



# Journal of Nursing

Revista de Enfermagem

UFPE On Line

ISSN: 1981-8963

## ORIGINAL ARTICLE

### CORRELATION BETWEEN THE SOCIODEMOGRAPHIC AND ACADEMIC PROFILE AND WAYS OF ENTRANCE AT GRADUATION IN NURSING

### CORRELAÇÃO ENTRE PERFIL SOCIODEMOGRÁFICO E ACADÊMICO E FORMAS DE INGRESSO NA GRADUAÇÃO EM ENFERMAGEM

### LA CORRELACIÓN ENTRE EL PERFIL SOCIODEMOGRÁFICO Y ACADÉMICO Y FORMAS DE ENTRADA EN LA GRADUACIÓN EN ENFERMERÍA

Cássio de Almeida Lima<sup>1</sup>, Maria Aparecida Vieira<sup>2</sup>, Fernanda Marques da Costa<sup>3</sup>, Jucimere Fagundes Durães Rocha<sup>4</sup>, Orlene Veloso Dias<sup>5</sup>

#### ABSTRACT

**Objective:** investigating the ways of entering the Graduate Course of Nursing and the correlation with socio-demographic and academic characteristics of students. **Method:** a quantitative and cross-sectional study of census nature, made with all students of the Nursing Course of a public university, between March and April 2012, applying a structured questionnaire. There were analyzed the data using descriptive statistics, the Pearson's Chi-square Test and multivariate analysis by logistic regression. The research project was approved by the Research Ethics Committee - Opinion Embodied n.º 2982/2011. **Results:** younger students who do not participate in the economic life of the family and take up most of the time with study, joined by the traditional college entrance when compared to that entered by the transfer method or obtaining new title. **Conclusion:** socio-demographic and academic characteristics interfere in the forms of entry into graduate Nursing. **Descriptors:** Nursing Students; Nursing Education; Higher Education.

#### RESUMO

**Objetivo:** investigar as formas de ingresso no Curso de Graduação em Enfermagem e a correlação com características sociodemográficas e acadêmicas dos estudantes. **Método:** estudo quantitativo e transversal, de cunho censitário, feito com todos os alunos do Curso de Enfermagem de uma universidade pública, entre março e abril de 2012, aplicando-se questionário estruturado. Analisaram-se os dados por meio da estatística descritiva, do Teste Qui-quadrado de Pearson e análise múltipla por meio da regressão logística. O projeto de pesquisa foi aprovado pelo Comitê de Ética em Pesquisa - Parecer Consubstanciado n.º 2982/2011. **Resultados:** os discentes mais jovens que não participam da vida econômica da família e ocupam a maior parte do tempo com estudo, ingressaram pelo vestibular tradicional, quando comparados aos que ingressaram pelo método de transferência ou obtenção de novo título. **Conclusão:** características sociodemográficas e acadêmicas interferem nas formas de ingresso na graduação em Enfermagem. **Descritores:** Estudantes de Enfermagem; Educação em Enfermagem; Educação Superior.

#### RESUMEN

**Objetivo:** investigar las maneras de entrar en el Curso de Pregrado en Enfermería y la correlación con las características socio-demográficas y académicas de los estudiantes. **Método:** estudio cuantitativo y transversal de la naturaleza del censo, hecho con todos los alumnos del Curso de Enfermería de una universidad pública, entre marzo y abril de 2012, con la aplicación de un cuestionario estructurado. Se analizaron los datos utilizando la estadística descriptiva, la prueba Chi-cuadrado de Pearson y el análisis multivariado por regresión logística. El proyecto de investigación fue aprobado por el Comité de Ética en la Investigación - Opinión soportado n.º 2982/2011. **Resultados:** los estudiantes más jóvenes que no participan en la vida económica de la familia y ocupan la mayor parte del tiempo con el estudio, junto con el ingreso tradicional a la universidad en comparación con aquellos ingresados por el método de transferencia o la obtención de nuevo título. **Conclusión:** las características sociodemográficas y académicas interfieren en las formas de entrada en la enfermería de pregrado. **Descriptores:** Estudiantes de Enfermería; Educación en Enfermería; Educación Superior.

