

The dropout of students in physical education classes: Integrative review

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ABSTRACT

The 1988 Constitution ensures the right to Education as fundamental, being a shared responsibility between the State, family and society. The Statute of the Child and Adolescent of 1990 reinforces this responsibility. School Dropout is a significant problem that affects this right, defined as dropping out of school by students. It is a debated and worrying issue in the educational community, involving researchers and educators. The premature departure of students from school is a recurring theme shared by society in general.

Keywords: Physical Education, Educational Community, Statute of the Child and Adolescent.

INTRODUCTION

According to the 1988 Constitution, each individual has the fundamental right to education, the guarantee of which is expected to be a responsibility shared not only by the State, but also by the family and society in general (Brasil, 1988). The 1990 Statute of the Child and Adolescent, in article 4, also reinforces that the responsibility for education does not fall only on the public power, but also on the family, the community and society (Brasil, 1990).

Among the numerous problems surrounding Education, School Dropout is a major obstacle for those who are linked to this right (Ferreira, 2014). School dropout is understood as the abandonment of the school environment by the student, being a topic that arouses discussions and concerns at various levels of the educational community. When investigating the premature departure of students from school, Batista, Souza and Oliveira (2009) realized that this is a subject frequently debated among researchers and educators. The researchers. Wentz and Zanelatto (2018) also add that school dropout is a concern shared by both educators and society in general.

According to Bellúcio *et al.* (2021), when we contemplate the issue of school dropout in PE

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classes, a single interpretation is needed in comparison with other components of the curriculum. This is because the student may be physically present in class, but demonstrate a lack of enthusiasm or willingness to want to participate in it.

Physical Education is established through the Law of Guidelines and Base (LDB) as a mandatory curricular component (Brasil, 1996). However, for Berllúcio *et al.* (2021), within schools, Physical Education is seen as less important in relation to other disciplines. This perception stems from the influences that Physical Education has faced since its introduction in Brazilian schools (Paiano, 2006). However, as a mandatory component of the curriculum, Physical Education plays a fundamental role like the other disciplines, through its systematized contents, it will enable the inclusion of students in society (Lehn; Oliveira, 2022).

According to Bellúcio *et al.* (2021), the PE teacher must adapt to the constant innovations and transformations that characterize this context. When talking about teaching and learning, the teacher must follow an approach that takes into account the preferences of the current generation of students, who prioritize interaction, synesthesia and empathy. Given this, it is interesting for educators to adopt a flexible posture and implement teaching methodologies that drive a more humanized and student-centered educational experience.

Thus, the role played by the teacher is significant in the school, as it helps the students in the teaching-learning process, always looking for new methods to engage them again and thus awaken their desire to actively participate in the classes (Lehn; Oliveira, 2022).

In view of this perspective, the research aims to address the problem of which fundamental factors contribute to the dropout of students in Physical Education classes. The justification for this work is given by the relevance that School PE has in the integral promotion of children, young people and adolescents, and the interest in carrying out this study arose through the observations of Physical Education classes held during the supervised internship in High School, where the absence of students was noticeable.

In view of this, the general objective of the research was to analyze the existing evidence in the literature on the main factors of school dropout in PE classes in High School. The specific objectives include identifying the reasons that lead to school dropout, reflecting on possible ways to minimize dropout and pointing out the importance of Physical Education as a fundamental component of the school curriculum.

OBJECTIVE

To analyze the existing evidence in the literature on the main factors of school dropout in PE classes in High School.



METHODOLOGY

This study, according to Prodanov and Freitas (2013), is characterized by a basic nature. As for its approach, it is an exploratory study, as defined by Severino (2017), it seeks to raise references on a given subject, outlining its definition and mapping its representation. It has a qualitative approach, as highlighted by Prodanov and Freitas (2013), it is understood that there is a special connection between the reality that is observed and how each person interprets it. You can't just put numbers on that connection. Instead, it focuses on understanding the meaning of things and how people perceive the world around them. The methodology adopted was an integrative bibliographic review, as described by Souza, Silva and Carvalho (2010), which allows the synthesis of different knowledge and the practical application of the results of relevant studies.

