# 86 - SCHOOL HEALTH: THE TEACHER CONCEPTION OF PUBLIC ELEMENTARY EDUCATION (1ST- 4TH YEARS) IN THE CITY JEQUIÉ-BA.

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## INTRODUCTION

The school, socially recognized as a space to develop the pedagogical act, is an institution where the human being spends long and important stage of his life. It is in the initial years, times of innumerable discoveries, of habits and attitudes constructions, that the school starts to assume an excellent role for the individual development and formation, integrating him in the social environment; moreover, the educational sector, due to its capacity and inclusion,it is a pertinent ally for the concretion of the health promotion actions, toward to the strengthen of the individuals capacities, to take decisions favorable to his health and the community in order to improve the life quality, based in the individual respect and having as focus the construction of new health culture (Blacksmith).

Regarding these perspectives, the Health Department, understands the school period is basic to work with health, prioritizing the promotion and development of actions come back toward the prevention of illnesses and the strengthening of the protection factors; being the teachers and the students elements keys in this accomplishment. (Brazil)

The concretion of the National Curricular Parameters(NCP) in health action was an important stage so that if it thinks the education and the health under an optics more integrator. Therefore, these parameters go beyond its pedagogical specific function, giving emphasis to the social and politics school functions, directed toward the transformation of the society, relating to the exercise of the citizenship and the access to development and learning opportunities, reasons that justify actions focus in the community, giving concretive the proposals of health promotion.

However, despite the norms existing in the National Curricular Parameters (NCP), they are not developed in efficient way in the school practical, what it attributes the lack of continuous qualification of the teachers, beyond that, the school is not felt responsible for practical of health action in its environments, reducing its function in assistance character, restricting the individual and the illness in detriment of the collective group and the prevention. (Aerts)

Reagrding this problematic it was decided to question the teachers of the elementary education public schools (1st 4th years) in the city of Jequié-BA, about their conception of school health and to characterize the formation of these professionals related to this thematic.

## METHODOLOGY

This paper represents a qualitative research. Its population was comprised of professors of the elementary education (1st 4th years ) of public schools in the city of Jequié - BA. The sample was delimited by randomized way being constituted of 42 professors. For the data collection a questionnaire half-structuralized with objective and subjective questions was used. This questionnaire was duly adjusted by a study pilot, that it made possible to recognize some mistakes in the inquiry instrument.

After the data collection, the results had been analyzed, following the proposal of thematic analysis, in which the frequencies and relevancies of the units had been raised, as well as the profile and values of the references and behavioral attitudes of the professors about the school health.

The answers had been categorized and when necessary in subcategorized. In the organization of the categories it took into consideration the answers form and their content with posterior analysis of the relative frequency of the words appearances and the related issues, being able a same reply to be fit in more than one category.

## RESULTED

There was a large prevalence of the teachers with age above 40 years old with 21 professors, followed by the age intervals 36 - 40 years, and 31-35 years, with 06 professors each one; and 26-30 years and 20-25 years, with 5 and 3 professors respectively.

Concerning the academic formation of the participants, it was observed 8 professors had complete University degree, 4 professors had incomplete university degree, 21 professors had only teaching and 9 had not supplied such information.

With relation to the knowledge acquired in studies made with the health contents, 26 professors affirmed to be prepared while that 16 said not to be prepared.

Investigating about the study of the NCP, 40 disclosed to have studied, while 2 had not carried through it. Specifically about the Health transversal subject, 25 affirmed to have accomplished it and 17 answered that they had not access it exactly.

When the participants had been questioned if they would be prepared to work with the Health Transversal subject inside the school environment, half of them answered that yes (21 participants). Among they were not felt prepared, 13 justified due to the lack of theoretical subsidies; 07 the lack of resources, 01 interest lack and 01 discloses that it is due to bond between the school and the society is weak.

Another question done to the professors was related to the existence of difficulties in working with the health issue in the school environment, being observed that 18 professors not disclosed to have difficulties while that for 24, said that they existed. Among those who had answered positively, 06 had related with the conditions of the school environment, 14 with the lack of resources, 10 with the lack of theoretical subsidies, 01 with the lack of pedagogical orientations and 1 with the lack of professional motivation.

Also it was investigated the professors thoughts about the importance of working the health with the pupils, evidencing 20 answers related to the awareness, 23 to the health prevention, 11 to the health promotion, 01 to a better life and 01 to the understanding of the physical, social and spiritual well-being.

## DISCUSSION

Concerning the health issue in the formation process for the docent staff, 61% of the teachers affirmed to have study health contents, being that of these, 31.5% do not consider such satisfactory study.

When the professors who had participated of the study were inquired about the National Curricular Parameters (NCP), the most (95,2%) answered that had studied and a percentage of 4,7% said that they had not studied it. With relation to the study of the transversal health issue, 59.5% told that they had studied, while 40.4% had not made it.

