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## Methodological aspects regarding the admission criteria to Physical Education and Sport Faculties for a better insertion on the labor market

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### Abstract

*Introduction:* In the context in which physical activity is considered today to be a profession, the profile faculties must seek both, the readaptation of study programs to the requirements of the labor market and the updating of student recruitment policies. This study's *aim* is to analyse AVU's PESF admission trials from a bio-motric perspective, in order to improve the admission methodology. *Methods:* The study is a longitudinal one, and subjects are applicants from the 2017 and 2018 academic year (N=117, M=25±9.20 years, out of which B=88, F=29). Methodological approach: a statistical analysis of applicants' admission trials using the IBM SPSS Statistics 19 (C.I. =95%) programme. Trial results have been equated to grades. Correspondingly, the gathered data has been compared to: 11<sup>th</sup> and 12<sup>th</sup> grade curricular areas, with data included in Faculty of Physical Education and Sport's Report (University of Bucharest) regarding the bio-motric potential of Romanian students (2015) as well as with admission methodology related data from other faculties. *Results:* The gathered results – grouped per trial type- are: speed  $M_s=7.3\pm 2.47$ , standing jump  $M_{sj}=6.6\pm 2.46$ , push up  $M_{pu}=9.86\pm 0.73$ , football  $M_f=8.18\pm 1.71$ , handball  $M_h=6.83\pm 2.82$ , basketball  $M_b=6.56\pm 4.24$ , volleyball  $M_v=8.87\pm 0.97$ , gymnastics  $M_g=7.83\pm 1.94$ . *Conclusions:* AVU's FEFS admission policy requires better suited trials in relation to the bio-motric potential (qualities and motor skills) of today's graduates. Also, FEFS' educational offer (meaning study programmes, study subjects, curricular content) must be able to better cover work force dynamics and labour market requirements.

**Key words:** students, admission, sport faculty; biomotric potential

### Rezumat

*Introducere:* În contextul în care activitatea fizică este considerată astăzi o profesie, facultățile de profil trebuie să urmărească atât readaptarea programelor de studiu la cerințele pieței muncii, cât și actualizarea politicilor de recrutare a studenților. *Scopul* acestui studiu este de a analiza probele de admitere la FEFS ale UAV Arad din perspectivă bio-motrică, în vederea îmbunătățirii metodologiei de admitere. *Metode:* Studiul este unul longitudinal, iar subiecții sunt candidații din anii universitari 2017 și 2018 (N=117, M=25±9,20 ani, din care B=88, F=29). Abordare metodologică: analiza statistică a probelor de admitere a candidaților, a fost realizată cu ajutorul programului IBM SPSS Statistics 19 (C.I. =95%). Rezultatele probelor au fost echivalate cu note. În mod corespunzător, datele colectate au fost comparate cu: ariile curriculare ale claselor a XI-a și a XII-a, cu datele incluse în Raportul Facultății de Educație Fizică și Sport (Universitatea din București) privind potențialul bio-motric al studenților români (2015), precum și cu date legate de metodologia de admitere de la alte facultăți. *Rezultatele* culese, grupate pe tipuri de probe- sunt: viteză  $M_s=7,3\pm 2,47$ , săritura în picioare  $M_{sj}=6,6\pm 2,46$ , flotări  $M_{pu}=9,86\pm 0,73$ , fotbal  $M_f=8,18\pm 1,71$ , handbal  $M_h=6,83\pm 2,82$ , baschet  $M_b=6,56\pm 4,24$ , volei  $M_v=8,87\pm 0,97$ , gimnastică  $M_g=7,83\pm 1,94$ . *Concluzii:* Politica de admitere la FEFS a UAV necesită probe mai potrivite în raport cu potențialul bio-motric (calități și deprinderi motrice) ale absolvenților de astăzi. De asemenea, oferta educațională a FEFS' (însemnând programe de studii, discipline de studiu, conținuturi curriculare) trebuie să fie capabilă să acopere mai bine dinamica forței de muncă și cerințele pieței muncii.