To ensure the veracity of the information, two researchers independently conducted a search for studies in December 2023. The databases, Google Scholar, CAPES portal, Scielo and LILACS were used. The search strategy employed the following descriptors and Boolean operator: Demotivation AND Physical Education.

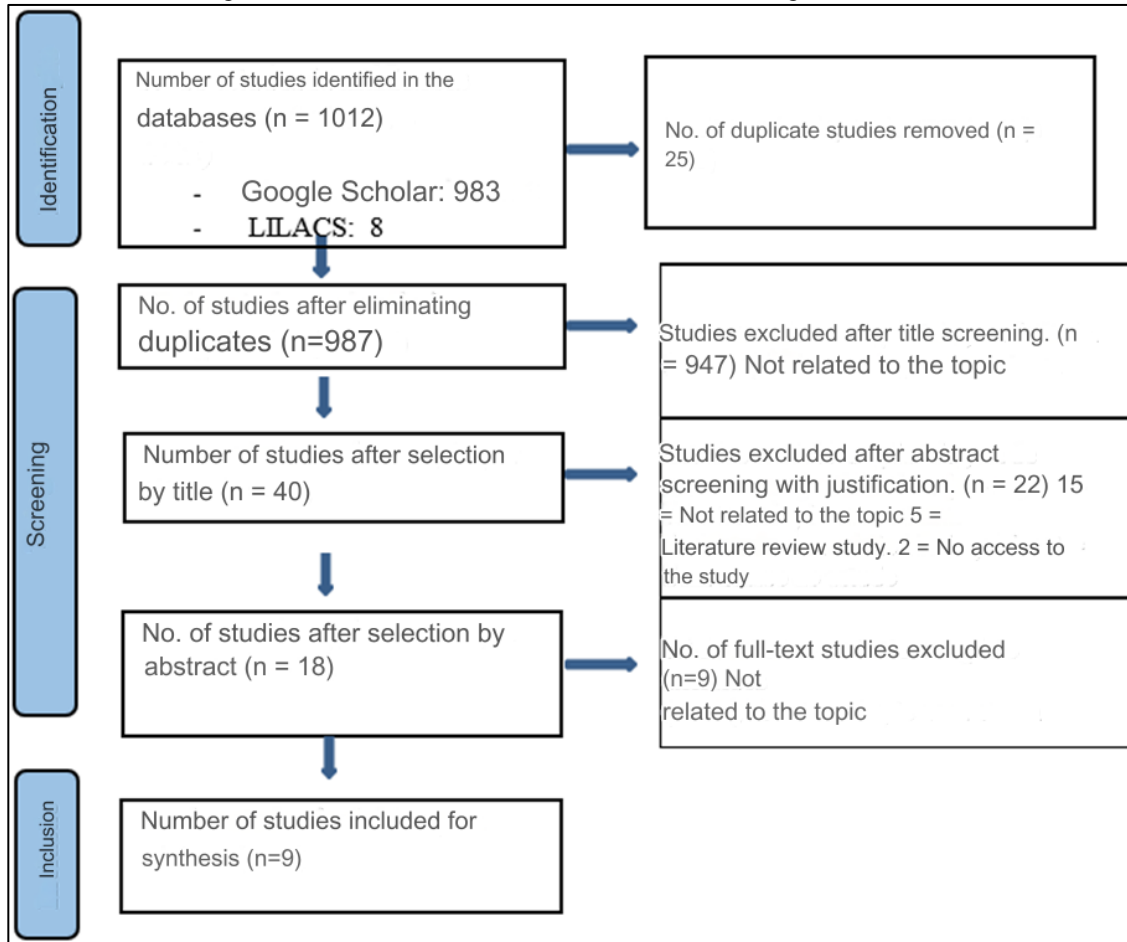
For the sample, the inclusion criteria for this research were studies carried out with human beings, being scientific articles, specialization monographs, master's dissertations or doctoral theses, published between the years 2013 and 2023, with the text available in electronic format, written in Portuguese, available in full for free and that portray the theme related to the dropout of high school students from Physical Education classes. Abstracts published in events, expanded abstracts or various communications, literature review studies and works published before 2013 were not included.

