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Profile of nurses-teachers of medium-level technical professional education in nursing

Perfil de enfermeros-profesores de la educación profesional técnica de nivel medio en enfermería

Perfil de enfermeiros-professores da educação profissional técnica de nível médio em enfermagem

ABSTRACT

Objective: To describe the profile of nurses-teachers working in professional nursing education in the State of Rio Grande do Sul. **Method:** After ethical approval, data were collected through an online questionnaire, answered by 109 teachers. Analysis performed in the light of quantitative and descriptive statistics, using frequency, percentage, and cross-frequencies analysis. **Results:** Predominance of the female gender, over 31 years of age, graduates from 5 to 10 years old, post-graduates, unlicensed, less than 5 years of teaching experience and 5 to 10 years of care (51.4%), or higher than 10 years (25.7%). The nurses-teachers work predominantly under the Consolidation of Labor Laws (CLL), have a double employment relationship and, for the most part, consider teaching as a complementary professional activity. **Conclusions:** The nurses-teachers are professionals who are experienced in the practice of what they teach and are prepared for their professional improvement, but still have little training and teaching experience.

DESCRIPTORS: Faculty Nursing, Education Nursing, Education Nursing Associate, Nursing, Teaching.

RESUMEN

Objetivo: Describir el perfil de los enfermeros-profesores actuantes en la educación profesional de nivel medio en Enfermería en el estado de Rio Grande do Sul. **Método:** Después de la aprobación ética, los datos se recopilaron a través de un cuestionario online, respondido por 109 docentes. Análisis realizado a la luz de la estadística descriptiva, a menudo, porcentaje, y análisis de frecuencias cruzadas. **Resultados:** Predominancia del sexo femenino, mayores de 31 años, graduados de 5 a 10 años, postgraduados, no licenciados, con experiencia docente menor que 5 años y asistencial entre 5 a 10 años (51,4%), o superior a 10 años (25,7%). Los enfermeros-profesores trabajan predominantemente bajo vínculo de la Consolidación de las Leyes del Trabajo (CLT), poseen doble vínculo laboral y, en su mayoría, consideran la docencia como actividad profesional complementaria. **Conclusiones:** Los enfermeros-profesores son profesionales experimentados en la práctica de lo que enseñan y están dispuestos para su perfeccionamiento profesional, pero todavía presentan poca formación y experiencia docente.

DESCRIPTORES: Docentes de Enfermería, Educación en Enfermería, Graduación en Auxiliar de Enfermería, Enfermería, Docentes.

RESUMO

Objetivo: Descrever o perfil dos enfermeiros-professores atuantes na educação profissional de nível médio em Enfermagem no estado do Rio Grande do Sul. **Método:** Após aprovação ética, os dados foram coletados através de questionário online, respondido por 109 docentes. Análise realizada à luz da estatística quantitativa e descritiva, mediante frequência, porcentagem, e análise de frequências cruzadas. **Resultados:** Predominância do sexo feminino, maiores de 31 anos, graduados de 5 a 10 anos, pós-graduados, não licenciados, com experiência docente menor que 5 anos e assistencial entre 5 a 10 anos (51,4%), ou superior a 10 anos (25,7%). Os enfermeiros-professores trabalham predominantemente sob vínculo da Consolidação das Leis do Trabalho (CLT), possuem duplo vínculo empregatício e, em sua maioria, consideram a docência como atividade profissional complementar. **Conclusões:** Os enfermeiros-professores são profissionais experientes na prática do que ensinam e são dispostos para seu aprimoramento profissional, porém ainda apresentam pouca formação e experiência docente.

DESCRIPTORES: Docentes de Enfermagem, Educação em Enfermagem, Educação Técnica em Enfermagem, Enfermagem, Docentes.

