

Comparison of the level of satisfaction in Physical Education classes of students participating and not participating in the Pedagogical Residency Program

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Abstract

We aimed to compare the level of satisfaction in Physical Education classes of participating and non-participating students in the Pedagogical Residency Program (PRP). We carried out a quali-quantitative in two public elementary schools in the city of Petrolina/PE. One of the schools did not include the Program (school A), the other covered this program (school B). 274 students of both genders were included. We applied a validated questionnaire from the ISEF (Physical Education Satisfaction Index), later we analyzed the data in a simple descriptive statistical way, through Microsoft Excel. There was a significant difference between the schools in relation to the satisfaction index in Physical Education classes. Students with access to the PRP have a greater understanding of the importance of Physical Education and actively participate in classes. The implementation of the PRP had a positive impact on the development of this subject in the school curriculum, contributing to increased student satisfaction.

Keywords: Pedagogical Residence. Satisfaction. Physical Education.

Comparação do nível de satisfação nas aulas de Educação Física dos alunos participantes e não participantes do Programa de Residência Pedagógica

Resumo

Objetivamos comparar o nível de satisfação nas aulas de Educação Física de alunos participantes e não participantes do Programa de Residência Pedagógica (PRP). Realizamos uma pesquisa quali-quantitativa em duas escolas públicas de ensino fundamental do município de Petrolina/PE. Uma das escolas não contemplava o Programa (escola A), a outra abrangia esse programa (escola B). Foram incluídos 274 alunos de ambos os sexos. Aplicamos um questionário validado do ISEF (Índice de Satisfação em Educação Física), posteriormente analisamos os dados de forma estatística descritiva simples através do *Microsoft*

Excel. Houve diferença significativa entre as escolas em relação ao índice de satisfação nas aulas de Educação Física. Os alunos com acesso ao PRP possuem maior compreensão sobre a importância da Educação Física e participam ativamente das aulas. A efetivação do PRP acarretou impactos positivos no desenvolvimento dessa disciplina no currículo escolar, contribuindo para a ampliação da satisfação dos alunos.

Palavras-chave: Residência Pedagógica. Satisfação. Educação Física.

2 1 Introduction

Teacher training is one of the challenges in basic education. The attractiveness of the teaching career, added to the shock of reality when teachers arrive at school can cause discouragement (MADRONA, 2017). In this sense, there are training programs that enable the enhancement of their training, expanding the possibilities of a better entry into the teaching career and socialization with the school space (OLIVEIRA; ARAÚJO; SILVA, 2021).

In this sense, Brazil has seen the emergence of programs that seek to develop professionals through contact with school reality. Among these programs, PIBID and the Pedagogical Residency Project (PRP) stand out. The Pedagogical Residency is a program that starts from the assumption of the inclusion of undergraduates in the activities developed in the school that are assigned to them (FREITAS; FREITAS; ALMEIDA, 2020).

In March 2018, the PRP was created in Brazil, designated by the Ministry of Education (MEC) and described in the edict 6/2018 of the Coordination for the Improvement of Personnel on a Higher Level (CAPES) (FARIA; DINIZ-PEREIRA, 2019). The notice concerning the PRP aimed to select Higher Education Institutions (IES) that have undergraduate courses so that the "implementation of innovative projects that encourage articulation between theory and practice in undergraduate courses, conducted in partnership with public networks of basic education" (CAPES, 2018, p. 1).

In this training process, the future teacher participates actively in the activities of the selected school, being responsible for teaching classes, developing specific lesson plans, participating actively in pedagogical planning and possible out-of-class activities developed in the school unit, a fact that enhances the training aspects (RIBEIRO, 2022).

The actions of the future teacher are monitored and evaluated by the preceptor teacher, who is the teacher linked to the basic school. The actions experienced expand the interaction of the future teacher with the school universe, expanding the development of competencies and skills that involve teaching. Thus, the PRP seeks the improvement of undergraduates' training, directing future teachers to exercise an active and critical pedagogical practice, favoring the use of methodological resources that emancipate students and develop them integrally (FREITAS; FREITAS; ALMEIDA, 2020).

