

Social Impact of Graduates from the School of Sports Sciences at Eduardo Mondlane University (2016 – 2022)
Impacto social de los egresados de la Facultad de Ciencias del Deporte de la Universidad Eduardo Mondlane (2016 – 2022)

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ABSTRACT

The study analyzed the social impact of graduates from the School of Sports Sciences at Eduardo Mondlane University between 2016 and 2022. Using a qualitative and quantitative approach, the research employed document analysis and structured questionnaires, adapted to investigate the labor insertion, scientific contributions and social development of the graduates. Of the 173 graduates, a sample of 66 was studied. The results revealed that the graduates are actively involved in promoting sport, developing and managing community sports programs. The study highlights the importance of monitoring graduates in order to improve teaching and learning at higher education institutions.

RESUMEN

El estudio analizó el impacto social de los graduados en la Escuela Superior de Ciencias del Deporte, Universidad Eduardo Mondlane, 2016-2022. Utilizando un enfoque cualitativo y cuantitativo, la investigación empleó análisis de documentos y cuestionarios estructurados, adaptados para investigar la inserción laboral, las contribuciones científicas y el desarrollo social de los graduados. De 173 graduados, se estudió una muestra de 66. Los resultados revelaron que los graduados participan activamente en la promoción, el desarrollo y la gestión de programas deportivos comunitarios. Se destaca la importancia del seguimiento a graduados para mejorar la enseñanza-aprendizaje en las instituciones de educación superior.

Keywords

Social Impact; Graduates; Sports Sciences; Labor Insertion.

Palabras clave

Impacto social; Titulados; Ciencias del deporte; Inserción laboral.

INTRODUCTION

Monitoring graduates is one of the main tools in the process of evaluating curricular programs at higher education institutions in a global context. According to Lordelo and Dazzani (2012), monitoring graduates is the most powerful and informative way to understand the effectiveness of a program. A university that is concerned with the systematic monitoring of its graduates has a critical awareness and an ability to investigate, question and propose new planning and solutions, enabling the full realization of its social function.

Monitoring graduates is one of the main tools in the process of evaluating curricular programs at higher education institutions in a global context. Knowing the impact that graduates of a given program are generating is extremely important information for higher education institutions, as it allows them to understand the real needs of the work context and evaluate the relevance of the academic training provided (Guerrero, 2014).

Regarding impact, González (2004, cited by Reyes et al., 2018) mentions that, to measure the impact of the education provided, the following factors must be measured:

- a) Effects on students, faculty, administration, community and environment;
- b) Professional and human improvement;
- c) Social impact;
- d) Institutional recognition;
- e) Academic community wellness services.

It is in this context that the study of monitoring graduates is a tool of capital importance for HEIs, as the professional performance of graduates allows the establishment of indicators that relate to quality and efficiency.

In Mozambique, the study of monitoring graduates is a little explored field of research, highlighting the professional trajectories of graduates from master's degrees through the structuring cooperation in health by Abreu and Guilan (2017) and the study on the satisfaction of graduates from the School Higher Education in Sports Sciences (ESCIDE), carried out by Nhaca (2023).

In recent years, HEIs have carried out self-evaluation processes for the purposes of accrediting the quality of their academic programs, to respond to the needs of both their students and graduates, and society in general, in relation to the job market, development expectations human and social (Chaparo; Granados & Idárraga, 2013).

If, on the one hand, ESCIDE continuously evaluates the quality of the curricular program, from the students' point of view, on the other hand, this educational institution does not carry out studies with

the aim of gaining insight into the social impact that its graduates have in the environment in which they are inserted, the exception of the study carried out by Nhaca (2023), where the level of satisfaction of graduates in relation to the training process was analyzed.

Without impact assessment studies, the level of coherence between the elements of the curriculum and the needs of the environment is not known, such that there is no availability of reliable information for decision-making in the curriculum design and around all needs. of the graduate and the environment (Couturejuzón & Columbié, 2009, cited by Gonzales et al., 2018).

This research concern seeks to fill an important gap in understanding the performance of ESCIDE graduates and their contribution to the environment in which they work, providing valuable insights to improve the quality of the academic program and meet the demands of society and the job market in the area. of sports sciences. It is based on these previously mentioned aspects that this research question arises: what is the social impact of undergraduate graduates from the Escola Superior de Ciências do Desporto?