**Cuvinte cheie:** studenți, admitere, facultatea de educație fizică și sport, potențial biomotric

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## Introduction

It should be noted that the development of performance sports and the popularization of sport for all as a socio-cultural phenomenon, can influence in many ways: - the complete and complex development of the person contributing to weight control and a general well-being on the one hand; - prevention and management of noncommunicable diseases such as cardiovascular disease, type 2 diabetes, breast and colon cancer or mental health benefits, delays the onset of dementia, on the other hand; - but also to economic development and growth, having as an effect a high level in quality of life to the population of any sex or age (WHO, 2020). Low levels of physical activities can be a global concern (Condello et al. 2017) and understanding the individual and contextual factors associated with physical activity is essential for identifying and implementing effective prevention programs that can promote and active lifestyle and thus improve health (Condello et al. 2016).

But the complexity of these systems: sports training, psycho-physical recreation, physical education and health requires specific forms of organization and management that needs a specific professionalization of specialists in the field to produce among others: social satisfaction, mental and physical health or success in business or work in general. On the other hand, the educational system considers physical education and sports as a fundamental discipline in maintaining, developing and improving the human being. Physical education is recognized as an important context for the holistic promotion of the development of children and young people (Condello et al. 2021).

It should be noted that the employment rate of graduates of physical education and sports education programs is one of the highest compared to other programs. That is why there must be a constant concern for improving the quality of graduates who are admitted, trained and who complete their studies at the profile faculties in order to have the chance of rapid insertion on the labor market (M.E.C.Ș., 2016).

We insist on supporting a good theoretical as well as practical training of students because it is well known that in addition to the opportunities offered by the career of a teacher or coach, graduates of physical education and sports studies are also open

to other opportunities such as employment in security and protection units such as: police, gendarmerie, army etc, where higher level training is required (Ardelean et al., 2020).

There are also authors who observe a low interest of students to have their own businesses and insist on a better entrepreneurial education of students in the field of physical education and sports (Roșu, 2022), because the opportunities are countless, the fitness industry being in development, therefore a high demand and the small number of centers or clubs that offer sports and physical activities or relaxation services.

Also, the need to formation well-trained specialists in the field of physical education and sports would be justified by the possibility of changing the paradigm among decision makers, in terms of policies in this area at school, where classes are few and the material base precarious. It would also be beneficial to intervene in the curriculum related to the discipline of physical education and sports in all cycles of education, which is not adapted to current realities and the needs of children (Ardelean, Mert & Miuta, 2016). In this way, could also improve the assessment system or the more intensive use of the physical education textbook where appropriate. All these could bring multiple benefits to the training and complete development of students or future performers, implicitly higher chances of being admitted to the profile faculties, a fact proven by some existing studies in this regard (Rus et al., 2019). Without a doubt, faculties of physical education and sport admission methodologies across the country reflect, even if partially, each university's recruitment policy regarding future professionals in the area of sport sciences (U.B.B., 2020; U.N.E.F.S., 2020). Some faculties use certain samples to evaluate some motor qualities (eg speed 50 m, long jump from the spot, resistance 1000m, etc.) as well as some application paths specific to some branches of sport, or other faculties use only an applied utilitarian circuit in which the general skills of the candidate are verified (U.O., 2019; U.V.T., 2019; U.A.V., 2019).

From our standpoint, these recruitment policies – which include admission methodologies - should anticipate labour market needs for the not so distant future. It is obvious that contemporary society is continuously changing, and this directly affects

profession choices. In the next 20 years approximately 50% of today's jobs will disappear (Wolfe, 2016, p. 63) and approximately 85% of careers to exist in 2030 are not yet invented. More to the point, the "Guide to the professions of the future" (2021), explicitly stipulates that Romania's professional and career orientation system does not sufficiently inform and prepare students for labour market requirement changes (Paul, 2019). The natural question that follows is: do present physical activity recruitment methodologies sufficiently reflect these changes? The answer is very complex and requires a detailed analysis of several factors that define a realistic, viable and future oriented recruitment policy addressing a period increasingly harder to predict. Mental and physical health supports the psychological dimension of education (Talaghir et al., 2020).

