

**ANALYSIS OF THE PERCEPTION OF GRADUATES ABOUT THE
CONTRIBUTIONS OF UEFS PET ECONOMY TO THEIR ACADEMIC
TRAJECTORY**

**ANÁLISE DA PERCEPÇÃO DE EGRESSOS SOBRE AS CONTRIBUIÇÕES DO
PET ECONOMIA DA UEFS EM SUA TRAJETÓRIA ACADÊMICA**

**ANÁLISIS DE LA PERCEPCIÓN DE LOS GRADUADOS SOBRE LAS
CONTRIBUCIONES DEL PROGRAMA DE ECONOMÍA DEL PET EN LA UEFS A
SU TRAYECTORIA ACADÉMICA**



<https://doi.org/10.56238/sevened2026.008-235>

Geovane dos Reis Dantas¹, Leandro Batista Duarte², Jamile da Silva Teixeira Goes de Jesus³, Paloma Fernandes Freitas⁴, Amanda dos Santos Gonçalves⁵, João Vitor dos Santos Sobrinho⁶, Edrei Santos de Lima⁷, Eviny Torres De Jesus⁸, Lucas Mateus Ferreira Oliveira⁹, Valéria Caroline Batista Santana¹⁰, Milena Andrade Déo¹¹, Carlos Adrian Gomes de Oliveira¹²

¹ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: reisdantas.geovane@gmail.com Orcid: <https://orcid.org/0009-0008-1594-5329>
Lattes: <http://lattes.cnpq.br/9199820627402478>

² Dr. in Economics. Universidade Estadual de Feira de Santana (UEFS). E-mail: lbduarte@uefs.br
Orcid: <https://orcid.org/0000-0002-4968-5368> Lattes: <https://lattes.cnpq.br/4806705572357487>

³ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: milegoes.jg@gmail.com Orcid: <https://orcid.org/0009-0002-6344-8868>
Lattes: <http://lattes.cnpq.br/1995947746118476>

⁴ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: palomaf40@gmail.com Orcid: <https://orcid.org/0009-0001-6457-6856>
Lattes: <http://lattes.cnpq.br/2697109693486260>

⁵ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: amandagclv@gmail.com Orcid: <https://orcid.org/0009-0002-6164-7927>
Lattes: <http://lattes.cnpq.br/5083443432939728>

⁶ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: vito.toro.jv1@gmail.com Orcid: <https://orcid.org/0009-0003-6221-2682>
Lattes: <http://lattes.cnpq.br/7233516391520140>

⁷ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: edreisantoscontact@gmail.com Orcid: <https://orcid.org/0009-0009-9678-9563>
Lattes: <http://lattes.cnpq.br/6319106436755020>

⁸ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: evinytorresdejesus@gmail.com Orcid: <https://orcid.org/0009-0000-1443-7308>
Lattes: <http://lattes.cnpq.br/8892934451813102>

⁹ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: lucasmateusof@gmail.com Orcid: <https://orcid.org/0009-0001-5645-7208>
Lattes: <http://lattes.cnpq.br/1349054034737619>

¹⁰ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: valeriacarolin3@hotmail.com Orcid: <https://orcid.org/0009-0006-7779-260X>
Lattes: <http://lattes.cnpq.br/9886967351164179>

¹¹ Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).
E-mail: Milenandradeo@outlook.com Orcid: <https://orcid.org/0009-0006-0777-9231>
Lattes: <http://lattes.cnpq.br/4485474360021985>

¹² Undergraduated student in Economics. Universidade Estadual de Feira de Santana (UEFS).

ABSTRACT

This present work aims to identify the perception of graduates about the contributions of the Tutorial Education Program of the undergraduate course in Economics at the State University of Feira de Santana in their academic trajectory, verify the skills acquired in the Program and evaluate the importance of this as a strategy teaching, research and extension. Data were collected using an online, self-administered questionnaire and were described in absolute and relative frequency. 22 graduates participated in the study. The main reasons for participating in the Program were to complete the university degree, gain experience, scholarship opportunities and obtain a promising CV.

Keywords: Teaching. Search. Extension. Economy.

RESUMO

Este presente trabalho tem como objetivo identificar a percepção de egressos sobre as contribuições do Programa de Educação Tutorial do curso de graduação em Economia da Universidade Estadual de Feira de Santana na sua trajetória acadêmica, verificar as habilidades adquiridas no Programa e avaliar a importância desse enquanto estratégia de ensino, pesquisa e extensão. Os dados foram coletados utilizando-se um questionário on-line e autoaplicável e foram descritos em frequência absoluta e relativa. Participaram do estudo 22 egressos. Os principais motivos para participar do Programa foram realizar a tríade universitária, adquirir experiências, oportunidade de bolsa e obter currículo promissor.

Palavras-chave: Ensino. Pesquisa. Extensão. Economia.

RESUMEN

Este estudio tiene como objetivo identificar la percepción de los egresados sobre las contribuciones del Programa de Tutorías de la carrera de Economía en la Universidad Estatal de Feira de Santana a su trayectoria académica, verificar las competencias adquiridas en el Programa y evaluar su importancia como estrategia de docencia, investigación y extensión. Los datos se recopilaron mediante un cuestionario en línea autoadministrado y se describieron en frecuencia absoluta y relativa. Veintidós egresados participaron en el estudio. Las principales razones para participar en el Programa fueron completar la tríada universitaria, adquirir experiencia, obtener oportunidades de becas y lograr un currículo prometedor.

Palabras clave: Docencia. Investigación. Extensión. Economía.

1 INTRODUCTION

The Tutorial Education Program is carried out by higher education institutions (HEIs) across the country. Under the tutorship of a professor with experience and academic production, the PETs are developed by undergraduate students who, gathered in learning groups, carry out academic activities (teaching, research and extension) with the objective of applying the knowledge acquired and strengthening academic training (SESU/MEC, 2006).