METHODS

Regarding the type of research, in terms of objectives, it is descriptive insofar as, according to Gil (2008), it aims to describe the characteristics of certain populations or phenomena. Its objective is to enter the work context of graduates from the 2016 to 2022 cohorts to examine and understand it, so that a response can be generated that can address the topic investigated.

Regarding the approach, the present research is qualitative in scope because, however, for the tabulation and mathematical processing of the data, the research adopted a quantitative approach. The mixture of qualitative and quantitative techniques of the same object of study allows a methodological approach with two conceptions: the application of statistics that seeks to describe laws, principles or general trends and, on the other hand, the use of focus groups to understand the social phenomenon of graduates from their own perspective and the way they interact with the context (Galeano, 2011).

The data collection techniques and instruments adopted in this research involved document analysis, a structured questionnaire adapted by Ortega (2023) from the original questionnaire from the Pontifical Catholic University of Rio Grande do Sul. For data processing, initially, the responses obtained were organized into matrices. Then, the data was systematized and tabulated with the help of the Excel version 2022 program.

In a population of 173 undergraduate graduates from the Escola Superior de Ciências do Desporto in the period between 2016 and 2022, in the three branches of training, namely, Sports Management,

Adapted Sports and Health and Sports Training, inclusion and exclusion criteria were established whose The objective was to obtain a homogeneous sample, consisting only of ESCIDE graduates who meet the necessary characteristics for the purposes of the study. Atypical cases or cases with incomplete information were excluded.

a) The inclusion criteria:

- Be a graduate of one of ESCIDE's three training branches: Sports Management, Adapted Sports and Health and Sports Training;
- Be a graduate of ESCIDE in the period between 2016 and 2022;
- Be available to participate in the research.
- Exclusion criteria:
- Graduates inaccessible and without contact information available;
- Graduates who chose not to participate in the research;
- Graduates who did not adequately fill out the data collection instruments.

The main objective of applying these criteria was to ensure that the sample was homogeneous and representative of the population of ESCIDE graduates during the period studied. The exclusion of atypical cases or cases with incomplete information helped to minimize possible biases and ensure the reliability of the results obtained.

RESULTS

This study presents a detailed analysis of graduates from the Sports Science course, covering aspects such as gender, age, year of graduation, field of study, current area of work, sector of work, job insertion, among others. The results are based on data collected from 2016 to 2022.

Regarding gender, the results show that 46 graduates are male, corresponding to 69.7% of respondents. In relation to the age of the graduates, they present us with a predominance of the age group between 25 and 35 years of age, which corresponds to a percentage of 69.7% of the graduates. Considering that the time frame of this research is from 2016 to 2022, the data illustrates a greater number of graduates in 2019 with a total number of 42.4%, on the other hand we can observe that in 2021, the number The lowest number of graduates is 2, representing 3.0% of the total number of graduates in Sports Sciences.

In relation to the branches of graduates, it is observed that the branch of sports management stands out from the other two with a percentage of 48.5% of graduates, with a total of 32, and the branch of adapted sport and health has the percentage lowest of 21.2% with a total of 14 graduates in Sports Science. Regarding the current area of work, the data collected shows that 17.6%, which is the

highest percentage of graduates, work as physical education professionals, with graduates who work in sports training, physical activity and health and fitness having an equal percentage of graduates. set at 8.8%. The areas with a low rate of graduates are scientific research, financial management, logistics, sports technicians and communication and image with an equal percentage of 2.9%. The same can be observed in graduates who are currently unemployed, who constitute a percentage of 2.9% of the sample.

As for the work sector in which the graduates are inserted, the one that absorbs the most graduates in sports science is the public sector, with a percentage of 44% of graduates and a total number of 29. In this same vein, we find in the private sector a total percentage of 41% of graduates, out of a total number of 27 graduates, data that gives us a certain balance in relation to these two sectors in terms of the absorption of graduates in sports sciences.

Regarding job insertion in the training area, 46% of respondents not only had a job in their training area, but also got it quickly. On the other hand, 46% of graduates are still looking for a job in their area of training. Still in this vein, 52% of graduates consider that the knowledge and skills acquired during their training helped them get a job in their field of training, with 45% of graduates considering that the skills and knowledge partially helped them. It is also important to note that in relation to the impact of a degree in sports science on the employability of graduates, 55% of those who responded to the questionnaire consider this to be positive, however, with a percentage of 9%, some graduates consider that the degree in sports science had a negative impact on their employability process.

