ENADE 2014: Profile of Undergraduate of Architecture and Urbanism

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ABSTRACT: The definition of teaching-learning strategies and the preparation of teaching materials depend on the profile of the students. In Brazil, every three years, students groups from different areas hold the National Examination of Student Performance (ENADE). This exam is one of the tools for evaluating Brazilian education at a higher level. This work shows the profile of undergraduate of the Architecture and Urbanism course who did the ENADE in 2014. For the preparation of the profile was used the Synthesis Report of the ENADE of 2014. The results show that most students of architecture and urbanism are women up to 24 years. Most undergraduate students are white, have attended traditional high school and have a family income of 1.5 to 30 minimum wages.

KEYWORDS: Education, higher education, student profile.

I. INTRODUCTION

In its different levels, including in higher education, the formative process requires the knowledge of the student, his dreams and his expectations [1]. According to Furlani [6], education must be based on the knowledge of the student as a person, so that a process is established that promotes the growth of the student, and even of the teacher. In this context, knowing the socioeconomic profile of the student is fundamental so that pedagogical practices are defined to provide teaching, research and extension in federal institutes, universities and colleges [1].

Knowledge of the student profile provides important information for institutions to counter school disapproval and dropout. For Gramsci (1978), the student profile should lead teachers to develop emancipatory education actions that are capable of balancing the development of intellectual and manual skills.

In Brazil, the National System for the Evaluation of Higher Education (SINAES) is composed of three important instruments. These are: Institutional Evaluation, Evaluation of Higher Education Courses and the National Student Performance Examination (ENADE) [8].

ENADE aims to verify student performance for content, skills and competences important to future professionals [8]. The 2014 exam was applied to the students of the last year of different courses (undergraduate). The test was elaborated with questions about general education and specific knowledge. Throughout its history of almost 14 years, the ENADE have undergone several modifications. One of the modifications made in 2014 was the requirement for students to respond to the Student Questionnaire (online) prior to the exam. Through this questionnaire it is possible to obtain the profile of the participating students [8]. The questionnaire asks the sex, age, color / ethnicity, minimum wage range of monthly family income, father's schooling, mother's education, completion of high school, etc.

Knowledge of the undergraduate profile is essential for the interpretation of the exam results. In addition, it is also useful in helping to define teaching-learning strategies in Higher Education Institutions (HEIs). The profile of the public that is interested in the course should be taken into consideration in the preparation of didactic materials and in the planning of distance education programs and courses. The work of Fonseca et al. [5], Mota et al. [9], Sarmento [14], Copasi e Rusu [3], Del Mar Ferradás et al. [4] e Ortagus [11] show the importance of knowledge of the student profile in the teaching-learning process.

This paper aims to show the profile of the undergraduate participating in ENADE 2014 for the Architecture and Urbanism course. In preparation of the profile, National Institute of Educational Studies and Research Anísio Teixeira (INEP) reports were consulted.

II. MATERIAL AND METHODS

In order to know the profile of the Brazilian students of the architecture and urbanism course that carried out the ENADE in 2014, it was necessary to access the information provided by the National Institute of Studies and Educational Research Anísio Teixeira (INEP) free of charge and without any impediment on June 20, 2017 in the Synthesis report at the electronic address <http://download.inep.gov.br/educacao_superior/enade/relatorio_sintese/2014/2014_rel_arquitetura_urbanismo.pdf>.

The results of the research were tabulated in relation to the percentage of students according to age (up to 24 years, between 25 and 29 years, between 30 and 34 years and over 35 years), sex (male and female), teaching modality (white, black, mulatto, yellow of oriental origin and indigenous or descent of Indians), parental schooling (first to fifth year of schooling) of primary education, sixth to ninth year of primary education, high school, higher education, post-graduate) and monthly family income (up to 1.5 minimum wages, 1.5 to 3 minimum wages, 3 to 4.5 wages minimum, from 4.5 to 6 minimum wages, from 6 to 10 minimum wages and from 10 to 30 minimum wages).

The data used in the report were expressed graphically in Excel® to facilitate the interpretation and elaboration of the profile of the students participating in the exam applied in 2014. As the data used represent the total number of students who did the evaluation of ENADE in 2014, it was not necessary to carry out descriptive or inferential statistical analyzes.