<sup>1</sup>Nurse, State University of Montes Claros/Unimontes. Montes Claros (MG), Brazil. Email: [cassio-enfermagem2011@hotmail.com](mailto:cassio-enfermagem2011@hotmail.com); <sup>2</sup>Maria Aparecida Vieira. Nurse, Doctor Professor, Department of Nursing, State University of Montes Claros/Unimontes. Montes Claros (MG), Brazil. Email: [di.vieira49@gmail.com](mailto:di.vieira49@gmail.com); <sup>3</sup>Fernanda Marques da Costa. Nurse, Master Teacher, Department of Nursing, State University of Montes Claros/Unimontes. Montes Claros (MG), Brazil. Email: [fernandafjff@yahoo.com.br](mailto:fernandafjff@yahoo.com.br); <sup>4</sup>Nurse, Specialist Professor, Department of Nursing, State University of Montes Claros/Unimontes. Montes Claros (MG), Brazil. Email: [jucimerefr@yahoo.com.br](mailto:jucimerefr@yahoo.com.br); <sup>5</sup>Nurse, Master Teacher, Department of Nursing, State University of Montes Claros/Unimontes. Montes Claros (MG), Brazil. Email: [orlenedias@yahoo.com.br](mailto:orlenedias@yahoo.com.br)

## INTRODUCTION

In Brazil, although there was the expansion of education, the basic network and higher education, through punctual public policies or other measures deemed palliative, no eradication of social inequalities and the promotion of horizontality of the right of access, retention, humanization and democratization opportunities.<sup>1</sup> This phenomenon demand in the area of health and nursing, that vocational training overcome new and complex challenges for the social and historical context of educational policies, health and the world of work settings, which conforms an interface between work and education that requires intrinsic responsibilities to higher education institutions (HEI).<sup>2-3</sup> Reading this panorama shows that the pursuit of higher education will only reach a humanizing dimension, democratic and universal when not restricted to palliative measures, not seek to promote a truly qualitative social change.<sup>1</sup>

In Brazil, although the 1988 Constitution conceives education as a right and path to citizenship, there is great inequality in access and residence of the population, especially low-income or educational difficulties, in educational institutions, especially in higher level. The complexity of the educational context of the late twentieth and early twenty-first century presses the reorientation of Brazilian educational systems in order to achieve access to quality education at all levels of education, particularly higher. From the inclusive education movement in the world, human differences begin to be main focus in discussions on pedagogical proposals that meet all people without distinction of color, race, gender, age and income.<sup>4</sup>

It is important to ensure not only the ticket, but the permanence and success of students in graduation. The actions must be intentionally articulated in a program to combine them with other more socially amplitude.<sup>4</sup> The expansionist policy of higher education, implemented in Brazil in the last two decades, demonstrates meeting market demands and pressures of social groups civil, for the opening of new courses and opportunities for access to higher education, and not to meet the need for training of qualified professionals directed to the solution of regional inequalities.<sup>5</sup>

Member of the university system, the area of Nursing followed the expansionist tendency encouraged by the Law of Guidelines and Bases (LBD) and the National Education Plan (PNE), and showed accelerated expansion of

course offerings, growth of enrollments in the private sector and rationalization of resources in public institutions of higher education. There was an expansion without an anchored strategic planning in public policies, in which they were considered the needs and specific regional health.<sup>5-6</sup> It is necessary in this context, the evaluation of courses, complex aspect in the panorama of education in Brazilian Nursing. The quality of a graduate course in Nursing involves multiple dimensions that are intertwined and require full vision to achieve a rapprochement with the concrete reality in which these courses are part.<sup>6-7</sup>

To provide better quality education, meeting the needs of students and teachers, new forms of teaching practice should encourage the development of the scientific spirit of reflective thinking, essential to meet the contemporary requirements of education in Nursing.<sup>8-10</sup>

The study of socio-demographic and academic characteristics and its influence in entering university and training shown to be relevant to meet the students, considering that the development of Pedagogical Political Projects are based on knowledge about this aspect, as provided in the National Curriculum Guidelines area of nursing (DCN/ENF). From this perspective, a key aspect that can assist in organizing and monitoring the implementation of Nursing Graduation Courses refers to the knowledge of students as subjects involved in the teaching-learning process: are made necessary questions about this student, its context socioeconomic, educational & professional. The answers to such questions may be valuable, since emancipatory educational proposals recognize the important role of the student as an active subject of the teaching-learning process, whose experience and previous knowledge need to be recognized and reinterpreted.<sup>11-15</sup>