Thus, the PRP expands the consolidation of relations between higher education institutions and basic education institutions, stimulating the protagonism of education networks, promoting the structuring and expansion of the curriculum, taking into account the heterogeneity of students (SOUZA; MARTINS FILHO; MARTINS, 2020).

In a study proposed by Milani (2020), which aimed to provide students with a reflective, critical and humanized education from the Pedagogical Residency Program. The results showed that the PRP provided the overcoming of traditional aspects inherent to the classes and the development of experiences based on respect, dialogue, contextualization, affectivity, diversity and gender relations, increasing the attractiveness and participation of students in the discipline.

Corroborating the above, Queiroz, Solera and Souza (2021) highlight that the effectiveness of PRP brings benefits to all those involved in the process, contributing to the teacher training, learning and participation of students of basic education and the expansion of the curriculum of educational institutions.

From the effectiveness of PRP in basic education schools, there is an increase in the appreciation of Physical Education, being understood as a subject that has a systematized planning that can be implemented in basic education, positively impacting the participation of students in classes (QUEIROZ; SOLERA; SOUZA, 2021).

The historical construction of Physical Education at school was guided by tensions and dichotomies, since historically, the school declines to an overvaluation of theoretical knowledge to the detriment of practical knowledge, assigning devaluation to activities considered practical (ALMEIDA; MORAES; FERREIRA, 2014).

To reinforce this, the Law of Directives and Bases of Education (LDB) itself presents the optional nature of this subject in some situations: (i) students over thirty years old, (ii) students who have children, (iii) students who are doing military service, (iv) students who work more than six hours a day (BRASIL, 1996). This optional nature reinforces the devaluation of this curricular component in the educational field.

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However, teacher training, aligned to specific programs, expands the understanding of the importance of Physical Education for the development of students. We can observe through the study of Ferreira, Graebner, and Matias (2014) that participation is a fundamental element for the functioning of the Physical Education class. For this reason, Brandolin, Koslinski and Soares (2015) developed an instrument to indicate the Satisfaction Index in Physical Education (ISEF). The authors show that the gender, the sporting abilities, the performance of physical activities outside school, the choice of the contents experienced and the absence of disorganization in the classroom have a strong influence on the probability of satisfaction with the physical education classes (BRANDOLIN; KOSLINSKI; SOARES, 2015).

The PRP stands out as an element that enhances the level of participation of students in Physical Education classes and, therefore, it is necessary to expand the debates on this issue, because the PRP, in addition to bringing future teachers to school, brings together the institution of higher education and basic education, creating an environment that can bring elements that positively affect the participation of students in Physical Education classes.

Therefore, this study aims to compare the level of satisfaction in Physical Education classes of students participating and not participating in the Pedagogical Residency Program.

2 Methodology

This study is presented from a quali-quantitative research, because it gathers information from a certain population from the direct questioning of the participants (GIL,

2008). The study was conducted in two public schools in the city of Petrolina/PE in elementary education (final years). The selection of the schools was based on the proximity between them, being located in the same neighborhood; one of the schools did not include the Pedagogical Residency project (school A) and the other covered this Program (school B).

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The sample consisted of 274 students of both genders, aged between 11 and 15. Only 6th and 7th graders participated in the study, since 8th and 9th graders were not included in the Physical Education Pedagogical Residency Project. The following inclusion criteria were considered: (i) being duly enrolled in the educational institution, and (ii) being in the final years of elementary school. Students who were excused from Physical Education classes were excluded from the study.

Data were collected using the ISEF (Physical Education Satisfaction Index) questionnaire validated by Brandolin, Koslinski, and Soares (2015). In the first moment, a data analysis was performed in a simple descriptive statistical form using Microsoft Excel software. In the second moment, the data were entered into a table, triangulated and analyzed from the thematic analysis, covering the six steps recommended by Braun and Clarke (2016): (i) familiarization of the data, (ii) generation of initial codes, (iii) search for themes, (iv) review of themes, (v) definition and naming of themes and (vi) production of the final report.