III. RESULTS AND DISCUSSIONS

The number of women who completed ENADE in 2014 in the course of architecture and urbanism was higher than that of men. This fact evidences a fact, the area of architecture and urbanism was being conquered by many women, who even today, dominate in the professional and academic market. Although there have been many advances in Brazil regarding the discussion of gender issues, there are still some prejudices, such as that the profession is more appropriate for women. According to Cabral and Bazzo [2], contrary to what happens in architecture and urbanism, engineering courses have more men than women. Figure 1 shows the percentage of students and demonstrates that most students are female, out of which there are 68.60% females and 31.40% males.
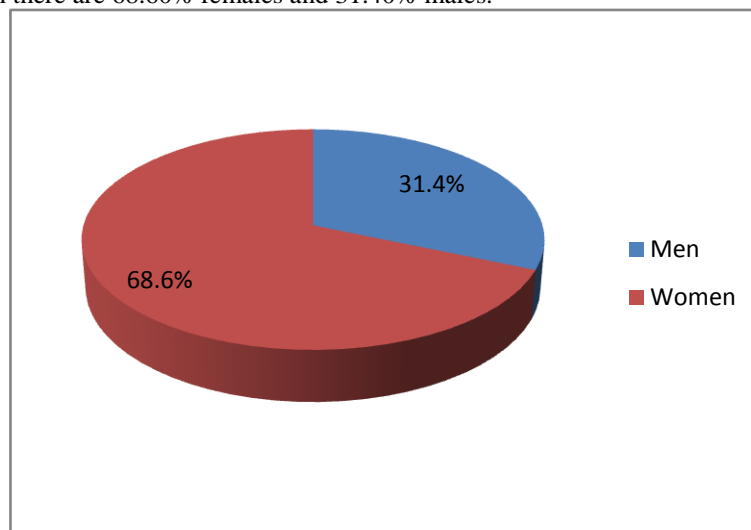

Fig1. Percentage of students.
Source: Adapted from [8].

Most architecture and urbanism students are up to 24 years old. This shows that young people are seeking to qualify to achieve a good position in the labor market. Figure 2 presents the ages of the undergraduate. Most of the students (66.5%) were at least 24 years old. Approximately 19% were between 25 and 29 years. This result indicates that most undergraduate who took the ENADE 2014 (Architecture and Urbanism Test) were young.
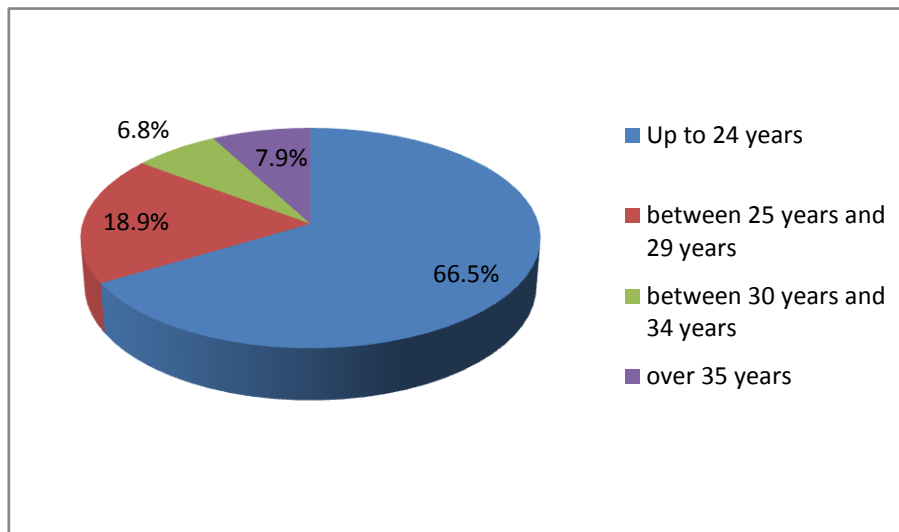

Fig2. Ages of the students
Source: Adapted from [8].

