19 - TITLE COMPARATIVE STUDY ABOUT THE OPINION OF PHYSICAL EDUCATION GRADUATE AND UNDERGRADUATE STUDENTS FROM THE UNIVERSITY OF BRASÍLIA, CONCERNING THE EDUCATIONAL SETTINGS: EXPECTATIONS AND EXPERIENCES.

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INTRODUCTION

The present study dedicates to a reflection on the educational settings of the physical educators and the adequacy of the Physical Education curriculum to the demands of the society. The central focus of the study is for one of the main agents of this process, the student, at two specific moments, the beginning of its formation and after the ending of the course: (a) verifying if its expectations had been taken care of, reformulated and/or extended; (b) investigating the opinion on the characteristics of the educational settings.

To create a common base of dialogue, it is necessary to establish the relations of the curriculum with the inherent society and its values, amongst others, the conceptions of man, world and knowledge.

The curriculum is not only one concept, but a socio-cultural construction. The social values and the civilizational matrix that establishes the global parameters of cultural interpretation vary of society for society. In the present study, the curriculum must be seen in a dimension politics of the education, as an instrument compromised to practical the critical analysis of the society and organized around with cultural and social demands.

The Course of Teachers in Physical Education of the UnB.

In 1988, the Course of Teachers in Physical Education of the University of Brasília had its reformulated curriculum in accordance with the lines of direction established for Nº 215/87 of the CFE (Federal Educational Counsel), creating the structure that remains effective until then - 2006 (object of our study). The teacher formation, although to keep a focus directed for the school reality, formed educators for acting in more extended professional settings, that enable the egress to act in diverse fields of health, sport and leisure.

When defining a new type of educational settings, which include the scholar and the not-scholar areas, such as the academy, the club, the tourism, the teacher formation adopted a curricular structure seemly as the structure of the bachelors. That it introduces the teacher in an ample field of professional settings, leaving the specialization in some specific area to be carried out after the conclusion of the course.

METHODOLOGY

The methodology for data collection used a questionnaire, which describes objectively the opinion of the physical educators on: (1) the existing adequacy between the curriculum and the requirements of the social reality and (2) the quality of the educational formation. The analysis of the data intends: (a) to verify if the expectations of the students had been taken care of, reformulated and/or extended; (b) to investigate the opinion on the characteristics of the educational or professional settings.

The questionnaire had 12 questions, divided in 3 groups of items: (1) personal information's: sex, age, civil state, form of ingression and economic level; (2) expectations of the ingression and evaluation of the related egress of items with the educational settings: professional satisfaction; area of interest for research; understanding of the educational role of the Physical Education and the type of educator formed in the end of the course; (3) expectations of the ingression and evaluation of the egress of items with the curriculum: teachers, structure and curricular adequacy; physical installations; curricular activities; the discipline considered more important (the third block of questions is object of another article).

The questions verified the level of agreement of the teachers through a Likert scale of 7 points, strengthened for a graphical signal (arrow) that it indicated the extreme concepts: excellent - worth; greater - lesser; extremely important and no importance, supplying to the respondents best conditions to discriminate its opinions and evaluations on the curriculum.

The data collection of the ingressions was carried out to the students of 1º and 2º semesters of 2004, that according to information of the Direction of Academic Subjects of the UnB, the total = 81 students. All of them had answered to the questionnaire.

In the case of the egress students, 200 questionnaires are addressed to the physical educators were formed in the period 1990-2004, they correspond to a total of 704 students. The percentage of fulfilling of the questionnaire is more than 50%, because affective proximity between the researchers and the respondents. They had been filled and returned 105 questionnaires of egress, which represent 14.9% of the population.

The statistical procedure for data analysis was Chi-Square, having considered the non-parametric distribution of the data collected. Duly they had been provided and filled: the Term of Free and Clarified Assent and the approval in the Committee of Ethics in Research of the Health Sciences Faculty - CEP/FS.

RESULTS

In the total, 186 questionnaires had been answered by ingressions and egresses of the Course of Physical Education of the UnB. In accordance with the data of Table 1, observe an approached ratio enter the sexes in the two groups, with a small numerical predominance of the masculine sex on the feminine one. With relation to the age, however, the age average of the egress, as it could not leave of being, is greater that of the ingressions, despite the data of the egress presenting a shunting line bigger standard.

