04 - SOCIOECONOMIC PROFILE AND ACADEMIC PATH OF THE STUDENTS OF FULL DEGREE IN PHYSICAL EDUCATION FROM UFPI

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INTRODUCTION

In the last decades there were numerous changes in the global setting, is the socioeconomic level, at the political, cultural and technological, giving rise to the information age (GADOTTI, 2000). Trends brought by the emergence of new knowledge generate, markedly, momentum on Education (MOROSINI, 2001).

Education, as like as health, housing, among others, is a right for all. But this fact does not reflect the current situation in Brazil, since there is so much inequality at the lower levels, as in more complex levels of Education. The economic reality of the students in Public Higher Institutions, for example, reflects the context faced by the vast majority of the population (FINATTI; ALVES; SILVEIRA, 2007).

One of the main responsibility of Universities is to train qualified individuals to the labor market, and this feat requires remedy or at least try to meet basic issues necessary for the integral formation of future professional (VELLECA, 2009). These are not limited only to free access to Higher Education is also associated with the means to guarantee its permanence. Students from lower classes need to continue his academic life, and quality education, welfare policies such as health, housing, food, sports, among others, reducing the effects of inequalities (FINATTI; ALVES; SILVEIRA, 2007).

The Federal Constitution of 1988, section 205 and 206, said that Education is the duty of the state and family, and one of its fundamental principles is equality in access and retention in school. The Law of Guidelines and Bases of National Education (nº. 9394 of december 20, 1996), also highlights the access and retention of students to Education in its article 3. Likewise the provisions of resolutions is the National Education Plan (Law n.10.172/2001), the incentive for students with good academic performance through the receipt of grant work or other help to encourage their best performances.

The University is a reflection of the social environment, covering all its contradictions. It's one of the main objectives of the Higher Education Institutions the socialization of knowledge for the formation of a citizen aware of their rights and duties, able to contribute positively to society (ALVES, 2009).

This research is justified by the need for information about the influence of social and economic environment in the entry and residence of students from the Physical Education course. Better knowledge of the student body contributes to the University should develop support programs based on students' reality.

The objective of this study was to identify the socioeconomic and academic life of students of the Full Degree in Physical Education, Federal University of Piauí, and thus characterize socioeconomic students of the course, knowing the social and cultural dimension that contributes to the formation of identity of the student, identifying the reason for the choice of course, and the aspirations of students and the profession.

MATERIALS AND METHODS

The research was descriptive cross-sectional approach for quantitative, as the sample had 169 students who attend the first, third, fourth, sixth and seventh period of the Full Degree Course in Physical Education from UFPI, type of sample is accidental, group of subjects available, that emerged at the place and time that data was being collected (POCINHO; FIGUEIREDO, 2004).

Data was collected from a questionnaire, organized into three main themes: general characterization of student, socioeconomic aspects and issues related to academic trajectory. Data were analyzed using descriptive statistics: mean, standard deviation, frequency distribution of relative and absolute in the program Prism 5.0. Later, we used the program Microssoft Office Excel 2007 for making tables and graphs.

RESULTS AND DISCUSSIONS

The average age of the sample was 21 ± 2,7 years, with a large concentration of people aged 18 to 23 (87%), as shown in figure 1.

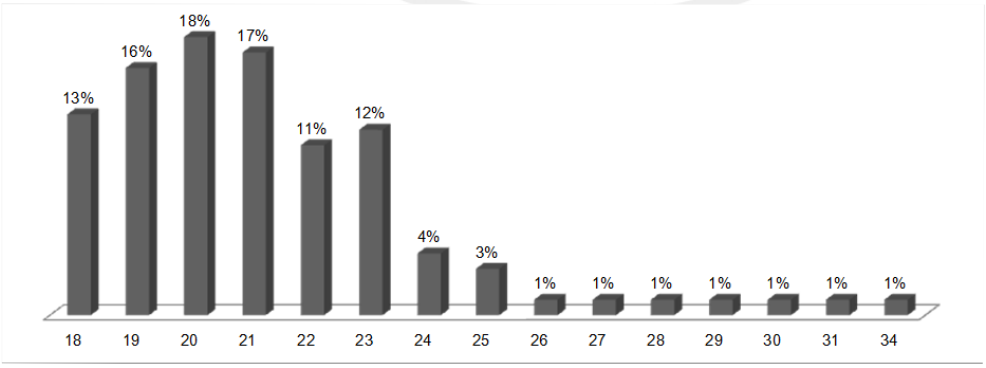

Figure1: Distribution of the sample by age.

