

Academic Performance Of The Course Physical Education At The Cedeteg Campus Of Unicentro: Impacts For College Management

Bruno Sergio Portela,¹

¹(Department Of Physical Education/ University Of Middle-West – Unicentro, Guarapuava, Brazil)

Abstract:

Background: The study aimed to evaluate the academic performance of Physical Education graduates from the CEDETEG Campus of UNICENTRO, in the two proposed courses, Bachelor's Degree and Teacher's Degree.

Materials and Methods: Data were collected from the Lyceum system, in the Academic Module of the University Management System of UNICENTRO, with students graduated between 2005 and 2020, in the Physical Education course at the CEDETEG Campus of UNICENTRO, referring to the average grades in the subjects during the course.

Results: The results demonstrate that there were a total of 311 students graduated from the Physical Education course in the period evaluated, in both degree types. There was a range of average grade for graduates from 7.87 ± 0.40 to 8.25 ± 0.24 points, with an overall average of 8.09 ± 0.37 points.

Conclusion: The data points to a conclusion that there is a visible improvement in the performance of Physical Education graduates from the CEDETEG Campus of UNICENTRO, being related to the grade average.

Key Word: Physical Education!; University; Academic Performance.

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I. Introduction

The Course in Physical Education, installed on the CEDETEG campus of UNICENTRO and located in the city of Guarapuava/PR, began its activities in 2002, with the authorization to open an extension linked to the Department of Physical Education, on the Irati Campus from UNICENTRO. This year, the first undergraduate course in Physical Education began in the city of Guarapuava, Paraná. At that time, the course had the qualification of Full Degree in Physical Education, according to resolution 03/87 of the Federal Education Council. Then, in 2004, the Department of Physical Education of Guarapuava was created, which was installed on the CEDETEG Campus of UNICENTRO. As a result, in 2004, the Degree in Physical Education course was officially created on the CEDETEG campus of UNICENTRO, which was previously offered as an extension of the Irati course and is now integrated into the Health Sciences Sector of Guarapuava, functioning as an independent department.

Based on the need for a curricular reformulation, with the objective of adapting to the new curricular guidelines in the area of Physical Education (CNE Opinion No. 58/2004 and CNE/CES Resolution No. 07/2004), the Departmental Council of Physical Education of Guarapuava opted for replacing the Bachelor's degree qualification with the Bachelor's degree in Physical Education, which began operating in 2006. The choice for the new qualification persists until 2020, in which the curricular adaptation was carried out to the new guideline in the area of Physical Education, now with Bachelor's and Bachelor's degrees included in the same student entry, in accordance with CNE Resolution No. 08/2018. Between 2002 and 2020, four types of curriculum were used, two for bachelor's degrees (2002 to 2008) and two for bachelor's degrees (2006 to 2014 and 2015 to 2020).

It can be noted that the curriculum for the Physical Education course at UNICENTRO's CEDETEG Campus has varied considerably over the years, not only in relation to the Bachelor's degree courses, which were changed to Bachelor's degrees, but also within the specific courses. The initial four years of the Bachelor's degree course had two grades used, one from 2002 and 2003, in addition to the grade from 2004 and 2005, which had few changes in relation to the organization of the course, with only the years of certain courses being changed. subjects. The subsequent grades were modified to the Bachelor's degree course, starting in 2006, in addition to the inclusion of specific subjects that were allocated to other departments of the institution, which were not taught by teachers from the Department of Physical Education of Guarapuava. However, from 2015 onwards, there was the "departmentalization" of several subjects that were in other pedagogical departments, which were chosen due to high failure rates and difficulty in associating them with the area of Physical

Education. Thus, the schedule used from 2015 to 2017 was worked on, almost in its entirety, by professional Physical Education teachers from the Guarapuava department.

The Physical Education course at UNICENTRO's CEDETEG Campus followed the expansion of higher education in Brazil, which currently affects various social classes, with diversity in the classroom marked by different inclusion processes that have occurred recently, such as, for example, social and racial quotas, special needs etc. Furthermore, different generations share classrooms. The Physical Education course at UNICENTRO's CEDETEG Campus demonstrated a wide range of student ages, with beginners ranging in age from 16 to 60 years old, many students coming from high school, but also students seeking to experience the area of Education. Physics arising from personal experience with sport and physical activity. Furthermore, there is the current inclusion of a visually impaired student (total visual disability), during the current course from 2019 to 2022.