Teaching, research and extension form a mandatory tripod in universities and are inseparable through article 207 of the 1998 Constitution (Brasil, 1998). The triad, in addition to contributing to university production, contemplates the solidary, social and cultural role towards society (Moita and Andrade, 2005).

In this way, PET provides students, under the guidance of a tutor, with extracurricular activities that complement the students' academic training and, at the same time, meet the needs of the undergraduate course itself. In this way, it is intended as a tutor to motivate students of the Economics course to become competent professionals and academic producers of knowledge. In this sense, it is expected to provide an improvement in the academic quality of undergraduate courses supported by PET.

According to the Basic Guidelines Manual – PET (2006), it is expected to foster the training of higher education professionals, in the various areas of knowledge, endowed with high scientific, technical, ethical and social responsibility standards, in the various areas of knowledge, who are capable of acting towards the transformation of the national reality, especially as teachers and post-graduate researchers in professional areas.

Thus, conducting research with graduates of the PET groups allows an investigation into the fulfillment of the program's objectives and the appropriation of the information, skills and tools supposedly offered by the educational program by the participants. Also, knowing the impact and benefits of the Program for its scholarship holders is of paramount importance so that there is due appreciation and adjustments in its guidelines and mode of action, when necessary (Fernandes *et al.*, 2020).

Although the PET Economics group at the State University of Feira de Santana (UEFS) has been in existence for many years, few studies have aimed to profile PET scholarship holders from the undergraduate course in Economics. The idea here is to specify the contributions of the Program in the academic trajectory of the scholarship holders, reinforcing the need for more studies on this topic with graduates of the Program of this course.

Therefore, the objective is to identify the perception of the PET Economics graduate from UEFS about the contributions of the Program in their academic trajectory. Also, to verify

the skills acquired in the Program and evaluate the importance of PET as a teaching, research and extension strategy for the training of higher education professionals.

2 RESEARCH AS A PET ACTIVITY

Thus, in relation to "Research", the activities thus proposed tend to develop academic works in quality standards of excellence, since this practice presents an active learning methodology, with emphasis on the solution of the technological problems that the communities have, through a group that, due to its composition, already acts in an interdisciplinary and collective way. The academic training of the participating undergraduates is enriched both by the challenges posed and by the subsequent effort, to report the solutions forwarded, including in scientific dissemination events.

Scientific activity is determined by the ideas and expectations of the scientist who, with inferences, researches to guide theories or discard hypotheses. When a new phenomenon is not yet explained and theorized, it indicates a problem; Therefore, pointing out ways out of this problem is the primary object of any research. As stated by Alves *et al.* (1998) Science begins "[...] when we do not know how to explain a phenomenon, or when traditional explanations do not work - that is, when we are faced with a problem".

In Brazil, according to Schwartzman (2022), the first research institutions were organized by the empire in the nineteenth century, initially focused on the development of the economy, from pest control solutions in crops, as well as the discovery of treatments for diseases. However, the research branch is still waiting for investments and funding to intensify initiatives so that innovations and facts take the place of hypotheses.

In the universities, research began to emerge with the arrival of research professors from Italy, France and Germany, around 1934, they were allocated to research at the University of São Paulo (USP). Thus, in the 40s, with the advancement of research in Brazil, the Brazilian Society for the Advancement of Science was created, then the government instituted the National Research Council in 1951, but with minimal resources.

Tosta (2016) understands that, at PET, the member students stand out in the research dimension and are efficient like the scientific initiation (CI) students. In this sense, "it allows us to affirm that the PET model offers a more comprehensive and richer academic environment than that experienced by other scientific initiation students", with this, it is perceived that PET is an important tool that acts for the development of students.

The Tutorial Education Program (PET) contributes to the insertion of student members in the environment of research scientists. The protagonism to detect problems and the participation in scientific construction are evident characteristics in the petians. Thus, the

experiences lived by academics with extracurricular research activities are essential in professional and personal development, and on the other hand, fundamental for the continuous development of science and established formulations. In this way, the mastery of PET in scientific production and in the training of students is evident.

3 METHODOLOGY

This is a descriptive, cross-sectional research, in which a quantitative approach was used for data collection and analysis. The selection of the site for the study was intentional, and the UEFS headquarters campus was chosen, in the city of Feira de Santana. The study population consisted of graduates of the PET Economics of UEFS, covering the period from the creation of the Program in the institution (2007) to the academic year of 2025. The target population was identified from a survey carried out on data available in the Tutorial Education Program Management System (SIGPET), database and own documentation. In addition, as the graduates were contacted, it was also asked if they knew other graduates who could be added to the research.

All identified participants were contacted individually through electronic mail or in the form of a hidden list, being informed about the objectives, stages and other pertinent information. The participation of the volunteers took place through the consent of the Informed Consent Form (ICF) through agreement at the time of data collection.

Data were collected using an *online*, structured, and self-administered questionnaire through Google *Forms*, developed based on Rychescki et al., (2023); in literature searches and in the objectives of the study. The questions captured data on the perception of this population about the Program, the activities and skills developed in it, and its importance for the academic and professional trajectory. A total of 26 objective questions were asked, divided into three blocks: "Personal information", "Professional information" and "Experience and view on PET". The answer options were dichotomous (yes or no), multiple choice, single-answer questions, or five-point *Likert scale* (Likert, 1932). The collected data were transferred to a Microsoft Office Excel® spreadsheet and described in absolute and relative frequency.

A *Likert* scale is a rating scale used to measure attitudes, perceptions, and opinions. Often used in market research and social sciences, researchers use scale to understand views and sentiment towards a product, service, brand, or market. The *Likert* scale was developed in the United States in the 30s, and unlike a question in which one chooses between yes and no, the questions constructed from the *Likert* scale present a self-descriptive statement.