In 2001 created the National Education Plan, which had as its goal to increase the number of young people in Higher Education. At the time, Brazil had only 12% of the population aged 18 to 24 years in Higher Education, very small number when compared to countries with Argentina (40%), Chile (20.6%) and Venezuela (26%) (BRASIL, 2001). According to the Census of

Higher Education (BRASIL, 2009), 48,1% of youth aged 18 to 24 years in Higher Education brazilian, mainly formed by individuals who start the course with an average age de19 years and graduate with an average age 23, which makes this age group priority for the Higher Education you want for the brazilian Educational System. Therefore, it is inferred that the course of Physical Education UFPI is within this desirable standard.

From the growing percentage of students aged 18 to 20 years we can deduce that age is the main access to Higher Education, and the fall in the number of students aged between 22 and 23 years reflects the completion of the course on time academic training - 4 years. The second and largest percentage drop seen in the graph occurs at the ages of 24 and 25 years, which corresponds to the time range of training necessary for students who entered with 20 and 21 years in the same way that represents the maximum time provided for training, 7 year for students who entered at age 18 and that for various reasons remained longer in the course.

The student body of undergraduate focus is formed mostly by women, as shown in table 1, the expected data we observe that the population, according to the Brazilian Census 2010 conducted by the Brazilian Institute of Geography and Statistics (IBGE), consists of 190,7 million people, of whom 97,3 million are women and about 93,3 million are men (BRASIL, 2011).

In addition to reflecting a higher percentage of women in our population, this distribution is consistent with more recent Census of Higher Education, held in 2009, which showed that the students are the majority among students enrolled in Higher Education. In dealing specifically with graduate face women represent approximately 55,1% of total enrollment and 58,8% of the total number of graduates (INEP, 2010).

Considering a young sample, table 1 shows that this is mainly composed of single individuals. This data supports that observed by the Higher Education Census (INEP, 2010) in that most of the students is made up of singles. According Finatti, Alves and Silveira (2007) the majority of the university population is being single because this condition bear less responsibility, more time available for dedication to their studies, thus, better use in undergraduate courses and less attrition.

Table 1: General data of the students of the Full Degree in Physical Education.

Variables	Description	Absolute Frequency	Relative Frequency
Gender	Female	97	57%
	Male	72	43%
Marital status	Single	162	96%
	Married	6	3%
	Other	1	1%
Reason To chose The course	Less competition	8	5%
	Higher possibility of financial success	2	1%
	More offer in the labor Market	4	2%
	Adequation to your interests	53	32%
	Recognition with the course	83	51%
	You was/is na athlete in some sport	9	6%
	Influenced by other	1	1%
	Another reasons	4	2%

Asked about the reasons that led them to opt for the Physical Education course, the more vigorous response was 51% who claimed to have identified with the course and 32% who made this choice to suit their interests and trends, as shown in table 1.

The choice of a profession is based on a set of perceptions as a way of life, individual skills, personal training and also beliefs and values (SILVA, 2009). The profession of the parents can also influence the choice of the young professional. His vision is influenced by satisfaction or not their parents at work and identity acquired by them in this exercise (SANTOS, 2005).

Choosing a college is determined also by the affinity with the area, the skills to assist in the practice, or the desire for training in a particular course. In such cases the choice is guided adjustments in trends and interests of the individual (NOGUEIRA, 2004).

Another aspect is evidenced by Oliveira and Silva (2010) for which the type of school attended (public or private) directly interferes with the student in choosing their career because in this environment the student to create their story and frame your interests based on your reality and future prospects. It's known that the choice of school children is directly related to the socioeconomic conditions of parents.

Brazilian society is divided for the IBGE into strata based on family income. To be framed in rich class (A), the family must have a monthly income over R$ 15.300,00. To be in the category B class, income must be between R$ 7.650,00 and R$ 15.300,00. In class C are families who have an income of R$ 3.060,00 to R$ 7.650,00. The brazilians who constitute the class D perceive between R$ 1.020,00 to R$ 3.060,00. And at the last stratum of income is the class E, where are brazilians who earn monthly amounts below R$ 1.020,00.