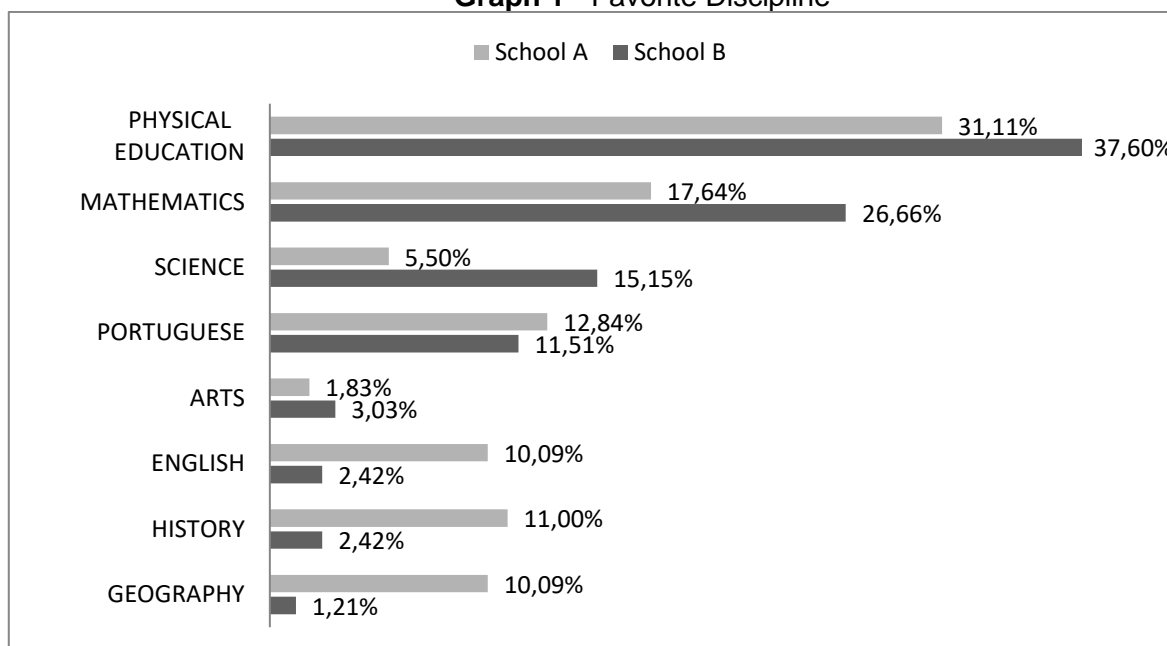
This research met the requirements of the National Health Council Resolution No. 466, dated December 12, 2012, in which research with human beings is regulated. The researcher committed to preserving the identity of the subjects involved in the research, as well as keeping the information anonymous. In the disclosure of the data obtained, through the material collected, the subjects were not personally associated, thus the names of all the people who participated in the research will not be disclosed, nor known to people other than the researchers. This study was approved by the ethics and research committee, registered under number 0003/110614 CEDEP/UNIVASF.

3 Results

In this section, we present the data about the participation of students from the final years of elementary school on Physical Education classes in two public schools in the city of Petrolina/PE. Regarding the gender of the participants, 156 are male and 118 are female. From the total of 274 participants, 125 were in 6th grade and 149 in 7th grade.

To obtain the results of the Satisfaction Index in Physical Education, the ISEF algorithm was used, which classifies the answers considered (positive, reasonable and negative) to measure and classify the students' satisfaction in the discipline of Physical Education.

