

89 - BUSY AND EVASION OF PHYSICAL EDUCATION CLASSES: EXPLORATORY STUDY AMONG STUDENTS OF 6 AND 7th GRADE OF ELEMENTARY SCHOOL

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INTRODUCTION

Physical Education Brazil demonstrates great hardships throughout its history, and more intensely in the school, since it can not establish a genuine consensus on the content of school physical education and the goals. Despite the requirement, students are reluctant to attend classes and cite several reasons for this.

The motivation is therefore clear, since the contents are often seen in competitive physical education classes, for example, of sports, make students think they do not possess the necessary skills to participate in such arrangements, not participating classes. Another factor is the teacher's behavior that often influences the behavior of students. Thus, the bias of the teacher with some students, lack of organization of classes, lack of mastery of content and lack of respect for the teacher to students are some factors that make students feel motivated to attend classes physical education in school.

Thus, in order to understand more thoroughly for these reasons that a significant portion of students not participating in physical education classes in school, is that this study develops and seeks to know the reasons for not attending education classes physics: an exploratory study among students of 6th and 7th grade.

CONSIDERATIONS ON THE PHYSICAL EDUCATION

By observing the publications about the history of physical education, one realizes that there are thousands, with few differences, as well as publications about the concept of physical education. Among these works may be cited as authors Castellani Lino Filho, Valter Bracht, Mauro Betti, Jean-Baptiste Freire, Carmen Lúcia Soares, Vitor Marinho de Oliveira, Ana Arantes, among many, and many others. Thus, one can say that physical education has been documented its genesis and its movement is increasingly a part of human life. The use of machines in the production process and the bourgeoisie placed in power make up a table at least challenging for the modern man.

And at the end of the 1930s opened a great educational and cultural exchange provided by Congress of Physical Education. The realization of these events did fade with nationalist overtones featuring more than a century of modern gymnastics.

PHYSICAL EDUCATION CLASSES SCHOOL YESTERDAY AND TODAY: TRENDS AND PROSPECTS

In the context of this study, it is possible to observe that physical education has always been obstacles in its development within the school environment. However, being a compulsory subject in the school system in Brazil, joint actions are needed from schools and teachers. Likely to present other perspectives wherever possible to discuss issues about the motivation of the student in the class of that discipline in order to provide something that really contributes to the physical, cognitive, social, intellectual and learning of these students.

The physical education classes in school in elementary school

For Betti (1991), it is necessary to make the student is led to discover the many reasons to practice some type of physical activity and not simply impose it, saying it is the best for maintaining or improving quality of life and ready. As the author, the teacher in this context is the mediator. And the student in this perspective develops positive attitudes to physical activity, learning appropriate behavior, developing and expanding knowledge, understanding and analysis of all information related to the achievements of physical culture.

Thus, it is necessary to know the guidelines and standards that are developed and established for it. As is the case of Law No. 9.394/96, known as the Law Directives and Bases of Education or LDB, which puts the goals that each school level and must have achieved, some being common to all levels of education and other specific each. With regard to primary education; preparation for citizenship, development of various skills and capabilities, the enhancement of the student as a person, including their ethical training and development of intellectual autonomy and critical thinking (Brazil, 1999, p. 32). It is necessary, however, see what are the chances that the school physical education is today, considering the assumptions of PCN'se LDB.

MOTIVATION FOR PARTICIPATION IN PHYSICAL EDUCATION CLASSES

Considerations about the motivation

The etymological origin of the word seems to have offered a rationale for an expansion of its meaning. Derived from the Latin "motivus" which means to move, motivation assumed the meaning of "everything that can move," "everything that causes or determines something," or even "the end of the reason for an action" (GONDIM and Silva, 2004, p. 145).

Motivation can be defined as a goal-directed action, being self-regulating, biological or cognitively, persistent over time and enabled by a set of needs, emotions, values, goals and expectations. This concept is built on a psychological process that is based on: focus, focus, question and answer.

It is this sense of trying to adapt the theories of motivation in the school environment that the issue of affection should be worked on, mainly between student and teacher.

Motivation in physical education classes

Theories of motivation will be developed over time, almost always directed to the world of work. However, if one school - and education - the educational institution as individuals for the work world see that they can be easily adapted to school life, as in any other area of human life.