A first factor could be candidates' motivation for this career and the general attitude towards physical activity; for lack of an admission questionnaire we can only suppose that there is a link between the number of applicants and an increase in sports interest (Cojocaru, et al, 2015; Perkins et al., 2004) at a pre-university level. Following, applicants' motor competence (Cattuzzo et al. 2016) (the term motor competence is used as a global term to encompass all forms of goal-directed tasks involving coordination and control of the human body) is influenced by the reduced number of P.E classes in pre-university education (Säfvenbom, Haugen & Bulie, 2015; Shields et al., 2005; Ardelean, Mert & Miuța, 2016). Also, there should be a correlation between national evaluation standards and students actual bio-motric potential (Cojocaru et al., 2015; Duda et al., 1995; Morrow et al., 2013; M.E.C.I., 2009).

In addition to the need to improve the methodology for admission to profile faculties or even to synchronize these methodologies between faculties, some authors bring other issues into discussion for student success, such as attracting students to practice three types. Sports (recreational, competitive or adaptive) can represent medium and long term investments in education but also the existence of logistical facilities for the comfort of students (Toma-Urichianu et al., 2014).

Analyzing literature, we find that our study is not unique and there is interest at European or international level for the training methods of

physical education and sports teachers, which also include admission criteria to the respective study programs. Thus, several sources that are the result of a large European Erasmus+ project in which educational systems from over 25 EU countries were analyzed in terms of european practices for the physical education teachers education (PETE), it is stated that they have identified several admission samples including: online self-assessments, written entrance exams, physical performance interviews to determine motor capacities and skills, but in Eastern European countries (ie Austria, Bulgaria, Croatia, Republic Czech Republic, Greece, Latvia, Macedonia, Poland, Slovakia, Slovenia), the option for several admission tests oriented towards certain practical performance and fitness tests predominated (MacPhail, Tannehill & Avsar, 2019)

The study authors state that, however, due to the large number of countries and significant differences between study programs, it was difficult to assess whether such admission options resulted in programs focused more on theoretical exposures or on performance and fitness activities (Bitang et al., 2019). We specify that this practice of predominantly evaluating certain physical capacities and skills is specific in Romania as well.

Certainly the chances for success in the entrance exams to the faculties of physical education and sports depend on certain factors, among which we mention: - the level of somatic and anthropometric development (which can be greatly influenced by physical education teachers in schools, by applying various working methods), - the somatic type characteristic of each individual; - the habits and lifestyle that the individual adopts; - the way in which the specialists teachers or coaches from schools or clubs with various sports branches, have knowledge and abilities to teach them, to attract them and to keep young people, to physical activity and sports, forming a culture of movement, and giving them the opportunity to form skills and abilities that will help them later in life, including in a possible career as a teacher or coach, etc. (Bitang et al., 2019; Zhang & Su, 2020).

It is important to mention the fact that within the framework of bachelor's or master's studies, students are taught several theoretical subjects such as Research Methods in Physical Education, Statistics in Sports, Measurement and Evaluation, etc., which

will help them both in practical work at the department but also in the development of a more complex thinking system. These aspects together with others can contribute to an easier insertion on the labor market in the field or in related fields (Potop et al., 2022).

But we believe that we should also consider the need to evaluate certain theoretical knowledge that a future specialist in physical education and sports should have when he becomes a student (which we have seen is applied in some European countries).

In this context, the present study aims – during a first stage – to analyse the level of motor skills and competencies that define the bio-motric potential of a candidate in comparison to the pre-university level curricular standards (M.E.C.I., 2009) and the methodological content of Aurel Vlaicu University (AVU), Faculty of Physical Education and Sport admission process (U.A.V., 2019).

### Materials and Methods

Our study includes 117 candidates ((N=117, M=25±9.20 years, out of which B=88, F=29) who underwent practical trials during the 2017 and 2018 admission period. Results were provided by the A.V.U.'s, F.P.E.S. (Aurel Vlaicu University, Faculty of Physical Education and Sport) Admission Commission.

