

## Sports Management in Programs of Graduation in Physical Education

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### Abstract

The sports management is the application of administration concepts to the sports context and organizations, hence this research aim to analyze the offering courses related to sports management in programs of Physical Education. Were collected 13 curriculum structure for each qualification, licentiate and bachelor, therefore this study analyzed 26 Physical Education programs with traditional classes from 15 Higher Education Institutions in the Federal District, Brazil. Sports management course is on 100% of Physical Education bachelor programs, while only 53.84% of sports management course is on licentiate programs of Physical Education, and in both degrees the course is mandatory. Also, the course of sport management does not have a standard nomenclature. The results show the difference between the two Physical Education programs, as the licentiate program is compromised from sports management know-how.

**Keywords:** Graduation; Sports Organizations; School Program; Curriculum; Academic Training; Teaching.

### Introduction

This article ponders about the issue of Physical Education programs problem about the incomplete formation regard Sport Management course. The assumption is that a subject so important to the economy and the social relations of Nation must have a privileged place in the programs who teach professional specialists, owing to attend the society demands. In fact, these professionals need be well qualified and receive adequate teaching to go to the work market.

The applicability of management concepts to the sports organizations is understood as Sport Management (Hoye, Smith, Nicholson, & Stewart, 2018; Rocha & Bastos, 2011). Thus, Sport Management cannot be compared with the management of hospitals, schools or companies, because the sports phenomenon differs it and turn it into specific management practice (Mazzei & Bastos, 2012). Even among Sports Management researchers and thinkers, there is no consensus if it is an independent study area or whether it fits into the Sports Science subject (Mazzei & Bastos, 2012). Nevertheless, the Sport Management needs to be inserted in the initial Physical Education curriculum.

In Brazil, sports practice influences a lot of people, in addition to being increasingly relevant from an economic point of view. The money that sports movements in the national economy is higher and is increasingly on the rise (L. P. A. Silva, 2014). This reality reinforces the need for sport to be well managed since it reaches a considerable number of people, and affects the country's economy. Within this context, 21st-century education must prepare society for the changes that constantly occur in our reality, there is a lot of information, so teachers must have knowledge that allows them to educate for an evolutionary expertise (Delors et al., 2010).

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However, there are few studies on Physical Education programs about the Sport Management course and subject, as a possibility of consolidating spaces for intervention and action proposals (Bastos, 2003; Quinaud, Farias, & Nascimento, 2018). Due to this missing information about the Physical Education programs and the importance of studying Sport Management subject, a study focused on the Physical Education programs is considered relevant.

The objective of this research is, to analyze the Sport Management course in Physical Education programs, through the analysis of the curriculum from Higher Education Institutions (HEI) of Physical Education in the Distrito Federal (Federal District, DF) in Brazil.

## Methods

This research considers the classifications determined by Vergara (2016) that qualifies the scientific methodology with the ends and the means. As for the purposes, this is descriptive research, since it is intended to analyze the Physical Education curriculum of the HEIs from DF. As for the means, this is documentary research, since the research is characterized by developing material accessible to the general public, being able to open a new point of view for others researchers or to exhaust itself from theoretical references of primary or secondary form, referring to the proposed objectives. The descriptive research aims to expose the characteristics of the phenomena, being able to explain it or not (Vergara, 2016).

The sample consisted of 26 Physical Education programs of HEI from DF, registered on the platform *e-mec* (<https://emec.mec.gov.br/>). The HEI founded have Physical Education programs on 3 modalities: face-to-face, semi-face-to-face and distance learning. Although, there is no specification the differences between semi-presence and distance learning. Thus, only the face-to-face and active programs from HEI whose curriculum was available on their official website were included.

To carry out this study, the graduate curriculum programs of Physical Education, licentiate and bachelor, of HEI from DF were collected. A total of 13 programs for each qualification (licentiate and bachelor), totaling 26 programs. The websites of each institution were obtained from the *e-mec* platform. The searches on the websites of *e-mec* and each HEI were done in September 2018. The HEIs from DF that was listed in *e-mec*, but that did not meet these criteria did not have their curriculum analyzed.

## Results

The results of this research are arranged in 3 tables and 1 graph. Table 1 shows the face-to-face bachelor programs and courses related to Sport Management. The option in how the course is offered in these institutions, if mandatory (OBR) or optional (OPT), is also informed. In the OBR the student must do it to obtain the degree, whereas in the OPT the students can have the choice, to do or not do, and the student can obtain their degree without attending it.

