

Professional Orientation for Students of Health Courses Study conducted at a Public University in Northern Brazil

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Abstract:

This article deals with the results of a research that integrated part of the discipline of Professional Guidance, given in the eighth period of the Psychology course of the Federal University of Rondônia, having as subjects, students of the health courses of a university of western Amazonia. Its objectives include: knowing the type of professional orientation offered in this context, the type of orientation that the students point out as necessary, proposing actions in response to the students' demands. In line with the problem investigated, and in light of the study's main objectives, a descriptive research line was adopted with data collection through interview. Besides being one of the most used in educational research, it presents itself as the most adequate for the proposed objectives. This research has provided a greater theoretical and practical knowledge of the theme orientation and has led to innovative reflections on inciting questions, also opens up new possibilities for research and interest so that further study of this subject can be carried out, not only about the objectives proposed in this work, but also the inferences extracted with a more general character, that can formulate some suggestions of improvement of the analyzed situation.

Keywords: *Professional Orientation. Higher education. University orientation. Theory of the Trace and Factor.*

1. INTRODUCTION

To approach the professional orientation necessarily implies understanding the relation of this field of knowledge with the capitalist mode of production, since it only starts to take on a role of relevance and consolidate in this scenario. There are three aspects of modern social organization that favor the perpetuation of capitalism: first, the means of production are concentrated in the hands of proprietors, leaving workers with no possibility of surviving autonomously; second, the worker is free to sell his ability to work; and third, the objective of the work fails to satisfy human needs to target the market and making a profit. (BRAVERMAN, 1981).

In this way, professional orientation becomes a field of knowledge and practice in this context. According to Bock (2002), the question of the selection and recruitment of "right workers to the right place" gains strength in order to increase productivity, while, inspired by liberal ideology (freedom, fraternity and equality), this mode of production places the responsibility for the social position they occupy in individuals themselves.

According to Sparta (2003), the Brazilian professional orientation was born linked to the Applied Psychology, that was developing in the country in the 1920s next to Medicine, Education and Work Organization. From the 1940s, there was a great leap in the area with the creation of the Getúlio Vargas Foundation in Rio de Janeiro, which studied the Rational Organization of Work and the influence of Psychology and formed professionals in this area.

Since its birth, professional orientation in Brazil has been based on the Trait and Factor Theory, that is, on the conception that the orientation process is directive and the role of the advisor is to make diagnoses, prognostics and indications of the right occupations for the individuals (SPARTA, 2003).

If professional choice previously depended exclusively on personal skills, there is now another process that interferes with this choice and precedes the job market: the choice of a higher level course. With the increase of vacancies in higher education and greater insertion of the population in this level, we have a student population more heterogeneous, causing new demands in higher education. Therefore, the quality of training is increasingly valued for this heterogeneity to remain.

However, there is frequent manifestation of school failure in higher education because students are not satisfied with the course of choice (MONTEIRO; GONÇALVES, 2011), as well as the lack of student assistance for students with regard to career planning and preparation for the job market.

According to Echeverría (1999) and Echeverría, Figuera and Gallego (1996), the current characteristics in higher education demand the insertion of professional orientation in this area, namely: the increase of areas and offers of post-graduation, difficulties of access in the labor market, among others. Romero and Sobrado (2002) understand that professional orientation in higher education is justified by the need to attend to aspects in the life of the individual that includes the professional dimension.

In addition, it can provide students with more appropriate choices regarding courses, preventing them from escaping; assist in their formation so that the student has greater possibility of options of extracurricular activities that increase their curriculum; and help in the transition from high school to higher education, which requires the student to adapt to new institutional routines and regiments.

The objective of this research was to know the type of professional orientation offered in this context and the type of orientation that the students point out as necessary, as well as to propose actions as response to the demands of the students. The focus in the health courses was given by this nucleus concentrating part of the university's integral courses, which demands a more attentive look at the issues raised by these specific students.

This research is the result of the final evaluation activity of the Professional Orientation course, given in the eighth period of the Psychology course at UNIR.

2. METHOD

Characterized by the quantitative approach, the present research has as a tool for collecting the data, the questionnaire, defined by Prodanov and Freitas (2013, p 108) as "an ordered series of questions that must be answered in writing by the informant "in which" the language used ... should be simple and direct, so that the respondent can clearly understand what is being asked. "

Among the advantages presented by the choice of this instrument is that it has an "economic ... character in use and allows a large number of people to be quickly and simultaneously reached". (LaVille, Dionne, 1999, p.184).

The questions that were part of the questionnaire were adequate from the existing script in the thesis entitled "Professional Orientation Needs of Students of the Federal University of Rondônia", which deals with the need for professional orientation of students of the Federal University of Rondônia, a subject that resembles this search. (ALBUQUERQUE, 2012).

The questionnaire was made available on the Google Forms online platform by decision of the researchers because it understood that the scope and diversity of participants would be broadened. Composed of 31 questions, mostly multiple choice, it was divided into two phases: the first with sociodemographic questions about the current course and the experiences with the vestibular; in the second stage were the questions related to the level of information about the university environment that the participants obtained and would like to have had access to.

The research was publicized through the Whats App messaging application, institutional e-mails from selected course departments, and publication to student groups at the university. The questionnaire remained available for public access from October 27 to November 24, 2018.

At first the population to be studied was formed by students of Medicine, Psychology, Nursing and Physical Education, all of the Nucleus of Health Sciences (NUSAU) of the Federal University of Rondônia (UNIR). However, the sample collected from this last course did not appear significant and was discarded.