First, all titles selected in the databases (n=1,012) were transferred to the Rayyan web platform, which, according to Ouzzani *et al.* (2016), is a web application that allows you to quickly explore and filter studies in an organized way. Subsequently, repeated titles (n= 25) were excluded. The review process was divided into four stages: In the first stage, the titles were read, and of the 987 titles found, 947 studies were excluded because they did not agree with the theme. In the second stage, the abstracts were read (n= 40), of these, 15 works were excluded because they were not in accordance with the theme of the factors that lead students to drop out of Physical Education classes in high school, 5 because they were bibliographic review studies and 2 because they did not have complete access to the studies.

In the third stage, the texts were read in full (n= 18) and 9 studies were excluded because they did not present factors that lead to the dropout of students in PE classes in high school. In the end, nine studies met the criteria used and were chosen for review.

Figure 1 shows the process of searching for articles, results and the corresponding reasons for exclusion.

Figure 1. Identification and selection of studies for integrative review.



Source: Prepared by the authors (2023).

After the selection of the data, they were submitted to analysis through the content analysis method, as described by Bardin (1977), it is an approach composed of several techniques to examine and understand communications. Rather than being considered a single instrument, it is a set of diverse tools that fit a wide variety of applications in the study of communications. This comprehensive methodology allows for a thorough and versatile analysis of the messages, paving the way for a deeper and more contextualized understanding of the field in question: communications.

For this, the results presented in the studies went through the process of coding and categorization, which according to Bardin (1977), corresponds to a transformation of the raw textual data according to precise rules, whose transformation reaches the representation of the content or its expression through cutting, aggregation and enumeration.

DEVELOPMENT

Nine studies were selected as the final sample of this integrative review, according to the previously established inclusion and exclusion criteria. No papers were found in the LILACS and



SCIELO databases, while one article was identified in the CAPES Journal and eight papers were found in Google Scholar. Chart 1 presents a summary of the main information contained in each of these studies.

Chart 1: Summary of the works selected for the integrative review.

AUTHOR/YEAR	Title	OBJECTIVE
Andrade; El Tassa (2015)	Motivation in Physical Education classes in high school.	To verify the aspects that motivate students to participate in Physical Education classes in high school in the public school network of the city of Imbituva/PR, regarding participation in Physical Education classes.
Alves et al. (2016)	Motivational factors for the practice of Physical Education classes in high school.	To investigate the motivational factors related to participation in Physical Education classes in high school students.
Mariano; Miranda; Metzner. (2017)	Faores that lead to the disinterest of high school students in participating in Physical Education classes.	To list the reasons that lead high school students not to participate in Physical Education classes, and to verify the factors of disinterest pointed out by adolescents from both sexes.
France (2018)	The evasion of Physical Education classes in high school: a comparison between public and private.	To analyze the reasons for the dropout of students in physical education classes in high school.
Pereira et al. (2019)	Degree of Satisfaction of Physical Education students in high school in the state schools of Monte Azul - MG	To verify the level of satisfaction of students in Physical Education classes in high school in the city of Monte Azul – MG, as well as to understand the reasons that lead to participate or not in classes.
Reis; Guirra (2019)	The implications of the failure to participation of high school students in Physical Education classes in the municipality of Barra do Garças.	To observe and analyze the extrinsic and intrinsic factors that lead to the non-participation of students in Physical Education classes, in High School, in schools in the city of Barra do Garças – MT and their implications.
Martinez; Chaves (2020)	Motivation in Physical Education classes in high school.	To understand what are the motivational factors involved in the participation of students in their Physical Education classes in High School in a Public School in Porto Alegre/RS
Moura (2020)	Adherence to Physical Education classes in high school: the case of the Justiniano de Serpa state school	To list the reasons that contribute to the low adherence of girls in Physical Education classes in High School, in order to identify the reasons that keep girls away from practical classes
Badan et al. (2021)	The motivation of elementary and high school students for physical education classes	To analyze the motivation of elementary and high school students for Physical Education classes in a public school in Maringá - PR.

Source: Prepared by the authors (2023).

DISCUSSION

From the present literature review study, we can see that the reasons why high school students feel disinterested, demotivate and drop out of Physical Education classes are diverse, but according to the nine articles reviewed, the influences on school dropout were wide. Among the demotivations, it was observed that four factors play an indispensable role in this decision making, they are: professional



factor that is directly linked to the PE teacher, personal factor that is related to the individualities of each student, institutional factor that refers to the structure and materials that the school offers and, last but not least, the social factor that is due to the influence of other students.