A.V.U.'s F.P.E.S. admission methodology (U.A.V., 2019) includes: trial A (speed 50m, standing jump, push-ups), trial B (a structure centered on motor skills specific to football, handball, basketball, volleyball, gymnastics). The achieved performance levels were transformed into grades in accord with a predefined scorecard. Results: a grade for trial A (the average of the three grades), counting for 40% of the final grade; a grade for trial B (counting for 40% of the final grade) and a third grade (counting for 20% of the final grade) that represent the baccalaureate grade average.

There are differences among the five sport trials (trial B) insofar as the motor skills' complexity level is involved therefore, an 8 for football is not equal with an 8 for gymnastics or volleyball. The hierarchy of the sport trials is based on the following reasoning: specific motor skills derive from a basic motor ability, so the greater the complexity of the motor skill involved, the greater the difficulty of the trial; the more a motor skill is "removed" from a basic

motor ability the greater the complexity and therefore, there is an increase in the difficulty level of that trial. It is worth mentioning that no trial is done just for its sake, it must be oriented (its aim), specific and measurable (Morrow, Jackson, Disch & Mood, 2005).

So the five trials can be arranged in a hierarchal order from a lesser to a more increased complexity level: football – complexity level 1, handball – complexity level 2, basketball – complexity level 3, volleyball- complexity level 4, and gymnastics- complexity level 5.

The statistical analysis relied on the IBM SPSS Statistics 19 programme. All data are reported considering standard and average deviation. Sport performance results achieved during the trials have been converted into grades based on the admission methodology scorecard (U.A.V., 2019). During this stage we have considered the candidates' crosstabulation, considering age, gender, and each individual trial as variables, using  $P < .05$  for statistical significance and a trust coefficient (TC=95%).

### Results

The results are presented both with the performances obtained at each test, for boys and girls (tables 1 and 2), but also with the afferent grades depending on the performance (table 3). We specify that the performances and including the grading are differentiated according to the sex of the participants (compliance with the internal admission methodology) (U.A.V., 2019).

**Table 1.** The results (performance) registered by women during practical trials, reported with average (M) and standard deviations (N=29).

Trials type	M±SD
Speed 50m (sec)	7.9±0.71
Standing jump (cm)	187.65±21.59
Push-ups (rep)	18.96±3.01
Football (sec)	7.1±0.6
Handball (sec)	17.95±2.86
Basketball (sec)	23.97±5.82
Volleyball (points)	8.91±0.86
Gymnastics (points)	8.19±1.8

**Table II.** The results (performance) registered by men during practical trials, reported with average (M) and standard deviations (N=88).

Trials type	M±SD
Speed 50m (sec)	6.94±0.54
Standing jump (cm)	225.72±18.64
Push-ups (rep)	30.53±4.08
Football (sec)	6.69±0.9
Handball (sec)	14.48±1.83
Basketball (sec)	21.75±8.78
Volleyball (points)	9±1.0
Gymnastics (points)	7.83±1.94

**Table III.** The grades obtained by candidates depending on the results (performance) (cumulatively for men and women) during the trials, reported with average (M) and standard deviation (SD) (N=117).

Trials type	M±SD
Speed 50m (sec)	7.3±2.47
Standing jump (cm)	6.6±2.46
Push-ups (rep)	9.86±0.73
Football (sec)	8.18±1.71
Handball (sec)	6.83±2.82
Basketball (sec)	6.56±4.24
Volleyball (points)	8.78±0.97
Gymnastics (points)	7.83±1.94