The graduate has sociodemographic and academic characteristics own, concerning their identification and their socioeconomic and educational profile, to act as a key and can interfere with your entry into university and thus should be inserted into the point of view of vocational training.<sup>11-13</sup>

In this context, this study aims to investigate the ways of entering the undergraduate course in Nursing and the correlation with socio-demographic and academic characteristics of students. Aims to offer subsidies for the construction of Political Pedagogical Projects that meet the recommended in DCENF, anchoring in the social, educational and economical student.

METHOD

It is a descriptive, exploratory study with a quantitative approach and transversal nature. The scenario was a public university, located in mid-sized city of Minas Gerais - Brazil, which is characterized as the main urban hub of the region.

In the university setting, there are the following methods of entry: Selection Process Traditionally, also called buccal; Serial Evaluation Program for Access to Higher Education (PAES) - held over the three high school grades; Process External Transfer, way ticket to academics from other higher education institutions wishing to transfer to the University of the present study; Process Internal Transfer, made for students of the institution who wish to change course; and Obtaining New Title, selection to graduates of this university.

There was no sample size calculation, because the research was census, that is, had the universe of subjects, consisting of students enrolled and frequent in the 1<sup>st</sup> half of 2012, therefore, all students of the Graduate Course in Nursing 1 to 8 times. They were invited to participate in the investigation. Thus, the study of the universe was composed of 167 students.

The data collection instrument was developed by the authors of this study, developed especially for this research. Therefore, we sought to anchor in the literature on the subject. It consisted in a structured questionnaire with questions relating to the socio-demographic and academic characteristics of the students, in addition to forms of ticket used at the university in question. Was adequate after the pre-test performed with three students from another higher education institution in the city, where is the scenario institution.<sup>16</sup>

Data collection took place from March to April 2012, in the building classrooms in which the course is located and internship fields. Due care not to interfere with academic activities were taken. Then the data were

processed and analyzed using absolute and relative frequencies and descriptive statistics in Statistical Package for Social Sciences (SPSS) Windows version 18.0. To verify the existence of associations between socio-demographic, academic and the dependent variable-forms of entry in Graduate Nursing, there was held on bivariate analysis using the Chi-square Pearson test; there was also made multiple analyses by logistic regression. Initially, were included in the multivariate analysis, the variables associated with enrolling in the course, in the bivariate analysis with  $p < 0,20$ . Then, each variable was included one by one to adjust the final model. 95% significance level was adopted.

Pursuant to Resolution nº 466/2012 of the National Health Council, the research project that originated this study was approved by the Research Ethics Committee - Opinion Embodied No 2982/2011. There was also the approval of the Head of the Department of Nursing. Before completing the questionnaire, there were explanations about the survey, participants read and signed the Informed Consent and informed in order to obtain their agreement to participate in research.

RESULTS

The self-declared sociodemographic characteristics of 167 students in the university of Nursing study are shown in Table 1. It shows that are female (83,2%); aged between 20-24 years (52,1%); single (84,4%); They said they had mixed skin (54,5%); born in the host city of the scenario institution (59,9%); They live with their own family (64,1%); They do not work and are supported by family or other people (73,1%); and have family monthly gross income between R\$ 546,00 and R\$ 1.635,00 (38,9%). Mostly are the children of parents with incomplete primary education (38,9%) and mothers with high school education (31,7%) live in their own homes (78,4%).