Linking motivation with emotion, that is, assuming that should motivate the individual to do something and not just to work, because this perspective is part of improving work efficiency, Murray (1978, p. 32) puts possibility of not having an agreement in relation to a concise concept of motivation, even with what was seen in this study so far, there is, however, according to the author, an agreement between the theoretical issue in relation to a subject is an internal factor that initiates,

directs and integrates the behavior of a person. The author also goes on to say that is not observed directly but inferred from their behavior, or simply starts from the principle that exists in order to explain their behavior (Murray, 1978, pp. 32-33).

Can still be seen in different authors, for example, Maggil (1984) that motivation is related to the word reason, or for someone to do something, one must have a reason to act. This reason, according to the author, can be considered as an inner force, an impulse, an intention that leads a person to do something or act a certain way. Thus, one can say that when talking about motivation to eventually involve the investigation of motives and reasons that influence a particular behavior, that is all behavior is motivated, is driven by motives.

Thus, it is worth defining reason. Reason for Winterstein (1992), turns out to be a hypothetical construct that refers to an internal factor of the living, causing then a specific action, giving a direction, maintaining its course and directed to a goal in order to finalize and it can be classified into two groups:

- 1) Inborn or primary, consisting of the organic and physiological demands;
- 2) Acquired or secondary, formed by the social needs from external sources, such as certain habits (Murray, 1978, p. 38).

This author believes that the social reasons that cause people to relate to others and this interaction, as its nature can be classified as affiliation, aggression, power, etc. assistance Showing therefore that the reasons also give rise to social relations.

As Fernandez (1982), we must emphasize the organic and social reasons. According to the author, the motives must be regarded as organic ones that have a physiological location in the body, such as hunger, thirst, pain, etc..., since the society are those related to the socio-cultural and intellectual people are those that derive from the socialization process.

For Horn (1992), the reasons are not immutable, or are subject to change depending on the context in which the individual belongs, being adaptable to weather, new experiences of the individual, the sociocultural context, etc. ..

Regarding the reasons that lead an individual to join the sport in school can relate to personal factors, environmental factors and the actual characteristics of the chosen sport. According to Saba (2001, p.71) compliance can be understood as the culmination of a steady trend towards physical exercise incorporated in daily lives of an individual.

Thus, in such reasons, it is possible to see the differences - that should be clear to teachers of physical education, the first of which concerns the performance and yield to any and all costs, because the adolescent in physical education classes have interest to play, still driven in order to demonstrate competence to excel in the classroom.

Among the reasons is, according to Maslow (1987, p. 41), which is a hierarchical division that can be classified according to the author, in basic impulses, social reasons, reasons for sensory stimulation, reasons for growth, ideas like reasons.

For Punte (cited Marzinek, 2004, p. 22), extrinsic motivation can be characterized as one that is controlled by reinforcements administered by an external agent. Intrinsic motivation and behavior is mediated by the ribs on which the individual has control.

Thus, one can observe that in adolescent life, this external agent is the school that will seek its referral to learning, but the young, like every individual, will have its own motivation.

According to Costa (1998), shows that the intrinsic motivation may be considered more durable and thus are also more persistent, since they are related to the practice itself and the concept "I like it."

Reeve (cited Marzinek, 2004, p. 26) is one of the authors who also conceptualized as an intrinsic motivation approach followed by interest and pleasure that can and should be based on a series of psychological needs, among them self-determination, effectiveness and curiosity, responsible for the initiation and persistence of conduct address the lack of extrinsic sources of motivation.

Thus, it is extremely important that the teacher, according Marzinek (2004), develop strategies in which the adolescents to experience recreational activities and are more intrinsically motivated (at pleasure, will power, determination) than for reasons extrinsic (influence of parents, physical education teacher, friends). The choice of play activity must be intentional and very, allowing students greater involvement in physical education classes.

THE ROLE OF TEACHER IN STUDENT MOTIVATION IN PHYSICAL EDUCATION CLASSES

You could say that several factors influence the motivation or demotivation in physical education classes, including people. In this case, the physical education teacher, is key for this student's motivation, it is he who selects the content and also develop them in class. He is responsible for the largest class.

It should also put it, not only the student's motivation to participate in physical education classes, but also the motivation of teachers to work with discipline, their dichotomy problematic, depreciation, etc... Thus, it should indicate the study of Moreira (1997), who studied the motivation of teachers to teach physical education in new content to students than the four-court sports.