Even as the teaching staff acquire experience over the years, many challenges arise for higher education teaching. Among them, the need to ensure that the evolution that has occurred in the number of enrollments is equal to the quality of teaching stands out, as since the implementation of the course, complete classes have been added to the course every year. In this sense, monitoring the academic performance of undergraduates is important, as it can be the result of a huge variety of factors. The training of the teaching staff, in addition to the structure of the educational institution, such as libraries, classroom space, etc., as well as the way teaching is organized, can influence student performance (MIRANDA et al., 2015). Attributes of the students themselves, such as their intrinsic knowledge of their personal lives, the way they use their time, as well as other demographic variables also influence academic performance (CORBUCCI, 2007). It is seen that the Physical Education course at UNICENTRO's CEDETEG Campus has a wide demographic range of training, not only training students from the Guarapuava region in Paraná, but also from other distant states such as Rondônia and the Federal District. All of these students, from outside the state of Paraná, enter the University through the unified selection process, SISU, which still maintains a current source of students for the undergraduate course.

Knowing that different factors can be directly or indirectly associated with students' academic performance in the course and that this can interfere with a large-scale assessment, as is the case with ENADE, the objective of the study is to evaluate the academic performance of graduates in Physical Education from the CEDETEG Campus of UNICENTRO, in the two proposed courses, in Bachelor's Degree and Bachelor's Degree, in relation to the course's subjects.

II. Material And Methods

The study is characterized as descriptive, cross-sectional and quantitative (THOMAS et al., 2012). The academic performance of the 16 classes formed by the Physical Education course at the CEDETEG Campus of UNICENTRO was evaluated, from the beginning of 2002 to the end of 2020. In data collection, all graduating students in each class analyzed were considered, from those who started in the same class and also those who were included due to transfers, taking advantage of subjects from other courses, in addition to subjects with dependencies.

Performance in the subjects of the Physical Education course was obtained through the extraction of data in the Lyceum system, within the SGU (University Management System), which manages all academic data of UNICENTRO undergraduate students such as grades, frequencies and personal registration data. Initially, the data was collected using an individual spreadsheet for each class, which provided a list of graduating students. Next, data on average, frequency, approval or failure and year of approval in the subject were consulted by name for each graduating student, in each of the subjects in the curriculum carried out in that class.

For data analysis, descriptive statistics are performed with mean and standard deviation. The data were tabulated in Microsoft Excel software, version 16 and presented in descriptive tables, in addition to graphic images, to better visualize the comparisons.

III. Results and Discussion

The evaluation of the performance of academics graduated in Physical Education at the CEDETEG Campus of UNICENTRO resulted in 16 classes analyzed, with 4 classes completing the Bachelor's degree in Physical Education and 12 classes completing the Bachelor's degree in Physical Education, at the aforementioned Campus of the institution. and making a total of 311 graduates. The evaluation period covered the years 2002 to 2020, with both training courses. In Table 1, the descriptive data obtained are shown, such as classes, type of graduation, number of graduates in the class, mean and standard deviation of the average value obtained by the classes in the 1st, 2nd, 3rd and 4th years of the course, in addition to the total average over the four years.

Table 1: Performance of Physical Education graduates from the CEDETEG Campus of UNICENTRO.