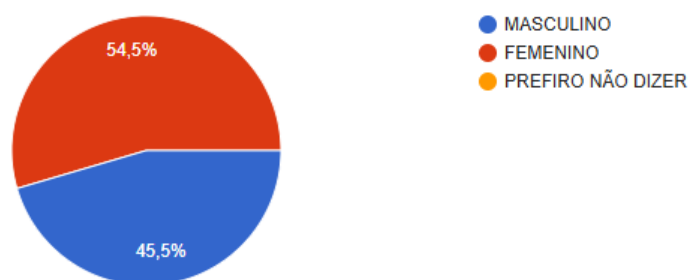
With this, it allows brands to discover different levels of intensity of people's opinions about the same subject or theme. Conceptually, and for experts in the field, the Likert scale combines applied mathematics (statistics) with psychology to promote a logical immersion in the mind of those who consume. An approach capable of extracting qualitative insights from a quantitatively structured question.

4 RESULTS AND DISCUSSIONS

A total of 69 PET graduates of the UEFS Economics course were identified, of which 22 (27.5%) answered the questionnaire and were included in the analysis. I emphasize that the study is still in progress and these are the first results of the analysis. Among the participants in this study, the majority were female (54.5%) and aged between 19 and 21 years (Figures 1 and 2).

Figure 1

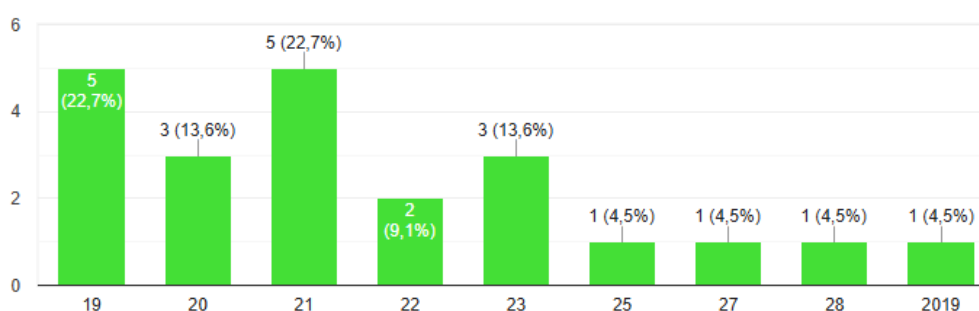
Gender of the graduates of the PET Economics of UEFS



Source: Survey Results.

Figure 2

Age at PET Economics



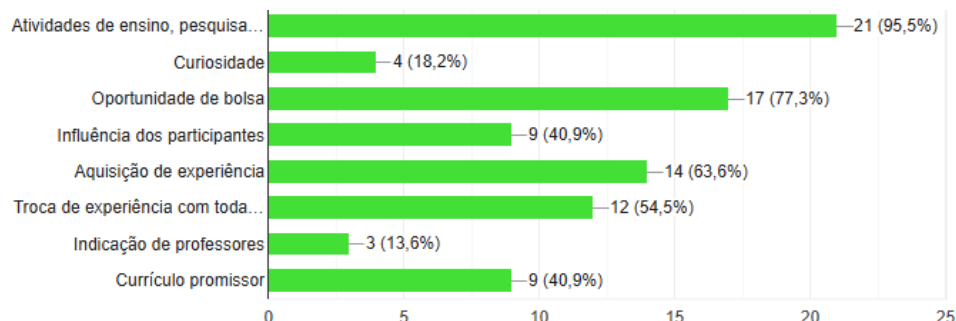
Source: Survey Results.

Among the reasons that led the graduates to participate in the Program, the main ones were to carry out activities of the university triad (95.5%), scholarship opportunities (77.3%), to acquire experiences (63.3%) and to exchange experiences (54.5%). Studies such as the one by Morel *et al.* (2020) and Rychescki *et al.* (2023) found similar results, and the main

reason for entering the Program of the Economics course at UEFS, specifically, was the development of teaching, research, and extension activities (Figure 3).

Figure 3

Motivation to participate in the PET Economy program

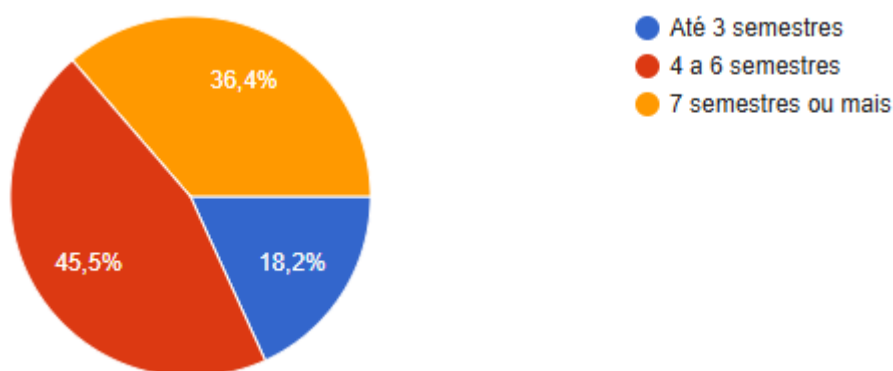


Source: Survey Results.

Most of the graduates remained in PET Economics between 4 and 6 semesters (45.5%) and similar data were also found in studies with other PET groups (Júnior *et al.*, 2021; Lopes *et al.*, 2020; Fernandes *et al.*, 2020). This result can be considered positive, since the graduates had a large period of their education impacted by the multidisciplinary activities in teaching, research and extension promoted by the Program (Figure 4).