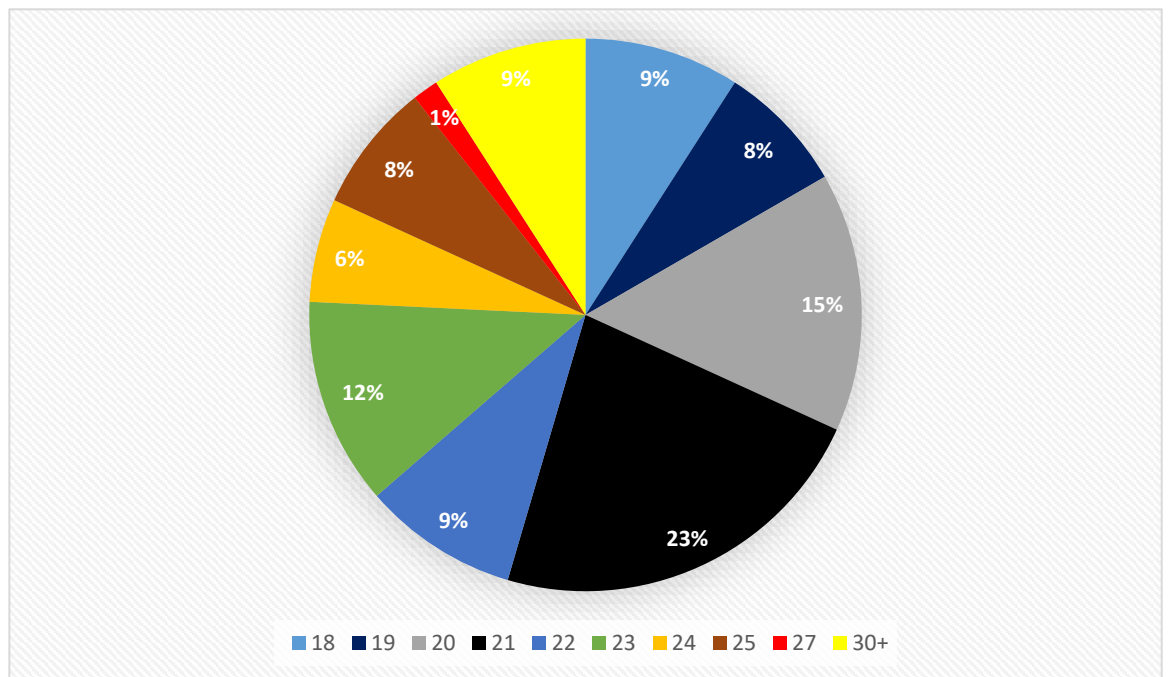
3. RESULTS AND DISCUSSION

3.1 Personal and initial information of the academic context

The data obtained in the first stage of the questionnaire are approached through the questions related to the socio-demographic and initial aspects that marked the academic trajectory of the participants.

A total of 66 responses were obtained and the female participation predominated, counting 51 of the analyzed responses, contrasting with 15 male respondents. Considering that the research focuses on courses in the health area, two of them are characteristic because they have larger contingents of students and professional women, - in Psychology the contingent reaches 89% of the profession (CFP, 2013), the same occurs with the Nursing with 85% of the profession (COFEN, 2013) - this data was already expected. There was diversity in the ages of the people who answered the questionnaire, being the youngest of 18 years and the oldest of 49.

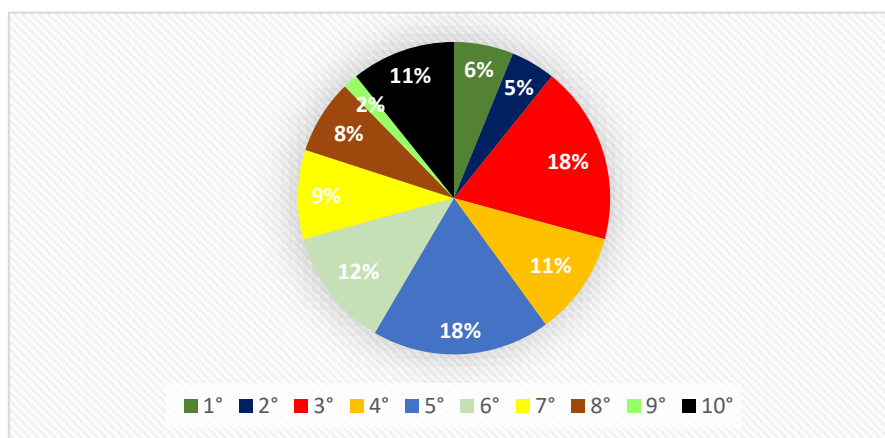
Figure 1 - Age of subjects



Source: the authors.

When viewing Figure 1, we noticed that the subjects with greater adherence to the research are young people of 20 and 21 years of age. This data can corroborate with the next about the marital status, which determined 59 of the subjects as unmarried, 6 married, 1 marked as others and no separated or divorced.

Figure 2 - Periods of the courses in which subjects are enrolled



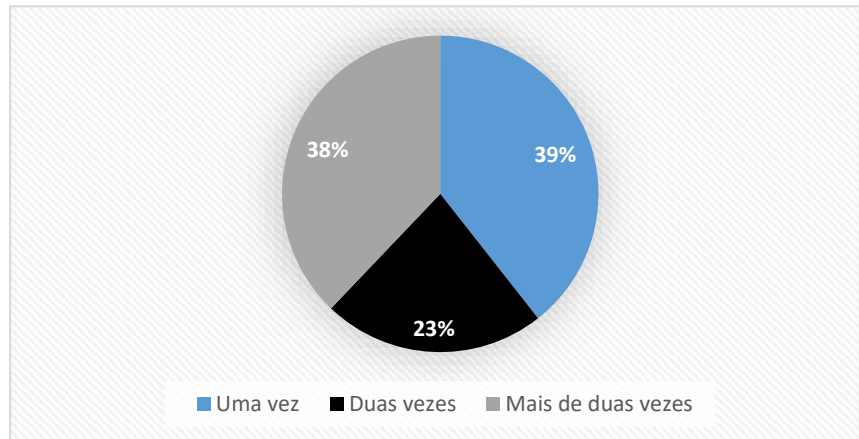
Source: the authors.

As can be seen in Figure 2, the majority of participants are in the initial graduation periods, from 1 to 5, counting 38 of the participants, while the final periods, from 6 to 10, total 27 answers. We emphasize that one of the participants did not answer this question.