Table 1: Composition of the sample formed for ingressions and egress of the Course of Physical Education of the UnB in age terms and sex

	n	Average age (years)	Male		Female	
Ingress	81	19,5 ± 3,0	53	65,4%	28	34,6%
Egress	105	30,1 ± 5,2	61	58,1%	44	41,9%
Total	186	25,5 ± 6,9	114	61,3%	72	38,7%

The data of Table 2 on the civil state indicate a change waited in the familiar condition of the egress in comparison with the ingressions. While almost all the ingressions are single, only 50% of the egress remains in this condition. When constituting a family, the egress starts to have a series of responsibilities and financial commitments generally not assumed by single people.

Table 2: Distribution of the sample formed for ingressions and egress of the Course of Physical Education of the UnB according to civil state

	Married		Single		Divorced		Widowers	
	n	n		n		n	%	n	
Ingress	81	1	1%	79	98%	1	1%	0	0%
Egress	102	41	40%	51	50%	7	7%	3	3%
Total	183	42	23%	130	71%	8	4%	3	2%

Table 3 presents the referring data to the evaluation of the ingressions and egress concerning the characteristics of the educational settings in Physical Education.

Table 3 - Opinion of ingressions and egress of the Course of Physical Education of the UnB on the conditions that surround the educational settings

Evaluated aspect		Excelent		Good		Regular		Bad		Worth		T	Sig
		n	%	n	%	n	%	n	%	n	%	n	
Personal accomplishment	Ingress	67	82,7	8	9,9	5	6,2	0	0	1	1,2	81	14,8
	Egress	63	60,0	15	14,3	15	14,3	10	9,5	2	1,9	105	**
Professional auto-image	Ingress	47	59,5	18	22,8	10	12,7	1	1,3	3	3,8	79	21,8
	Egress	30	28,6	29	27,6	26	24,8	12	11,4	8	7,6	105	**
Conditions of work	Ingress	31	38,3	26	32,1	13	16,0	10	12,3	1	1,2	81	19,8
	Egress	16	15,5	28	27,2	23	22,3	26	25,2	10	9,7	103	**
Social status	Ingress	6	7,6	26	32,9	19	24,1	13	16,5	15	19,0	79	7,21
	Egress	11	10,6	17	16,3	27	26,0	22	21,2	27	26,0	104	
Level of income	Ingress	5	6,2	26	32,1	37	45,7	10	12,3	3	3,7	81	18,0
	Egress	6	5,7	15	14,3	42	40,0	21	20,0	21	20,0	105	**

Sig - Significance level. Test Chi-Square: * 0,05 e ** 0,01

In the items referring to the personal accomplishment and the professional auto-image, it is observed trend of the ingressions to present an expectation overestimated when comparative to the egress. The data suggest that the contact with the professional reality allows the egress to know the aspects in such a way positive as the negatives of the profession, correcting the idea that who likes sports and physical activities certainly it will like to work as teacher of Physical Education. In the truth they are activities total differentiated.

The data confirm the usual vision of the teacher of Physical Education gets pleasure and likes that he makes, therefore ¾ of the egress considers excellent or good the level of personal accomplishment with the profession.

In the case of the professional auto-image, on despite of the necessity of correction of the overestimated expectation of the ingressions, the egress also present a favorable evaluation; therefore about 45% they consider it excellent or good. The space currently destined in the media for stimulate physical activity, considered as one of the main questions for the promotion of the health and quality of life, and has contributed for the valuation of the Physical Education and for the social recognition of its importance.

In turn, when if they observe the results in relation to the work conditions and the level of income, the opinion of the egress is verified in accordance with that the ingressions, although to be conscientious of that they had found work conditions unsatisfactory and a level of regular income, this appreciation is low estimated, therefore, these aspects is, in the truth, worse of the one than the ingressions believe that they go to find.

It must be considered that the ingressions, many times, possess a differentiated social condition of the one of the egress. While the first ones are young with a age average of 19,5 ± 3,0 years, that usually inhabit with the parents, they are single and they do not possess previous professional experience, the egress, in turn, possess 30,1 a age average of ± 5,2 years, 39% are married and divorced 7%, many do not have to inhabit more with the parents, already having contracted new expenditures, with house and/or automobile, for example (taxes, maintenance, etc), making with that they have a differentiated life expectancy. Being thus, the income level that can be satisfactory for one with certainty is not enough for the other.