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INTRODUCTION

The training of nursing technicians increasingly requires the development of skills so that they are able to articulate, mobilize and put into action values, knowledge and skills that are essential for the efficient and effective performance of activities required by the nature of the work.^(1,2) Countless needs and challenges to be faced in relation to the training of these professionals, including due to the recognized specificities and peculiarities that characterize health work, in which the associated risks involve diseases that can disturb the quality of life of the population and the workers themselves.⁽³⁾

Studies indicate that technical and professional nursing education exhibits flaws, deficits and difficulties in view of the broad issues related to the various aspects involved in the training process of these professionals.⁽³⁻⁹⁾ Deficient training, which frees people without proper preparation in the world of work, ends up generating low quality of health care and also high cost, since it is necessary to manage the failures arising from the processes they operate and, still, seek and, perhaps, prepare another professional.⁽⁸⁾

Intrinsically involved in this problem, there is the nurse-teacher, since he is directly responsible for the process of training mid-level nursing professionals. But, throughout history, little has been invested in the training of nurse-teachers

for this area in Brazil.⁽¹⁰⁾ Teaching activities are weak points in the professionalization process, since undergraduate nursing training is not focused on teaching, but on care assistance, and still in an inverted position, in which the undergraduate learns to be a nurse and not a nursing technician.^(3,5,7)

The nurse-teacher is responsible for developing a pedagogical proposal that contemplates the performance aimed at the autonomy of the student, through teaching models that reflect the professional's daily life based on a political-pedagogical project elaborated, executed and evaluated with effective participation of all educational agents, especially teachers.^(5,11) To train ethical professionals, committed and imbued with a scientific spirit, the teacher must also be endowed with these same qualities. The contents need to be integrated into the lived reality, and the methods must establish coherence between theory and practice, revealing a pedagogical approach consistent with reflective praxis, providing meaningful learning and leading to transformative education.^(6,12) The objective of this study was to describe the profile of nurses-teachers of technical vocational education at a medium level in Nursing, in a population of professionals working in the state of Rio Grande do Sul.

METHOD

This is a quantitative study, with

data collected between November 2016 and September 2017, through an online questionnaire, answered by nurse-professors working in mid-level professional education in Nursing in the state of Rio Grande do Sul. To obtain participants, the snowball chain technique was used. The questionnaire was sent to 197 e-mail addresses, answered by 109 nurse-professors working in mid-level professional education in Nursing in the State of Rio Grande do Sul. As an inclusion criterion, participants should have experience with supervising classes in a mandatory nursing technical internship in health services in the last five years. All ethical requirements for research conducted with human beings were respected in this study based on the guidelines and provisions of Resolution CNS / MS 466/2012.⁽¹⁵⁾

The research was initiated after approval by the Ethics and Research Committee of the Federal University of Health Sciences of Porto Alegre, under the Certificate of Presentation for Ethical Appreciation (CAAE) n^o 61395816.6.0000.5345.

RESULTS

Women were predominant among teachers, making up 87 (79,8%) of the total surveyed. As for the age group, it was shown that 94 (86,3%) were over 31 years old, and more than half of the participants, 59 (54,1%) correspond to the age group between 31 to 40 ye-

Table 1 - Distribution of teaching nurses according to age group.

Variável	N	%
Idade		
21 a 25 anos	01	0,90
26 a 30 anos	14	12,8
31 a 40 anos	59	54,1
41 a 50 anos	22	20,2
51 a 60 anos	09	8,30
61 ou mais	04	3,70

Source: Research data, 2017.

Figure 1 - Percentage of respondents according to the postgraduate area and teaching experience time.