The next four questions that also formed this first stage of the questionnaire cover the beginning of the subjects' academic course.

The first question had the following statement "How many times did you have a college entrance examination?" With three options for answer, according to Figure 3:

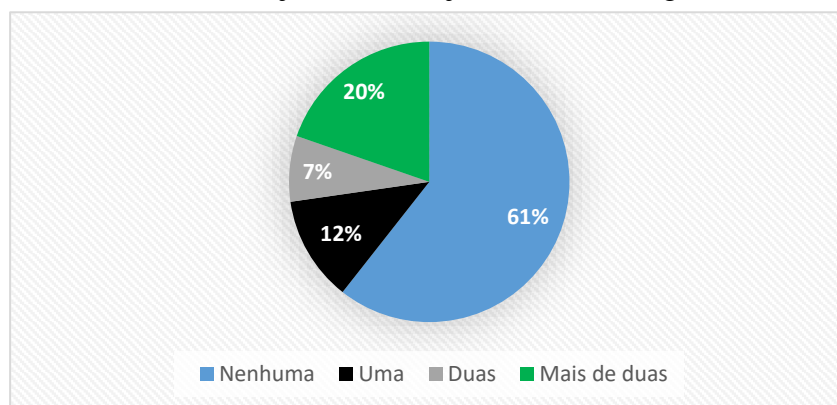
Figure 3 - Number of vestibular provided by the participants



Source the authors.

The second question asked: "Number of subjects that failed in the course they are doing" and 40 subjects answered that none, 8 participants answered that one, 5 participants answered that two and 13 participants answered more than two, according to Figure 4:

Figure 4 - Number of subjects that subjects failed during the course



Source: the authors.

Then he asked himself, "Did you complete another university course?", Six subjects answered yes and most, 60 subjects, answered that they did not. The last question on this block stated: "Have you ever changed course?" And 20 subjects said yes, while 46 reported no.

3.2 Related to initial and continuing training

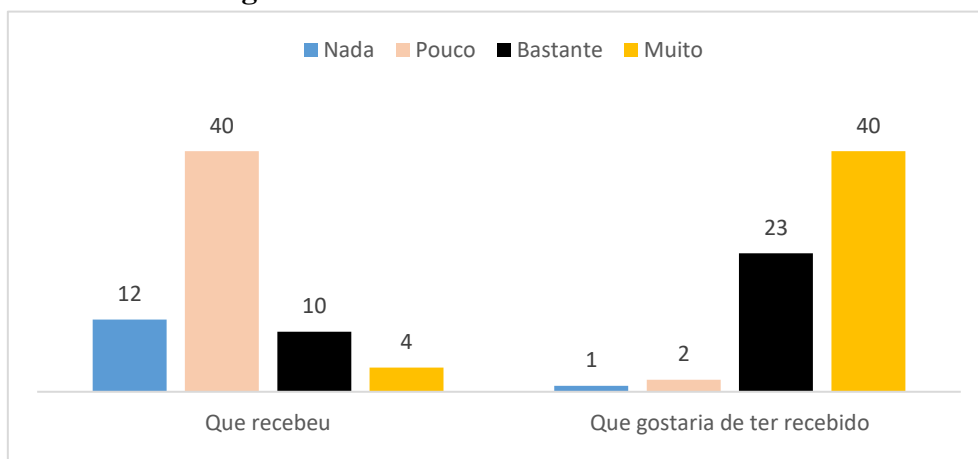
Questionnaire data will now be analyzed that includes in orientation received before and / or after graduation. Professional orientation in Higher Education has a relevance in the formation, being able to

allow integration in the university life, definition of academic decisions and finally the insertion in the job market.

Information is one of the primary components of professional orientation, aiming to broaden the knowledge of academic options. Therefore, having access to educational, professional and labor information contributes to better decision-making.

According to the data obtained about 40% of the subjects would like and need more information that incorporates characteristics of the course, including information on curriculum, electives, specializations and internships.

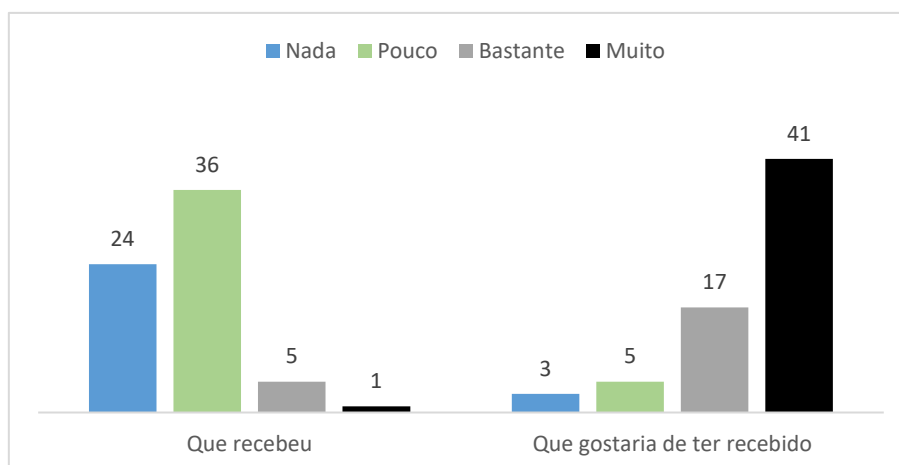
Figure 5 - To know the characteristics of the course



Source: questionnaire applied by the authors.

In Figure 6, it is concluded that the information about postgraduate courses is relatively low, about 24% of the subjects were not aware of the existence of the specializations, being these, masters and doctorates. Even comparing with the percentage of those who received little information about continuing education courses (36%), there is a great need for students to have access to this type of information at a time prior to their entry into Higher Education.