Figure 4

Length of stay in the PET Economy program



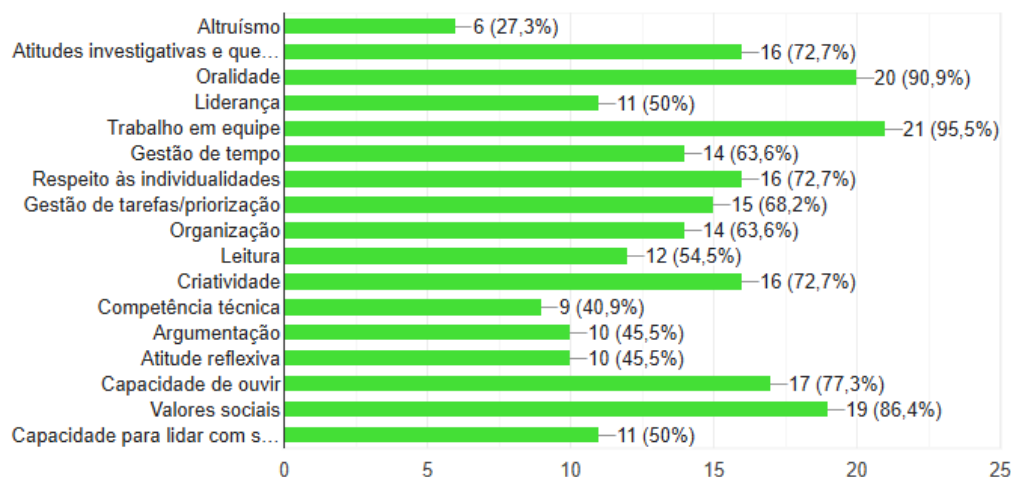
Source: Survey Results.

In addition, 100% (n=78) of the participants stated that the PET provided the development of important skills for education, among them, the following stood out: teamwork (95.5%), orality (90.9%), social values (86.4%), and listening ability (77.3%) (Figure 5). The development of these and other personal and interpersonal skills were also mentioned in

previous studies on PET graduates from various courses (Júnior *et al.*, 2021; Lopes *et al.*, 2020; Fernandes *et al.*, 2020; Morel *et al.*, 2020).

Figure 5

Skills developed while participating in the program.



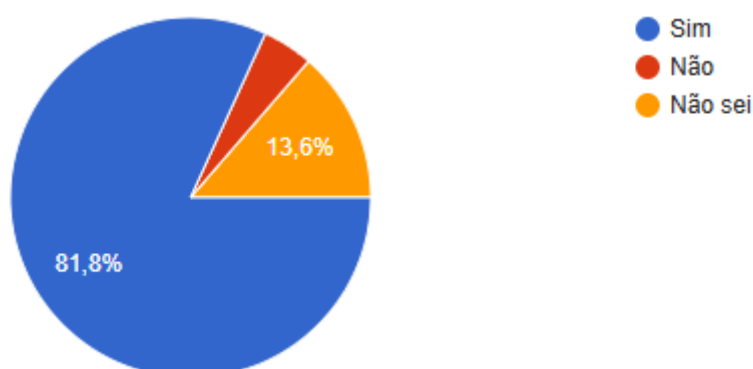
Source: Survey Results.

In this scenario, it is worth noting that the National Curriculum Guidelines for the Undergraduate Course in Economics have some general competencies and skills to be developed during the training of the economist. Thus, according to the data found, it is possible to note that PET Economics has the potential to provide personal, academic and professional improvement through spaces and experiences of teaching, research and extension, with contact with the community, academia and other professionals.

Specifically regarding the competence of permanent education, the Program itself, as it is characterized as a tutorial method, gives scholarship holders the opportunity to become increasingly independent in relation to the management of their learning needs (Dearo, 2017). In fact, 81.8% of the graduates stated that the PET contributed to the increase in their undergraduate performance coefficient (Figure 6).

Figure 6

Program contributes to raising the coefficient of performance in undergraduate courses.

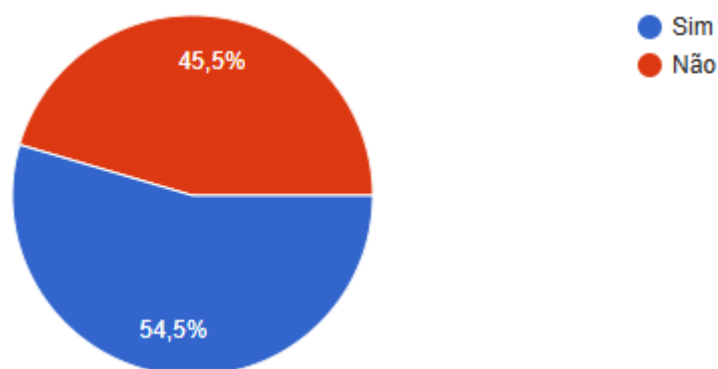


Source: Survey Results.

In addition, the majority stated that the Program encouraged/improved learning in a foreign language, a skill also specified in the Curricular Guidelines (Brasil, 2001), since it is directly related to communication (Figure 7).

Figure 7

Program encouraged learning in a foreign language



Source: Survey Results.

Regarding the activities developed during their participation in the Program, the participants reported that most of the activities were extension activities (90.9%), but also with a frequency close to teaching and research (86.4% and 77.3), respectively) (Figure 8). One of the main pillars of the Program is the university tripod of teaching, research and extension, inseparably united, which allows the student a global, critical, citizen, multiplying and excellent education (Brasil, 2010; Barbosa, 2017; Galdino *et al.*, 2021; Braga, *et al.*, 2021).

Figure 8

Activities developed in the PET Economics program

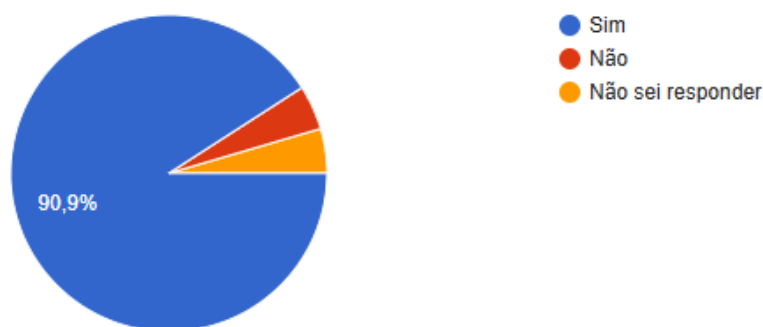


Source: Survey Results.