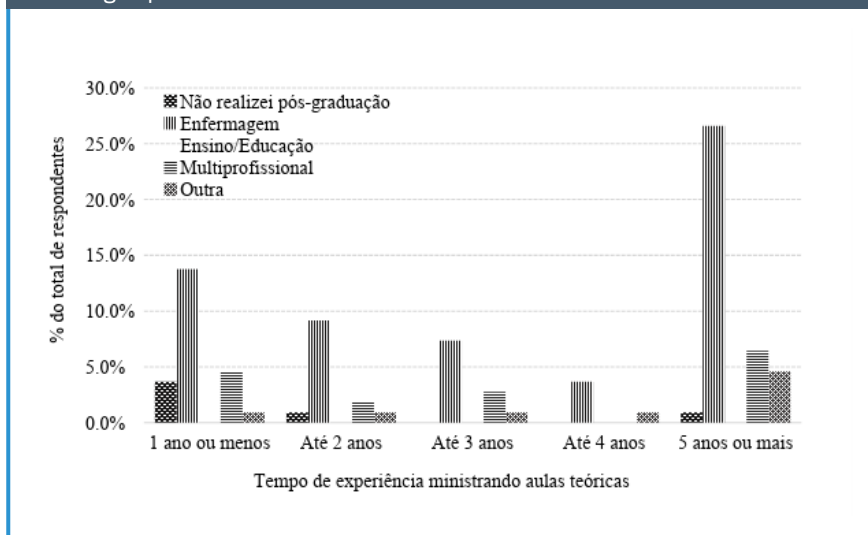
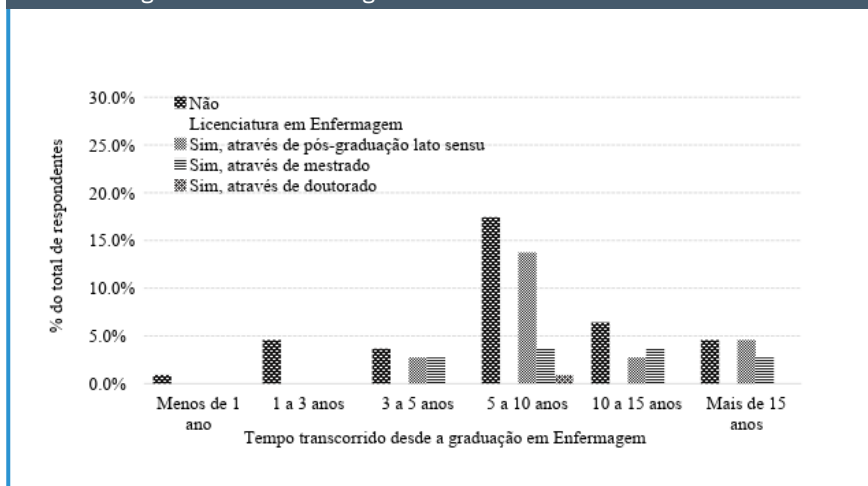


Figure 2 - Distribution of respondents according to pedagogical training and time since graduation in nursing.



Source: Research data, 2017.

ars old, being the distribution varied among other ages, as shown in Table 1.

Regarding the time since graduation, 47 (43.1%) of nurse-professors indicated having completed their graduation from 5 to 10 years and 28 (25.7%), between 10 and 15 years. Almost all respondents, 103 (94.5%) attended graduate school, with only 11 (10.1%) in the area of teaching or education. It is also verified that there are no post-graduates in teaching / education among professionals with teaching experience under 4 years, as shown in figure 1.

When asked about the specific pedagogical training for teaching, 27 (24,8%) of the respondents declared having a teaching degree in Nursing; 15 (13,7%) indicated having a master's or doctoral degree; 26 (23,9%) post-graduate Lato Sensu and 41 (37,6%) declared to have no pedagogical training. Of the total, 27 (24,8%) of the professors have a teaching degree. Relating the pedagogical training with the time of graduation, it was evidenced that the presence of professors with a teaching degree is concentrated among the graduates of 10 to 15 years (50%) according to figure 2.