Table 1. Socio-demographic profile of graduation nursing students of a public University - MG, 2012 (n=167).

| Variable       | n   | %    |
|----------------|-----|------|
| Gender         |     |      |
| Male           | 28  | 16,8 |
| Female         | 139 | 83,2 |
| Age (years)    |     |      |
| Until 17       | 2   | 1,2  |
| 18             | 4   | 2,4  |
| 19             | 17  | 10,2 |
| 20-24          | 87  | 52,1 |
| 25-29          | 33  | 19,8 |
| 30 or older    | 24  | 14,4 |
| Marital status |     |      |

|                                                                              |     |      |
|------------------------------------------------------------------------------|-----|------|
| Single                                                                       | 141 | 84,4 |
| Married                                                                      | 24  | 14,4 |
| Widow/Widower                                                                | -   | -    |
| Legally separated or divorced                                                | -   | -    |
| Another situation                                                            | 2   | 1,2  |
| Race/self-declared color of the skin                                         |     |      |
| White                                                                        | 49  | 29,3 |
| Black                                                                        | 25  | 15,0 |
| Brown                                                                        | 91  | 54,5 |
| Indigenous                                                                   | 1   | 0,6  |
| Oriental                                                                     | -   | -    |
| Non declared                                                                 | 1   | 0,6  |
| City of origin                                                               |     |      |
| Montes Claros                                                                | 100 | 59,9 |
| Another city of Northern Minas Gerais                                        | 44  | 26,3 |
| A city of another region of Minas Gerais                                     | 9   | 5,4  |
| Another State                                                                | 14  | 8,4  |
| Abroad                                                                       | -   | -    |
| Who/where currently resides                                                  |     |      |
| With the own family                                                          | 107 | 64,1 |
| With parents                                                                 | 19  | 11,4 |
| In pension or hotel                                                          | -   | -    |
| In student's hostel                                                          | 19  | 11,4 |
| Another situation                                                            | 2   | 13,2 |
| Participation in family economic life                                        |     |      |
| Does not work; family/others to sustain                                      | 112 | 73,1 |
| It works, but it receives financial help from family or others               | 13  | 7,8  |
| Works and is responsible for own needs                                       | 17  | 10,2 |
| Works and is responsible for own needs and contributes for family sustenance | 11  | 6,6  |
| Works and is primarily responsible for the sustenance of the family          | 4   | 2,4  |
| Gross monthly family income                                                  |     |      |
| Until R\$ 545,00                                                             | 16  | 9,6  |
| Between R\$ 546,00 - R\$ 1.635,00                                            | 65  | 38,9 |
| Between R\$ 1.636,00 - R\$ 2.725,00                                          | 43  | 25,7 |
| Between R\$ 2.726,00 - R\$ 3.815,00                                          | 14  | 8,4  |
| Between R\$ 3.816,00 - R\$ 5.450,00                                          | 18  | 10,8 |
| Between R\$ 5.451,00 - R\$ 10.900,00                                         | 10  | 6,0  |
| Over R\$ 10.900,00                                                           | 1   | 0,6  |
| Father's educational level                                                   |     |      |
| Illiterate                                                                   | 11  | 6,6  |
| Incomplete elementary school                                                 | 65  | 38,9 |
| Complete elementary school                                                   | 20  | 12,0 |
| Incomplete High school                                                       | 8   | 4,8  |
| Complete High school                                                         | 48  | 28,7 |
| Incomplete Higher education                                                  | 6   | 3,6  |
| Complete Higher education                                                    | 7   | 4,2  |
| Incomplete Postgraduate                                                      | -   | -    |
| Complete Postgraduate                                                        | 2   | 1,2  |
| Mother's educational level                                                   |     |      |
| Illiterate                                                                   | 7   | 4,2  |
| Incomplete elementary school                                                 | 41  | 24,6 |
| Complete elementary school                                                   | 18  | 10,8 |
| Incomplete High school                                                       | 9   | 5,4  |
| Complete High school                                                         | 53  | 31,7 |
| Incomplete Higher education                                                  | 7   | 4,2  |
| Complete Higher education                                                    | 18  | 10,8 |
| Incomplete Postgraduate                                                      | 3   | 1,8  |
| Complete Postgraduate                                                        | 11  | 6,6  |
| Legal status of the family residence                                         |     |      |
| Own                                                                          | 131 | 78,4 |
| Rented                                                                       | 22  | 13,2 |
| Given                                                                        | 8   | 4,8  |
| Financed                                                                     | 4   | 2,4  |
| Another situation                                                            | 2   | 1,2  |

Regarding self-reported academic characteristics of students (Table 2), the predominant form of enrolling in the course was the traditional selection process - the vestibular (61,7%); all attended high school in public schools (64,1%); They said read one or two books, besides academics (37,7%); They have computer at home with Internet access (79,0%) and, in the course, are concerned more with readings (53,9%).