When asked if they participated in any project involving the triad (teaching, research and extension), the majority said yes (90.9%), and the majority also answered that the PET has no difficulty in articulating these three axes (54.5%), similar to the study by Lopes *et al.* (2020), in which 68% of graduates stated that the PET reached the university tripod (Figures 9 and 10).

Figure 9

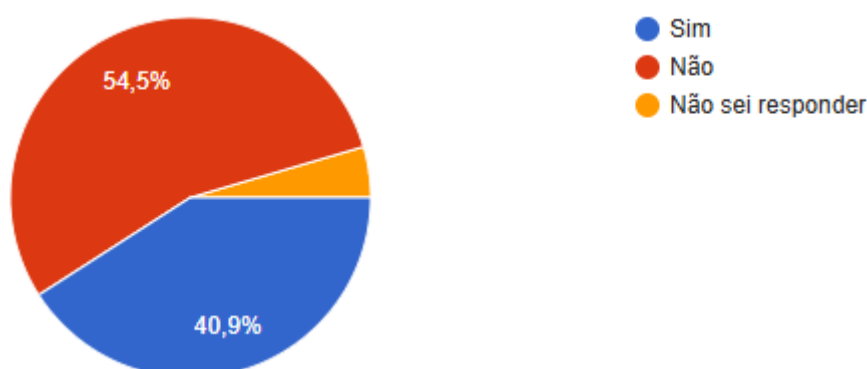
Performance in a project or action involving the triad of teaching, research and extension



Source: Survey Results.

Figure 10

If the program has difficulty articulating the triad (teaching, research and extension)

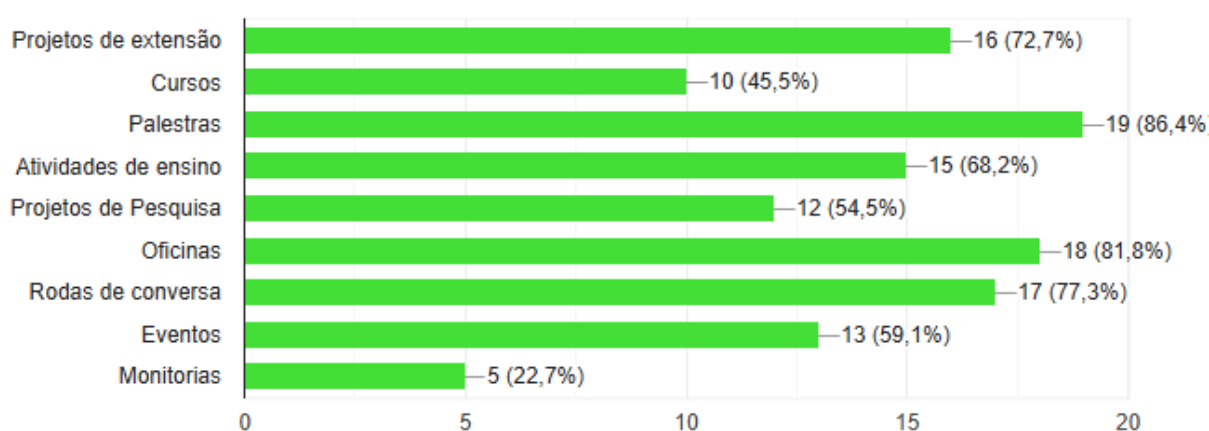


Source: Survey Results.

The activities most worked on within the program, according to the study participants, were lectures (86.4%), workshops (81.8%), conversation circles (77.3%) and extension projects (72.7%) (Figure 11).

Figure 11

Actions most worked on within the PET Economy program

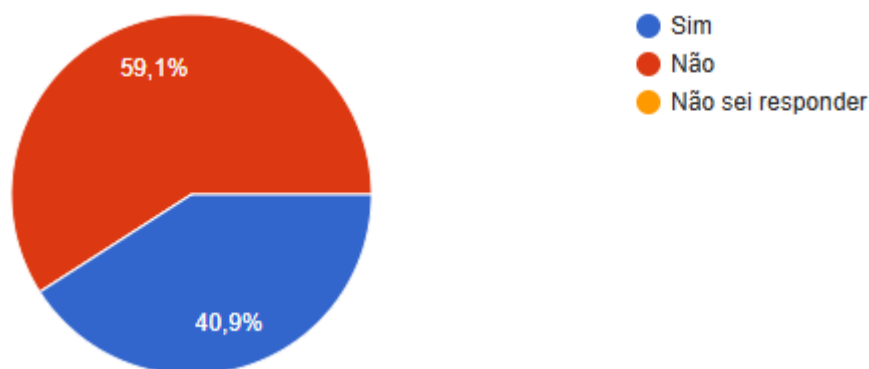


Source: Survey Results.

In addition, a part (40.9%) stated that they had some publication (abstracts or articles) linked to the activities developed in the program, and also presented oral works at events (72.7%), taught a course or lecture during their participation (72.7%) or participated in training exclusively for scholarship holders (courses, lectures, training) (72.7%) (Figures 12, 13, 14 and 15).

Figure 12

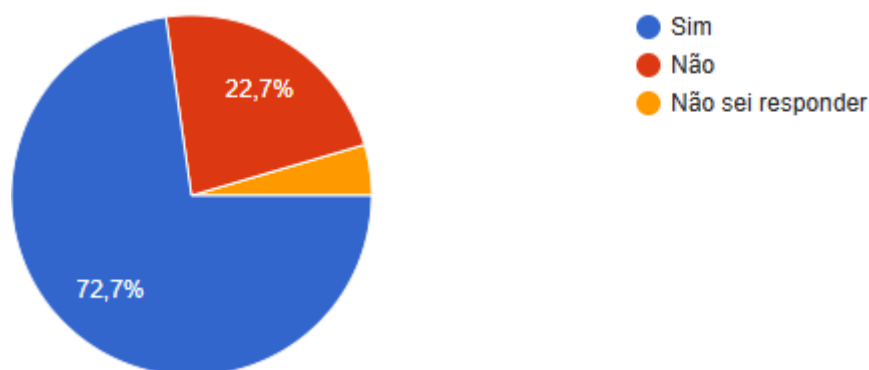
Published abstracts or articles of activities linked to the program



Source: Survey Results.