PROFESSIONAL FACTOR

The occupational factor category was one of the most cited, being present in eight of the nine studies. The main terms associated with the category in question were Content presented, Repeated contents, Lack of teacher intervention, Theoretical classes, Comparison of performance, Limited opportunities in participation, Methodology practiced and Lack of teacher stimulus.

For this category, there is a prevalence in the results of the contents presented and repeated contents as the preponderant reasons that make graduates abandon PE practices in High School. In the study developed by Mariano, Miranda and Metzner (2017) with 33 students from a school in Vista Alegre do Alto/SP, the main reason for student non-participation was the repetition of the same classes ($f=19$). In this same perspective, the study by Pereira *et al.* (2019) with 300 students in two schools in Minas Gerais, obtained a percentage of 37.8% of students prefer not to practice classes, because they are always the same.

Bellúcio *et al.* (2021) signals, in this sense, when he asks about the configuration of Physical Education classes in his research, for a sample of 80 high school graduates, 50% stated that the exercises are similar from grade to grade.

In the midst of the repetitions of the contents, it is also evidenced, as factors for the absence of students in PE classes, and little encouragement on the part of the teacher (Moura, 2020) and the Methodology practiced by the teacher (Martinez; Chaves, 2020).

These results indicate the need for teachers to rethink their teaching methods, seeking more dynamic and varied ways to address the rich and diversified set of knowledge that School Physical Education provides, with a wide variety of resources to the BNCC (Brasil, 2017) presented in its six thematic units: play and games, dances, sport, gymnastics, body and adventure practices, and fights.

Therefore, the teacher must incorporate different activities through the various conceptions of Physical Education, as well as give greater autonomy in the construction of contents, thus adapting to the students' propensities, this can be fundamental to maintain the engagement and interest of students in Physical Education classes in high school.

PERSONAL FACTOR

The personal factor category was one of the most cited, also appearing in eight of the nine studies. It was linked to terms such as shame, relationship with the teacher, low grade, low self-esteem,



not being skilled, no pleasure in activities, sedentary lifestyle, disability, not liking to sweat, diseases, laziness, previous experiences, use of appropriate clothing, lack of motivation. According to the studies, it was noticeable that not being skilled makes students not feel like participating in PE classes.

In a survey developed by Reis and Guirra (2019) with 190 diverse students in the city of Barra do Garças – MT, when questioning the purposes of students not appreciating PE classes, he points out in second place in the answers I agree and agree a lot, the lack of ability to carry out the proposed activities. Similarly to the research by Alves *et al.* (2016) when they also question students about the reasons why they do not feel graced by PE classes, they found among the answers, the lack of ability to perform the activities, which appeared in second place.

The study by Silva (2017) confronts the research cited above. When he asked 50 high school students from two classes of a public school in the Federal District, about why they did not like PE classes, and he obtained as one of the answers the lack of skill with 36%.

These findings indicate that in a class numerous distinctions can be found among students, including ability. In Physical Education, some practical activities may be easier for some students than for others, and this occurs because each student has their own motor experience (Cely *et a.*, 2017), but this fact may not be a reason for the student to stop participating in PE classes, for this, it is necessary that the teacher takes into account in his planning and execution of his activities, the motor competence of his students, because this lack of skill perceived by some students can affect not only their performance, but also his interest in this curricular component.

Thus, the search for pedagogical strategies that aim to promote the inclusion of these students and that provide a supportive and encouraging environment can be fundamental to mitigate the lack of interest of students, thus promoting a pleasant and enriching experience during PE teachings.

INSTITUTIONAL FACTOR

The institutional factor category was related to terms such as School structure, Short class time, Class schedule, material and Post-activity hygiene.

In this category, it was found that the structure provided by the schools, the material used by the teachers and the short class time are the predominant causes of the dropout of students from Physical Education classes. In the study carried out by Andrade and Tassa (2015), which had a sample of 108 students from a State School in the interior of Paraná, they found that 57.7% of the respondents stated that the structure of the school is what most discouraged students from not being interested in PE classes. Similarly, the studies by França (2018), Pereira *et al.* 2019 and Moura (2020), also evidenced this lack of structure of schools to carry out the proposed activities.