In the referring item to the social status of the teacher of Physical Education, significant differences between the opinion of the ingressions had not been found when compared with the egress, indicating that the ingressions are right of that it waits to them in the future, as also, that the egress, in the contact with the reality, had not more good found a situation nor more worse nor of the one than the waited one, keeping an opinion next to the manifest for the ingressions.

Table 4 presents the referring data to the evaluation of the ingressions and egress concerning the place where they would have interest to work with Physical Education.

Table 4 - Opinion of ingressions and egress of the Course of Physical Education of the UnB on the place where they would have interest to work in Physical Education

Evaluated aspect		Ever		Lot-times		Middle		Few-times		Never	T	Sig	
		n	%	n	%	n	%	n	%	n	%	n	
School physical education	Ingress	25	31,3	14	17,5	16	20,0	6	7,5	19	23,8	80	5,8
	Egress	44	44,0	11	11,0	13	13,0	12	12,0	20	20,0	100	
Sport Initiation	Ingress	24	30,4	18	22,8	17	21,5	6	7,6	14	17,7	79	3,4
	Egress	34	34,0	17	17,0	20	20,0	15	15,0	14	14,0	100	
Physical fitness	Ingress	47	58,8	16	20,0	10	12,5	4	5,0	3	3,8	80	12,2
	Egress	40	39,6	18	17,8	16	15,8	10	9,9	17	16,8	101	*
Recreation and leisure	Ingress	26	32,9	10	12,7	24	30,4	9	11,4	10	12,7	79	10,1
	Egress	33	33,0	15	15,0	15	15,0	9	9,0	28	28,0	100	*
Adapted physical education	Ingress	19	24,1	14	17,7	20	25,3	11	13,9	15	19,0	79	18,1
	Egress	32	31,7	10	9,9	8	7,9	11	10,9	40	39,6	101	**
Sport communitarian	Ingress	28	35,0	7	8,8	24	30,0	9	11,3	12	15,0	80	10,1
	Egress	22	22,4	10	10,2	20	20,5	14	10,3	32	32,7	91	*
Sportive administration	Ingress	15	18,8	11	13,8	22	27,5	12	15,0	20	25,0	80	12,2
	Egress	22	22,2	14	14,1	10	10,1	11	11,1	42	42,4	99	*
Academy activities	Ingress	42	53,2	15	19,0	13	16,5	2	2,5	7	8,9	79	34,6
	Egress	37	37,0	5	5,0	7	7,0	13	13,0	38	38,0	100	**
Dance	Ingress	20	25,0	6	7,75	11	13,8	9	11,3	34	42,5	80	17,1
	Egress	14	14,3	7	7,1	3	3,1	5	5,1	69	70,4	98	**
Martial arts	Ingress	21	26,3	10	12,5	9	11,3	9	11,3	31	38,8	80	26,7
	Egress	8	8,2	7	7,1	3	3,1	4	4,1	76	77,6	98	**
Personal training	Ingress	52	65,0	14	17,5	6	7,5	1	1,3	7	8,8	80	19,9
	Egress	42	42,4	13	13,1	5	5,1	6	6,1	33	33,3	99	**
Therapeutical physical activities	Ingress	47	59,5	7	8,9	13	16,5	4	5,1	8	10,1	79	17,5
	Egress	41	40,6	7	6,9	10	9,9	6	5,9	37	36,6	101	**
Sport training	Ingress	50	65,8	7	9,2	7	9,2	3	3,9	9	11,8	76	9,9
	Egress	41	41,8	15	15,3	15	15,3	6	6,1	21	21,4	98	*

Sig - Significance Level gotten through the Test Chi-Square: * 0,05 e ** 0,01

In the comparison of the data if it verifies that the contact of the egress with the professional reality made with that they became much more selective, starting to have clarity on its future intentions, mainly on the places in which does not desire to work. The percentile indices that accuse no interest had to consider an increased in all items where it had a significant difference between ingressions and egress.