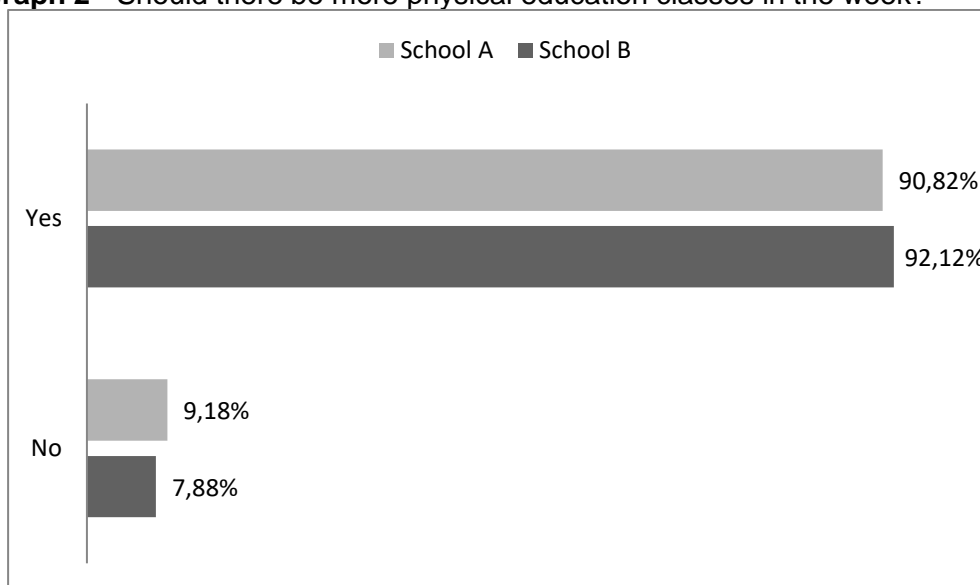
Graph 1 - Favorite Discipline



Source: Survey data (2022)

It can be noticed that in both educational institutions, the students point Physical Education as their favorite subject (EA 31.11% - EB 37.60%). A point that calls attention is that in the school where the Pedagogical Residency Program is located (school B), the data had even higher incidence in pointing the subject as favorite by the students, when compared to school A, which does not have the Program.

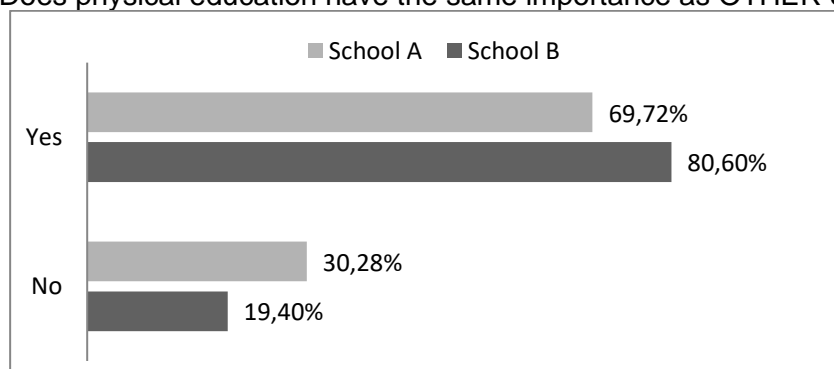
Graph 2 - Should there be more physical education classes in the week?



Source: Survey data (2022).

It is observed that most students in both schools (EA 90.82% - EB 92.12%) point out that a greater number of physical education classes is necessary. In the school with the Pedagogical Residency Project, we noticed a higher difference, but not significant, of a higher number of classes.

Graph 3 - Does physical education have the same importance as OTHER SUBJECTS?

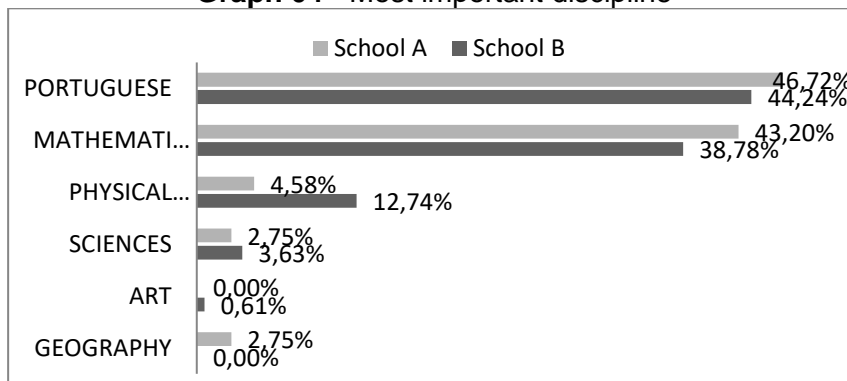


Source: Survey data (2022).

The results show that most students point out that Physical Education has similar importance to other subjects in the school curriculum (EA 69.72% - EB 80.60%). We can

observe that in school B, there is a significant difference in stating the conception of the importance of the subject in relation to school A.