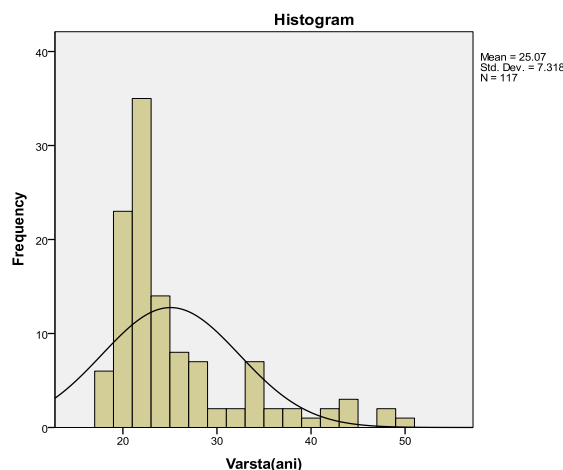
**Discussion**

After the statistical analysis of the gathered data, and in comparison to the data provided by field related literature and offered by P.E. pre-university and university level curricular area, candidates` distribution range per trial can be described reasonably, taking into account the following aspects:

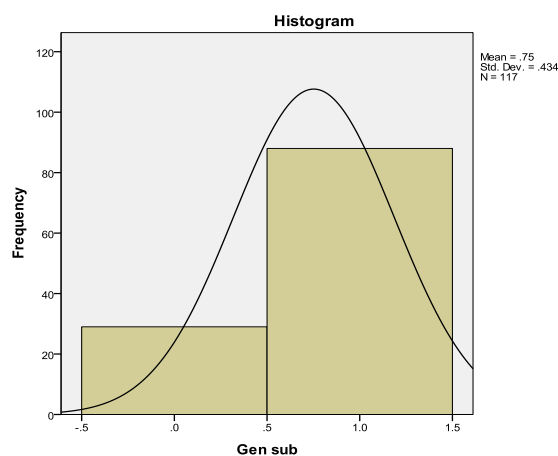
*a) Candidates` structure according to gender and age*

The 117 subjects have an age average of 25.07 years (SD±7.3), most fitting in 20-30-year age bracket, yet PESF candidates themselves cover all age groups: from young high school graduates to 50-year olds. It is worth noting that during the 2017-20018-time frame there are very few 18-19-year-old candidates (i.e. fresh high school graduates) fact that indicates that either they have not passed their baccalaureate

after finishing high school or P.E. was a secondary alternative to other study areas. If we take the 18-25 age bracket as significant in choosing a career path, data shows that there is a total of 71 relevant candidates (N=17 F and N= 54 B) which translates to a 60.68% of the total candidates` number.



**Figure 1.** Age average of the subjects.



**Figure 2.** Gender distribution.

As for gender distribution, male candidates have a larger representation percentage (N=88, which is 72.1% of total subjects N=117), while females represent only 23.8%, that is N=29; otherwise, a significantly lower number of females are engaged in pre-university level physical activities (Wolfe, 2017), therefore candidates` gender based distribution represents a natural continuation of a high school specific reality. Also, this decreased number can be explained through the fact the P.E

teacher career or PESF` curricular content do not represent an attraction for young female graduates.

*b) Grade distribution for specific motor skills, according to age brackets is included in the figures below:*

Football (fig.3) was the choice for most of the candidates: 55.7% of the total subjects` number. Most grades range between 6 and 10 yet there are candidates who failed to pass this trial (no. 63, 94, 111).

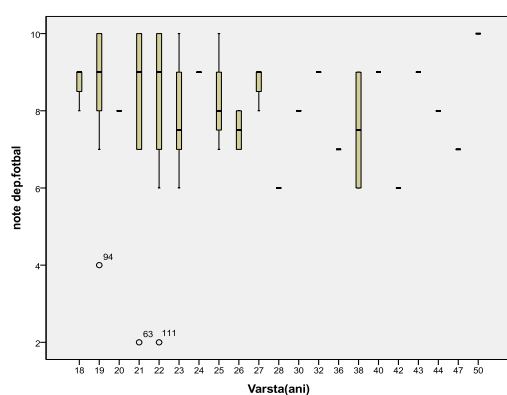


Figure 3. Grade distribution according to age for football.

Handball (N=12) (fig.4) covers the entire spectrum of assignable grades, registering a 6.83 (SD±2.82) average. Out of the 12 subjects, representing 9.8% of the total subjects, 4 are female and 8 are male, out of only 5 have registered above average scores (2 subjects received an 8, while 3 subjects a 10).