**Table 01 – Courses related to Sport Management in physical education for bachelor.**

Institutions and Courses	Bachelor	
	OBR	OPT
<b>CLARETIANO</b>		
Administration and Organization of Events in Physical Education	x	
<b>ESTÁCIO</b>		
Management of Business and Project in Physical Education	x	
<b>FACIPLAC</b>		
Event Management in Physical, Recreational and Sports Activities	x	
<b>IESB</b>		
Elaboration and Organization of Sporting Events	x	
Management and Sports Marketing	x	
Management of Gyms and Sports Schools	x	
<b>MAUÁ</b>		
Sports Administration and Organization	x	
<b>UCB</b>		
Administration and Organization of Physical Education	x	
Entrepreneurship	x	
<b>UDF</b>		
Entrepreneurship and Sports Marketing	x	
<b>UNB</b>		
Administration Applied to Physical Education	x	
Sports Event Management	x	
<b>UNICEUB</b>		
Sports Management and Marketing	x	
Events Administration and Organization in Physical Education	x	
<b>UNIEURO</b>		
Events Administration and Organization in Physical Education	x	
<b>UNIP</b>		
Management and Trends in Gyms	x	
Championships Organization and Sporting Events	x	
<b>UNIPLAN</b>		
Management and Trends in Gyms	x	
Championships Organization and Sporting Events	x	
<b>UNIPROJEÇÃO</b>		
Sports Organization, Marketing and Assistance	x	

Note: OBR= mandatory; OPT = optional

Table 2 shows the courses related to Sport Management course in Physical Education programs from DF. It is also provided if the student will perform it as OBR or as OPT.

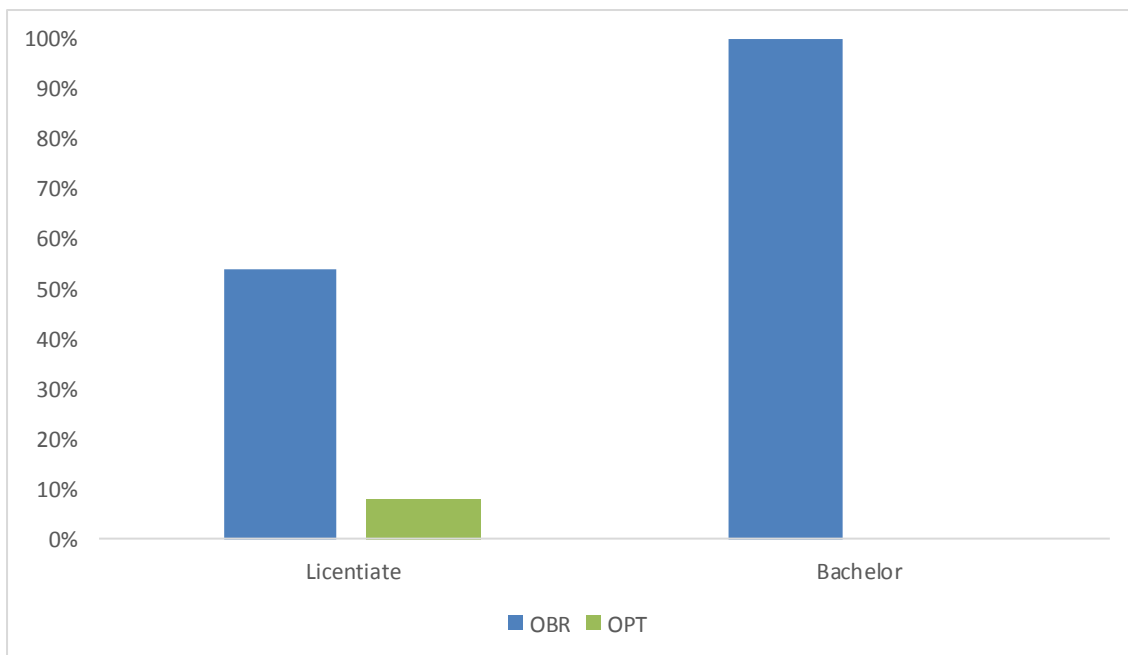
**Table 02 – Courses related to Sport Management in physical education for licentiate.**

Institutions and Courses	Licentiate	
	OBR	OPT
<b>CLARETIANO</b>		
No exist		
<b>ESTÁCIO</b>		
No exist		
<b>FACIPLAC</b>		
Event Management in Physical, Recreational and Sports Activities	x	
<b>FALBE</b>		
No exist		
<b>ICESP</b>		
Sports Administration	x	
<b>MAUÁ</b>		
Sports Administration and Organization	x	
<b>UCB</b>		
Administration and Organization of Physical Education	x	
<b>UDF</b>		
No exist		
<b>UNB</b>		
Administration Applied to Physical Education	x	
Sports Event Management		x
<b>UNICEUB</b>		
Administration and Organization in Physical Education	x	
<b>UNIEURO</b>		
Events Administration and Organization in Physical Education	x	
<b>UNIP</b>		
No exist		
<b>UNIPLAN</b>		
No exist		