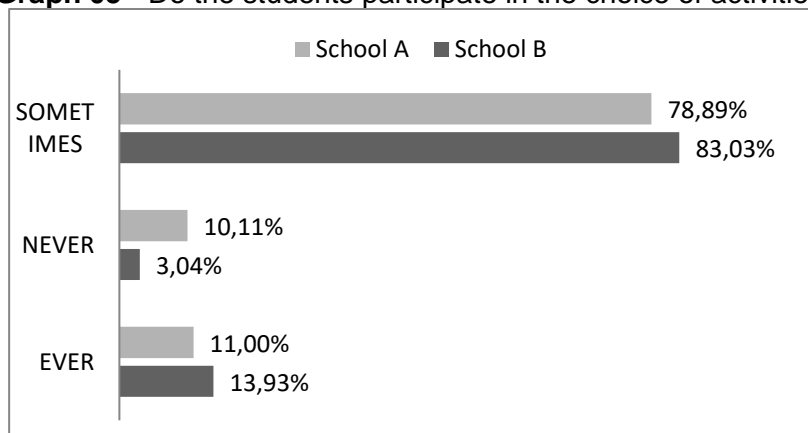
Graph 04 - Most important discipline



Source: Survey data (2022).

The results show that Physical Education, although it is a subject with a smaller workload, is among the three most important subjects, ahead of the subjects Science and Geography. We point out that in the school where the PRP is located (school B), the data had more emphasis on indicating the importance of Physical Education.

Graph 05 - Do the students participate in the choice of activities?

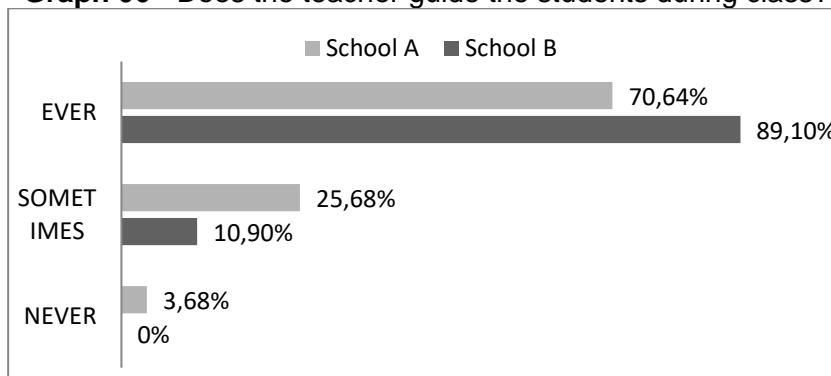


Source: Survey data (2022).

It is inferred that most students reported that "sometimes" they manage to participate actively in the construction of the classes (EA 78.89% - EB 83.03%). One point to be

highlighted is that the school that has the Pedagogical Residency Program (school B) offers more freedom for students to participate in the choice of activities.

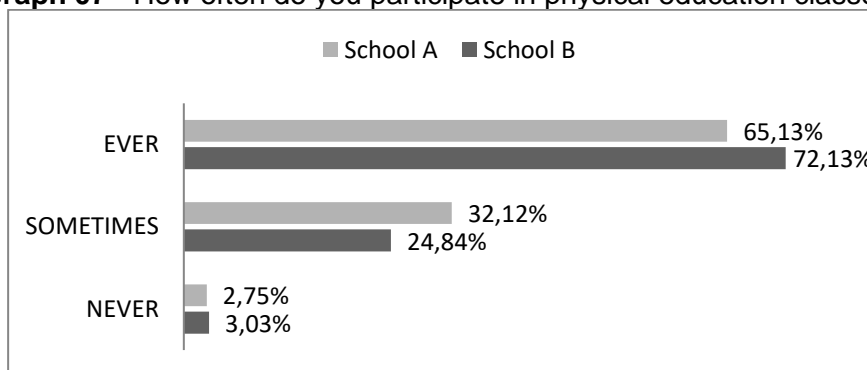
Graph 06 - Does the teacher guide the students during class?



Source: Survey data (2022).

Most teachers in both institutions accompany and help their students during the development of activities (EA 70.64% - EB 89.10%), a factor that may directly influence the levels of participation of students in Physical Education classes. The data show that in the school that does not have the Pedagogical Residency Program (school A), the students indicate that they have less guidance from the teacher regarding the activities of Physical Education.