Class	Graduation Type	Students Total	Mean 1° Year	Mean 2° Year	Mean 3° Year	Mean 4° Year	Total mean of Course
2002-2005	Graduate	24	8.00 ± 0.46	8.50 ± 0.51	8.02 ± 0.43	8.25 ± 0.38	8.19 ± 0.40
2003-2006	Graduate	30	7.80 ± 0.47	7.91 ± 0.41	8.06 ± 0.41	7.79 ± 0.37	7.89 ± 0.35
2004-2007	Graduate	24	7.77 ± 0.50	8.26 ± 0.47	8.41 ± 0.52	8.36 ± 0.46	8.20 ± 0.44
2005-2008	Graduate	27	7.88 ± 0.43	8.17 ± 0.47	8.35 ± 0.47	8.20 ± 0.39	8.15 ± 0.40
2006-2009	Bachelor	17	8.15 ± 0.23	8.13 ± 0.34	8.56 ± 0.23	8.17 ± 0.39	8.25 ± 0.24
2007-2010	Bachelor	14	8.10 ± 0.45	8.00 ± 0.32	8.09 ± 0.30	8.35 ± 0.34	8.14 ± 0.29
2008-2011	Bachelor	14	8.13 ± 0.42	7.89 ± 0.24	7.96 ± 0.31	8.09 ± 0.37	8.02 ± 0.31
2009-2012	Bachelor	13	8.15 ± 0.34	8.27 ± 0.33	8.08 ± 0.38	8.15 ± 0.34	8.16 ± 0.30
2010-2013	Bachelor	15	7.90 ± 0.39	7.85 ± 0.33	7.78 ± 0.30	7.98 ± 0.36	7.88 ± 0.27
2011-2014	Bachelor	15	7.96 ± 0.30	7.95 ± 0.24	7.85 ± 0.37	7.93 ± 0.40	7.92 ± 0.26
2012-2015	Bachelor	14	7.79 ± 0.37	7.69 ± 0.41	7.55 ± 0.53	8.43 ± 0.66	7.87 ± 0.40
2013-2016	Bachelor	24	7.65 ± 0.44	7.55 ± 0.37	7.83 ± 0.40	8.58 ± 0.35	7.90 ± 0.29
2014-2017	Bachelor	20	7.67 ± 0.55	8.06 ± 0.50	8.17 ± 0.36	8.78 ± 0.32	8.17 ± 0.38
2015-2018	Bachelor	16	8.03 ± 0.36	7.90 ± 0.25	8.19 ± 0.26	8.80 ± 0.27	8.23 ± 0.23
2016-2019	Bachelor	19	8.04 ± 0.33	7.87 ± 0.36	8.33 ± 0.28	8.61 ± 0.39	8.21 ± 0.25
2017-2020	Bachelor	25	8.01 ± 0.41	7.83 ± 0.41	8.10 ± 0.34	8.74 ± 0.48	8.17 0.32

Regarding the general analysis of the number of graduates, the Physical Education course at UNICENTRO's CEDETEG Campus had the possibility of training, during the period from 2005 to 2020, 540 professionals, as a result of the number of places offered in the classes from 2002 to 2011 (admission of 30 students per year with a total of 300 in the period) and 240 vacancies (admission of 40 students in the period from 2012 to 2017). Therefore, the percentage of students graduating from the course is 57.6%, in relation to the vacancies offered ((540/311).100). However, there seems to be a difference between the two courses, as the Bachelor's degree course had a training rate of 87.5% and the Bachelor's course had a training rate of 49%. However, it should be noted that the analysis is only comparing the number of graduates with the number of potential graduates, and a comparison cannot be made between the incoming class and the graduated class, as a large variation was observed over the 4 years of the course. between graduated students versus students who enter the course in the previous fourth year.

The MEC/INEP Report (BRAZIL, 2020) presents interesting data on the area of Physical Education. Firstly, the Physical Education course is considered the 8th course with the highest number of enrollments, in the period evaluated, with 231,508. Next, the report points out that there is a course completion rate of 25.9%, the result of 119,381 students entering and 30,934 students completing. The low completion rate may be associated with retention in subjects, dropout rates and student mobility between institutions and courses. Dropout is an indicator of failures in the teaching process and ineffectiveness of the service provided, in addition to an increase in financial expenses, as the same academic structure that should serve a certain initial group would be intended for a smaller number of students (MOISÉS FILHO, 2006). High dropout rates can have harmful effects on society, such as wasted capacity focused on training and qualification, lower production efficiency of companies, loss of national competitiveness and lack of specialized labor (SILVA FILHO et al., 2007).

The curricular organization of the Physical Education course at UNICENTRO's CEDETEG Campus remained, during the period analyzed, in a total of 4 periods, more specifically 4 academic years. Thus, Table 1 presents the average grades of the subjects in the 1st, 2nd, 3rd and 4th years of the course, in the last one, the general average of the class is presented, in relation to the 4 years of the course. To better visualize academic performance, Figure 1 was created, with the observation of the 16 classes, between the years 2002 and 2020, for the four years of the course.

Figure 1. Graphic analysis of the performance of graduates in Physical Education from UNICENTRO'S CEDETEG campus, in relation to the four years of the course.