Baez (2015) corroborates these results when in his research he compares the level of integration in



Physical Education classes between a public school and a private school, in the municipality of Urugaiana-RS, with a sample of 538 students from public schools and 144 from private schools, with the result that 49.3% of public school students participated in classes, while in private education 78.5% participated in classes, so for him, these results can be answered by the difference in structure from one school to another, while in public schools the practices are carried out in open spaces and with few materials available, in private schools, Physical Education is understood as a differential to attract even more students.

From these results, the extreme relevance of the physical structure offered by school institutions in the motivation and involvement of students in PE classes is highlighted. There is a clear link between the lack of material resources, inadequate facilities and the decrease in students' adherence to this curricular component. In this regard, Oliveira, Silva and Neto (2011) point out that the school environment is not only a physical space where students, books and teachers are integrated, but a place where learning experiences occur. This means that the environment itself is educational and plays a relevant role in the construction of knowledge and in the formation of individuals.

Thus, it is essential that school managers or those responsible for schools recognize the prominence that PE has and prioritize the improvement of the infrastructure available for this component. This can include investing in adequate facilities, acquiring appropriate materials for practices, and ensuring sufficient time for classes.

SOCIAL FACTOR

The expressions of interpersonal conflicts, bullying, demonstration of superiority of colleagues and disinterest of colleagues in activities were associated with the social factor category.

The lack of participation of students in physical education classes was attributed to factors such as demonstration of superiority of peers, interpersonal conflicts and bullying. Alves *et al.* (2016), through a study with 200 students from two schools in the municipality of Caucaia-CE, obtained as a result of the factors that contribute to high school students not liking Physical Education classes, the demonstration of superiority of their peers, and also because they do not see themselves as part of the group, they feel out of the middle.

The study by Reis and Guirra (2019) confirms these results, when they observed in their research that the most expressive item when students were asked why they did not like Physical Education classes, and the answer was that some students choose to express in an exacerbated way that they are more skilled than others.

The discussion undertaken by Nascimento (2022) confirms these findings, when he questions 51 students from three public schools in RN, about what are the motivations for wanting to participate in



Physical Education classes in their schools, he obtained as one of the possible answers the competition among colleagues, that is, the student wanting to be better than the other.

These findings have an effect on the social dynamics in Physical Education classes and suggest that teachers should reconsider the teaching approaches and methods that are used to promote inclusion and the enhancement of diversity. The school environment often becomes a space where the relations of hierarchy and superiority are intense, often influenced by current social and cultural trends and this ends up influencing the participation of other students.

In order to combat this issue, activities that value collaboration and joint work can be introduced, according to Santos (2015) when teaching cooperative games in class, it seeks to promote harmony and participation of all, regardless of their differences. In addition, strategies that promote inclusion and respect for diversity, such as the creation of spaces for discussion, can contribute to a more attractive and welcoming place.

FINAL CONSIDERATIONS

According to the research studied, it was evidenced that the classroom teacher makes all the difference in the students' concerns, because according to the methodology applied, the students react positively or negatively. With this, we observed that the repetition of contents such as sports, lack of intervention, comparison and lack of stimuli contribute negatively and influences students to abandon Physical Education classes. We know that the role of the teacher is to mediate knowledge, so impartiality and inclusion must happen naturally during classes, whether practical or theoretical. The teacher who is not properly qualified harms the student and often still blames them for dropping out of school. This factor is the occurrence that was most observed in the studies, being cited eight times in the nine articles. Also widely cited were factors of a personal nature, such as lack of ability, sedentary lifestyle, lack of adequate clothing that is directly linked to social conditions, diseases, such reasons contribute to the aggravation of high school dropout.

However, it is verified that Physical Education and its practices are of great contribution to school growth, in addition to being a mandatory component, it is present throughout our life cycle, whether at home, on the street or at school, PE is present and necessary. And we observe that school dropout is a problem that lasts for years, its reasons will often not be explained exactly, but the change needs to come from a good professional, who knows how to diversify and implement his classes with active methodologies, creativity, encouragement and who always seeks to improve and enrich his knowledge, of course if there is the help of a good school structure such as court and material resources, Physical Education would be much better accepted by all.



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