The gotten results deserve to be analyzed since a large parcel of responsibility is directed for them. Analyzing the answers about the professor preparation to work with the health transversal issue, it was observed they were not felt prepared, what it is confirmed by the percentage of 50% of them had answered they were prepared and 50% that they were not. The lack

of theoretical subsidies (61,9%) and the lack of resources (33,3%) had been the reasons alleged for the professors to the lack of such preparation.

The found results excite a concern: The necessity of accomplishing a good formation process for the teaching and qualifications that involve health thematic, what is related by some authors, as, Ferrani et al (1998) that it evidenced the difficulties of the professors have when they are coming across with health problems of their pupils, appealing generally to the specifics professionals.

Oliveira (1997) points out the teaching generally do not know the characteristics of the school development, what can make it difficult to work with health questions.

(1994), in her studies, also concludes that the professors are not prepared suitably to work with health education, ideas also corroborated by Oliveiras et al. (1990), which characterize the professors formation process as defective in this area, generally centered in pedagogical practices that passes information disentailed of the reality, which in a general way look to signal for problematic entailed the difficulties found for the professors that having to act with the health problems without being adequately apt and trained to work with this thematic, situation caused by the deficiency in the formation process that does not associate the pedagogical practices with the real necessities of the context.

When they were questioned about the possible difficulties in working with the thematic in the school environment, 42.8% of them answered that difficulties did not exist, 57.1% that they existed. Among those had answered positively, the percentage was related to the lack of resources, with 58,3%, followed by the lack of theoretical subsidies (41,6%). Another type of reply also significant was the school environment conditions (25%).

As it was observed, the most cited answer with 58% includes the human resources what it evidences absence or lack of health professionals working in the schools. Data similar to these had been boarded in a study carried through in the city of Natal-RN that make reference to the importance of the health professionals performance in the school environment in order to promote the necessary qualification for the professors (Fernandes et al 2005).

Focesi (1990) also emphasizes the active participation of the health area in the educative process; being able to develop inside the school environment determined functions and to make possible the resolution of the deficiency present in the educational system.

When questioned about the importance to work with the health thematic with the pupils, the professors had related it to preventive actions, as the proper health prevention (54,7%) and the awareness (47,6%), followed by the health promotion (26,1%).

Conceição (1990) defines school health as a grouping of actions which must be developed in the school environment, associating: health and education, objectifying efficiently the evolution of the educative process.

**CONCLUSION**

It could be observed that the answers were more associates to the biological questions since the participants had promoted the junction between citizenship and quality of life, denoting the complexity of the school health subject in the new context of the thematic proposal, where it is made not only a vacant association between the referring health and questions to the hygiene.

Thus, it becomes necessary the reorganization of the educational system aiming the integration between health and education as well as the qualification of the professors and reaching the full practice of the school health term definition through the presence of more prepared teachers.

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**SCHOOL HEALTH: THE TEACHER CONCEPTION OF THE PUBLIC ELEMENTARY EDUCATION (1st THE 4 th) IN THE CITY DE JEQUIÉ-BA**

Abstract: The health education is the basis for adoption and development of critical thoughts and favorable behaviors for maintenance of an ideal of healthful life. The elementary education professors have an important function inside this context for acting directly with children in process of intellectual formation and behavioral development. Regarding this, the present study had the intention to investigate the conception of the elementary education teachers about the school health and to characterize the formation of these professionals about this thematic. A qualitative methodology was used, being the sample consisting of 42 professors of the education public net in the city of Jequié-BA. The data had been collected through a half-structuralized questionnaire and later analyzed following the proposal of thematic analysis. As results, it was observed that 61% of the professors had affirmed to have studied health contents, being that of these, 31.5% do not consider such satisfactory study. With relation to the study of the National Curricular Parameters (NCP), 95.2% had access; however it related to the transversal health issue, 59.5% had told to have studied. Concerning the preparation of the professors to work with the transversal health issue, it was observed that 50% did not feel prepared due the lack of theoretical subsidies (61,9%)

and the lack of resources (33,3%). The found results excite the necessity of accomplishing a good formation process for the teaching and qualifications that involve the health thematic, which could be reached by the effectiveness of the health professional actions in the school environment.
Words keys: School Health; Education in Health; Teacher.

**SANTÉ SCOLAIRE: LA CONCEPTION D'ENSEIGNANTS DE L'ENSEIGNE-MENT FONDAMENTAL PUBLIC (1èME A 4èME) DE LA VILLE DE JEQUIÉ, BAHIA,**

