24 - PROFILE OF TEACHERS OF NURSING TECHNICAL COURSE IN A PUBLIC SCHOOL OF PARANÁ

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INTRODUCTION

For Veiga; Amaral (2011, p. 45) "the trajectory of conceptions and teacher training polities have enabled us to detect a historical process of social devaluation of these professionals". The precariousness of working conditions, wages and demeaning lack of infrastructure for professional practice are some factors that have influenced the life of these professionals.

In the current context, what is expected of the teacher responsible for training nursing workers is that he is able to catalyze and promote the articulation of all elements that pervade the professional training, achieving in this way promote learning directed to the autonomy of the subject. So the professor can act in this manner, it must have a thorough knowledge, experience and critical view of professional practice in the world of work, pedagogical and domain specific domain of your field of knowledge (FROZONI; SOUZA, 2013).

However, the reality which is found in relation to preparation and performance of the nurses teachers often is another. Many adversities permeate the formation of nurses teachers who work in vocational education courses in nursing. Among these adversities are the lack of pedagogical training of teachers, lack of stimulation, generating wage disinterest and lack of investment in upgrading professional, in addition to the accumulation of employee relations, leading to teaching a secondary function (FROZONI; SOUZA, 2013).

Thus, we see the need to meet the profile of teachers of this school and its socioeconomic reality, seeking to better understand what are the challenges that teachers may face in a school like this. The study seeks to understand the reality of these professionals for a possible improvement in the quality of teaching and learning.

The Programa Institucional de Bolsas de Iniciação a Docência (PIBID) is a program that has been in existence since 2011 contemplating nursing academics Universidade Estadual do Oeste do Paraná (UNIOESTE), with actions directed to education in schools of basic attention. The teachers in this study are professionals from one of the partner schools of the PIBID, the Centro Estadual de Educação Profissional Pedro Boaretto Neto (CEEP), a public school of professional education that offer, among others, the technical course in nursing.

CEEP, for being a public institution of professional education, was taken as the PIBID partner institution and, consequently, as a field of study, where academics develop projects aiming at Unioeste contribute actions inherent in school and fast-forwarding toward offering other possibilities of intervention in the school environment that are specific to the role of the nurse in the school; In addition, evidently the potentiality of design, implicit in encouraging formation of future teachers, the main object of their existence.

It is known that the technical courses, covering the nurse technical, bring a job opportunity for those who, for the most part, do not have access to higher education and aims a professional qualification which enables them to access the jobs still available. Before this, teachers and scholars of the school in this environment, interact Unioeste looking to understand how the development of the teaching process and providing an interaction and exchange of experiences among school students and academics.

OBJECT

Trace the profile of teachers of nursing technical course in a public school of Cascavel – PR in 2011 and 2012.

METHODOLOGY

This is a descriptive study of exploratory type, which according to GIL (1995), developed with the aim of providing an overview, of approximate type.

This research is part of a larger project titled "knowing the technical education in a public school of nursing Western Paraná" and developed into a public institution of professional technical education of middle level in the city of Cascavel-Paraná in the year 2011.

The data collection took place through the application of questionnaires. The collection instrument used targeted to teachers working in the school of technical level in technical course in nursing, both in theoretical classes, practical and internship being the sample consisting of 14 individuals. The questionnaire consisted of 21 open and closed issues. Data collection was supervised by the responsible for the project.

The study was submitted to the Research Ethics Committee of the Universidade Estadual do Oeste do Paraná (UNIOESTE-CEP) and received a favourable opinion under registration No. 13312011, taking into account the basic requirements of the resolution and its complementary 19696 National Health Council (CNS). The subjects of the research were advised on the importance of study, your goal, right of the involved and character not required through the informed consent (TFCC), which was signed by students. The subject was left a copy of the FICS.

Data analysis was quantitatively by means of absolute figures and percentages. After the condensation of the data, the descriptive analysis in which the data found were compared with the bibliographies relating to the subject studied.

RESULTS

As for the profile of professors of nursing technician, 14 teachers responded to the questionnaire, these 12 (86) are female and 2 (14) male. The Brazilian nursing, organized and structured by the template "nightingaleano" developed as a typically female profession, being recognized in this way in any area of society. Although nursing be exerted by both sexes for some years, it is observed in General that the profession remains substantially feminine (OLIVEIRA et al., 2007).

As for age, 5 (36) had age between 20 and 30 years, 6 (43) between 31 and 40 years, 1 (7) between 41 and 50 years, 1 (7) above 50 years and 1 (7) didn't answer the question.