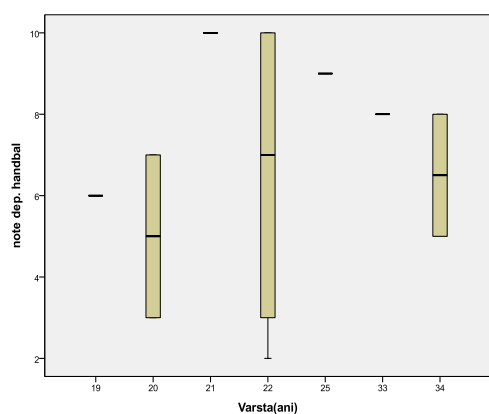


Figure 4. Grade distribution according to age for handball.

Basketball had an even smaller number of candidates (N=9) and even though the grade

average (M=6.56) registered was similar to handball grade distribution differs significantly (fig.5). Five subjects received the maximum grade, 1 subject received a pass grade and 3 subjects have failed the trial.

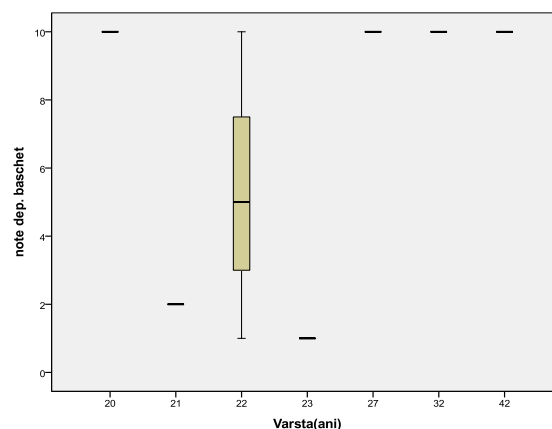


Figure 5. Grade distribution according to age for basketball.

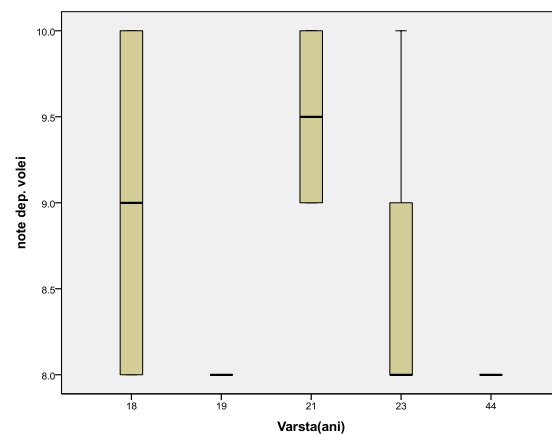
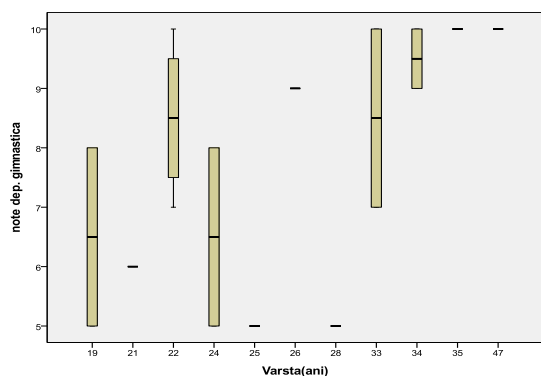


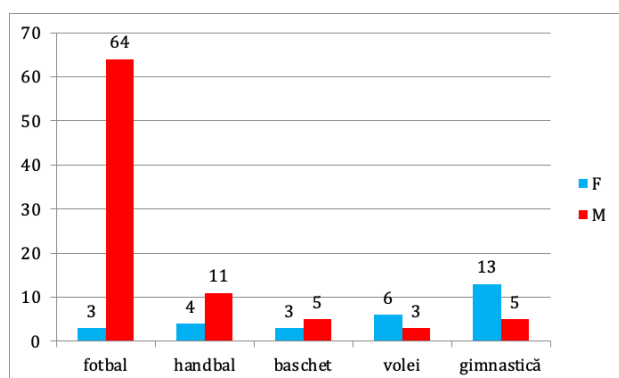
Figure 6. Grade distribution according to age for volleyball.