When asked about their time working as a teacher, giving theoretical classes, 49 (45%) indicated having 5 years or more of experience, 25 (22,9%) reported having 1 year or less of experience, 14 (12,8%) up to 2 years, 12 (11%) up to 3 years and 9 (8,3%) up to 4 years. Regarding the length of experience as an internship supervisor, 48 (44,1%) have 4 years or more of experience. As for the teaching experience specifically, it is concluded that 60 (55%) are newbies, presenting less than 5 years in teaching theoretical classes; and 71 (65,1%) are new to the teaching function of internship supervision, with less than 4 years of experience. As for the time of experience in nursing care, 56 (51,4%) reported having 5 to 10 years, while 28 (25,7%) have more than 10 years of care experience.

Regarding working conditions at the educational institution, the majority of respondents 65 (59,6%) refer to work through CLT and 44 (40,4%) work in

Autonomous Payment Scheme (RPA) or other type of employment. In total, 68 (62,4%) of the nurses-teachers surveyed declared that the teaching profession represents a complementary professional activity. Among the 65 nurse-teachers who work with CLT, 30 (46,1%) understand their teaching practice as a complementary professional activity, while among the 33 nurse-teachers who work under the RPA regime, 28 (86,3%) think the same way. The majority of nurse-teachers 84 (77,1%) have an additional employment relationship, and of these, 41 (49,5%) have a concomitant relationship with a hospital. Relating the type of employment bond of teachers and work under additional bond, among the 65 CLT workers, 43 (66%) have some additional employment bond and among the 33 workers via RPA, 31 (94%) have additional link.

DISCUSSION

The teaching profile made up predominantly of women, is in accordance with the data presented in the national survey Nursing Profile which shows that 84,6% of nurses are female; and with the findings of other studies that investigated the characteristics of nurses-teachers in professional education.^(10,16-21) The data related to the time of graduation in the Nursing course are similar to those found in other studies on the subject.^(10,18-19,22) The fact that almost all of the respondents 103 (94.5%) have completed postgraduate studies shows a concern of teachers with their own professional improvement. However, the fact that only professionals with teaching experience over 4 years seek training in the area of teaching / education possibly indicates that this postgraduate theme only begins to be considered after a path already taken by the professional within teaching.⁽¹⁰⁾

There is an intricate situation regarding the low percentage of graduates and the performance of professionals who declare that they have no pedagogical training, as the CNE/CEB 6/2012 resolution⁽²³⁾, which defines National Curri-

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culum Guidelines for Technical Vocational Education at High Level, brings, in its 40th article, that the initial training for teaching at this level of education takes place in undergraduate courses and teaching-undergraduate programs or in other forms, according with the legislation and rules established by the National Education Council.^(13,23)

According to Gomes⁽¹³⁾, such a resolution allows too much space, by granting a deadline until 2020 for graduate, unlicensed teachers, in effective teaching practice, to have their professional knowledge recognized through Lato Sensu postgraduate courses, of a pedagogical character, which may be considered equivalent to undergraduate teaching degrees.⁽²³⁾ Currently, many professionals continue to work in professional training without pedagogical preparation, after the aforementioned period, each nurse working at this level of training will be compelled to a personal assessment of the investment in their professional practice, when it will be necessary to consider multiple issues related to directions of the teaching career, among them the professional valorization, the prospects for progression, the working conditions and the cost-benefit of the investment.

Regarding pedagogical training through a teaching degree, according to the National Curriculum Guidelines for Undergraduate Nursing Courses (DCN / 2001), the course structure must ensure the articulation of the undergraduate course with the Nursing teaching degree. The guidelines indicate that even with the possibility of a teaching degree in the area, the undergraduate course in Nursing should follow the generalist orientation, contemplating, in its essential content, the "Nursing Teaching", which would guarantee pedagogical training to the nurse, regardless of the teaching degree.⁽²⁴⁾

But, despite the DCN / 2001 detailing the principles, foundations and conditions of training in the Nursing bachelor model, including themes related to the teaching activity inherent to the profession, it is known that, in practice, it does not

exist in undergraduate courses, an official concern regarding training for teaching. (5,24-25) Even the teaching undergraduate nursing courses face a drop in demand, it is no longer possible to easily find this type of training available in person, leaving only the option of pedagogical training in a postgraduate course. (14)