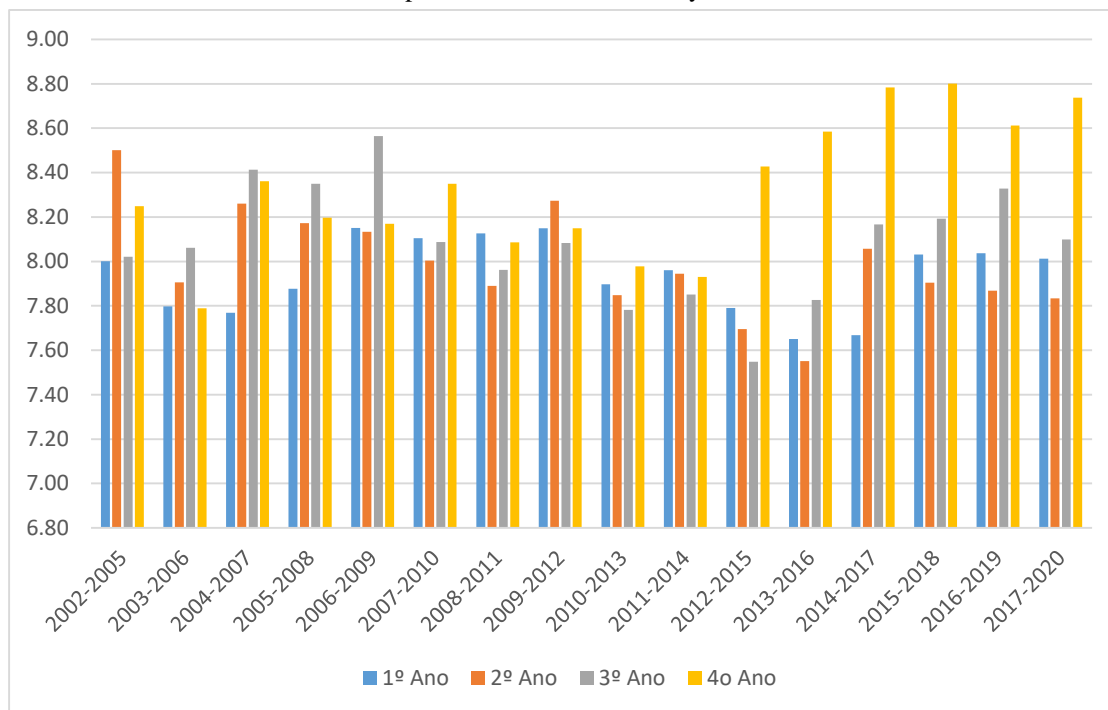


Figure 1, demonstrates that there is a predominance of higher averages in the final years of the Physical Education course, with a special focus on the Bachelor's degree course, from 2006 onwards. It is not possible to trace a pattern of average behavior during the course, such as the expected increasing average from the first to the last year of graduation. Comparing the performance of Physical Education students at UNICENTRO is difficult due to the lack of data for comparison in other studies. There is a scarcity of studies that evaluate the academic performance of undergraduate higher education courses. The only study that presents academic performance data from a Physical Education course is proposed by Silva et al., (2017), the results demonstrate that the 1st period evaluated had an average of 7.0 ± 1.46 , the 4th period had an average 7.2 ± 1.0 and the 7th period had an average of 7.4 ± 1.0 . With this, an increase in the average grades of students from the 1st to the 7th period is seen, understanding that there is a relationship of increase from the beginning to the end of the course.

Figure 2. Graphic analysis of the performance of graduates in physical education at UNICENTRO'S CEDETEG campus, in relation to the general average in the course