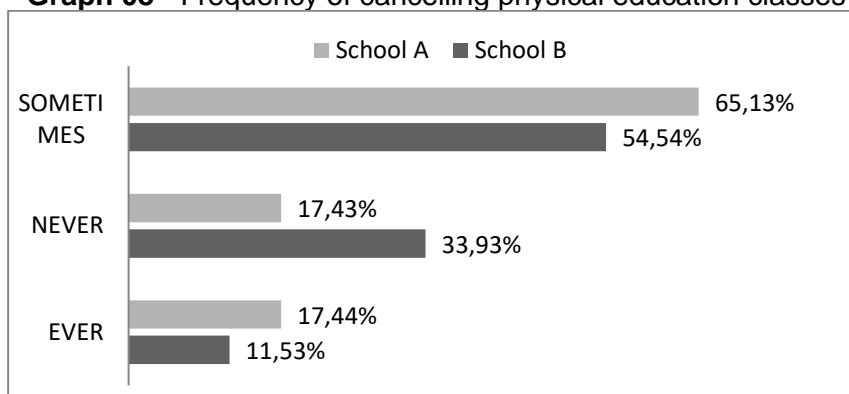
Graph 07 - How often do you participate in physical education classes?



Source: Survey data (2022).

In both institutions, student participation in Physical Education classes is effective (EA 65.13% - EB 72.13%). We emphasize that there is a greater predominance of participation in the school that has the PRP.

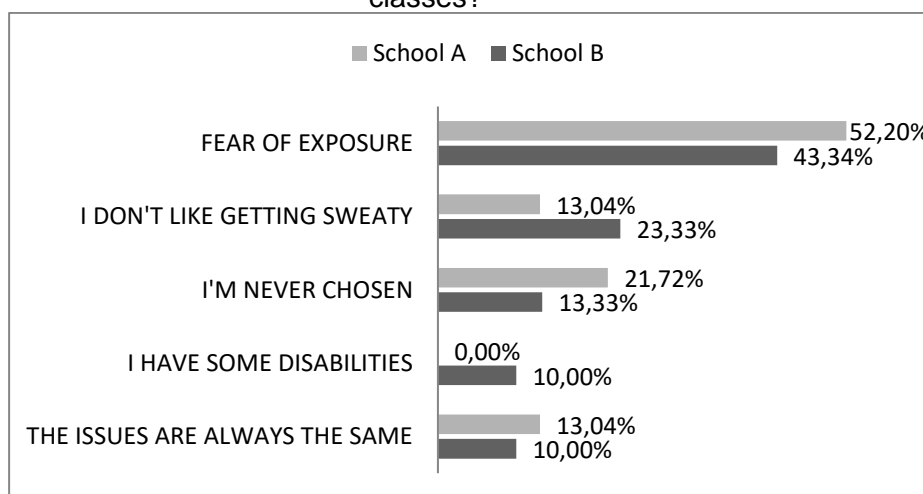
Graph 08 - Frequency of cancelling physical education classes



Source: Survey data (2022).

We noticed that physical education classes are cancelled with some frequency (EA 65.13% - EB 54.54%), causing devaluation of the area. In the school that does not have the Pedagogical Residency Program, there is a higher predominance of cancellations of activities related to Physical Education.

Graph 09 - What is the main reason for you not participating in physical education classes?

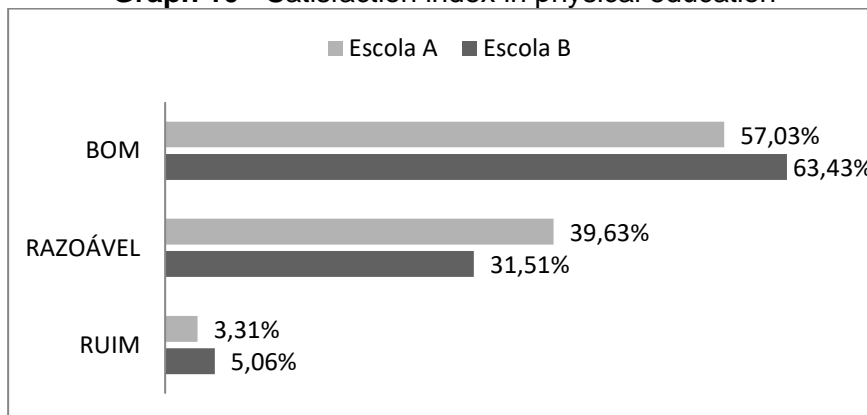


Source: Survey data (2022).