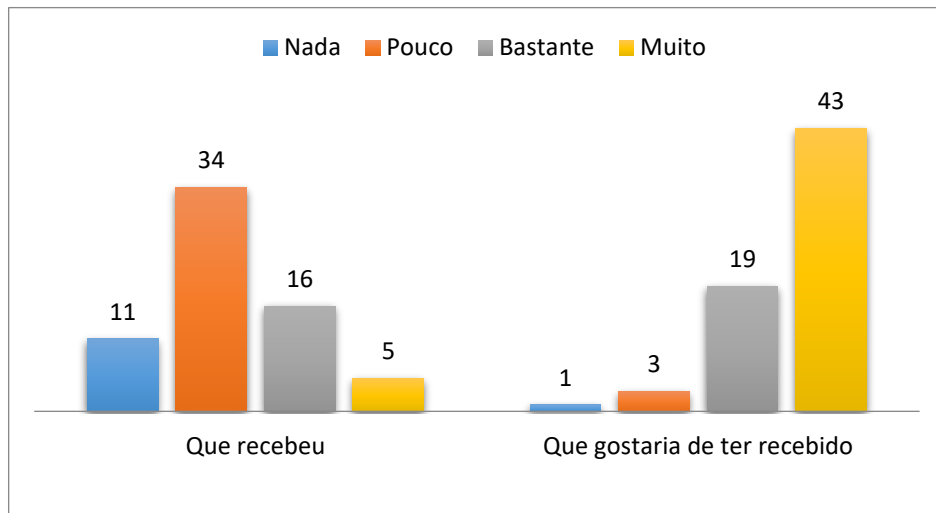
Figure 6 - To know the postgraduate courses



Source: questionnaire applied by the authors.

Here the data resemble the previous ones, in the sense that the access to information by the students is still scarce. A feature of Higher Education is the opportunities that exist in courses related to your study, that is, there is a wide range of internships, congresses, seminars ... Variables that make the difference in your curriculum. As well as being passed in advance to the student can generate a benefit to your resume.

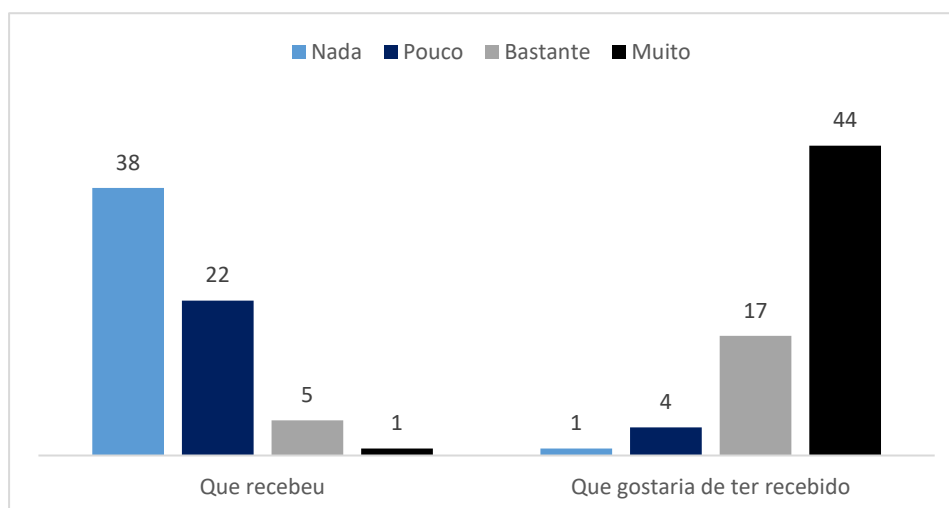
Figure 7 - To know about courses related to your studies



Source: questionnaire applied by the authors.

Relating the data obtained when questioning the amount of information obtained by students linked with knowledge of exchange programs within the university, be they between several campuses and even foreign universities, who received clear information that still has been little. Only a small percentage of the subjects (1%) consider having received much information about exchange programs. Compared with the expectations of the other subjects to receive more information about the program, adding 61% among those who would like to know a lot and a lot about it.

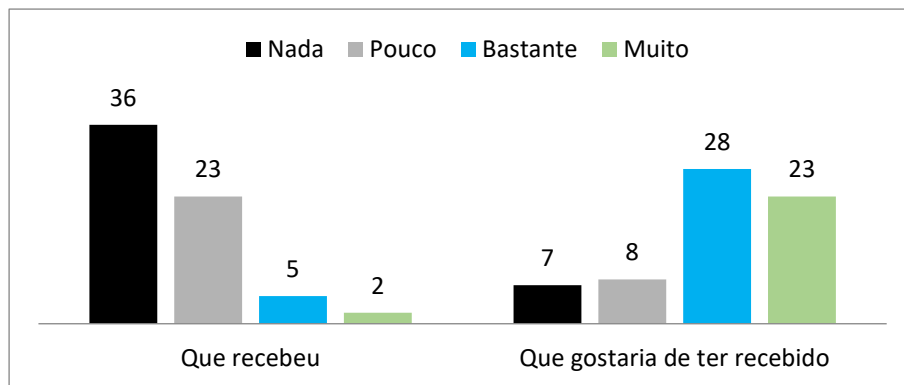
Figure 8 - To know programs of student exchange (relation between several foreign universities and universities)



Source: questionnaire applied by the authors.

Although Figure 8 shows about 60% of students did not have access to information to choose another course, it contrasts with the data of the question of "who would like to have received information about a new university course", since only 23% would like to have access to information. It can be said that they are not in the plans of the students, to change of course of graduation. Although all the figures point out in great majority that the subjects need more information in all the exposed contents.