The families of the respondents were divided into classes using the same criteria. The data showed that families of most students are placed in classes D (40%) and E (32%) having a financial profile below the national average.

Oliveira and Silva (2010) demonstrate in their study that the Degree Courses in Chemistry and Biology there is a predominance of USP class C. These data show that the economic profile of students may influence the choice of academic career.

According to research commissioned by Cetelem BGN to Ipsos Public Affairs, most of the population belongs to the class C with 53% of the total. Classes D and E owns 25% of the population, and the classes A and B comprise 21%. Scenario that is being modified over time. In 2010 nearly 19 million people came from classes D and E, and 12 million people reached the level of classes A and B (BRASIL, 2011).

The fact that 72% of respondents come from very low social classes points to the opportunity for social mobility with access to Higher Education. However the difficulties faced by poor families are enormous, since in many cases need to make sacrifices to keep their children in school better, often privately. As the results, most students came from private school (55%) although it is noted that a substantial portion coming from the public schools (45%).

IBGE, in the census of 2010 showed that 73% of students from HEI attended private schools in Brazil. Reality that governments are trying to change with the implementation of reservation policy of quotas in Public Universities for students graduating from high school free, and the creation of PROUNI (University Program for All), which facilitates the entry of poor students in Educational Institutions Private Higher (OLIVEIRA, 2009).

This paradox is explained, according to Martins (2000) why families prefer to invest in private schools in basic Education and secondary Education, the disability of these same types of Education offered for free. This fact is linked to an

attempt to secure the admission of the individual in Public Higher Education Institutions, which in most cases is superior.

The persistence and graduation of low-income students is significantly impaired, and because of this deficiency are more susceptible students seeking early forms of money, often undergoing the stages of work without a contract, without guidance and wages not worth the hours and the function performed (ANTUNES, 2003). Asked about his personal income, and based on the value of R$ 360,00 which is the base amount paid by institutions and UFPI fostering students to contribute to service delivery, 42% of students responded that they receive a base salary and 16% receive between 2 and 3 base salary, 34% have no income. Students' income, only 19% receive help from UFPI.

Low-income students are achieving success in Higher Education, overcoming barriers and achieving complete their courses. This occurs in part because they are benefited by programs to remain in the Educational System of Education (ZAGO, 2006). Economic needs affect the performance of university studies. One factor that can minimize the economic issue is the poor student participation in research projects, monitoring, undergraduate research, or other type of program that will benefit with pay within the HEI (PORTER, 2001).

The Physical Education has two branches: the Bachelor and Degree. It's the individual make the choice for one of these areas of work before entering the course (VERENGUER, 1997). Each of the modes has a training curriculum and different professional field. The Degree excels in teacher training to work in all forms of Basic Education. Already a Bachelor way to non-school activities in the area, such as clubs, clinics, gyms, spreading the practice of physical activity in these different ways, unable to serve in Basic Education (STEINHILBER, 2006).

In table 2 the responses are arranged over the area in which the student intends to develop their future professional activity, with only 33% of respondents intend to work in school, which is compatible with their area of training – graduation. This shows that it is important to clarify the exercise of this profession in the social context and with the beginning of graduation so that they can distinguish the two branches of the area. This study shows large percentage of graduates who still has no exact notion of the profession to choose.

As for Continuing Education most students outlines this intention, since 42% of respondents want to do specialization, 26% want to master, 23% aspire to reach the doctorate, as shown in table 2.

Table 2: Distribution of students according to area of operation and intention of continuing education.

Variables	Description	Absolute Frequency	Relative Frequency
Acting	School	49	33%
	Gymnasium	27	18%
	Club	4	3%
	Clinic	21	14%
	Personal Training	14	9%
	Business	7	5%
	Academic (research)	6	4%
	No idea	20	13%
	Another area	1	1%
Continued Education	Not intending to continue	5	3%
	Specialization	70	42%
	Master's degree	44	26%
	Doctorate	39	23%
	Another degree	9	6%

Every professional, regardless of area of operation must be in a constant process of updating knowledge. The Physical Education teacher need to know your students according to their capacity and needs and both must improve to meet the professional demands (ANTUNES, 2003). These professionals should be aware of its importance, its field of operation, the areas of professional development, always seeking to deepen their knowledge to better serve its social function and exercise (VIEIRA, 2010).