Table 2. Academic profile of students of Nursing Graduation from a public University - MG, 2012 (n=167).

| Variable                                              | N   | %    |
|-------------------------------------------------------|-----|------|
| Type of entrance                                      |     |      |
| Traditional selection process / Examination           | 103 | 61,7 |
| PAES                                                  | 19  | 11,4 |
| Internal transference                                 | 2   | 1,2  |
| External transference                                 | 43  | 25,7 |
| Obtaining of a new title                              | -   | -    |
| High school                                           |     |      |
| All in public school                                  | 107 | 64,1 |
| All in private school                                 | 45  | 26,9 |
| Mostly public school                                  | 7   | 4,2  |
| Mostly private school                                 | 8   | 4,8  |
| Another situation                                     | -   | -    |
| Quantity of books read per year                       |     |      |
| None                                                  | 15  | 9,0  |
| 01 - 02                                               | 63  | 37,7 |
| 03 - 05                                               | 51  | 30,5 |
| More than 05                                          | 38  | 22,8 |
| Has a computer                                        |     |      |
| No                                                    | 15  | 9,0  |
| Yes, with Internet access                             | 132 | 79,0 |
| Yes, without Internet access                          | 20  | 12,0 |
| Activity with which most deals, aside from the course |     |      |
| Watches TV                                            | 36  | 21,6 |
| Goes to the theater/cinema                            | 4   | 2,4  |
| Listen to music                                       | 23  | 13,8 |
| Go to bars, clubs etc.                                | 14  | 8,4  |
| Reading                                               | 90  | 53,9 |

For the bivariate analysis, it was found that unmarried students, younger, born in the city which houses the institution under study entered the Undergraduate Program in Nursing by the traditional entrance exam method ( $p < 0,05$ ). This association was also observed among those residing with the

family; they do not work, read more books, occupy most of the time with study at the expense of leisure and are children of parents with high school education or more (Table 3). As for the other variables, there were no statistically significant associations.

Table 3. Bivariate analysis between socio-demographic and academic variables and the forms of admission to Graduate in Nursing of a public University - MG, 2012 (n=167).

| Variables                            | Traditional/Paes |      | Transference/<br>Obtaining of new title |      | P<br>value |
|--------------------------------------|------------------|------|-----------------------------------------|------|------------|
|                                      | N                | %    | N                                       | %    |            |
| Gender                               |                  |      |                                         |      |            |
| Female                               | 103              | 84,4 | 36                                      | 80,0 | 0,32       |
| Male                                 | 19               | 15,6 | 09                                      | 20,0 |            |
| Age (years)                          |                  |      |                                         |      |            |
| Until 24                             | 95               | 77,9 | 15                                      | 33,3 | 0,00       |
| 25 or older                          | 27               | 22,1 | 30                                      | 66,7 |            |
| Marital status                       |                  |      |                                         |      |            |
| Single                               | 109              | 89,3 | 32                                      | 71,1 | 0,00       |
| Married or divorced                  | 13               | 10,7 | 13                                      | 28,9 |            |
| Race/Self-declared color             |                  |      |                                         |      |            |
| White and brown                      | 102              | 83,6 | 38                                      | 84,4 | 0,55       |
| Negro and Indigenous                 | 20               | 16,9 | 07                                      | 15,6 |            |
| City of origin                       |                  |      |                                         |      |            |
| Montes Claros                        | 78               | 63,9 | 22                                      | 48,9 | 0,05       |
| Other                                | 44               | 36,1 | 23                                      | 51,1 |            |
| Who currently resides                |                  |      |                                         |      |            |
| Family                               | 84               | 68,9 | 23                                      | 51,1 | 0,02       |
| Other                                | 38               | 31,1 | 22                                      | 48,9 |            |
| Participates in family economic life |                  |      |                                         |      |            |
| No                                   | 104              | 85,2 | 18                                      | 40,0 | 0,00       |
| Yes                                  | 18               | 14,8 | 27                                      | 60,0 |            |
| Gross monthly family income          |                  |      |                                         |      |            |
| Up to 3 minimum wages                | 59               | 48,4 | 22                                      | 48,9 | 0,54       |
| More than 3 minimum wages            | 63               | 51,6 | 23                                      | 51,1 |            |
| Father's instruction                 |                  |      |                                         |      |            |