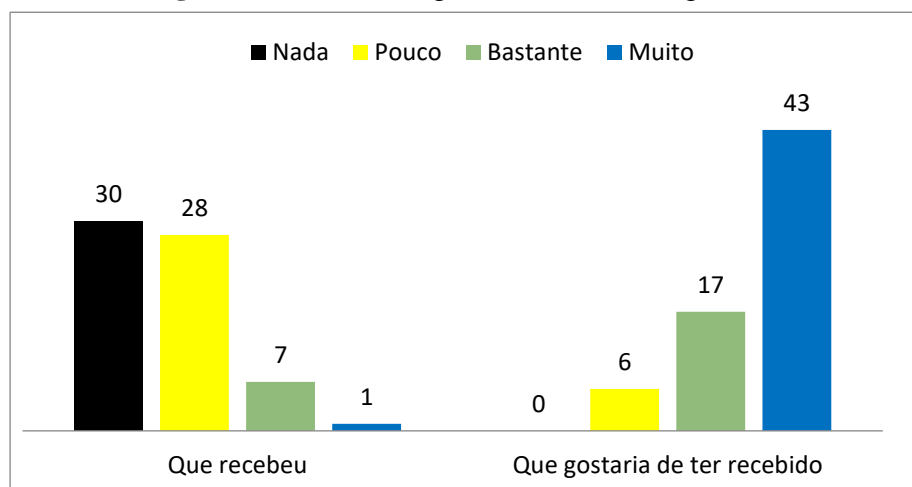
Figure 9 - To choose a new university course (procedure and information about the courses)



Source: questionnaire applied by the authors.

With regard to the complementary training of the student is the issue with less value, in the context that includes guidelines for elective courses, extension courses, internships and postgraduate studies. To contribute to previous analysis of continuing education, students are looking forward to more information and guidance for decision making. That is, the student who received nothing or little information adds up to 58%. As an overview from this dimension of academic information, the student needs more access to information about graduation, and more than that guidelines linked to the choice of course because the training period passed by the university has important consequences on social, personal development and professional.

Figure 10 - Counseling in decision making



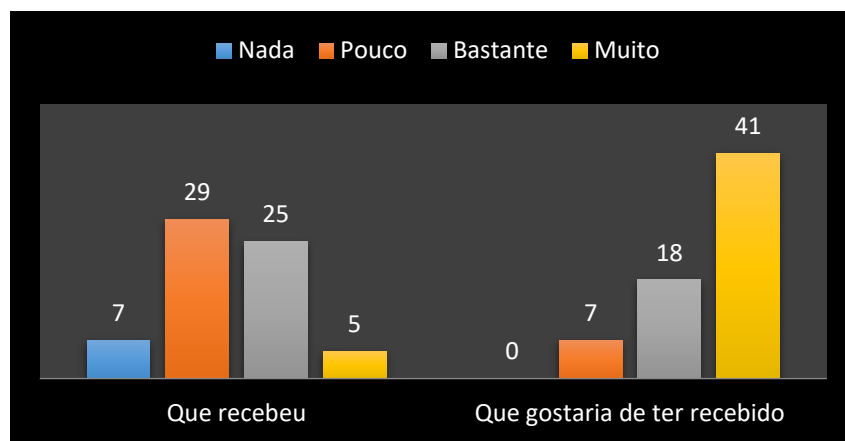
Source: questionnaire applied by the authors.

3.3 Related to the university's bureaucratic and operational issues

Information about the functioning of the institution of higher education is an important item to be worked on in an orientation, as pointed out by Albuquerque (2012). The knowledge about the bureaucratic issues of the university contributes to the decision making more conscious of the educational and professional planning of the academic, besides giving him the recognition of the possibilities of auxiliary resources of students that function as incentive to the permanence in the university environment.

Regarding this last mentioned point, we can see in the graph below the level of knowledge of the subjects of the research.

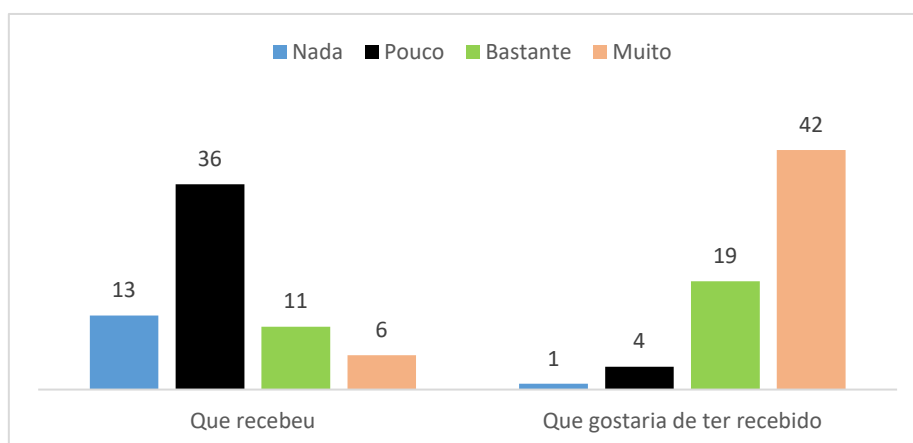
Figure 11 - To know the possibilities of scholarships (student aid, monitoring)



Source: questionnaire applied by the authors.

In analyzing these results, we verified that the access to information about the possibilities of scholarships when starting in the academic environment was divided among the subjects, and 54% (36) answered that they received "Nothing" or "Little" information, while 46% (30) reported that they received "Enough" or "Very". In the following chart, the opinion is based on the opinion that if you would like to receive more subsidies on this topic, representing 89% (59) of the answers, against 11% (7) who perceive as "Nothing" or "Little" the will to have known more before. Next, we analyze the statement that addressed the information directed to administrative procedures that cross the academic path of the students during the course.