Figure 13

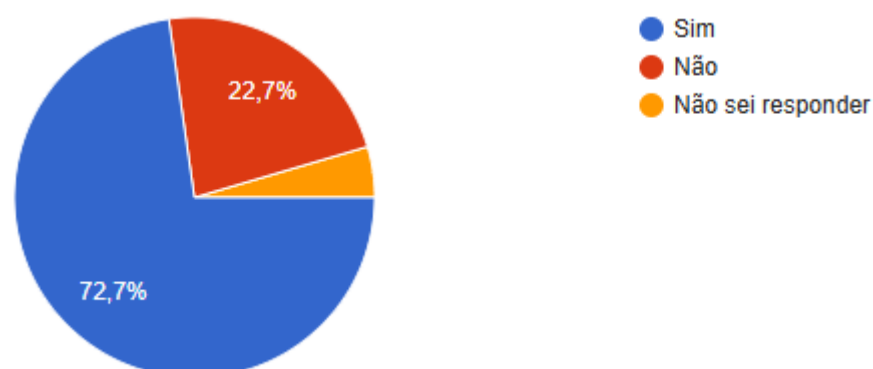
Presented oral papers at events linked to the program



Source: Survey Results.

Figure 14

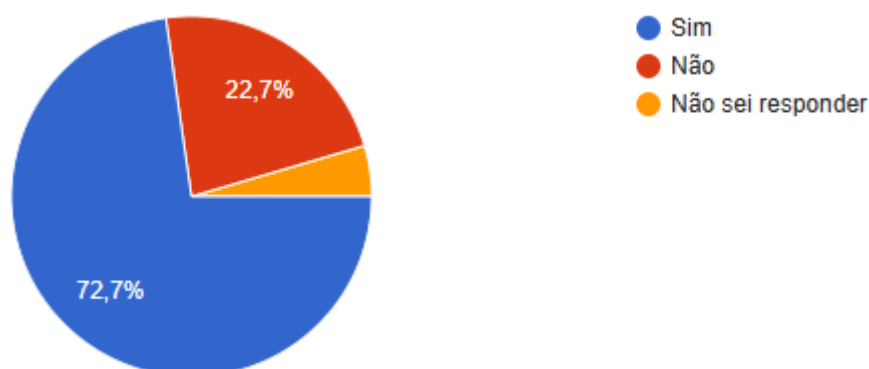
Taught a course or lecture during the participation in PET Economics



Source: Survey Results.

Figure 15

Received internal training exclusively for scholarship holders



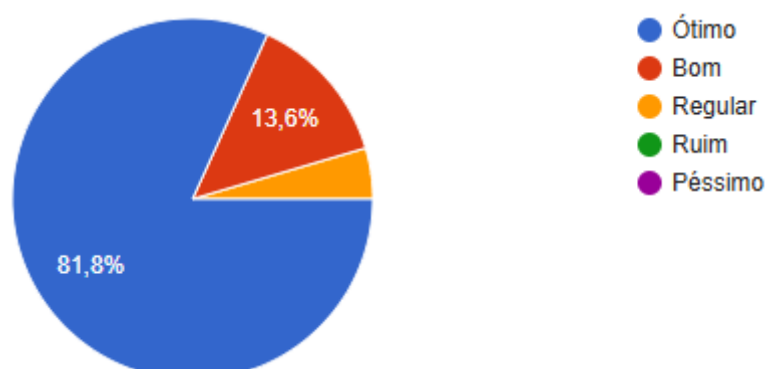
Source: Survey Results.

Added to this is the fact that these publications provide a visualization of the continuity in the academic career after graduation, as reported by 40% of the participants in the study by Lopes *et al.* (2018). In addition, the study Marcelino *et al.* (2017) evaluated the scientific production of PET participants during and after their stay in the Program, and found that 83% of the scientific productions analyzed in the graduates' curricula took place during their stay in the Program, reinforcing the importance of PET in academic production.

Most of the graduates evaluated the PET as excellent (81.8%) or good (13.6%) (Figure 16). Similar to this, in the study by Morel *et al.* (2020) most graduates also evaluated the Program well (66% as excellent and 32% as very good). The study by Rychescki *et al.* (2023) evaluated it as excellent (71%) and good (26%).

Figure 16

Evaluation of the PET Economics program by graduates



Source: Survey Results.

The research participants believe that PET contributed to the development of interdisciplinary activities within PET and undergraduate (100%).

Figure 17

Program contributes to interdisciplinary activities

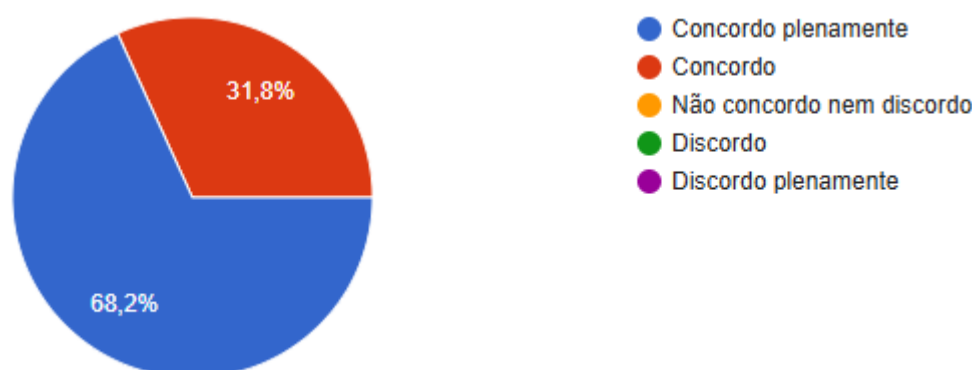


Source: Survey Results.