|                                                                 |    |      |    |      |      |
|-----------------------------------------------------------------|----|------|----|------|------|
| Complete elementary or more                                     | 74 | 60,7 | 17 | 37,8 |      |
| Even incomplete elementary education or less                    | 48 | 39,3 | 28 | 62,2 | 0,00 |
| Mother's instruction                                            |    |      |    |      |      |
| Complete high school or more                                    | 77 | 63,1 | 15 | 33,3 | 0,00 |
| Less than high school                                           | 45 | 36,9 | 30 | 66,7 |      |
| Legal status of the family residence                            |    |      |    |      |      |
| Own                                                             | 95 | 77,9 | 36 | 80,0 | 0,47 |
| Rented, courtesy, other                                         | 27 | 22,1 | 09 | 20,0 |      |
| Where he attended high school                                   |    |      |    |      |      |
| Public school                                                   | 79 | 64,8 | 35 | 77,8 | 0,07 |
| Private school                                                  | 43 | 35,2 | 10 | 22,2 |      |
| Quantity of books read per year                                 |    |      |    |      |      |
| Three or more                                                   | 73 | 59,8 | 16 | 35,6 | 0,00 |
| Even two                                                        | 49 | 40,2 | 29 | 64,4 |      |
| Has a computer                                                  |    |      |    |      |      |
| No                                                              | 14 | 11,5 | 1  | 2,2  |      |
| Yes, with internet                                              | 93 | 76,2 | 39 | 86,7 | 0,16 |
| Yes, without internet                                           | 15 | 12,3 | 5  | 11,1 |      |
| Activities with which most occupies time, aside from the course |    |      |    |      |      |
| Leisure                                                         | 49 | 40,2 | 28 | 62,2 | 0,00 |
| Study                                                           | 63 | 59,8 | 17 | 37,8 |      |

In multivariate analysis, it was found that the chance of the student entering the Nursing undergraduate course through traditional or PAES entrance exam was lower among older (OR = 0,15) among students who participate in the economic life of family (OR

= 0,18). On the other hand, the chance of joining the traditional method was higher among those who take up more time out of your day to day with study activities at the expense of leisure (OR = 3,08).

Table 4. Fitted model of the factors associated with the form of admission to a Graduate Nursing Course between students of a public University - MG, 2012 (n=167).

| Independent Variables                                           | OR adjusted | IC 95%    | P value |
|-----------------------------------------------------------------|-------------|-----------|---------|
| Age (years)                                                     |             |           |         |
| Up to 24                                                        | 1           |           |         |
| Older than 24                                                   | 0,15        | 0,06-0,38 | 0,00    |
| Participates in the economic life of the family                 |             |           |         |
| No                                                              | 1           |           |         |
| Yes                                                             | 0,18        | 0,07-0,43 | 0,00    |
| Activities with which most occupies time, aside from the course |             |           |         |
| Leisure                                                         | 1           |           |         |
| Study                                                           | 3,08        | 1,28-7,40 | 0,01    |

DISCUSSION

The demographic and academic profile of students showed results similar to those identified in other investigations.<sup>17-20</sup>

The predominance of women is justified by the fact that the Nursing have cultural, historical and social aspects that characterize it as a profession of care, seen as an eminently female attribute, thus attracting more students of this sex.<sup>18</sup>

A significant number of students singles reflects how are involved with vocational training and postpone a more serious romantic relationship. It was found that students contribute little to the family income, since studying in most of their time and health care courses in general are diurnal and have difficult jobs.<sup>18-19</sup> The literature on the socio-

demographic profile and academic nursing students highlights the correlation between the characterization of these subjects and the adaptation to the educational process.<sup>19</sup>

Regarding the factors associated with the form of entry into the Graduate Program in Nursing, it was found that the younger students, who do not contribute to the family income and devote more time to their studies, more easily enter the traditional entrance exam. It can be seen that these characteristics interfere directly in the entry of these students at the university, as they relate significantly to the form of college entrance ticket, in which these graduates were approved, mostly.

