adolescentes com faixa etária entre 14 e 18 anos e quatro professores de Educação Física pertencentes a duas escolas públicas de Fortaleza. Aqui propomos apresentar os procedimentos metodológicos do estudo, que tem como objetivo verificar a relação existente entre a Educação Física escolar e o autoconceito relacionado à imagem corporal de adolescentes do gênero feminino.

PALAVRAS-CHAVE: Imagem corporal. Educação física escolar. Adolescentes. Metodologia.