Regarding the number of graduates, in the studies by Frozoni and Silva (10), Silva (17), Frozoni and Silva (20) and Coloni (21), the percentage of nurse-professors with a teaching degree varies from 21,9% to 34,8%, and these data are similar to those verified here. Backes et al (22) on the contrary, it was found that 56,1% of the teachers were licensed, however, it predominantly analyzed public school teachers and, according to the authors themselves, does not reflect the same characteristics of training and work as other types of educational institutions. The concentration of teaching-graduates among graduates from 10 to 15 years ago and the absence of nurse-professors trained less than 5 years ago confirm the scarce supply of these courses, reported by other studies. (14,21)

The presence of nurses with *Stricto Sensu* degrees stands out in the findings and the fact that 15 (13.7%) of the participants indicate that they have pedagogical training, through a master's or doctorate, because it is known that *Stricto Sensu* graduate courses often turn to training researchers. (21) In other studies, the percentage of teachers varies from 7% (1 participant) in the research by Dias et al.18, to 41,4% (17 participants) in the research by Backes et al (22), the presence of doctors in the professional training spaces surveyed is also recurring. (10,13,20-21) As for the length of care experience and the time since graduation, the study by Backes et al (22), indicates the belief that most nursing professors are recent graduates and have little experience in nursing care; however, this thinking does not match the findings of the present research and others on the subject. (10,13,18,22)

The presence of the majority of professionals working through the Consolidation of Labor Laws (Consolidação das

Leis de Trabalho - CLT) link, considered more stable, is a very positive factor that opens up the possibility of stimulating the investment of teachers in their training and professional performance. The association between employment and professional enhancement is evident as a very small percentage of teachers (5,5%) work under the RPA / other regime and, simultaneously, consider teaching as their main professional activity.

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It is noticed that the formalized relationship as CLT makes most professionals see their teaching profession as the main professional activity, but it is evi-

dent in the results that, even in this group (CLT), still many consider the teaching activity as complementary. So it can be inferred that the view of teaching practice prevails as something poorly established, informal or less important, since the majority sees the teaching profession as a complementary professional activity. The practice of professional performance through more than one employment relationship appears as a characteristic of nurse-teachers also in other studies, with a variation of 64% to 89,4%. Such a situation is considered worrying, considering that pedagogical practice is a complex activity, requiring time for daily preparation that goes beyond the teacher's on-campus workload. (10,13,19,22)

And again, the less formalized employment relationship gains negative prominence, as it relates to the characteristic of additional employment, since, unlike teachers under CLT, almost all teachers who work under the RPA / other regime have an additional employment relationship, corroborating with the analyzes by Backes et al (22) and Sgarbi et al (26) when raising the hypothesis that the double employment link is related to the precariousness of professional education, including through the non-stable bond.

In view of the above, the nurse-teacher of technical professional education of intermediate level in Nursing is perceived with adequate assistance experience willing for her professional improvement, but still with little pedagogical training and teaching experience, lacking stability, perspective and professional valorization. This research has some limitations, mainly related to the difficulty of contacting professional schools and their teachers, and then the snowball technique was used, which despite increasing the number of participants, may not guarantee the representativeness of the entire population. Another limitation is the fact that there is no availability of updated information regarding the number of nurse-professors working in the state, which resulted in the absence of a sample calculation for data collection.

CONCLUSION

With this study, it is expected to bring to light elements that deserve reflection, discussion and that can also foster strategies that promote the va-

lorization and qualification of nursing teaching in technical professional training courses. It should be noted that revealing the profile of nurse-teachers can allow contributions not only for Nursing as a profession, but also for the

whole society that is directly affected by the benefits or harms arising from the formation of the largest professional group active in the health sector in the country.■

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