



STUDENT PROFILE OF PSYCHOLOGY: FEMALE PREDOMINANCE AND DOUBLE JOURNEY

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ABSTRACT

In several private higher education courses increased enrollments has concentrated especially at night. In order to analyze the profile of students of Psychology research was held on the Campus of the Centro Universitário do Norte Paulista. 182 questionnaires were analyzed socio-demographic and identified that the average age of the students was 25.80 and the dominance of women (79), single women (76) and who work in addition to studying (72). Family income varied with the majority of up to 6 minimum wages (83), outside employment, parental assistance and the use of scholarships in payment of the dues. Data from the Federal Council of Psychology show that the same proportion of women in professional performance, coinciding with the data obtained at work. The results show that our most does not belong to the elitist profile, as reported by other authors; but it is worker and fight with great effort to realize his project of life.

INTRODUCTION

There is a growing number of enrollments in the higher education courses of private institutions, especially in the evening courses, with a great demand by the female public, mainly for courses in Health and Humanities (Bastos, 2010 and Braga, 2014). According to Gondim et al. (Gondim, 2010), individuals differ in aptitudes, interests and personality and the choice of an occupation must be a process of adaptation between individual characteristics and demands of the jobs. According to these authors, the self seeks concretely to perform in the work roles expressing itself thus, through the profession (Gondim, 2010). The role of provider, formerly occupied by men, has changed and women have experienced this historical transformation by acquiring their place in the labor market and still divide double working hours, the profession and the home (Conselho Regional De Psicologia, 2014; Conselho Federal de Psicologia., 2015 and Chodorow,

1990). Determining what leads a person to choose a particular area is often not possible as the decision can be affected by several aspects such as their personality (Ferreira, 2003). Research indicates that women tend to act in human areas. However, there are not many published articles regarding feminization in Psychology and women's and men's preferences in the areas of performance (Rosemberg, 2014; Saavedra, 2006 and Setton, 2002). The objective of this project was to evaluate some aspects of alunato of Psychology course including female predominance and other aspects related to income and financial situation and double working day.

MATERIALS AND METHODS

The research was carried out with the students of the Psychology course of the University Center of North Paulista - UNORP in the city of São José do Rio Preto / SP. Of the total number of students enrolled in the Psychology course in the

academic year 2014 (220), belonging to the 1st, 2nd, 3rd, 4th and 5th night and 5th day, 182 students participated in the data collection. These students received the free and informed consent form and answered the questionnaire, and the student's absence at the application date was the only criterion for exclusion. The instrument was applied by the authors during the class time. The issues addressed sociodemographic data, such as age, gender and marital status.

RESULTS AND DISCUSSION

From the analysis of the 182 data obtained by the questionnaires, it was found that the average age of the students increased over the 5 years of the course and the average age of all students was 25.8 years (Table 1).

Tabel 1. Média de idade nas turmas do curso de Psicologia no ano letivo de 2014

School year	1°	2°	3°	4°	5° D	5° N	All Classes
Average Age	20,8	24,86	24,70	24,91	34,15	27,52	25,80

According to Bastos and Gondim (Bastos, 2010), they did not verify significant differences in the mean age of the psychologists in the three sectors, public, private and third sector, showing a general average around 35 years. Research conducted by the Brazilian Institute of Public Opinion and Statistics (IBOPE) in 2004 with professionals in the field of psychology pointed out the average age of 39 years (Bastos, 2010). After analyzing the psychology course, it was possible to verify that most were single (76.0%), followed by married (22.0%) and 2.0% of other classifications (separated, divorced, widowed). Regarding gender, a majority of females (79.0%) and minority of male students (21.0%) were identified (Figure 1). According to Yamamoto et al. (Yamamoto, 2015), in research using data from the ENADE (2006), among the participants in Psychology courses, the majority of the students are female (84.1%) and unmarried (76.5%). After a survey conducted by the Regional Council of Psychology of the VI region a percentage of 88.0% of women. The author reflects on three major phenomena related to higher education that are likely to have played a role in this high proportion of women in the profession: the expansion of higher education, the strong growth of the private sector to the detriment of the public, especially in the humanities area, and the Female enrollments. According to this author, it was in the 1970s that female enrollments surpassed the male majority, from 41.5% to 86.0%. Pereira and Pereira (Pereira, 2003), report that in 1988, the Federal Council of Psychology made its first major survey on the Psychology course in Brazil with data collected between 1985 and 1987 showing that the profession had 85.0% of women and young professionals, from 73.0 to 90.0% located in the range of 22 to 30 years, with a performance located mainly in urban centers. These authors also report that subsequent surveys in 1994 and 2001 confirmed the same profile. They also affirm that, despite the preference for acting in private clinics, this field is increasingly saturated, encouraging the search for other areas of action such as health, legal, sports and traffic psychology. Braga et al. (Braga, 2001). indicate in their article the preference of women for the human and biological areas, to the detriment of the area of exact, while a more uniformly distributed demand for the three areas by the male students occurs. According to Chodorow