The fact of working in this study took these graduates to join for transfer and obtaining new title, reflecting the difficulties of applying himself to winning a place at a public

university by traditional means of vestibular and PAES. Thus, by correlating factors associated with the form of joining the course it was possible to identify the panorama of graduate nursing reveals a cycle of disadvantage to students workers. These scholars end up doing double shifts, the professional and the majoring in Nursing, with important limitations to devote himself to his training. The situation is worrying and can signal for low performance and even the avoidance of course consequences. This context can represent to the public school system, a waste of resources and, on the other hand, to the private system, a resource-saving, since the student initial investment is not returned when he "abandons" the academic formation.<sup>6,19</sup>

In the present study, it was found that students, who enter by alternative methods, transfer and obtaining new title, are older, with an average age of 24 years old. These findings corroborate with the findings in a study that examined the challenges of education in nursing in Brazil. It also found that the profile of students who come to undergraduate nursing really has changed. This new profile is composed of academics already in the labor market, in healthcare or not. Generally, among the students who work in the health area there are the technical nurse, community health workers and professionals working in management positions or support in health services. These considerations reinforce the findings of this study, showing that also in other universities it is noticed that, increasingly, are received students who entered public university by transfer or obtain new title, and are older, they work with little time dedicated to university.<sup>19</sup>

In this research, it was found that undergraduates who attended high school in public schools faced difficulties in joining the course through the traditional entrance exam then generally make choice of a private higher education institution. However, later, they reach the public university by transfer and perhaps not properly prepared for this new reality. This fact probably diverges from the reality of private schools of basic education, where the pace of study tax makes his students devote most of his time studying at the expense of leisure, including when entering the university.

These changes in the profile of academics of Nursing undergraduate courses reverberate challenges for training, how to deal with the academic unpreparedness to attend higher education, due to the deficit of prior

knowledge related to lag the primary and secondary content, one reality of public basic education in Brazil.<sup>6</sup>

It is evident that the expansion of undergraduate nursing, particularly in private educational institutions, influences the definition of a new profile of the students also in public universities, representing challenges and opportunities for the training of nurses. For these, the challenges are related to the increasing number of transfers arising from private institutions that often do not have strict criteria for selecting students.<sup>6,21</sup>

While providing important findings to the constant discussions about nursing education, research present results should be analyzed in the light of certain limitations. Although this is a population made up of the academic universe, allocated participants were limited to the restricted setting of the Undergraduate Course in Nursing from a single institution, which may compromise the generalizability of the results. Moreover, it was found difficulty arising from scarcity of specific publications on the subject,<sup>19</sup> affecting the discussion and comparison of results.

It is hoped that this study may contribute to reflections about the nurses' training associated with forms of enrolling in the course and discussion on the need for regulation and establishing quality parameters, so that the public university is prepared to deal with this number students who come through transfer or by obtaining new title. Thus, training in Nursing must also mean investments in professionals who intervene with proposals on health care models.

## CONCLUSION

This study showed that certain socio-demographic and academic characteristics interfere in the forms of entry into graduate nursing. These are significant aspects that deserve to be applied by all actors involved in the formative path, fostering allowances to the knowledge of the true realities of the students and their interface with the teaching-learning process.

From this perspective, it is highlighted that is relevant investigating this matter considering the lack of research that depict forms of entry into graduate nursing and the profile of the academic, to better match the Pedagogical Political Project to the assumptions contained in the National Curriculum Guidelines.

## ACKNOWLEDGEMENTS

Thanks to the Foundation for Research Support of the State of Minas Gerais (FAPEMIG) and the State University of Montes Claros (UNIMONTES) for the Scholarship by Institutional Scholarship Program of Scientific Initiation (PIBIC).

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Submission: 2014/11/29

Accepted: 2015/04/20

Publishing: 2015/05/15

#### Corresponding Address

Cássio de Almeida Lima  
Universidade Estadual de Montes Claros  
Departamento de Enfermagem  
Avenida Rui Braga, S/N  
Bairro Vila Mauricéia  
CEP 39401-089 – Montes Claros (MG), Brazil

English/Portuguese

J Nurs UFPE on line., Recife, 9(Supl. 4):7986-94, maio., 2015