

# Sport Management Education

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## **Physical Education Curricula: Focus About The Students Perception On Sport Management Discipline**

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### **Purpose**

Studies have shown that sports management as discipline integrated in the Bachelor degree in Physical Education professional are still incipient in Brazil (Mazzei & Bastos, 2012). To understand the importance attributed to this discipline, the present study aims to analyse the student's perception in relation to the sport management discipline in their academic formation.

### **Background**

The university should be a privileged place where intellectual, moral, professional and political education of people take place, not being the educational processes which doesn't contribute to creation of autonomous citizens who are endowed with critical and reflective capacities (Bento, 2012). The curriculums should provide the students with a vast knowledge about their performance areas and make them ready for the actual labour market (Jones, Brooks & Mak, 2008; Parkhouse, 1987).

As stated by Won and Bravo (2009), this reality requires the knowledge of students' needs as well as the knowledge of the existing structures and the potentials in each region so that the work can be done properly in undergraduate programs.

### **Methodology**

The study is a descriptive quantitative research. For the sample of the study 209 students were intentionally selected, of which 62.7% were male in the 20–22 age group (male: 49.62% and female: 51.28%), from the physical education undergraduate programs of the following six universities: Universidade Federal do Paraná, Universidade Tecnológica do Paraná, Pontifícia Universidade Católica do Paraná, Universidade Positivo, Faculdades Dom Bosco, Faculdades Integradas do Brasil, in city of Curitiba, Brasil.

A specific questionnaire was designed for the data collection which is composed by the following dimensions as bellow. The results were based on descriptive statistics (absolute and relative frequencies) and inferential (Pearson correlation) through IBM SPSS Statistics 21.0 software.

### **Results**

Contents covered in class

In this dimension, 60.3% of students believe that discipline is important, however, they also underline that higher education institutions should provide more intervention in this area.

Contributions of the discipline to the professional job practice

In 51,2% the students claim that it's very important to be able to enter the job market. In this respect, we believe that the discipline will eventually enable future professionals take roles in the field that is in constant growth. As stated by Won and Bravo (2009); Mazzei and Bastos (2012), in this area there is a lack of knowledgeable sports professionals and this makes it necessary to educate the students to act as managers, collaborating for the promotion of a new sports culture.

Experience and the labour market

The results indicate that 55,9% had some experience with private institutions, 32,4% in public institutions and 11,7% had no experience. This statement is supported by Parkhouse (1987) as he claims that it's the universities' duty to maximize the professional skills of the students in physical education in relation to

sports management, otherwise if this reality is not taken into consideration, it will restrict the performance of the future professional.

#### Degree of importance

In 66,5% of the students reported that the contents taught in the course are acceptable to understand and to work in the area of sports management. In addition, the higher education institutions and academic staff should be a bridge between the students and the labor market stimulating their interaction with society according to the needs (Jones et al., 2008).

In relation to the contribution of the discipline for the entrance to labour market the Pearson coefficient showed that the importance dimension ( $r = 0.99$ ) and dimension of experience in the labour market ( $r = 0.68$ ) were the most valued by the students, and the dimension of the content covered in the class presented a negative correlation ( $r = -.177$ ). The negative correlation is explained by the fact that the given subjects have been considered acceptable by the students, which suggests that they need to be more diversified and specific to sports management.

#### Conclusions and implications

The main conclusions point out that the sport management discipline addresses satisfactorily the concepts of the area, however there is a need to interconnect theory and practice. At the same time, it must be understood that, this is an applied area that links multidisciplinary knowledge. It's also seen that the perception of the students on sports management discipline and the contents covered in the classes, play an important role in the education and future exercise for job in sports organizations.

Because of this, the academic staff shouldn't only develop contents to cover the subjects but also point out to the real perspectives in professional job market seeking a better interface with reality of the field.

#### References

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