Résumé: L'éducation dans santé est la fondation pour l'adoption et le développement de pensées critiques et les comportements favorables pour la manutention d'un idéal de vie saine. Les enseignants de l'éducation dans les séries initiales ont un important rôle à l'intérieur de ce contexte par être en agir directement avec des enfants dans processus de formation intellectuelle et de développement de conduites. En avant de ce présupposition, l'actuelle étude a eu l'intention d'enquêter la conception des enseignants des séries initiales sur la santé scolaire et caractériser la formation de ces professionnels en ce qui concerne cette thématique. Il a été utilisée une méthodologie qualitative, étant l'échantillon constitué par 42 enseignants publics dans la ville de Jequié. Les données rassemblées à travers un questionnaire semi-estruturé et ultérieurement analysés en suivant à proposition de l'analyse thématique. Comme des résultats, ils ont observé que 61% des enseignants a affirmé avoir étudié des contenus de santé, étant que de ceux-ci, 31,5% n'a pas considéré telle étude satisfaisante. Concernant l'étude des Paramètres Curriculaires (PCNs), 95,2% a eu accès ; déjà rapporté au sujet transversal de la santé, 59,5% a dit d'avoir étudié. En ce qui concerne la préparation des professeurs pour travailler le sujet transversal de la santé, s'est observé que 50% ne se sentaient pas des préparations, dû à manque de subventions théoriques (61.9%) et le manque de ressources (33.3%). Les données récoltées suscitent l'importance de la nécessité de la réalisation d'un bon processus de formation pour l'enseignement et de qualifications qui impliquent thématiques de santé, qui pourra être atteintes par l'affectivité de la performance de la part du professionnel de santé dans l'environnement scolaire.
Mots clés : Santé écolier, Éducation dans santé, Professeurs.

**SALUD DEL ALUMNO: LA CONCEPCIÓN DE LOS PROFESORES DE LA ENSEÑANZA PÚBLICA PRIMARIA (1º A 4º) DEL MUNICIPIO DE JEQUIÈ (BAHIA BRASIL).**

Resumen: La educación en salud es la base para adoptar y desarrollar un pensamiento crítico y comportamientos favorables para mantener un ideal de vida saludable. Los docentes de la educación primaria tienen un importante papel dentro de este contexto porque actúan directamente con niños que están en un proceso de formación intelectual y de desarrollo de sus conductas. Por lo expuesto, el presente trabajo tuvo el propósito de investigar la concepción de los docentes de enseñanza primaria sobre la salud del alumno y caracterizar la formación de estos profesionales sobre el referido tema. La metodología utilizada fue cualitativa y la muestra constituída por 42 profesores de escuelas públicas del Municipio de Jequié. Los datos fueron recogidos por medio de un cuestionario semiestructurado y, posteriormente, analizados siguiendo la propuesta del análisis temático. Los resultados observados fueron: 61% de los profesores afirmaron haber estudiado contenidos en el área de salud, siendo que el 31,5% de estos, no consideró el mencionado estudio como satisfactorio. Con relación al estudio de los parámetros curriculares (PCNs), el 95, 2% tuvieron acceso; con respecto al asunto relacionado con la salud transversal, 59,5% manifestó haber estudiado el tema. En lo que se refiere a la preparación de los docentes para trabajar el tema de la salud transversal, se observó que 50% no se sentían preparados debido a la escasa base teórica (61,9%) y por la ausencia de recursos (33,3%). Los datos recogidos marcan la importante necesidad de realizar un buen proceso de formación docente y de capacitaciones que involucren temas en el área de la salud lo cual podrá ser alcanzado por la efectividad de la actuación del profesional de la salud en el ámbito escolar.
Palabras claves**:** salud escolar, educación en el área de salud, docentes.

**SAÚDE DO ESCOLAR : A CONCEPÇÃO DE PROFESSORES DO ENSINO FUNDAMENTAL PÚBLICO ( 1ª A 4ª ) DA CIDADE DE JEQUIÉ, BAHIA.**

Resumo: A educação em saúde é o alicerce para a adoção e desenvolvimento de pensamentos críticos e comportamentos favoráveis para a manutenção de um ideal de vida saudável. Os docentes da educação nas séries iniciais tem um importante papel dentro desse contexto por estarem atuando diretamente com crianças em processo de formação intelectual e desenvolvimento de condutas. Diante deste pressuposto, o atual estudo teve o propósito de investigar a concepção dos docentes das séries iniciais sobre a saúde escolar e caracterizar a formação destes profissionais no que se refere a esta temática. Foi utilizada uma metodologia qualitativa, sendo a amostra constituída por 42 professores da rede pública de ensino na cidade de Jequié. Os dados coletados através de um questionário semi-estruturado e posteriormente analisados seguindo a proposta da análise temática. Como resultados, observol-se que 61% dos professores afirmaram ter estudado conteúdos de saúde, sendo que destes, 31,5% não consideraram tal estudo satisfatório. Com relação ao estudo dos Parâmetros Curriculares (PCNs), 95,2% tiveram acesso ; já relacionado ao tema transversal da saúde, 59,5% relataram ter estudado. No que se refere à preparação dos docentes para trabalhar o tema transversal da saúde, observou-se que 50% não se sentiam preparados, devido a falta de subsídios teóricos (61,9%) e a falta de recursos (33,3%). Os dados colhidos suscitam a importância da necessidade da realização de um bom processo de formação para a docência e de capacitações que envolvam temáticas de saúde, a qual poderá ser alcançada pela afetividade da atuação por parte do profissional de saúde no ambiente escolar.
Palavra chave : Saúde escolar, Educação em saúde, Docentes.