Of the students who perform paid internship, 39% do so at a fitness center and 42% have personal income that is around R$ 360,00. How many factors that could optimize academic performance, students responded that the primary would be more dedicated to the course by the same and greater interaction with teachers. They said that the main source of knowledge used by teachers are copies of book chapters.

CONCLUSION

Knowing the profile and trajectory of the student is essential to analyze the real situation faced by the University to assess the Educational Institution and assist in developing Public Policies that guarantee equality of access, retention and completion of their courses. The information presented in this study allow us to analyze the actual conditions of the course of Physical Education UFPI, knowledge of professional practice, from which improvements can be planned with a view to greater student achievement.

It is concluded that the graduates of Physical Education UFPI are mostly low income, who seek social mobility through the degree course at the college level, but think of work in this area isn't conducive to training. The acting teacher at the school is still seen with some restrictions. So, we believe that more investment in Higher Education, especially in degree, are urgently needed in order to civic Education.

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SOCIOECONOMIC PROFILE AND ACADEMIC PATH OF THE STUDENTS OF FULL DEGREE IN PHYSICAL EDUCATION FROM UFPI

ABSTRACT:

Education is a right of all people. But, such fact still doesn't reflect our current situation because there is so much inequality as in the lower levels of Education like in the most complex. The economic reality of the students in public Higher Education Institutions (HEI) is a reflection of the reality faced by most of the brazilian population, comprising all its contradictions. The objective of this study was to characterize the socioeconomic profile and know the academic path of students of the Full Degree in Physical Education course of the Federal University of Piauí (UFPI). It's treated of a descriptive type of research with a quantitative approach. The sample consisted of 169 students distributed among the first, third, fourth, sixth and seventh periods of the course, along which was applied a questionnaire divided into three themes: the student's personal data, socioeconomic and educational aspects. The data show that most students are young (18 and 24 years old), single, formed mostly by women. Most of the subjects chose the course of self-interest but there is a discrepancy as to the future area of professional practice (33% scholastic and 34% non-school). The difficulties of staying the course are great because there is predominance of financially needy students (classes D and E) and of these, 34% do not have their own income. Of those who have it, only 19% received financial support from HEI and other extracurricular perform stage with financial assistance less than the minimum wage or have jobs. It is concluded that the students of Physical Education from UFPI are mostly low income and need financial support and teaching to stay and completion of graduation.

KEYWORDS: Vocational Training. Physical Education. Degree.

PROFIL SOCIOECONOMIQUE ET VIE ACADEMIQUE DES ÉLÈVES DE LA LICENCE EN EDUCATION PHYSIQUE À L'UFPI

RÉSUMÉ:

L'éducation est un droit de tout peuple. Mais ce fait ne reflète pas notre situation actuelle, car il ya tant d'inégalités et des niveaux inférieurs de l'éducation dans la plus complexe. La réalité économique des étudiants dans les établissements publics d'enseignement supérieur (EES) est un reflet de la réalité vécue par la plupart de la population. L'objectif de cette étude était de caractériser le profil socio-économique et de connaître la vie universitaire des étudiants de l'ampleur réelle de l'éducation physique, Université Fédérale au Piauí (UFPI). Il s'agit de une recherche descriptive, avec une perspective quantitative. Pour l'analyse nous choisissons 169 élèves répartis entre les premier, troisième, quatrième, sixième et septième cycles de la formation. Nous nous utilisons de une questionnaire réparties en trois domaines principaux: les données personnelles étudiant,

socioéconomique et pedagogique. Les données montrent que la plupart des étudiants sont jeunes (18 et 24 ans), célibataire, formé principalement par des femmes. La plupart des sujets ont choisi le cours de l'intérêt mais il ya une divergence quant à la future actuation professionnelle (33% scolaire et 34% non-scolaires). Les difficultés de garder le cap sont grands parce que il ya une prédominance d'étudiants financièrement démunis (classes D et E) et de ce nombre, 34% n'ont pas leurs propres revenus. Parmi ceux qui l'ont, seuls 19% ont reçu un soutien financier de EES et d'autres activités parascolaires effectuer scène avec une aide financière inférieure au salaire minimum ou ont un emploi. Il est conclu que les étudiants Education Physique UFPI sont pour la plupart à faible revenu et ont besoin d'un soutien financier et pédagogique à conclure ses études.