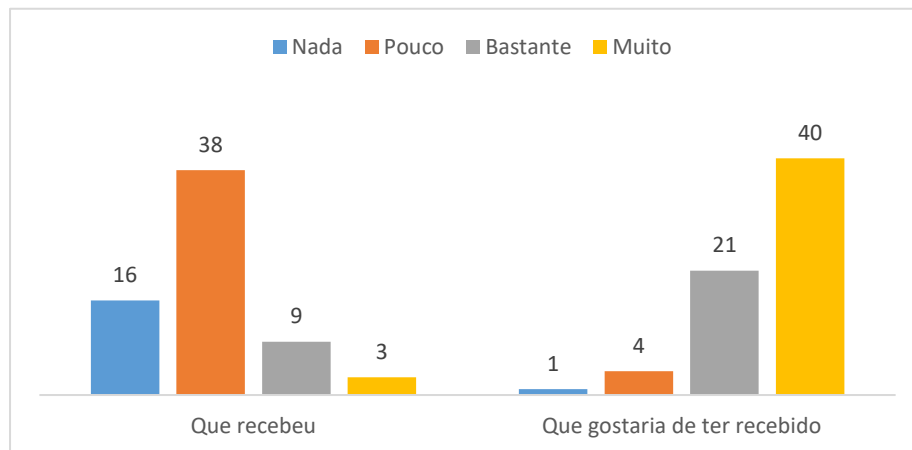
Figure 12 - To know the administrative procedures (enrollment, prerequisites, transfer, locking)



Source: questionnaire applied by the authors.

It was observed that most of the subjects reported having had little or no access to information about this subject, representing 74% (49) of the sample, compared to 26% (17) who analyzed having received "Very" or "Much" access To this. At the other moment of the same question, we see the predominance of opinion of the subjects reporting that they would like to have received more information, marking 92% (61) of the total, while 8% (5) marked the "Nothing" or "Little" .

Figure 13 - To know how the university is organized (general statute and bylaws, departments, coordination, direction of faculty, pro-rectors, extracurricular activities)

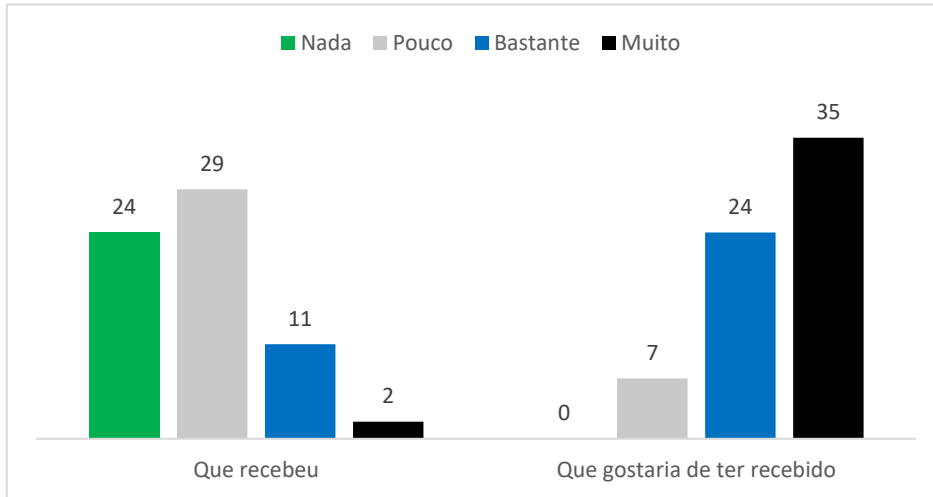


Source: questionnaire applied by the authors.

Again it is possible to observe the high in the options that point to the scarce access to information on the one hand and the high interest in having had this information before. In the "Who received" column, 82% (54) scored the "nothing" or "little" alternatives, while 18% (12) noted "Pretty" or "Very". On the other hand, 92% (61) stated that they would like to have received such information, marking the options "Pretty" or "Very", and only 8% (5) opined as "Nothing" or "Little" .

In Figure 14, the institutional knowledge considered is broader in comparison with the previous one, being now related to the functioning and organization of HEI at a macro level.

Figure 14 - To know the university politics (right and duties of the students, choose of the leaders of the university and superior councils of the institution)



Source: questionnaire applied by the authors.

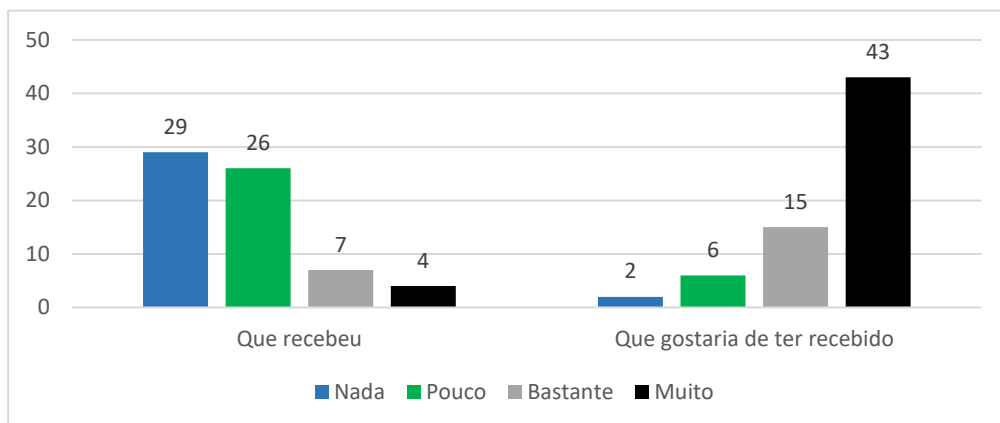
In the case of university politics, a high index has shown to have received little or no access in this regard, representing 80% (53) of the sample, compared with 20% (13) who had "Enough" or "Very" understanding about the subject. And similarly to the results obtained previously, most people estimate that they would like to have had more access to such information, characterizing a massive 89% (59) of the sample, against 11% (7) that marked the "Nothing" or "Little "Of interest in having prior knowledge on the subject.

3.4 Related to self-knowledge

Self-knowledge refers to the individual's knowledge of himself, his attitudes, values, abilities, abilities, potentialities, limitations, etc. In this case, the focus is on professional aspects. With this knowledge in hand there is the possibility to improve your professional skills and build alternatives to overcome limitations. The choices need to be appropriate to the individual's reality and as close as possible to their preferences and abilities.