For the city in which they reside, 13 (93) live in Rattlesnake and 1 (7) in the town of Santa Teresa. About marital status,

9 (64) are married, 3 (21) are single, 1 (7) is separated and 1 (7) cohabitating. Most have children, 3 of which (21) have 1 son, 3 (21) have two children, 3 (21) have 3 sons and 5 (36) has no children. As for household income, 6 persons (43) have incomes between 4 and 5 minimum salaries, 3 (21) between 3 and 4 wages, 3 (21) have more than 5 MW, 1 (7) income between 2 and 3 salaries and 1 (7) didn't answer the question.

The case of the 14 's education teachers have a degree in nursing in the undergraduate and Bachelor, 1 (7) professor, besides this training, has a degree in pedagogy. The year of formation varies between 1992 and 2009, having greater concentration in 2005, 2006, 2008 and 2009, where 3 persons (21) were formed in 2005, 2 (14) in 2006, 2 (14) in 2008 and 2 (14) in 2009. The other 4 (29) individuals were formed in 1992, 1998, 1999, 2004 and 1 (7) person didn't answer the question. Of these, 7 (50) were formed at UNIOESTE, 5 (36) on UNIPAR, 1 (7) on FECILCAM and 1 (7) on UNINGÁ.

When questioned regarding graduate, 11 (79) people possess expertise, 1 (7) has a master and 2 (14) do not have graduate degrees. As the area of post graduation, 4 (29) teachers specialize in nursing work, and the other guys have expertise in areas such as adult care, family health, acupuncture, intensive care, women's health and in the area of education.

Regarding the disciplines providing technical course, we observe that most teachers teach more than one discipline. And 9 (64) teachers teach 3 courses, 2 (14) teach 2 courses, 2 (14) providing 1 discipline, 1 (7) didn't answer the question. Thus, 4 (29) teachers act only in the field of training, 3 (21) teach just theoretical classes, 4 (29) working in theoretical classes and internship, 2 (14) intersperse stage activities people, theoretical and practical classes and coordination and 1 (7) person acts on stage and practice lessons.

As for the employment bond, 10 (71) have bond PSS and 4 (29) are gazetted. With regard to working hours, 5 (36) comply with workload less than weekly, 8:0 pm 2 (14) meet workload between 21 and 30 hours, 3 (21) meet workload of 32horas and 4 (29) meet weekly workload of 40 hours.

Nursing is one of the few professions in which the labour market continues to expand. The areas of practice of nursing professionals are diverse and expand employment opportunities, and can be one of the main motivations that make technical courses in nursing have a high demand (BABU et al., 2011).

According to data from Fiocruz et al. (2012), the health professions that grew between 2005 and 2010 were those of nursing technician, with 18 and caregiver of elderly with 22,5.

Another issue raised was in relation to time of performance in teaching and time working on CEEP. Thus, the 14 teachers interviewed, 11 (79) worked in this institution the same time period of performance in teaching. The other 3 teachers (21) started his career in teaching and later joined the CEEP. With respect to time of performance in teaching, 4 (29) working in the area with less than 3 years, 7 (50) Act with time between 3 and 6 years old, 2 (14) Act for 10 years and 1 (7) operates to 20 years. Making relationship with time of acting at the school of technical level, taking into account only the 3 teachers who worked in other institutions, we observe that they have experience in teaching time of 4, 10 and 20 years, since the time of actuation in less than 3 years CEEP in all cases. Thus, 11 (79) teachers have worked also in nursing care and 3 (21) only worked on teaching. Of the total number of teachers, 5 (36) claimed never to have worked on teaching in another institution and 9 (64) has acted in another school.

In a current study conducted in Sao Paulo with professors of nursing technician, Frozoni; Souza (2013) data collection was carried out from February to December 2012 and had 14 teachers in the sample. This work was noted most of the professors has hour/class contract with the institution, the weekly workload prevalent is partial, of 20 hour/class.

In this study, on working time in school where the subjects of the research were inserted, the following results emerged: eight professors (57.2) worked at the school in a range of 0 to 5 years; four teachers (28.5) in a range of 6 to 10 years and two teachers in a range of 11 to 15 years. These data show some similarities with our study, having as prevalent the 50 of the professors who acted in the teaching of 3 to 6 years, this being the same length of time that they worked at this school.