We highlight that the main reason related to the dropout in Physical Education classes is related to the fear of exposure to peers (EA 52.20% - EB 43.34%). We point out that the school which has the Pedagogical Residency Program gathers the lowest evasion

of students from Physical Education classes. The terminology "I am never chosen" is higher in school A (21.72%), while school B has a lower rate of exclusion by selectivity (13.33%).

Graph 10 - Satisfaction index in physical education



Source: Survey data (2022).

The results show that the index of satisfaction with Physical Education classes is considered "good" in both educational institutions, pointing a significant difference in relation to the "bad" index. We point out that, although it is not a significant difference, there is a higher prevalence of satisfaction in the school that has the Pedagogical Residency Program.

4 Discussions.

When comparing the data referring to the two schools, we observed that the satisfaction index was considered "good" and that there was a significant difference between the schools. Satisfaction in Physical Education classes is a topic that has been gaining more and more space in the academic debate (BRANDOLIN; KOSLINSKI; SOARES, 2015). The literature has already shown that this aspect impacts the quality of education (FOLLE; POZZOBON; BRUM, 2005). Thus, we realize that the PRP enhances a good relationship between teachers, students and the integration of content, triggering greater satisfaction of students with Physical Education classes.

Milani (2020) highlights that the PRP presents potentialities such as the collaborative work between the institution of higher education and the institution of basic education, providing the students of basic school the expansion of the appropriation of knowledge and experiences based on respect, dialogue, affection, gender relations and diversity.

In this same sense, Queiroz, Solera, and Souza (2021) emphasize that the PRP provides the development of the structuring of educational planning, making it participatory. Thus, this process is configured as a strategy for the development of Physical Education classes. Regarding the students' participation in the choice of thematic units in the teacher's guidance during the classes and the frequency of students' participation, the results show that the school that has the PRP showed a significant difference in relation to the level of students' participation in the classes. This aspect can be evidenced by the fact that school B provides greater flexibility in the curriculum, allowing the teacher freedom to plan, execute, and evaluate his or her methodological actions.

Thus, the planning and execution of the lessons at school B provides more autonomy for the students to participate in the selection of content, making them act actively in the lessons, and receive feedback during their participation in the activities, favoring the development of the relationship between teacher and student.

When teachers and students actively participate in the structuring of classes, the possibilities for student interaction are increased, triggering a higher degree of satisfaction. Even if the teacher structures his classes methodologically in the best possible way, they will only be successful if the students participate effectively in this construction. For this, the teacher must use innovative methodologies that positively impact students, such as the use of technological resources, adequacy of content to the students' culture and systematized practice of the content, aligning the procedural, attitudinal and conceptual aspects (LIMA, 2021; JUCÁ; LIMA; MELO, 2022). Thus, the PRP can boost the relationship between student and teacher, motivating students to participate actively in Physical Education classes (FREITAS; FREITAS; ALMEIDA, 2020).

Furthermore, PRP favors an approach between higher education institutions and basic education institutions, fostering an exchange of experiences that promotes the development of effective actions, contributing to the expansion of skills and potentialities of all involved in this process.

Regarding the frequency of cancellation of physical education classes, we noticed a significant difference between the two schools, in which the institution that does not have the PRP had a higher cancellation of classes. Therefore, we can see that the PRP has positive impacts on the internal organization of the institution. This fact can increase the participation of students in Physical Education classes, which contributes to the full development and satisfaction of students.

Moura and Soares (2014) show that the basic reasons for the cancellation of classes are related to the development of activities and institutional events, structural problems in the locker room and the existence of water on the court, caused, most of the time, by rain or due to students' indiscipline. In the same vein, Bassani, Tori, and Vaz (2005), when investigating a public school in Florianópolis/SC, found that about 50% of the scheduled Physical Education classes were held. The authors list some factors such as: weather problems, extracurricular activities, and the teacher's participation in other activities.