Thus being, more than 70% of the egress do not intend to work with dance or martial arts, while that more than 1/3 of the egress do not have interest to work with: sportive administration, adapted physical education, activities of academy, therapeutic

activities, personal training and sport communitarian, following the decreasing order of disinterest. The places with lesser index of rejection of the egress are: sport initiation, physical fitness, school physical education and sport training, in this order.

In the biggest part of items that they had a significant difference if observes the trend of an overestimated expectation of the ingressions when compared with the egress, with exception of adapted physical education and the sportive administration, only places where the preference of the egress was bigger of the one than of the ingressions. This reflects, certainty, the chances offered currently for the curriculum of the UnB to the students. They participated of projects can contributes for discovering vocations and developing abilities that prepared them to act in these areas.

It sees Figure 1 below that it compares the order of preference of the ingressions with the one of the egress.

Figure 1 - Comparison with the opinion of ingressions and egress on the preference place to work with Physical Education

Local where they prefer to act, orderly increasing of preference

Ingress	Egress
1, Sport training	1. School physical education
2. Personal training	2. Personal training
3, Therapeutical physical activities	3. Sport training
4, Physical fitness	4. Therapeutical physical activities
5, Academy activities	5. Physical fitness
6, Sport Communitarian	6. Academy activities
7, Recreation and leisure	7. Sport initiation
8, School physical education	8. Recreation and Leisure
9. Sport initiation	9. Adapted physical education
10. Martial arts	10. Sport Communitarian
11. Dance	11. Sportive Administration
12. Adapted physical education	12. Dance
13. Sportive Administration	13. Martial Arts

Analyzing the data of Figure 1, a great inversion in the preference order is verified, at least in that if it relates to the pertaining to school physical education, that in the case of the ingressions appeared in 8th place, starting to be the place of bigger preference of the egress, 1st place.

Table 5 presents the referring data of the evaluation ingressions and egresses about these functions that if feel duly able to exert the conclusion after do course, comparing the opinion of the ingressions with the egresses.

Table 5 - Opinion of ingressions and egress of the Course of Physical Education of the UnB on the level of qualification to exert, after the on conclusion of the course, functions to the Physical Education

Evaluated aspect		Ever		Lot-times		Middle		Few-times		Never		T	Sig
		n	%	n	%	n	%	n	%	n	%	n	
Educator/Teacher	**Ingress**	71	88,8	7	8,8	2	2,5	0	0	0	0	80	1,2
	Egress	85	83,8	12	11,8	5	4,9	0	0	0	0	102	
Physical preparation	**Ingress**	69	86,3	10	12,5	1	1,3	0	0	0	0	80	61,4
	Egress	30	30,3	26	26,3	16	16,2	11	11,1	16	16,2	99	**
Physiologist	**Ingress**	60	74,1	14	17,3	5	6,2	0	0	2	2,5	81	65,3
	Egress	17	17,2	27	27,3	22	22,2	8	8,1	25	25,3	99	**
Coach	**Ingress**	54	67,5	17	21,3	6	7,5	3	3,8	0	0	80	40,0
	Egress	27	27,3	21	21,2	17	17,2	16	16,2	18	18,2	99	**
Therapist	**Ingress**	41	51,3	17	21,3	10	12,5	9	11,3	3	3,8	80	52,5
	Egress	10	10,0	20	20,0	14	14,0	15	15,0	41	41,0	100	**
Recreator	**Ingress**	37	46,3	24	30,0	10	12,5	6	7,5	3	3,8	80	9,33
	Egress	38	37,6	19	18,8	19	18,8	12	11,9	13	12,9	101	
Researcher	**Ingress**	29	36,3	18	22,5	17	21,3	6	7,5	10	12,5	80	22,5
	Egress	17	17,0	9	9,0	25	25,0	17	17,0	32	32,0	100	**
Athlete	**Ingress**	29	36,3	15	18,8	17	21,3	9	11,3	10	12,5	80	74,5
	Egress	3	3,0	4	4,0	9	9,1	13	13,1	70	70,7	99	**
Sport judge	**Ingress**	14	17,5	8	10,0	22	27,5	13	26,3	23	28,8	80	23,6
	Egress	7	7,1	5	5,1	11	11,1	13	13,1	63	63,3	99	**

Sig - Significance Level gotten through the Test Chi-Square: * 0,05 e ** 0,01

According to given of the Table 8, ingressions and egress agree only to relation to the educator/teacher function, they sure that Physical Education have educational setting, as also it certifies the efficiency of the course of the UnB in forming a educator with a corresponding profile to this expectation.