In addition, the majority agree or fully agree that the PET manages to achieve its objectives of disseminating new ideas and practices to the other students of the course (62.8%), raising the quality of the academic training of the members (77.3%; n=76) and stimulating the training of professionals and teachers with high technical, scientific, technological and academic qualifications (63.6%) (Figures 18, 19 and 20). The aforementioned objectives and others were established by Law No. 11,180, of September 23, 2005 and updated by Ordinance No. 343, of April 24, 2013 (Brasil, 2005; Brazil, 2013).

Figure 18

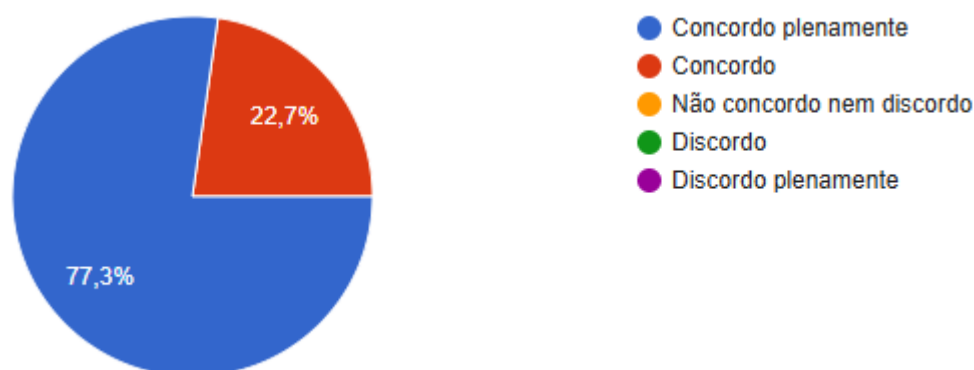
Can disseminate new ideas and practices



Source: Survey Results.

Figure 19

Contributes to raising the quality of academic training.

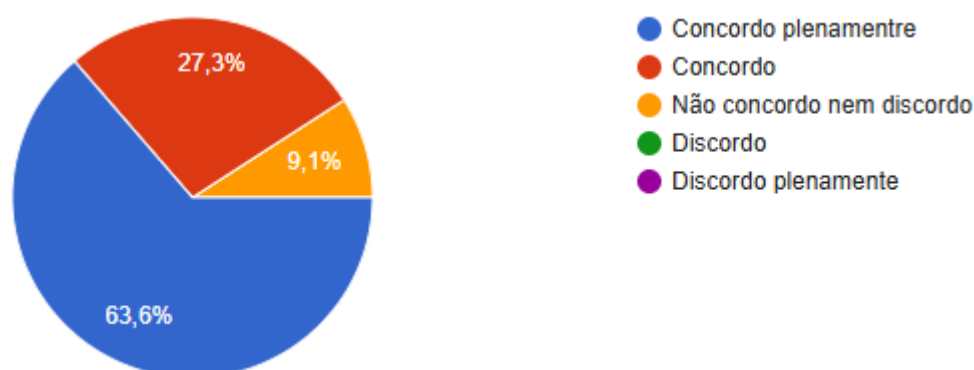


Source: Survey Results.

Thus, according to the PET graduates, the program achieves its main objectives and similar results were found in the study by Lopes (2020), demonstrating the efficiency of the program as a whole. The achievement of such objectives is important for the improvement of higher education and academic training both of scholarship holders, non-scholarship holders and volunteers of the program and of the other students of the course, who benefit from the actions carried out by the Program.

Figure 20

Stimulates the training of professionals and teachers with high technical, scientific, technological and academic qualifications



Source: Survey Results.

In the specific case of UEFS's PET Economics, the aforementioned objectives, added to the objective of stimulating critical thinking and professional performance guided by citizenship and the social function of higher education, complement the pedagogical proposal of the course to train professionals capable of providing comprehensive, humanized and critical care, working as a team and understanding the reality in which the population lives.

5 CONCLUSIONS

The accomplishment of this study allowed us to understand the contribution of the Program in the academic and professional trajectory of the graduates, as well as to evaluate whether it has been carried out in accordance with its proposal and objectives. Most participants evaluated the Program positively, corroborating the results expected by the research, and it was possible to infer that it has been effective in fulfilling its objectives, according to the perception of the graduates.

Also, the present study contributes to the other research carried out in the scope of the PET evaluation, bringing results about the PET of the undergraduate course in Economics at UEFS. It should be noted that more research is needed that includes a greater number of graduates and more Programs for even more reliable results. It is worth highlighting, in conclusion, the potential of the PET of the undergraduate course in Economics at UEFS to raise the quality of the course, as well as the academic training of the members of the Program and the other students of the course, making them better prepared for the professional and/or academic trajectory.

REFERENCES

- Brasil. (1988). Constituição da República Federativa do Brasil de 1988. Recuperado em 6 julho, 2019, de https://www.planalto.gov.br/ccivil_03/constituicao/constituicao.htm
- Dearo, P., et al. (2021). Potencialidades e fragilidades do programa de educação tutorial: Percepções de acadêmicos. *Caminho Aberto: Revista de Extensão do IFSC*, 37–45. <https://doi.org/10.35700/ca20170037-452071>
- Fernandes, B., et al. (2020). Contribuições do programa de educação tutorial: Um estudo com egressos do grupo Conexão de Saberes em Física e Popularização da Ciência da Unifei-Itabira. *Research, Society and Development*, 9(11). <https://doi.org/10.33448/rsdv9i11.9642>
- Galdino, J. H., et al. (2021). Programa de educação tutorial na formação de enfermeiros: Reflexões de egressos. *Revista Eletrônica de Enfermagem*, 23, 1–8. <https://doi.org/10.5216/ree.v23.62257>
- Júnior, H., et al. (2021). Programa de educação tutorial na formação de enfermeiros: Reflexões de egressos. *Revista Eletrônica de Enfermagem*, 23, 1–8. <https://doi.org/10.5216/ree.v23.62257>
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22(140), 55.
- Lopes, T. F., et al. (2020). Atuação profissional dos egressos do programa de educação tutorial de um curso de enfermagem. *Revista Enfermagem Contemporânea*, 9(2), 211–217. <https://doi.org/10.17267/2317-3378rec.v9i2.2913>