MOTS-CLÉS: Formation Profissionel. Education Phisique. Licence.

SOCIODEMOGRÁFICAS PERFIL Y ACADÉMICAS CARRERA DE ESTUDIANTE DE LICENCIATURA EN EDUCACIÓN FÍSICA DE LA UFPI

RESUMEN:

La Educación es un derecho de todas las personas. Pero este hecho no refleja la situación actual porque hay tanta desigualdad y los niveles más bajos de la Educación en los más complejos. La realidad económica de los estudiantes en las Instituciones Públicas de Educación Superior (IES) es un reflejo de la realidad que enfrentan la mayoría de la población, que comprende todas sus contradicciones. El objetivo de este estudio fue caracterizar el perfil socioeconómico y conocer la vida académica de los estudiantes de todo el grado en Educación Física, Universidad Federal de Piauí (UFPI). Es un tipo de investigación descriptiva con un enfoque cuantitativo. La muestra estuvo conformada por 169 alumnos distribuidos entre los primeros, los períodos de tercero, cuarto, sexto y séptimo del curso, junto al cual se aplicó un cuestionario divididas en tres temas: los datos personales del estudiante, educativos y socioeconómicos. Los datos muestran que la mayoría de los estudiantes son jóvenes (18 a 24 años), soltero, formado en su mayoría por mujeres. La mayoría de los sujetos eligieron el curso de su propio interés, pero hay una discrepancia en cuanto a la futura área de práctica profesional (33% académico y 34% fuera de la escuela). Las dificultades de mantener el rumbo son grandes porque hay un predominio de los estudiantes con necesidad económica (clases D y E) y de estos, el 34% no tienen sus propios ingresos. De los que lo tienen, sólo el 19% recibió apoyo financiero del IES y otros accesorios de teatro extracurriculares realizan con la ayuda financiera a menos que el salario mínimo o tiene un empleo. Se concluye que los estudiantes de Educación Física UFPI son en su mayoría de bajos ingresos y necesitan apoyo financiero y la enseñanza de la estancia y realización de la graduación.

PALABRAS CLAVE: Formación Profesional. Educación Física. Licenciatura.

O PERFIL ACADEMICO DOS ALUNOS DO CURSO DE LICENCIATURA PLENA EM EDUCAÇÃO FÍSICA

RESUMO:

A Educação é um direito de toda a população. Mas, tal fato ainda não reflete nossa atual conjuntura devido a existência de desigualdades tanto nos níveis mais básicos quanto nos mais complexos do ensino. A realidade socioeconômica dos alunos de Instituições Ensino Superior (IES) públicas é o reflexo da realidade enfrentada pela maioria da população brasileira, contemplando todas as suas contradições. O objetivo deste estudo foi caracterizar o perfil socioeconômico e conhecer a trajetória acadêmica de alunos do curso de Licenciatura Plena em Educação Física da Universidade Federal do Piauí (UFPI). Trata-se de uma pesquisa do tipo descritiva, com abordagem quantitativa. A amostra foi composta por 169 alunos distribuída entre os primeiro, terceiro, quarto, sexto e sétimo períodos do curso, junto aos quais foi aplicado um questionário dividido em três eixos temáticos: dados pessoais do estudante, aspectos socioeconômicos e pedagógicos. Os dados mostram que a maioria dos alunos é jovem (18 e 24 anos), solteira, formada majoritariamente por mulheres. A maior parte dos sujeitos escolheu o curso por interesse próprio embora haja discrepância quanto à futura área de atuação profissional (33% escolar e 34% não escolar). As dificuldades de permanência no curso são grandes, pois há predomínio de alunos carentes financeiramente (classes D e E) e destes, 34% não possui renda própria. Dos que a possui, apenas 19% recebe apoio financeiro da IES e os demais realizam estágio extracurricular com ajuda financeira menor que o salário mínimo ou possuem emprego. Conclui-se que os alunos do curso de Educação Física da UFPI são em sua maioria de baixa renda e necessitam de apoio financeiro e pedagógico para permanência e conclusão da graduação.

PALAVRAS CHAVE: Formação Profissional. Educação Física. Licenciatura.