You can see the results of this question in Figure 15:

Figure 15 - Self-knowledge

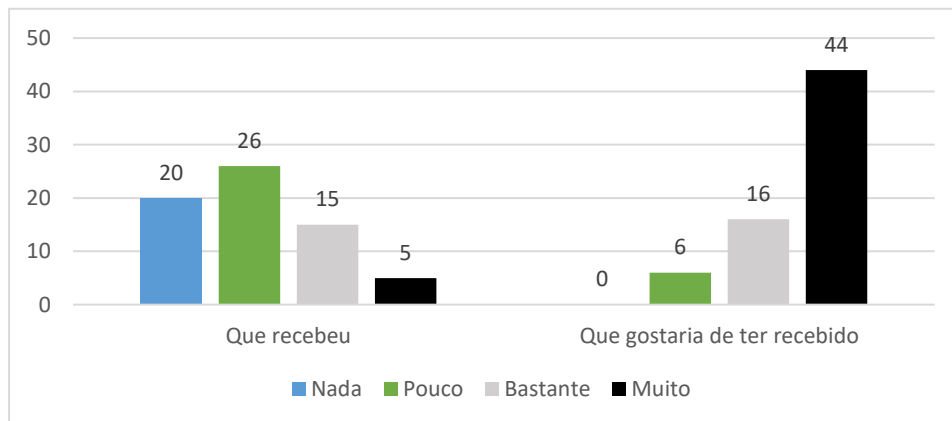


Source: the authors.

According to the results, the vast majority of subjects reported receiving "Nothing" (29) or "Little" (26) guidance on self-knowledge in higher education. Only 11 participants reported receiving "Enough" (7) or "Very" (4) guidance. Concerning the desire for guidance in this regard, the vast majority (43) responded as "A lot", while "Enough" was stated by 15 participants.

With regard to the orientation to know and reflect on the competencies that the participants have and those that are demanded by the market, we have the following results:

Figure 16 - Competencies that have and those required by the market



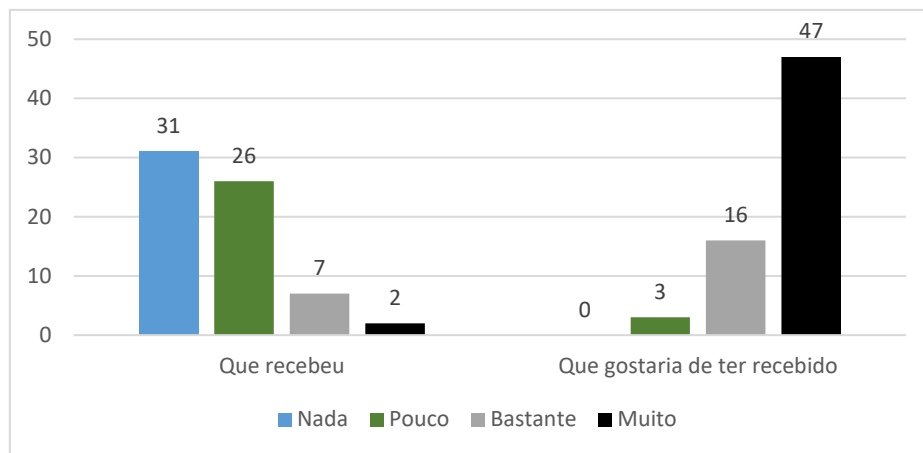
Source: the authors.

For the subjects who received guidance in this regard, only 15 reported as "Enough" and 5 as "Very". What is striking is the number of people who answered "Little" (26), followed by "Nothing" (20), which shows that there is little, if any, guidance. The courses of the health area at the Federal University of Rondônia have roughly addressed the relationships between individual skills and abilities of students and those required in the labor market, perhaps due to the universities' focus on the Tripod Teaching, Research and Extension.

3.5 Related to the labor market

With respect to the elaboration of a professional project (to define objectives that are wanted in relation to the profession and to elaborate a plan of action) the following results were obtained:

Figure 17 - Professional project



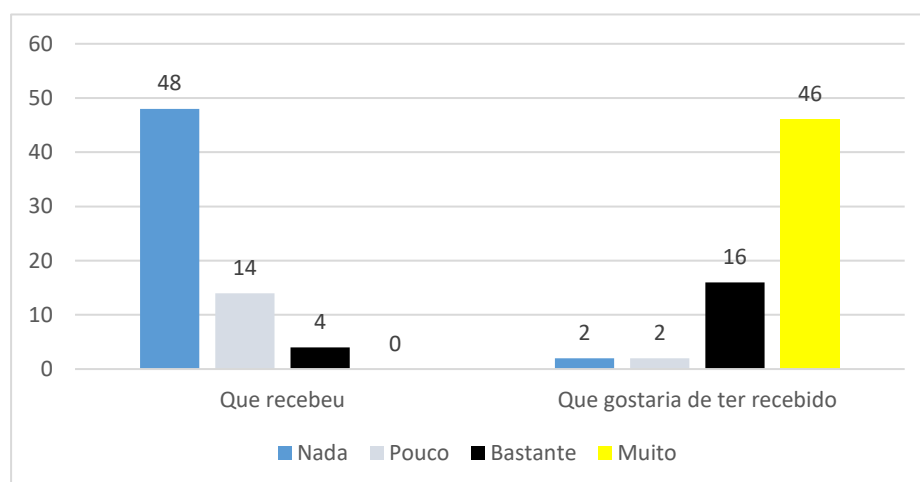
Source: the authors.