In some cases, the opinion of the ingressions reproduces the common sense normally propagated by the medias, as if the teacher of Physical Education necessarily was an athlete or demonstrated to be capable to whistle any type of game. In the case of the working by therapeutic activities, the care must be taken not to confuse the function of the Physical Education in the prevention and orientation with the function of the physiotherapy in the treatment of the lesions. Teacher of physical education is prepared to assist people with special needs or pathologies, but they do not have a total contraindication to the physical activity, since that attended for specialized teacher in a multidisciplinary equip.

The data of the egress, however, make the correction of this wrong vision of the common sense, leaving that the experience clearly as sport-judger and/or as athlete is not essential for the professional formation, although not to be also discarded as an additional resource, which assists the future teacher to better know the reality of the students.

In the evaluation of the curriculum from the opinion of the egress, some items offer a signal of alert, indicating some important gaps in the professional formation. The main imperfection if relates to the formation of the researcher, when it is verified that 49% of the egress evaluate to have little or no qualification to act as researcher. The formation of superior level estimates a professional capable not only to consume, but also, to produce knowledge, assuming a critical and active position ahead of the theory, as also an investigative attitude of the reality. This is an essential ability for all the physical educators, does not import the area where they intend to act.

It must, therefore, to review the curriculum of Physical Education of the UnB being looked for to assure the qualification of the egress to act as scientist, independent of the educational settings to which intends to dedicate itself. This if not only gives for the revision of disciplines them and the times of study dedicated to the scientific methodology, but it requires the multiplication of the chances of direct participation in research projects, in a context marked for the integration between practical and theory.

The others items related as gap, differently, are directly related with a specific area, like that: physical preparation, physiology of the exercise, sportive training or recreation. It must, therefore, to consider that the current curriculum of the UnB if characterizes for presenting a focus directed for the formation of a generalist, capable to act in the diverse areas to the Physical Education. The students are guided, since the beginning of the course, to search a deepening of studies in the interest areas, appealing to the complementary module and to you discipline them optional.

In this case, we do not wait that the egress really if considers completely apt to act in all these areas. On the other hand, it is intended to guarantee that it possess the necessary basic knowledge for, from the necessity, is in conditions to search information and to prepare themselves to act with quality in any one of the educational settings.

It must, therefore, to analyze with more depth the fact of more than 1/3 of the egress to affirm that it possess little or no capacity to act as physiologist of the exercise or as coach, and more than ¼ to affirm when if it treats to act as physical fitness or as the recreator.

CONCLUSION

In the analysis of the educational settings of the physical educators, through the comparison the opinion of the students of the UnB enters in two specific moments, the beginning - ingressions - and after the ending of the course - egress -, must be considered that the curriculum of Physical Education of the UnB, as the established one in the conceptual landmark, intends to form a generalist professional, capable to act in the diverse on areas to the Physical Education. Being thus, if it does not wait that the egress if judges fully apt to act in all the possible areas.

On the other hand, it is intended to guarantee that the egress has the necessary basic knowledge for, from the necessity, to be capable to search information and of if preparing to intervene with quality in any one of the educational settings.

This indicates that the university must, parallel to the revision and constant update of the curriculum, to extend its edge of action for beyond the period of basic formation, keeping a next contact the social reality, as much as study object - through the accomplishment of studies and research - as providing to the egress the possibility of a continued formation, come back toward exchange and deepening of knowledge.

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COMPARATIVE STUDY ABOUT THE OPINION OF PHYSICAL EDUCATION GRADUATE AND UNDERGRADUATE STUDENTS FROM THE UNIVERSITY OF BRASÍLIA, CONCERNING THE FIELD FOR PROFESSIONAL WORK: EXPECTATIONS AND EXPERIENCES.

ABSTRACT The present work deals with the evaluation of the conditions which surround the professional work of Physical Education teachers. The comparison between the opinion of graduate and undergraduate students allows us to verify whether their expectations were fulfilled, redeveloped and/or amplified, providing important data for the evaluation of their professional life. The main conclusions point out to: 1) the awareness of the difficulties of the profession recognition and valorization; 2) the confirmation of the usual view, in which the Physical Education teacher likes what he does and finds it pleasurable; 3) the certainty that the course qualifies for the work as an educator; 4) a warning that work conditions and income are worse than undergraduates expect.