Regarding color/ethnicity, the fact that most of the students who completed ENADE in 2014 were white, and only 3.4% black, reveals that blacks are still a minority in higher education. Although it has improved over the 1990s, only 11% of black youths do higher education [12]. This historical reality must continually be fought by means of actions that allow the change of these statistics. Figure 3 shows the color/ethnics of the students. As shown in the graph (Figure 3), 73.1% of the students are white, and 20.7% are brown/mulatto.
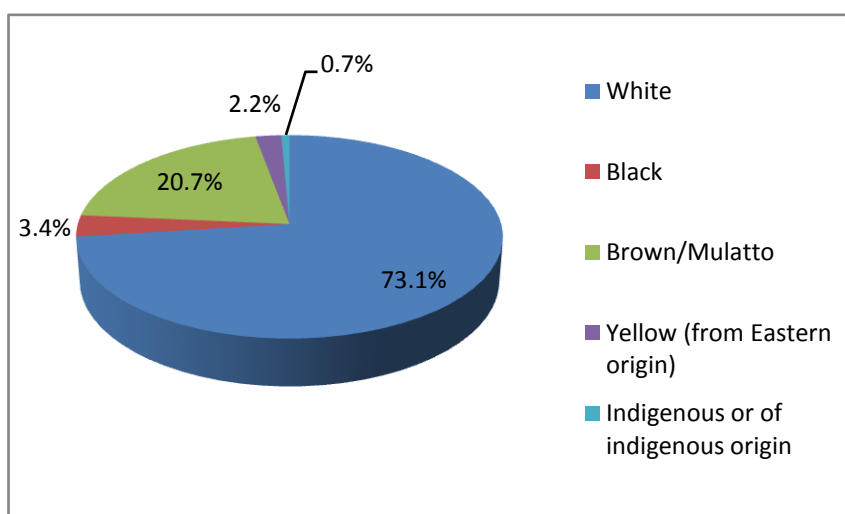

Fig.3 Color/ethnics
Source: Adapted from [8].

Figure 4 shows the family income of the undergraduate. The family incomes reported by the students varied widely. Following the classification of economic classes, it can be stated that most of the students' families belong to classes C, D and E [10]. This shows that the family income is quite diversified, and that most Brazilian families have low purchasing power. The family income varying in large part from 1.5 to 30 minimum wages. Due to the difficulties encountered by most students in their employment, their expenditures are wholly or partly provided by the families (Figure 5). Figura 5 shows that students spending are supplied constantly (34.0%) or complemented (41.9%) by the family or other people.
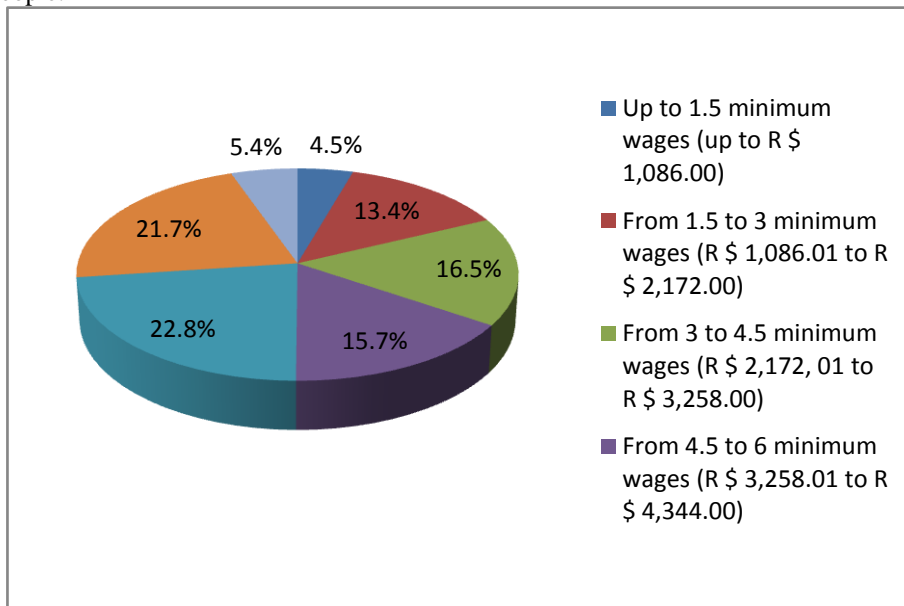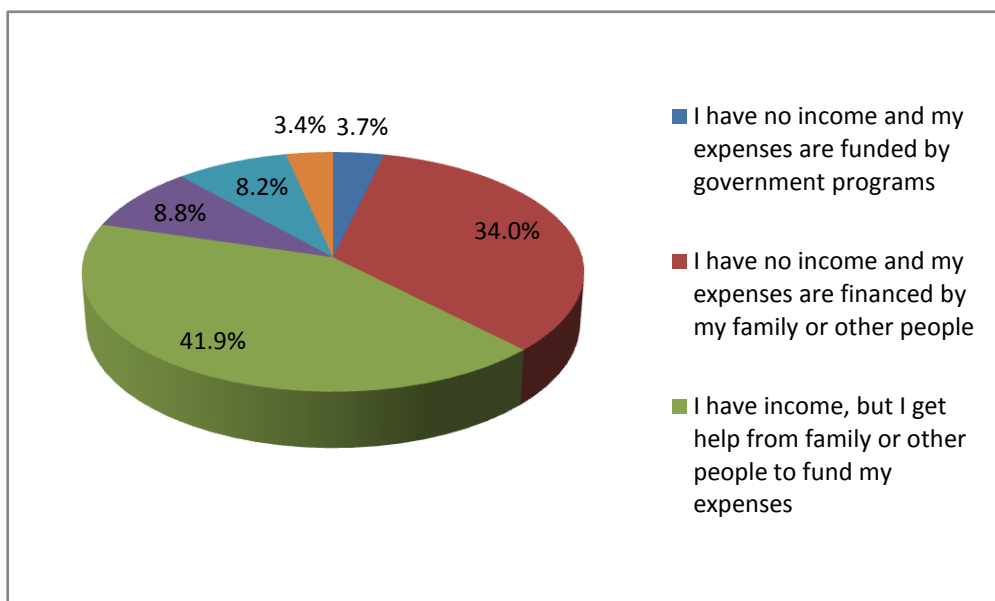