Asked if the teachers have other employment currently, 9 (64) claim to have other links and 5 (36) does not possess. In the study of Frozoni; Souza (2013), 71.7 of the respondents possessed a different kind of job. Often the low salary does not provide the teacher the exclusive dedication as a teacher in teaching technical level, which may affect the quality of education, due to the accumulation of functions that the teacher has.

CONSIDERATIONS

Faced with the need for labour market training in nursing, meet the profile of teachers that are present in the school environment experienced in teaching practices teaching actions of eou PIBID can subsidize the development of teaching strategies that make this a qualified training.

The PIBID is a program that seeks to insert in the licenciandos environment, in this case, academics of nursing, in the school environment. Knowing teachers which are oriented teaching practices and serve as a mirror for the actions of future teachers believed that the planning and realization of the teaching practice enable reflect about socioeconomic and cultural context in which they are inserted, since the teacher need to keep in mind not only form to work, but form for life that can from initiatives in classrooms.

It is believed that this study has contributed to better understand who are the teachers of the CEEP, and what their socioeconomic conditions. Levels of teachers quality of life can affect directly their concerns and professional satisfaction, which can influence the quality of education.

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PROFILE OF TEACHERS OF NURSING TECHNICAL COURSE IN A PUBLIC SCHOOL OF PARANÁ

ABSTRACT

This study seeks to understand the reality of public school teachers of middle level technical, more specifically the nursing technical course in the years 2012 and 2013. The collection happened by means of questionnaires. The study was approved by the Research Ethics Committee of the Universidade Estadual do Oeste do Paraná under opinion No. 13312011. As for the profile of professors of nursing technician, 14 teachers responded to the questionnaire, these 12 (86) are female and 2 (14) male, and 5 (36) had age between 20 and 30 years, 6 (43) between 31 and 40 years, 1 (7) between 41 and 50 years, 1 (7) above 50 years and 1 (7) didn't answer the question. The case of the 14 's education teachers have a degree in nursing in the undergraduate and Bachelor, 1 (7) professor, besides this training, has a degree in pedagogy. When the graduate, 11 (79) possess expertise, 1 (7) master and 2 (14) do not have graduate degrees. With respect to time of performance in teaching, 4 (29) working in the area with less than 3 years, 7 (50) Act with time between 3 and 6 years old, 2 (14) Act for 10 years and 1 (7) operates to 20 years. Thus, 11 (79) teachers have worked also in nursing care and 3 (21) only worked on teaching. It is believed that this study has contributed to better understand who are the teachers and what their socioeconomic conditions, since the levels of teachers ' quality of life can affect directly their concerns and professional satisfaction, which can influence the quality of education.

KEYWORDS: technical education in nursing, Nursing Education, nursing.

PROFIL DE PROFESSEURS DE SOINS INFIRMIERS COURS TECHNIQUE DANS UNE ÉCOLE PUBLIQUE DU PARANÁ

RÉSUMÉ

Cette étude vise à comprendre la réalité des enseignants des écoles publiques de niveau intermédiaire technique, plus précisément le cours technique de soins infirmiers dans les années 2012 et 2013. La collection s'est produit au moyen de questionnaires. L'étude a été approuvée par le Comité d'éthique de recherche de l'Universidade Estadual Oeste do Paraná en vertu de l'avis n ° 13312011. En ce qui concerne le profil des professeurs de technicien en soins infirmiers, 14 enseignants ont répondu au questionnaire, ces 12 (86) sont femelles et 2 mâles (14) et 5 (36) avait l'âge entre 20 et 30 ans, 6 (43) entre 31 et 40 ans, 1 (7) entre 41 et 50 ans, 1 (7) plus de 50 ans et 1 (7) n'a pas répondu à la question. Le cas des enseignants de l'éducation du 14 détenir un diplôme en soins infirmiers de premier cycle et baccalauréat, 1 (7) professeur, en plus de cette formation, possède un diplôme en pédagogie. Quand le diplômé, 11 (79) possèdent l'expertise, 1 (7) maître et 2 (14) n'ont pas de diplômes d'études supérieures. En ce qui concerne le moment de l'exécution dans l'enseignement, 4 (29) travaillant dans le domaine avec moins de 3 ans, 7 (50) Act avec le temps entre 3 et 6 ans, 2 (14) Loi depuis 10 ans et 1 (7) s'applique à moins de 20 ans. Ainsi, 11 (79) enseignants ont également travaillé en soins infirmiers et 3 (21) ne fonctionnait que sur l'enseignement. On croit que cette étude a contribué à mieux comprendre qui sont les professeurs et ce que leur situation socio-économique, puisque les niveaux de vie des enseignants peuvent affecter directement leurs préoccupations et la satisfaction professionnelle, qui peut influer sur la qualité de l'éducation.