Gymnastics had a number of 18 subjects (N=18) which registered a M = 7.83 grade average and a relatively small standard deviation value (SD=1.94). Out of the 18 subjects (which represents 14.8% of the total number of candidates), 13 are female and 5 males. All subjects received grades above 5, yet only females obtained the maximum grade (N=5).



**Figure 7.** Grade distribution according to age for gymnastics

It is obvious that there are differences regarding the complexity of motor skills between the five trials, so, an 8 for football is not equal to an 8 in gymnastics.



**Figure 8.** Male vs female distribution taking into account the difficulty level of the trials

It becomes obvious that while female candidates have elected trials with an increased difficulty level (13 for gymnastics and 3 for football out of a 29 total), males have an almost inverse distribution across trials (64 for football and only 5 for gymnastics out of the 88 subjects).

As we have already said, our study is not a singular one, even if it does not address the same goals, objectives or hypotheses, there is nevertheless a constant interest in the analysis of public policies, curricula, or even university syllabuses and admission tests in order to train and offer future graduates maximum chances to integrate quickly and efficiently into the labour market. We present below some ideas from studies that have concerns in these directions similar to ours.

Clearly, physical activity and exercise, health and quality of life, are closely related elements contributing

to the preparation of the student's professional pathway for the labour market, which indirectly results in human performance (Balatoni et al., 2019; Petreanu, M., Buțu, & Petreanu, G, 2016). Complementarily, the quality of education plays a paramount role in manifesting the excellence and progress offered by a nation by supporting human resources to be more intelligent, creative, skillful, competent, moral and last but not least, cultivated (Prihanto, Kartiko & Wijaya, 2018).

We argue that the field of Physical Education and Sport, is one of the most complex, due to the fact that the student has the opportunity to be rigorously prepared theoretically and practically in several interdisciplinary (Bouffard & Spencer-Cavaliere, 2016) and transdisciplinary (Castelli, 2021) areas to be successful in professional life. In Hungary, according to ESSA National Sport Report Hungary (E.O.S.E., 2019, p. 15) since 2011, full-time employment contracts of sport practitioners, has doubled and since 2016, about 94% of all contracts have been full-time contracts and only 6% with part-time forms of employment. It is more than evident today that the Hungarian government, participates in the education and training of sport professionals, supports the organisation of international sport events in Hungary (E.O.S.E., 2019, p. 15)

With this paper we also wish to reiterate the current national situation regarding the reduced number of hours provided for in school curricula. The reduced hours of physical education and sport in schools only put the future student in the situation of being unable to solve certain motor tasks, which may be encountered in admissions, during the university years, as well as in various situations in professional life. Due to the reduced number of hours of physical education and sport, the future student has a poor motor skills background. The fact that as the years go by, the number of applicants to undergraduate studies is increasing, and that many of them do not meet the bio-motor standards at the time of admission (Costin et al., 2018), should generate an alarm signal for the bodies responsible for supervising and improving the PES curriculum in the pre-university system. In this regard we mention a conclusive example from the neighbouring country, Hungary, where admission to a state Physical Education and Sport Faculty is not possible without the respective candidate, being declared admitted to

the baccalaureate examination in sport, from which one can easily draw the conclusion about how much importance is given to physical activities in schools and universities (Szilagy, J., & Szecsi, 2011; Nagy et al., 2018; Kozma, 2020).