According Guiraldelli (1989), the teacher should be regarded as the professional who cares about the quality of life of adolescents, with emphasis on the educational aspect / formative, which Physical Education which included the school environment should be focused.

Thus, in relation to physical education teacher, according to the PCN's (1999), it is seeking, at all costs, the motivation to work in school, putting their curriculum component on the same level of seriousness and commitment the others in the process of training the student. According to that document, such ideas may be unfamiliar to some teachers.

It should be emphasized, however, that the physical education classes may not be limited only to the sport of income, according Marzinek (2004), since there are many students with difficulties in relation to the development and acquisition of skills and abilities and they need care and understanding to carry out the lessons with enthusiasm and motivation.

DISCUSSION

TABLE 1 - STUDENTS STUDIED - PARTICIPANT AND NON SCHOOL OF PHYSICAL EDUCATION

	Participant	Percent
Yes	122	65,9
No	63	34,1
Total	185	100,0

As can be seen 65.9% of the total 185 students participated in the study, attend physical education classes in school, regardless of motive and that a percentage of students who do not attend physical education classes, 34.1%, or is 63 students

participated. Among the reasons for not participating in physical education classes, there was a lack of knowledge of teachers, lack of encouragement of students, the unfair treatment of teachers with students who have more skill in some sport, preferential treatment for competitive sports leaving aside other types of events such as, for example, playing, dancing, games, etc. demonstrating that even the obligatory discipline in the school, student attendance does not translate the same.

One of the factors that discourage students to the practice of Physical Education, was precisely not only the attitude of the teacher, but also the relationship between the students themselves. That is, according to data collected showed that the lack of performance and commitment of colleagues (37.8%) is the item that most discourages students to attend classes. This factor is worth mentioning is a reflection of lack of mastery of the class by the teacher, whose percentage reached 70% of study participants.

Also in relation to colleagues, unsportsmanlike action (5.8%), lack of organization (35.7%) and mood of the teacher (7.6%) are other demotivating factors presented by the students who do not attend Physical Education classes.

Focusing on the role of teachers as a factor in motivation for participation in physical education classes, is in the first place, the relationship with a student (29.7%), followed by: a little humor teacher's unwillingness to administer the classes and little knowledge of the class.

CONCLUSION

As was observed in this study, physical education, be it inside or outside the school also hosts a little more each day children and adolescents in school or not. Which brings us to reflect, then, what would cause a significant share of students do not participate in physical education within the school.

With what is seen here, various reasons can not be raised for the participation of students in physical education developed within the school ranging from a lack of specific spaces and materials in good condition until the relationship with colleagues and the attitude of the teacher.

The intent of this study was, therefore, if there are reasons why students of 6th and 7th grade on not attend the physical education classes. It also could see that, as for motivation, no significant differences between sexes in any of the items noted in the questionnaire.

Thus the differences observed between males and females, especially with regard to the age of individuals, one can assume that students of seven grades of primary education were less motivated than the students in the six grades of fundamental to the practice of physical education classes.

Also it was verified that with the commitment of teachers in giving lessons enjoyable and mastering the students so that they feel welcome, must develop lessons for all, demonstrating the importance of physical activity inside and outside of school.

One can conclude, therefore, was not great majority of students who did not attend physical education classes, but a smaller portion, but very significant. This plot indicates that among the reasons for not attending classes are: lack of teacher preparation, lack of good faculty student, lack of good relationships between students, competitive sports and exclusion, lack of understanding of the importance of physical activity for quality of life and socialization of students.

Thus, through the questionnaire, contextualized by a literature review, this study has helped understand a little more about what students think about physical education classes, but also contribute to motivation as a reference for those who are interested in further study this area. Finally, given the limits of this research, it is suggested that further studies be conducted on this subject, with the aim of contributing to the pursuit of new knowledge about the reasons why students participate or not of physical education classes.