MOTS-CLÉS: enseignement technique en soins infirmiers, l'enseignement infirmier, soins infirmiers.

PERFIL DE LOS DOCENTES DE ENFERMERÍA CURSO TÉCNICO EN UNA ESCUELA PÚBLICA DE PARANÁ

RESUMEN

Este estudio busca comprender la realidad de los maestros de escuelas públicas de nivel medio técnico, más específicamente el curso técnico de enfermería en los años 2012 y 2013. La colección ha pasado por medio de cuestionarios. El estudio fue aprobado por el Comité de ética de investigación de la Universidade Estadual Oeste do Paraná bajo dictamen Nº 13312011. En cuanto al perfil de los profesores de enfermería técnico, 14 maestros respondieron al cuestionario, estos 12 (86) son mujeres y 2 varones (14) y 5 (36) tenía edad entre 20 y 30 años, 6 (43) entre 31 y 40 años, 1 (7) entre 41 y 50 años, 1 (7) por encima de 50 años y 1 (7) no contestó la pregunta. El caso de los maestros de Educación de la 14 tiene una licenciatura en enfermería en el pregrado y grado, 1 (7) profesor, además de esta formación, es Licenciada en Pedagogía. Cuando el graduado, 11 (79) poseen conocimientos, 1 (7) maestro y 2 (14) no tienen posgrados. Con respecto al tiempo de desempeño en la docencia, 4 (29) trabajan en la zona con menos de 3 años, 7 (50) acto con tiempo entre 3 y 6 años de edad, 2 (14) acto por 10 años y 1 (7) opera a 20 años.Por lo tanto, 11 (79) los profesores han trabajado también en enfermería cuidado y 3 (21) sólo trabajó en la enseñanza. Se cree que este estudio ha contribuido a comprender mejor quiénes son los profesores y sus condiciones socioeconómicas, ya que los niveles de calidad de vida de los docentes pueden afectar directamente sus inquietudes y satisfacción profesional, que puede influir en la calidad de la educación.

PALABRAS CLAVE: educación técnica en enfermería, Educación de enfermería, enfermería.

PERFIL DOS DOCENTES DO CURSO TÉCNICO EM ENFERMAGEM DE UMA ESCOLA PÚBLICA DO PARANÁ

RESUMO

Este estudo busca compreender a realidade de professores de uma escola pública técnica de nível médio, mais especificamente do curso técnico em enfermagem nos anos de 2012 e 2013. A coleta aconteceu por meio de questionários. O estudo foi a aprovado pelo Comitê de Ética em Pesquisa da Universidade Estadual do Oeste do Paraná sob parecer nº 1331/2011. Quanto ao perfil dos professores do curso de técnico em enfermagem, 14 professores responderam ao questionário, destes 12 (86%) são do sexo feminino e 2 (14%) do sexo masculino, sendo que 5 (36%) tinham idade entre 20 e 30 anos, 6 (43%) entre 31 e 40 anos, 1 (7%) entre 41 e 50 anos, 1 (7%) acima de 50 anos e 1 (7%) não respondeu a questão. Ao se tratar de formação acadêmica, os 14 professores possuem graduação em enfermagem nas modalidades de licenciatura e bacharelado, sendo que 1 (7%) professor, alem desta formação, possui a graduação em pedagogia. Quando a pós-graduação, 11 (79%) possuem especialização, 1 (7%) mestrado e 2 (14%) não possuem pós-graduação. Com relação ao tempo de atuação na docência, 4 (29%) atuam na área com tempo inferior a 3 anos, 7 (50%) atuam com tempo entre 3 e 6 anos, 2 (14%) atuam há 10 anos e 1 (7%) atua a 20 anos. Assim, 11 (79%) professores já atuaram também na assistência de enfermagem e 3 (21%) só atuaram na docência. Acredita-se que este estudo tenha contribuído para compreender melhor quem são os professores e quais suas condições socioeconômicas, uma vez que os níveis de qualidade de vida dos professores podem afetar diretamente seus anseios e satisfação profissionais, o que pode influenciar na qualidade de ensino.

PALAVRAS-CHAVE: Educação técnica em enfermagem, Educação em enfermagem, Enfermagem.