(Chodorow, 1990), women have formed gender identity since the first three years of life. In this phase the close contact of the child with other women provides a personal interpersonal dynamic, that is, the girl, because she feels more identified with the mother, experiencing her own feelings, develops an attachment identity with her personal identity. According to Edward O. Wilson of Harvard University (1992) women tend to be better than men in empathy, verbal, social, and protective skills, while men tend to be better at skills of independence, domination, In mathematical-spatial skills. These differences do not imply a condition of superiority or inferiority between men and women, but it means that some have more facility in one area and difficulties in others. There are, however, many exceptions, women with extraordinary ease in math and men in language (Rosemberg, 1984 ; Saavedra, 2006; Setton, 2002; Soares, 2007 and Pereira, 2003). Bastos and Gondim (Bastos, 2010), show the highest participation of women in the work as Psychologist with 83.0% of the global sample, distributed in the three major sectors, namely: public, private and NGOs and cooperatives, with the following distribution respectively 82.6% (public) , 82.9% (private) and 79.9% (NGOs and cooperatives).

Rosemberg (Rosemberg, 2014), questions a possible dichotomization between male and female professions that could consider male occupations as more privileged and females as less privileged, including professions such as philosophy, nursing and psychology, which could suffer discrimination as lower remuneration, Difficulties of absorption by the labor market. Bock (Bock, 1997) places basically four answers because of the choice of the course of psychology, being pleasure with knowledge, pleasure in knowing the other, knowing better and helping others.

Saavedra and Nogueira (Saavedra, 2014), argue that, throughout the development of Psychology in Brazil, women begin their participation practically absent in the field of research occupying, little by little, a place of greater prominence, being, at the beginning, subject and object of study . It is from the 80s, with postmodernism and until the present time, that a feminist psychology is finally being constructed, questioning the traditional perspectives. These authors point out that there is a search for an action in psychology that promotes equality and social justice and the well being of groups and individuals are men or women of all social groups. According to data from the Federal Council of Psychology (CFP, 2011-2013), Brazilian Psychology is composed of a majority of women (89.0%) (<http://site.cfp.org.br>). In 2014, according to information from the CRP-SP (VI region) (Conselho Regional De Psicologia, 2017), 88.0% women and 12.0% men (personal communication) were registered in the council, showing the prevalence of women in professional activity in our region, coinciding with data obtained in the Our work, from which we can conclude that our alunato collaborates to maintain the statistics of female predominance in the courses and in the professional performance of the psychologist. In addition, the majority of the students are female, young and single. The majority of the students live with their parents (55.0%) and work (72.0%) collaborating in the budget and family income (73.0%). The schooling of fathers and mothers varies mainly in secondary education (35.0% and 36.0%, respectively) followed by primary education, the mothers' schooling accompanies the distribution of parents' schooling with a small increase in the level of Higher Education (Figure 2).

According to Setton et al. (Setton, 2002), schooling surveys report that the highest level of parental schooling is an indication of access to specific cultural goods that allows an association of the chosen course with a notion of elitisation.