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BUSY AND EVASION OF PHYSICAL EDUCATION CLASSES: EXPLORATORY STUDY AMONG STUDENTS OF 6 AND 7th GRADE OF ELEMENTARY SCHOOL

ABSTRACT

The aim of this study was to survey among students and pupils of the 6th and 7th grade who attend assiduously and who do not attend physical education classes, the reasons that led them to not attend the classes of that discipline. A questionnaire was done with the participation of 185 students, taking into account qualitative and quantitative aspects, consisting of closed response questions and open response. One can conclude, therefore, was not the vast majority of students who did not attend physical education classes, but a smaller portion, but very significant. This plot indicates that among the reasons for not attending classes are: lack of teacher preparation, lack of good faculty student, lack of good relationships between students, competitive sports and exclusion, lack of understanding of the importance of physical activity for quality of life and socialization of students.

KEYWORDS: Physical Education; Grounds; frequency.

BUSY ET EVASION COURS D'EDUCATION PHYSIQUE: ETUDE EXPLORATOIRE CHEZ LES ETUDIANTS DE 6 ET 7 E ANNEE DE L'ECOLE PRIMAIRE

RÉSUMÉ

Le but de cette étude était d'enquête auprès des étudiants et des élèves de la 6e et 7e année qui fréquentent assidûment et qui n'assistent pas aux cours d'éducation physique, les raisons qui ont conduit à ne pas suivre les cours de cette discipline. Un questionnaire a été réalisé avec la participation de 185 élèves, en tenant compte des aspects qualitatifs et quantitatifs, composé de questions à réponses fermées et à réponse ouverte. On peut en conclure, par conséquent, n'était pas la grande majorité des étudiants qui ne suivent pas de cours d'éducation physique, mais une portion plus petite, mais très significatif. Ce graphique indique que, parmi les raisons de ne pas assister aux cours sont: le manque de préparation des enseignants, le manque de bons professeurs des élèves, le manque de bonnes relations entre les étudiants, les sports de compétition et l'exclusion, le manque de compréhension de l'importance de l'activité physique la qualité de vie et la socialisation des élèves.

MOTS-CLÉS: l'éducation physique; Motifs; fréquence.

OCUPADO Y EVASIÓN DE CLASES DE EDUCACIÓN FÍSICA: ESTUDIO EXPERIMENTAL EN ESTUDIANTES DE 6 Y 7º GRADO DE LA ESCUELA PRIMARIA

RESUMEN

El objetivo de este estudio fue la encuesta entre los estudiantes y los alumnos del 6º y 7º grado que asisten asiduamente y que no asisten a clases de educación física, las razones que los llevaron a no asistir a las clases de esa disciplina. Un cuestionario se realizó con la participación de 185 alumnos, teniendo en cuenta los aspectos cualitativos y cuantitativos, que consiste en preguntas de respuesta cerrada y de respuesta abierta. Se puede concluir, por lo tanto, no era la gran mayoría de los estudiantes que no asistieron a clases de educación física, pero una porción más pequeña, pero muy significativo. Este gráfico indica que entre las razones para no asistir a clases son: la falta de preparación de los maestros, la falta de una buena estudiante de la facultad, la falta de buenas relaciones entre los estudiantes, los deportes competitivos y la exclusión, la falta de comprensión de la importancia de la actividad física para calidad de vida y la socialización de los estudiantes.

PALABRAS CLAVES: Educación Física; Motivación; frecuencia.

FREQUENCIA E EVASÃO DAS AULAS DE EDUCAÇÃO FÍSICA: ESTUDO EXPLORATÓRIO ENTRE ALUNOS DE 6ª E 7ª SÉRIE DO ENSINO FUNDAMENTAL

RESUMO

O objetivo do presente estudo foi fazer um levantamento entre os alunos e alunas da 6ª e 7ª série do ensino fundamental que freqüentam assiduamente e que não freqüentam as aulas de Educação Física, dos motivos que os leva a não freqüentarem as aulas da referida disciplina. Foi feita aplicação de questionário com a participação de 185 alunos, tendo em conta aspectos qualitativos e quantitativos, sendo constituído por questões de resposta fechada e de resposta aberta. Pode-se concluir, portanto, não foi a grande maioria dos alunos que não freqüentam as aulas de Educação Física, mas uma parcela menor, porém bastante significativa. Essa parcela aponta que dentre os motivos de não freqüentar as aulas estão: falta de preparo do professor, falta de bom relacionamento professor aluno, falta de bom relacionamento entre os alunos, esportes competitivos e excludentes, falta de entendimento da importância da atividade física para a qualidade de vida e socialização dos alunos.

PALAVRAS-CHAVE: educação física, motivos, freqüência.