Key words Physical Education, curriculum, professional formation.

TÉTUDE COMPARATIVE DE L'AVIS DES ETUDIANTS ADMISSIONS ET SORTIES DU COURS D'EDUCATION PHYSIQUE DE L'UNB SUR LES ESPACES DE PERFORMANCE PROFESSIONNELLE : ATTENTES ET EXPERIENCES

RESUME Étude comparative de l'avis des étudiants admissions et sorties du cours d'éducation physique de l'UnB sur les espaces de performance professionnelle: des attentes et des expériences la présente etude se consacrent à l'évaluation des conditions qui entourent la performance professionnelle des enseignants d'Éducation Physique. La comparaison entre l'avis d'admissions et de sorties permet de vérifier si leurs attentes ont été faites attention, reformulées et/ou élargies, fournissant des subventions importantes pour l'évaluation de sa vie professionnelle. Les conclusions principales indiquent pour : (1) la conscience des difficultés de reconnaissance et l'évaluation de la profession ; (2) la confirmation de la vision usuelle dont l'enseignant d'Éducation Physique obtient plaisir et aime lequel fait ; (3) la certitude dont le cours le qualifie pour agir comme un éducateur ; (4) un alerte de que les conditions de travail et le niveau de ils revenu seront pires de ce que les admissions attendent.

Terms Éducation Physique, curriculum, performance professionnelle.

ESTUDIO COMPARATIVO SOBRE LA OPINIÓN DE LOS ESTUDIANTES ENTRANTES EN LA CARRERA DE EDUCACIÓN FÍSICA DE LA UNIVERSIDAD DE BRASILIA Y LOS DIPLOMADOS DE DICHA CARRERA. ANÁLISIS SOBRE LOS ESPACIOS DE ACTUACIÓN PROFESIONAL AÑADIENDO LAS EXPECTATIVAS Y EXPERIENCIAS.

RESUMEN El presente estudio se dedica a la evaluación de las condiciones que involucran el desempeño de los profesores de Educación Física. Con la comparación entre la opinión de los estudiantes ingresados y los que terminaron la carrera es posible verificar cuáles expectativas se atendieron, se reformularon y/o se ampliaron, llevando a cabo informaciones importantes para la evaluación de la vida profesional. Las principales conclusiones apuntan para: (1) la conciencia sobre las dificultades de reconocimiento y valoración de la profesión; (2) la confirmación de la usual visión que se tiene del profesional de Educación Física como alguien que demuestra placer en la tarea que realiza; (3) la certidumbre de que la carrera lo cualifica principalmente para desempeñar el papel de educador; (4) un alerta sobre las condiciones de trabajo y el nivel de la renta, aclarando sobre el real valor de los sueldos para esta profesión.

Palabras clave: Educación Física, currículo, formación profesional.

ESTUDO COMPARATIVO DA OPINIÃO DOS ESTUDANTES INGRESSOS E EGRESSOS DO CURSO DE EDUCAÇÃO FÍSICA DA UNB SOBRE OS ESPAÇOS DE ATUAÇÃO PROFISSIONAL: EXPECTATIVAS E EXPERIÊNCIAS

RESUMO Estudo comparativo da opinião dos estudantes ingressos e egressos do curso de educação física da UnB sobre os espaços de atuação profissional: expectativas e experiências

O presente estudo se dedica à avaliação das condições que cercam a atuação profissional dos professores de Educação Física. A comparação entre a opinião de ingressos e egressos permite verificar se suas expectativas foram atendidas, reformuladas e/ou ampliadas, fornecendo subsídios importantes para a avaliação da sua vida profissional. As conclusões principais apontam para: (1) a consciência das dificuldades de reconhecimento e valorização da profissão; (2) a confirmação da visão usual de que o professor de Educação Física obtém prazer e gosta daquilo que faz; (3) a certeza de que o curso o qualifica para atuar como um educador; (4) um alerta de que as condições de trabalho e o nível de renda serão piores do que os ingressos esperam.

Palavras chaves: Educação Física, currículo, formação profissional.