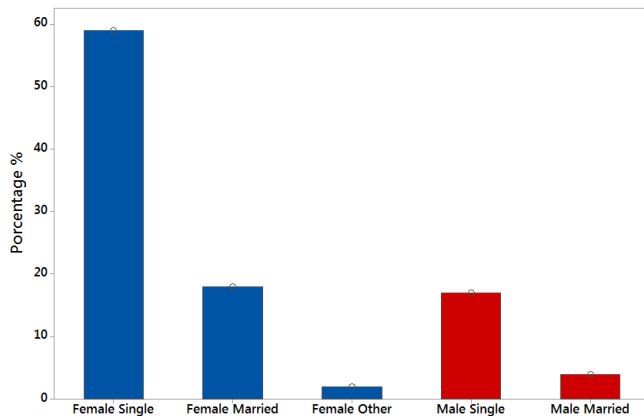


Figure 1. Gender distribution and marital status of the students of the Psychology course of UNORP in the academic year of 2014

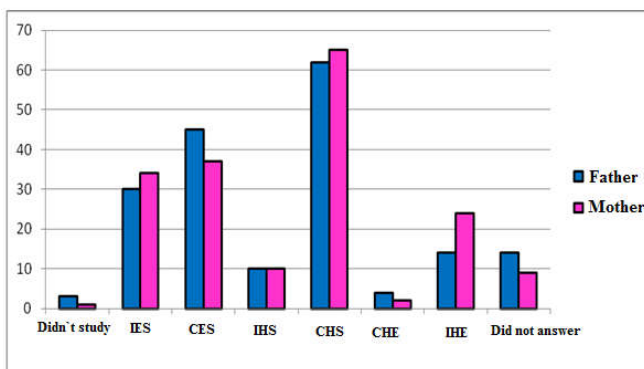


Figure 2. Comparison between parents' and mothers' schooling of psychology students

However, the universe of students evaluated in this sample differs from those of Yamamoto et al. (Yamamoto, 2015), where the possible elitism of the psychology course is discussed. In research on the profile of psychology students, Yamamoto et al. (Yamamoto, 2015), report that in the sample of incoming students at ENADE-2006, 30.0 % of the parents had higher education and the sum of upper and middle education reached 60.0 %. These authors compared the Brazilian population with only 5.6 % with higher education. The results of this research show schooling far below that identified by Yamamoto et al. (Ziliotto, 2015), but something greater than that of the general population. We can evaluate that our students do not belong, for the most part, to the higher income classes. When the family income was analyzed, it was observed that for 83.0 % of the students the income is up to 6 minimum wages. Most of the students belong to families with a minimum salary range of 3 to 6 (45.0 %), followed by salary range of 1 to 3 minimum salaries (38.0 %) and a small portion with a higher income. These data show that the majority of the students are part of families with restricted income and that are organized by adding their own salary with the income of parents and other family members to make up the family income that is divided for study, food and other necessities. According to Soares et al. (Soares, 2007), in Brazil the student has several obstacles to access higher education and many of them are related and linked to the sociographic profile. College

tuition is distributed among students who are able to pay for college with their own salary (31.0%), students receiving parental support (30.0%), and scholarship recipients. Twenty-eight percent of the students say that they contribute to the family income, in addition to the parents 43.0%, companion (14.0%) and siblings (10.0%). As for the monthly tuition 31.0% of the students are able to pay with the salary of their own jobs while 30.0% need the financial contribution of the parents and 33.0 % are benefited by scholarships. According to Yamamoto et al. (Yamamoto, 2015) in their research with students of Psychology, it is verified that 71.8 % of the students report family income in the range up to 10 minimum wages. We can verify that the parents of the students have a part of collaboration to maintain the studies of their children, due also, large numbers reside in the homes of their parents. However, students also need to work to help parents in the family budget.

Conclusion

The analysis of the data on alunato of the Psychology course of the University Center of the North of the state of São Paulo (UNORP) showed students with a mean age of 25.8 years, most of whom were single and female. Thus, our alunato collaborates to maintain the statistics of female predominance in the courses and in the professional performance of the psychologist. To keep the studies the parents collaborate in the college tuition and the students also work to help the family keep expenses; The majority of whom have a family income of up to 6 minimum wages; And only 12.0 % have a higher income. From all the above, we believe that it is possible to conclude that our alunato does not belong to the elitist profile, as reported by other authors; But rather is hardworking and struggles with great effort to realize his life project.

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