Fig4. Family income
Source: Adapted from [8].

Fig5. Supplying of the students spending
Source: Adapted from [8].

Figures 6 and 7 show the schooling of the parents. The results of the schooling of the parents of the students showed that the young people who did the ENADE in 2014 in the course of architecture and urbanism have mostly parents with high school and complete higher education. Because of the good schooling of most parents, an example for students, these young people attended traditional high school, and in some cases high school. The technological high school has been diffused in Brazil by the federal institutes, National Service of Industrial Learning (SENAI), etc. Based on the Figures 6 and 7, most mothers and fathers have high school (approximately 33.5%) and higher education (approximately 29.0%).
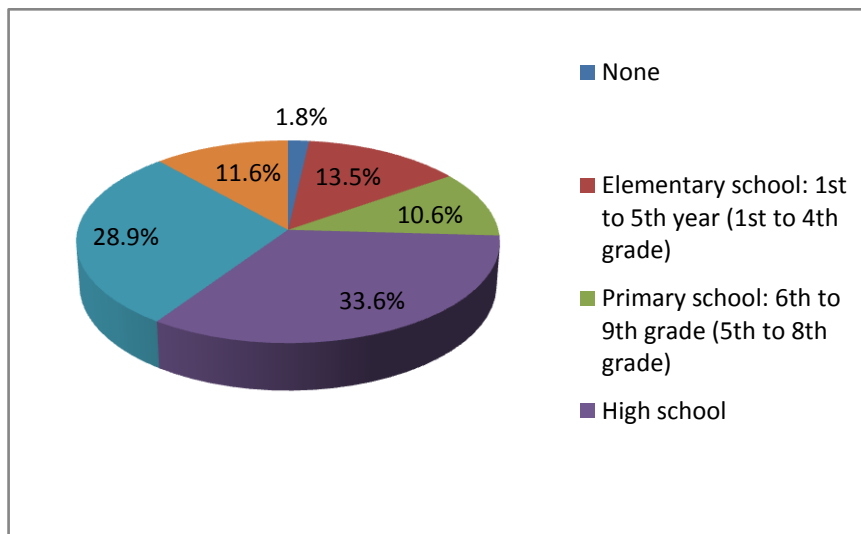