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Figure 18 - Professional project

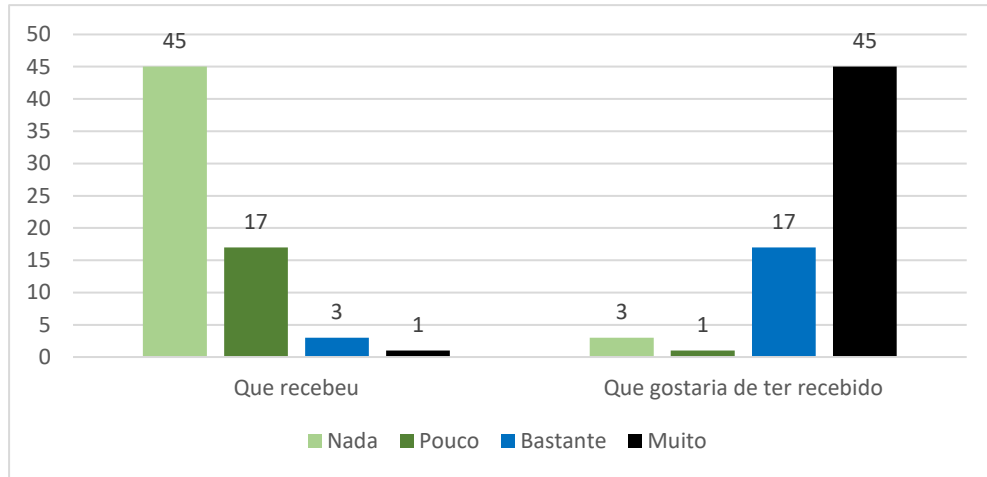


Source: the authors.

Higher education training is often associated with access to the labor market. Vocational guidance offers a complement to this access, by providing knowledge and attitudes that can facilitate the process of professional insertion. The results here are matched for those who have received and would like to have

received: 48 report receiving "No" guidance, while 46 would like to have received it. A similar occurrence is found with regard to the orientation for curriculum vitae:

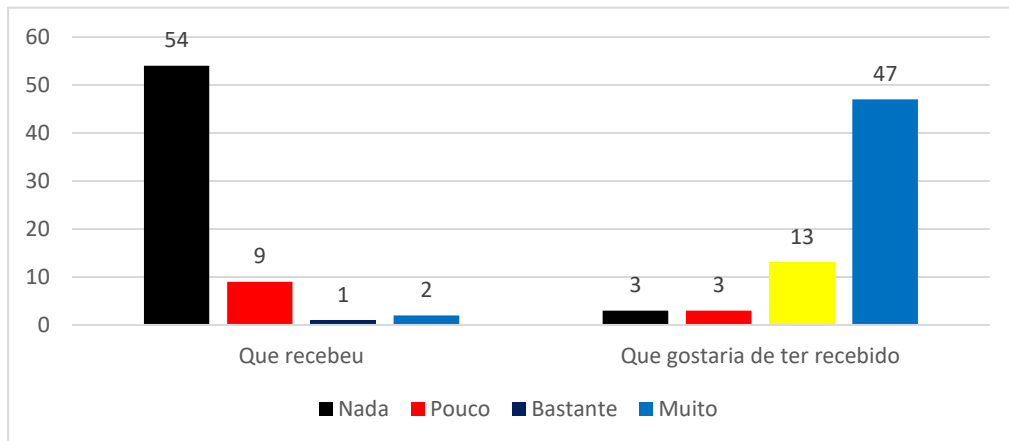
Figure 19 - Curriculum vitae



Source: the authors.

The orientation for acting in a job interview is shown as one of the most absent factors in higher education, as shown in the results in Figure 20:

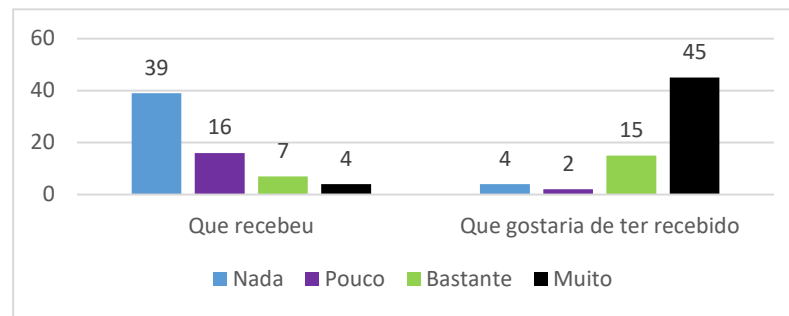
Figure 20 - Job Interview



Source: the authors.

It can be observed that the vast majority of the subjects (54) received no guidance in preparation for a future job interview, while only 3 participants received "Enough" or "Very". Likewise, 60 participants said they would like to receive "Enough" or "Very" this kind of guidance. Information on labor legislation (types of contracts, rights and duties of workers, professional associations, trade unions) and labor market insertion in general are covered in the courses, albeit to a lesser extent:

Figure 21 - Labor Legislation



Source: the authors.

Here the number of people who received this type of guidance is mentioned, 11 in total. On the other hand, 6 people said they would not like to receive this information, ranging from "Nothing" (4) to "Little" (2). In addition, 60 people would like to have received, among those who would like to receive "Much" (45) and "Enough" (15).

4. FINAL CONSIDERATIONS

It is verified that the contents on which the subjects received more orientation are from the area of academic information. Although scarce, it is existing. The most important of these are the following: to know the characteristics of the course (curriculum, optional subjects, specializations, internships), to know how the university is organized (general statute and regulations, departments, coordination, (extracurricular activities, extracurricular activities), to know the postgraduate courses (specializations, masters, doctorates) and to know the administrative procedures (enrollment, prerequisites, transfer, locking).

The university, with fulcrum in the tripod teaching, research and extension prioritizes during the process of academic training the incentive to research and extension through the fomentation and presentation of postgraduate courses, mainly masters and doctorate programs. Because they are involved in this full-time course research, the involvement with the university is greater, which leads to a thorough knowledge of administrative procedures and characteristics of the course itself. Then there are aspects related to self-knowledge (identification and analysis of own attitudes, values, abilities, skills, limitations), skills and abilities required by the labor market, such as information related to project design, career planning and curriculum vitae.

The results of the research confirm the dissatisfaction with the orientation received, both in the stage that precedes the entrance to the university and during the stay in it, as well as the existence of deficiencies that affect all the areas of the professional orientation and the pupil of all the courses.

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