- Lopes, T. F., et al. (2018). Perfil dos egressos do programa de educação tutorial (PET/Enfermagem). Em Anais do XXII Enfermaio. Recuperado em 21 março, 2023, de <https://www.uece.br/eventos/xxiienfermaio/anais>
- Marcelino, E. M., et al. (2017). O perfil dos egressos de um grupo do programa de educação tutorial (PET - Fitoterapia): A importância de uma PIC na formação superior. Em Congresso Nacional de Práticas Integrativas e Complementares em Saúde. Recuperado em 21 março, 2023, de <https://www.editorarealize.com.br/artigo/visualizar/31894>
- Moita, F. M. G. S. C., & Andrade, F. C. (2005). A indissociabilidade entre ensino, pesquisa e extensão: O caso do estágio de docência na pós-graduação. *Olhar de Professor*, 8(2), 77–92.
- Morel, L., et al. (2020). Avaliação dos egressos do programa de educação tutorial (PET) do curso de Odontologia da Universidade Federal de Pelotas. *Revista da ABENO*, 20(2), 119–130. <https://doi.org/10.30979/rev.abeno.v20i2.1108>
- Rychescki, G. G., et al. (2023). Percepção de egressos sobre as contribuições do programa de educação tutorial em nutrição da Universidade Federal de Santa Catarina na trajetória acadêmica. *Revista Eletrônica do Programa de Educação Tutorial*, 5(5), 145–160.
- Secretaria de Educação Superior (SESU/MEC). (2006). PET – Programa de Orientação Tutorial: Manual de orientações básicas.
- Tosta, R. M., et al. (2006). Programa de educação tutorial (PET): Uma alternativa para a melhoria da graduação. *Psicologia para América Latina*, (8).
- Alves-Mazzotti, A. J., & Gewandsznajder, F. (1998). O método nas ciências naturais e sociais: Pesquisa quantitativa e qualitativa. Pioneira.
- Silveira, D. T., & Córdova, F. P. (2009). A pesquisa científica. Em *Métodos de pesquisa* (pp. 33–44). Editora da UFRGS.
- Schwartzman, S. (2022). Pesquisa e pós-graduação no Brasil: Duas faces da mesma moeda? *Estudos Avançados*, 36, 227–254.



ANNEX - QUESTIONNAIRE

PROFILE OF UEFS ECONOMICS PET GRADUATES REGARDING AGE, GENDER, LENGTH OF STAY AND REASON FOR PARTICIPATION IN THE PROGRAM (N=22)

CURRENT AGE:

AGE AT WHICH HE ENTERED THE PET:

GENDER: () Male () Female

Length of stay in the Program:

() Up to 3 semesters () 4 to 6 semesters () 7 semesters or more

Motivation to participate in the Program:

- () Teaching, research and extension activities
- () Curiosity
- () Scholarship opportunity
- () Influence of participants
- () Acquisition of experience
- () Exchange of experience with all phases of the course
- () Indication of teachers
- () Promising curriculum

PERCEPTION OF UEFS PET ECONOMICS GRADUATES REGARDING THE CONTRIBUTION OF THE PROGRAM IN THE DEVELOPMENT OF SKILLS, IN THE COEFFICIENT OF PERFORMANCE IN GRADUATION AND LEARNING IN A FOREIGN LANGUAGE (N=22).

Developed important skills while participating in the Program: () Yes () No

Skills developed by participating in the Program:

- () Altruism
- () Investigative and questioning attitudes
- () Orality
- () Leadership
- () Teamwork
- () Time management
- () Respect for individualities
- () Task management/prioritization
- () Organization
- () Reading

- Creativity
- Technical competence
- Argumentation
- Reflective attitude
- Ability to listen
- Social values
- Ability to deal with complex situations

The program contributed to raising the coefficient of performance in undergraduate courses:

- Yes No I don't know

Program encouraged foreign language learning:

- Yes No

ACTIVITIES DEVELOPED BY THE GRADUATES OF THE UEFS PET ECONOMICS (N=22).

Activities developed in the Program: Extension Teaching Research

He worked in a project or action involving the triad of teaching, research and extension in an inseparable way:

- Yes No Didn't know how to answer

Program has difficulty articulating the triad (teaching, research and extension):

- Yes No Didn't know how to answer

Actions most worked on within the program:

- Extension Projects
- Courses
- Lectures
- Teaching Activities
- Research Projects
- Workshops
- Conversation circles
- Events
- Monitoring

Published abstracts or articles of activities linked to the Program:

- Yes No Didn't know how to answer

He presented oral papers at events linked to the Program:

Yes No Didn't know how to answer

Taught a course or lecture during the participation in the PET:

Yes No Didn't know how to answer

Received internal training exclusively for scholarship holders:

Yes No Didn't know how to answer

How do you evaluate the PET program:

Great Good Fair Poor Very Bad

PERCEPTION OF UEFS ECONOMICS PET GRADUATES ABOUT THE PROGRAM

(N=22).

Program contributed to interdisciplinary activities:

Yes No Didn't know how to answer

PET manages to achieve its goal in the sense of:

Disseminate new ideas and practices to other students in the course, through the role of scholarship holders as multiplier agents:

I completely agree

I agree

I neither agree nor disagree

Disagree

I strongly disagree

Contribute to raising the quality of the academic training of the students who are members of the PET group:

I completely agree

I agree

I neither agree nor disagree

Disagree

I strongly disagree

To stimulate the training of professionals and teachers with high technical, scientific, technological and academic qualifications:

I completely agree

I agree

I neither agree nor disagree



Disagree

I strongly disagree