Souza Júnior and Darido (2009) point out that, in many schools, Physical Education classes are offered in the after school hours, making it difficult for students to access school. This model of organization causes this subject to dispute space with other activities that are experienced by students outside the school environment.

We emphasize that the lack of adequate infrastructure, the little curricular tradition of Physical Education and the consequent lack of structure in the school curriculum lead to the cancellation of classes, generating negative impacts on the development of the subject. Thus, the PRP presents itself as an alternative for improving the internal organization of Physical Education. Regarding the students' dropout in Physical Education classes, we noticed a significant difference between the two schools, in which the school that does not have the PRP showed a higher dropout rate. Fear of exposure to peers was evidenced as

the biggest reason for dropping out. This reason may be related to factors such as the shame of performing some practice, fear of making mistakes in front of classmates, lack of technical ability in some body practice, and the fear of not being accepted during the activities.

The effectiveness of PRP has a positive impact on the methodological resources used in the classes. We understand that school B presents subsidies that give more security for the students to participate in the classes in an active way.

Millen Neto et al., (2010) show that the detachment of students from Physical Education classes may be related to processes such as: a) the need to work, causing students not to return to school after school; b) low structure of the school for practical classes; c) low systematization of content, not taking into account the experiences lived by students.

Within this context, the diversification of content and practice sites favor the development of inclusion and student autonomy. This process is facilitated because the diversification of methodological aspects increases the chance of identification of students with the activities developed (DARIDO, 2012).

Regarding the aspect of Physical Education being the favorite subject, we noticed a significant difference between the two schools, in which the students of school B have a greater preference for the subject of Physical Education. This aspect may be related to the fact that the PRP provides greater integration between teacher and student. Regarding the students' perception about the increase of physical education class hours, we did not notice a significant difference.

In this sense, Nista-Piccolo and Vecchi (2006) emphasize that Physical Education is configured as a dynamic discipline, since it involves the development of games and playful activities. These aspects may develop in students a feeling of admiration for Physical Education. According to Darido (2004), the school must provide the best conditions for the teacher to develop classes that enhance the students' cognitive abilities.

In this way, we can highlight that the subject of Physical Education, by involving playful situations, triggers the students' satisfaction. In this sense, the PRP presents itself

as an action that offers students greater possibilities of experiencing the ludic aspects, due to the dynamic nature of the classes. The students from both schools pointed Physical Education as their favorite subject and an important one in the curriculum. They also point out the need for more classes per week. We noticed that the students from school B had a higher perception of the importance of Physical Education (80.60%) compared to school A (69.72%). We can evidence that the effectiveness of PRP has positive impacts on the appreciation of the subject.

In this sense, Pizani et al. (2016) point out that Physical Education classes should be provocative and should expand the interest in living diverse experiences from the insertion of methodologies that facilitate the relationship between teacher, student and the content developed, providing the development of autonomy and reflective capacity. Physical Education was related to practical aspects, having less relation with the conceptual and attitudinal dimensions, which led to a distorted view of this practice, associating it with "doing for doing's sake" (DARIDO, 2012).

We realize that the PRP is a project that facilitates the development of Physical Education in the curriculum of basic education, bringing positive aspects for the development of the area, the professionals involved in the process, the students and the school community (TARDIN; ROMERO, 2022). These aspects impact positively on increasing the levels of satisfaction of students with Physical Education.

5 Final considerations.

This study aimed to analyze the impacts of the Pedagogical Residency Program on the satisfaction index of the students in Physical Education classes. The use of the Pedagogical Residency Program brought positive impacts regarding the students' satisfaction in Physical Education classes.

The data showed that Physical Education is still the students' favorite subject. They attribute great importance to this subject, especially students from the school that has the PRP. We noticed that the participation of students from the school with the PRP was higher, as well as their perception of the importance of this subject. Physical Education, in its

trajectory, has been seeking its pedagogical legitimization and its space in the school curriculum. Thus, we can see that the PRP has been a positive element in the sense of enabling the legitimacy of this subject in the school field from the expansion of the relationship between teachers and students and the pedagogical treatment in which the subject is anchored.

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The pedagogical training programs in Brazil have stood out in their actions, bringing closer relationships between higher education institutions and basic education institutions. In this sense, we need to promote research on these programs and how they impact the different school realities.

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