Note: OBR = mandatory; OPT = optional

Different names were found between the courses, but the contents follow the same theme. Therefore, it will be understood as Sport Management the courses that are presented as sports administration, management of space and sports equipment, entrepreneurship, gym management and event organization, among other contents that are similar to Sport Management. In Graph 1, the percentage of courses that have Sports Management subjects is divided into percentages, and also divided into qualification (licentiate and bachelor) and whether it is offered as OBR or as OPT.

**Graph 01** –Quantity on percentage of Sport Management course in Physical Education programs




**Discussion**

Given the need to understand the reality of Sport Management in Physical Education programs, there is a disparity between the qualifications of the face-to-face programs in DF. In 100% of the bachelor's programs, Sport Management and courses related to it are mandatory. In licentiate programs, the percentage drops to 53.84%. As a way to complement the mandatory content, 0% of bachelor's programs offer courses on Sport Management subject, and in licentiate programs, the percentage is 7.69%. The results show a difference between the two programs of the same subject when referring to courses related to Sport Management as a mandatory course.

It is noticed that courses in the Sport Management subject have several nomenclatures (Tables 1 and 2). As with the results found by Azevêdo (2008) where the courses mention keywords such as management, administration and organization applied to sport. This corroborates with Mazzei & Bastos (2012) who affirm that the guidelines for the teaching of Sport Management in Physical Education programs are unclear, with no standardization of content.

Thus, the Sport Management course for future Physical Education professionals have gaps in the contents and standardization of the course, there is no consensus among HEIs regarding concern and guidelines about what to teach for students in this subject. To broaden the discussion, it is necessary to understand in which way the Sport Management course in Physical Education programs goes, that is, to observe contents and analyze consensus that the current literature exposes regarding basic management contents that must be present in the Physical Education curriculum.

Traditionally Sports Management is an area for the Bachelor in Physical Education, which explains the high rate of the Sports Management course for this degree. However, Silva (2014) advocates that Sports Management is important for Physical Education teachers in Elementary School as well, since several situations may require previous management content, such as organization of space and equipment, the classes management, the management of school sports events, the management of school sports projects, besides to the general school management and possibles administration and coordination posts that the professional may have. From the above, the contents of Sport Management offered by Physical Education programs for a licentiate in DF are not enough, the reality shows that professionals who will work teaching Physical Education have little content about Sport Management in their programs, this can compromise students.

The professional needs training and qualification, which will provide theoretical support for a practice based on evidence (Ferraz, Lopes, Teotônio, & Borragine, 2010). However, according to the idea of professional competence, the individual must, above all, interact with the organization to which is inserted, that is, it does not matter how much the professional knows about the theory, but how much manages to place within the context of which is inserted (Bomfim, 2012; R. R. da Silva & Silva, 2012; Vieira & Stucchi, 2008). Social behavior and aptitude for teamwork improve the concept of qualification and evolves in the sense that professionals need to be more complete and engaged (Delors et al., 2010) 

To reinforce the idea, the concept of professional competence can also be understood as the combination of several qualifications that with a focus on the process and results, become the professional competent to do their professional activities (Bomfim, 2012). The teaching-learning process of the future Physical Education professional must be linked to their qualification to interact with the market (Azevêdo, 2008; Ferraz et al., 2010), otherwise there may be difficulties and restrictions for the recent professionals to enter competitively world of work.

Finally, the Sport Management course for Physical Education professional is important, because to achieve professional competence it is necessary not only technical knowledge but also domains such as knowing how to do, mobilize resources, knowing how to engage and commit, learn to have responsibilities, know how to communicate and have a strategic vision (Mazzei, Amaya, & Bastos, 2013). These concepts set precedents for thoughts about Sport Management for Physical Education professionals, within the results exposed in this research and those that are already in the literature (Azevêdo, 2008; Ferraz et al., 2010; Mazzei et al., 2013; Quinaud et al., 2018).

## Conclusion

Sports Management course is present on 53.84% of the Physical Education licentiate programs and on 100% of the bachelor programs in DF. The bachelor has Sports Management courses in curriculum, as a mandatory way, in all HEIs. However, the licentiate lacks disciplines on this subject.

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