Fig6. The schooling of the fathers
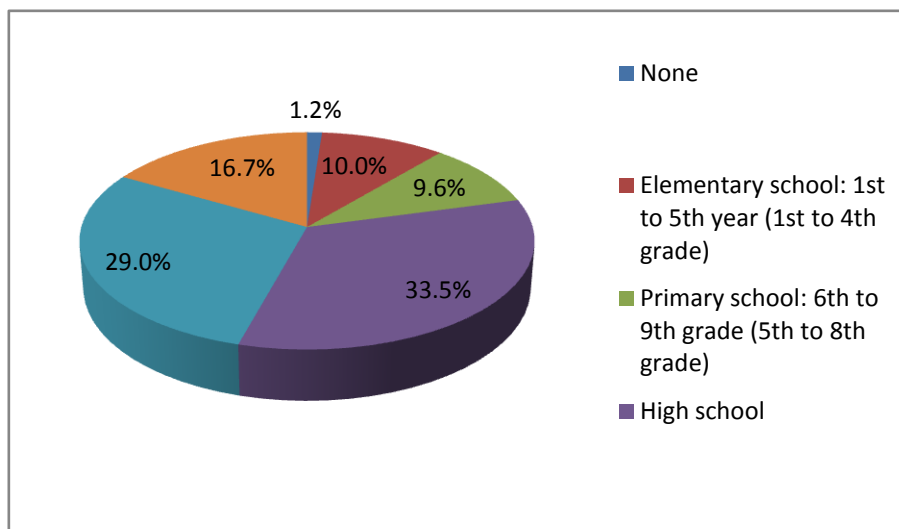Source: Adapted from [8].

Fig7. The schooling of the mothers
Source: Adapted from [8].

Figure 8 shows the modality of high school done by the undergraduate. Due to the low quality of public education offered in elementary education in Brazil, students of architecture and urbanism, for the most part, did high school in

private schools, where basic education is offered with higher quality [13]. According to data from INEP [8], Figure 8, 88.2% of the students had done traditional high school. A percentage of 7.9% did secondary technical education.
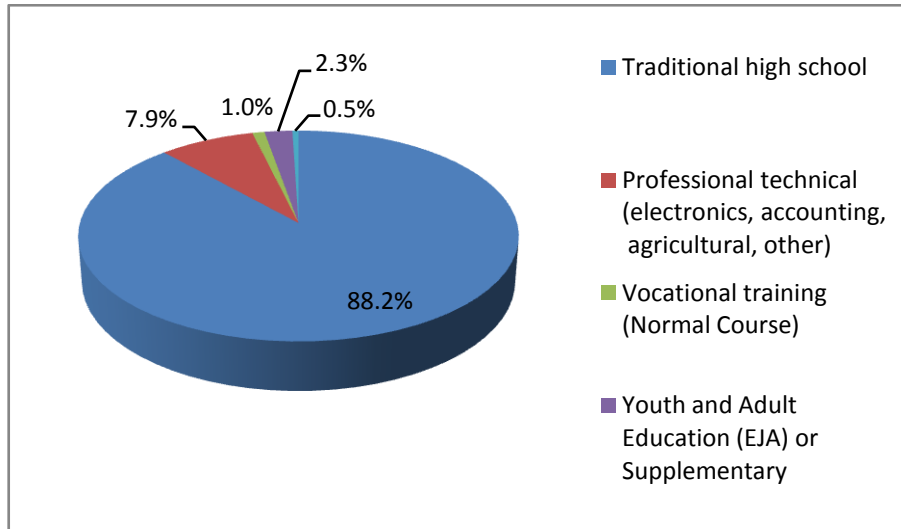

Fig8. Modality of high school
Source: Adapted from [8].