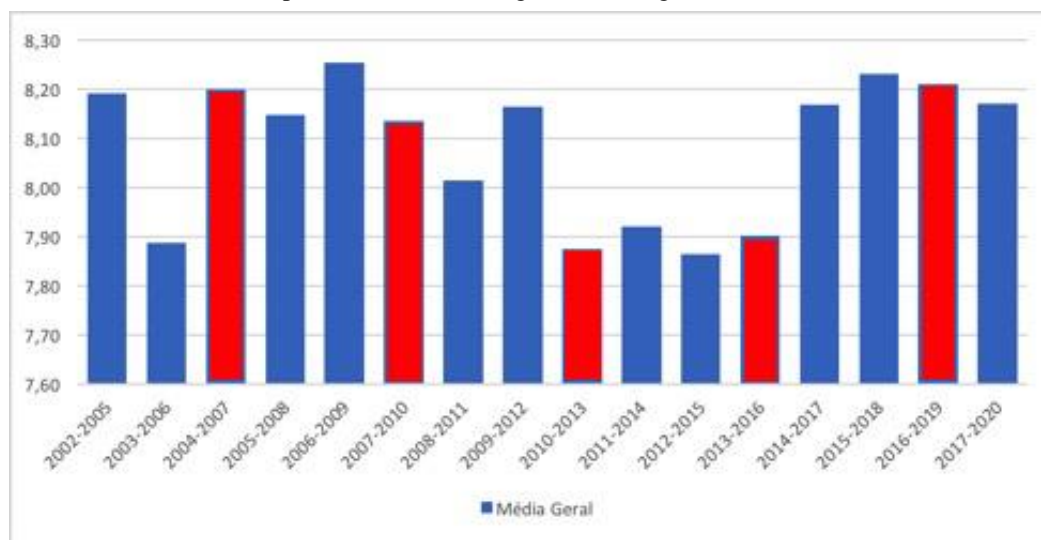


Figure 2 shows the evolution of average grades during the four years of the Physical Education course. When viewing the graph, it appears that the performance of classes that entered from 2014 onwards stabilizes at a value above 8 points. Still in the graph, you can see the classes that took the ENADE. The Bachelor's degree course took place in 2010, 2013, 2016 and 2019. According to the average grade data in the graph, from 2013 onwards, the course had an increasing improvement in its grade performance, which can be compared to the performance in ENADE. Table 2 presents the results of the national ENADE assessment in the respective classes of the Physical Education course at the CEDETEG Campus of UNICENTRO.

Table 2. Performance of the Physical Education course at ENADE (2007-2019).

Class	Year of Evaluation	Concept ENADE (Range)	Concept ENADE (Continuous)	Classification in Brazil	Classification in South Region	Classification in Parana State
2004 - 2007	2007	3	2.176	228	65	24
2007 - 2010	2010	3	2.320	107	36	16
2010 - 2013	2013	3	1.957	248	67	28
2013 - 2016	2016	4	3.542	55	8	5
2016 - 2019	2019	5	4.261	9	2	2

The results in Table 2 show that the Physical Education course at UNICENTRO's CEDETEG Campus always achieved satisfactory performance in the National Student Performance Exam (ENADE). According to the guidelines for interpreting ENADE result data: "Higher Education Institutions with grade 1 or 2 are those whose students performed below expectations in the exam, rating 3 are institutions that had an average performance in the Exam within than expected and institutions with an ENADE 4 or 5 concept are institutions with a performance higher than the expected average. In this way, the Physical Education course at the CEDETEG Campus of UNICENTRO presented concept 3 in the years 2007 to 2013, progressing in 2016 to 4 and reaching the maximum concept in 2019. Additionally, it appears that from the year 2016, the course improved considerably compared to other Higher Education institutions in Brazil, the South region and the state of Paraná. The course, in the last evaluation, obtained a grade of 5, being the 9th best performance in Brazil, 2nd in the southern region and 2nd in the state of Paraná.

From 2015 onwards, a curricular reform was implemented in Physical Education at the CEDETEG Campus of UNICENTRO, which significantly changed the way the course was worked, with almost all of the course's subjects being taught by Physical Education professionals. In this way, the 2016 – 2019 class, which achieved the best performance in ENADE, had a greater participation of professional Physical Education teachers throughout the course, thus giving a direction that the curricular reformulation brought benefits to the course and to students who entered from 2015 onwards. This curricular reformulation, with the inclusion of a higher number of teachers from the Physical Education area itself, teaching the different disciplines of the course, promotes a greater rapprochement between academics and the professional field, in addition to research and extension (FRAGA et al., 2010).

IV. Conclusion

At the end of the study, it was demonstrated that the Physical Education course at UNICENTRO's CEDETEG Campus graduated 311 students, in the Physical Education course, in both degree modalities, with a total of 16 classes, during the period from 2002 to 2020. In relation to academic performance, there was a range of average grades for graduates from 7.87 ± 0.40 to 8.25 ± 0.24 points, with an overall average of 8.09 ± 0.37 points. The data point to a conclusion that there is a visible improvement in the performance of Physical Education graduates from the CEDETEG Campus of UNICENTRO, in relation to the average grades during the course.

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