Obviously, every university in the world, based on the principle of university autonomy, sets its own admission criteria, but we advocate a closer analysis of the somato-functional transformations that occur and the physical state of prospective applicants. If we look in Norway, the University of Adger, recommends all those who want to start a bachelor's program in Physical Education and Sport, to present a very good physical condition already at admission, their further intention being, to create a learning environment which develops the students' ability to reflect on their own working methods, and to critically evaluate them in relation to theoretical and practical knowledge (University of Adger, n.d.). In contrast to the above, in Germany, more specifically at the Technical University of Munich, Department of Sport and Health Sciences, or Sport Science, admission to the undergraduate cycle is based on the candidate's grades during the pre-university course, without any sports aptitude test, recommending only a sports performance certificate from the doctor (T.U.M. - Department of Sport and Health Science, n.d.). As Pavlova et al., (2020) stated, the lack of integrated approaches to the assessment of the level of readiness in the process of admission to faculties of physical education and sport, does not allow for systematic, transparent and effective monitoring of the dynamics of personality development of a competitive specialist, establishing the causes of problems and developing predictions for the future. In researching for this article, we have not identified any national studies that address the issue of admission criteria for Physical Education and Sport faculties. However, we support the idea of introducing additional physical education classes into the national curriculum, precisely to help improve the bio-motor skills of older students and candidates.

### Conclusions

Knowing high school graduates' (and older candidates') bio-motric level is a compulsory premise for elaborating grading and evaluation standards (scorecards) used during the PESF

admission process. These have to be in accord with bio-motric (Duda et al., 1995; Morrow et al., 2013) levels and also must be assimilated by an evaluation grid for performance sports; there is a risk that professional athletes – with an Olympic team status – with an early specialization in a sports field, will not be able to successfully pass curriculum requirements (Malina, 2009).

Based on the analysed data, including AVU's PESF admission trials as well as data from other faculties, although ARACIS compliant, there is no unitary vision regarding students' bio-motric potential assessment during the admission process. Therefore, trials devised to assess sport specific motor qualities and competencies fail to reasonably describe both health related physical fitness (lacking *body composition* and *flexibility*), as well as skill related physical fitness, (lacking *agility* and *reaction time*). Only circuits can emphasize what is usually defined as motor competence (Cattuzzoa et al. 2016) yet in a methodologically un-unitary and procedurally void way (for example, for Oradea's P.E faculty there is no time limit to cover the circuit, Timisoara emphasises correctness of execution; also it is unclear how certain circuit parts/structures are graded and evaluated etc.)

During this stage, our study avoided including the analysis of the motor qualities pertaining to three trials (trial A) because reference data (pre-university level performance grading scale) are not in accord with the actual bio-motric level of Romanian's student body; additionally the present curriculum is extremely general (Age group and sex specific national motor skill averages, Standard evaluation trials for basic motor skills), therefore every analysis attempt would be voided because the data is not trustworthy. Obviously, motor abilities are evaluated and graded at pre-university level, yet in a very general manner (for example, the student must know how to: throwing the ball, serving the ball, dribbling among milestones, etc., *i.e.* technical procedures added to tactical structures and bilateral games) without defining clear performance standards for what is executed.

Therefore, this study represents only a preliminary stage in evaluating the admission methodology for Physical Education and Sport Faculties, with the aim of improving student recruitment policies.



Based on the data collected from the national study of students' bio-motric potential (Cojocaru et al., 2015) new evaluation and grading standards should be devised for pre-university level education. We also consider it appropriate to introduce among the entrance exams to sports faculties, certain theoretical tests (questionnaires, interviews, etc.), in order to verify the level of specific theoretical knowledge (eg anatomy, physiology, sports theory, etc.), which we have seen happen in some E.U. countries.

After the start of this study and as a consequence of some partial results, but also due the suggestions and observation received from the candidates over the years, the leadership of the Faculty of Physical Education and Sport within the A.V.U., started two years later a process of modifying the conditions and tests of admission to the study programs it manages. We hope that these changes will be much more applied and reflect more clearly the qualities, skills and knowledge that a future physical education teacher will need.

**Limitations of the study:** the fact that we did not have access to the admission results obtained by candidates from other universities in the country, but only to those public information that presented the conditions and the test items, may have affected the results to a small extent in terms of regarding the tests, in the sense that we do not have information about the final admission results from other university centers. But even so, the goal of the present study was achieved because our interest was to see which are the motor skills highlighted by the test items from those faculties.

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