Figures 9 and 10 show the percentages of undergraduate by kind of high school attended (public, private and abroad). Figure 9 is the result to Public Institutions, and Figure 10 is the result to Private Institutions. The results indicate

(Figures 9 and 10) that most students of Public Institutions did private high school. The number of undergraduate that studied in public high schools is higher in private universities.
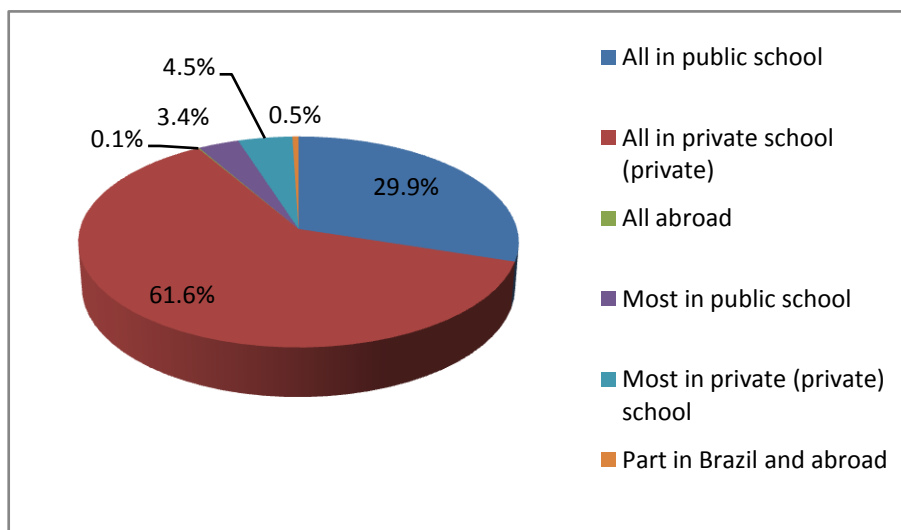

Fig9. Public Institutions, high school attended by the students
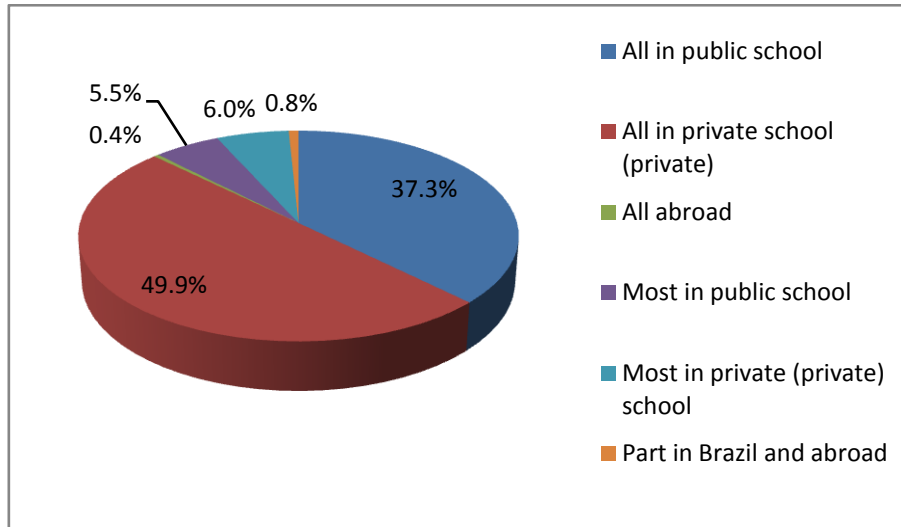Source: Adapted from INEP [8].

Fig10. Private Institutions, high school attended by the undergraduate
Source: Adapted from INEP [8].

Institutions should define teaching-learning strategies that take into account the profile of students, since these are the main subjects of the educational process. Given the significant number of young people in the course of architecture and urbanism, as ENADE 2014 showed, institutions should reflect on the use of technologies capable of involving and facilitating student learning.

IV. CONCLUSIONS

This work presented the profile of the university students who completed ENADE in 2014. Knowledge of the profile of students is important in the definition of teaching-learning strategies and creation of didactic materials. The last ENADE course in architecture and urbanism had the participation of mostly female students, white and up to 24 years old. Most of these students need help from the family to attend higher education. Parents and mothers of students mostly have high school and higher education. The percentage of undergraduate who studied in public high schools is higher in private institutions.

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