Regarding the contribution of ESCIDE graduates to the communities in which they are located, 70% of graduates are involved in activities and initiatives to promote sport and physical activities in the community, particularly outdoor physical activities; awareness campaigns for healthy habits; sporting and recreational activities in the community; community sports championships; massification of physical activity. On the other hand, with regard to the involvement of graduates in the development and management of community sports programs, 46% of graduates are involved in the management and development of activities of this type, and on the other hand we have a global number of 39% of graduates who are not involved in this process. Regarding activities, the organization of sports tournaments stands out; group physical activities; training and training of school sports teams and centers.

In the research and development pillar in the area of sports science, in the questionnaire applied to graduates, only 42% of graduates state that they took part in projects of this kind, out of a total

number of 28. Of these 28, 50% participated in research projects about new technologies applied to sport; 43% in the development of innovative methodologies for sports training and 7% in the area of sports management.

Regarding the transfer of knowledge acquired during their studies to other academic or professional areas, 91% of graduates declare to have made this transfer, and in this same context, 73% of graduates consider that the degree in sports science prepared them to be able to transfer the knowledge acquired during your studies to other academic or professional areas. In another domain, graduates were asked whether they generated scientific or technical publications after graduating, 82% of graduates generated scientific or technical publications.

The analysis of the results highlights the relevance of training in Sports Sciences in the employability and community participation of graduates. The numbers reflect a diversity of activities and contributions from graduates, indicating a strong transfer of knowledge and participation in research projects.

DISCUSSION

Next, the implications of the results in the contexts of employability and community contributions of ESCIDE graduates are explored. The data reveals insights into the sectoral distribution of employment, knowledge transfer and participation in research and development projects in the area of Sports Sciences.

Considering the data previously presented, in relation to the profile of graduates, the low number of female graduates stands out here, which reflects the reality of the number of female graduates compared to males, who are found in greater numbers.

Although we have a greater number of graduates from the sports management area, it is important to highlight here that the area of work with the largest number of graduates is training, physical activity and health and the fitness area. This leads us to a reflection on the relationship between training and employability in the area of sports sciences, as the data show that there is a certain balance between the number of graduates who achieved professional placement in their area of training and who recognize the importance of training in the attribution of tools and skills for their training.

In another context, it is of capital importance to highlight that the public sector, despite all social and financial constraints, continues to employ people with specific training and on the sports science course in which the public and private sectors are equivalent in terms of employability averages. . It is important to highlight Lousada and Martins (2005) cited by Aguiar and Júnior (2017), who refer to the importance of knowing the professional trajectory of the graduate, the time in which he stabilizes

in the job market, his skills and perspectives, in addition to of the path taken by other courses taken after graduation. Regarding employability in your area of training, the results obtained here are somewhat similar to those of the study by Urrea et. al. (2018) on the social impact of graduates in physical education, recreation and sports, highlighting that the numbers also represent a good competitive level in the workplace.

On the other hand, it is important that studies on employability are carried out in order to identify factors inherent to training that may be influencing the presented levels of unemployment. Without overlooking the fact that, the greater the number of graduates who are unemployed or employed in other areas that are not in their area of training, the lower the possibility of causing a social impact in the area of training.

Regarding the development of activities in the community, it is worth highlighting the impact that the training process had on graduates, as they have been replicating the knowledge and skills learned in training, with emphasis on extension activities such as the Fairs Health, UEM League, UEM Games, University Cup through learning by doing. These results allude to the primary objective of the ESCIDE training process, which aims to train staff focused on providing sports services at a national and international level, with the intention of bringing these services to communities. These data also contribute to the evaluation of ESCIDE as a HEI, since, according to Guzmán et. al. This can be done by evaluating the impact of graduates on the environment in which they will develop.

As for research projects in the area of sports science, although we have a considerable number of graduates involved in research projects, they only do so due to the needs they demand from their professional activities and no less important is that the largest percentage of these It's from the training area.

Regarding the transfer of knowledge acquired during their training in sports science to other professionals, the ability they have to adapt it to the context in which they are inserted stands out, where it can be understood that the multidisciplinary nature that the The course offered contributes to the professional framework and application of your knowledge in related areas of sports science.

Finally, the discussion highlights the importance of training in Sports Sciences in the employability of graduates, especially in the areas of physical education and sports management. The results reflect the need for greater understanding of the factors that influence unemployment and the transfer of knowledge to other professional areas, highlighting the social impact of graduates' community activities.

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