


DECIPHERING THE MOTIVATIONS BEHIND UNDERGRADUATE HEALTHCARE COURSE CHOICES

 <https://doi.org/10.56238/arev6n3-168>

Submitted on: 10/14/2024

Publication date: 11/14/2024

Simone Ferreira de Souza Wanderley¹, Marco Antonio Araujo Silvany², Fabíola Rios Vasconcelos de Abreu³, Fabrício Magalhães Pereira⁴, Jaqueline Machado dos Santos⁵.

ABSTRACT

Career choice is part of adult life, and completing high school provides access to undergraduate courses at the university level. Choosing to attend an undergraduate program can be understood as a decision about what a person wants to do professionally and who they want to be in the future, and, therefore, it becomes a milestone in the lives of young people and involves a series of factors that directly influence this decision. The health area, in particular, has aroused great interest among pre-university students, which justifies the need to understand the motivations that lead them to choose careers in this field. Thus, the contextualization of the theme is relevant given the growing demand for health courses and the importance of understanding the reasons behind this choice. The present study aimed to investigate the motivations that influence the choice of undergraduate courses by pre-university students, with a specific focus on the health area. A bibliographic, qualitative, and narrative research was carried out as a methodology. The databases Scientific Electronic Library Online (SciELO), Google Scholar, and The Portal of Journals of the Coordination for the Improvement of Higher Education Personnel (CAPES) were used in the period of publication between the years 2018 and 2024. The results show that the choices are influenced by family pressure, social status, employability, experiences, and personal desires linked to the care process. It is concluded that the school, as one of the special environments conducive to the development of students, has the responsibility to develop activities that allow students to determine the possibility of exercising

¹ Master of Education
State University of Bahia (UNEB)
E-mail: swanderley@uneb.br
ORCID: <https://orcid.org/0009-0006-4144-4355>

² Master in Human Pathology
State University of Bahia (UNEB)
Email: msilvany@uneb.br
ORCID: <https://orcid.org/0009-0008-5599-0415>

³ Master in Animal Science
State University of Bahia (UNEB)
E-mail: frvasconcelos@uneb.br
ORCID: <https://orcid.org/0000-0001-7690-1938>

⁴ Master in Public Policy Management and Social Security
State University of Bahia (UNEB)
E-mail: fabmagalhaes@uneb.br
ORCID: <https://orcid.org/0000-0002-3189-1104>

⁵ Master's student in Management and Technologies Applied to Education
State University of Bahia (UNEB)
E-mail: jsmachado@uneb.br
ORCID: <https://orcid.org/0009-0006-8054-3153>

professional activities based on their skills, interests, and understanding of the social situation. In addition, families play a crucial role in providing information, supporting individuals, making professional decisions, and clarifying possible doubts.

Keywords: Pre-university entrance exam, Professional choice, Health area, Higher Education.

INTRODUCTION

Upon completing high school studies, the Brazilian student, if he wishes to enter higher education, needs to decide on his career choice, which becomes a relevant definition due to the impact it is expected to have on an individual's adult life. This choice can be understood as a decision about what a person wants to do professionally and who they want to be in the future. The process of choosing a career during adolescence is influenced by many influences, some of which are mainly related to family and school (FONSECA; CANAL, 2022).

Choosing a career is one of the most important decisions in a student's life. Although admission to public higher education courses is still difficult, due to the high demand for enrollment and limited vacancies in the selection process, the decision about the career depends on several factors, as this choice will affect the future life of the entrant in one way or another, whether in financial matters or the process of professional fulfillment (GOMES et al., 2020).

The factors that affect the decision of pre-university students in choosing undergraduate courses involve family, social, and economic influences, the search for financial stability, the social prestige that certain professions offer, and the perception of the labor market (BOCK, STOLEN, & TEIXEIRA, 2019).

These factors that influence career choice are diverse and permeate the subjectivity of each one, including personal history, career characteristics, social importance of the chosen career, remuneration, skills acquired, training costs, social groups, families, and many other interacting variables (FERREIRA; JUNIOR; FREITAS, 2020). Many young people choose the course because they identify with the area, but there are also accessibility issues (BAJERSKI et al., 2023). Wanderley et al. (2024) mention the feeling of a lack of preparation among the most vulnerable students to participate in selective exams for admission to higher education, as a criterion that makes it difficult to choose more competitive courses, such as those in the health area.

According to the National Institute of Educational Studies and Research, Anísio Teixeira (INEP), the health area continues to be one of the most attractive for students. Among the most demanded undergraduate courses, the Medicine course remains at the top, followed by Nursing and Physiotherapy. The interest in health courses can be justified by the high employability, the social prestige of the profession, and the desire to contribute to the well-being of society. In parallel, Engineering and Law courses also appear among

the most chosen, reinforcing the weight of areas traditionally associated with greater financial stability and social status (INEP, 2018).

Martins et al. (2015) contributed to the topic with an analysis of biomedical and socioecological approaches to health, emphasizing that traditional education often ignores the social and cultural dimensions that affect health. The research revealed that the understanding of health must be broadened beyond biologism, incorporating historical and social aspects that shape the experience of health and disease.

Among the reasons that impact the choice of undergraduate courses in health, aspects such as family influences, socioeconomic and cultural trends in decision-making are often considered, but is the role of altruism, interest in science, and human contact also a determining factor in this choice?

Thus, the main objective of this study is to decipher the motivations that lead students to choose undergraduate courses in the health area, exploring both intrinsic aspects, such as vocation and personal interest, and extrinsic aspects, such as family influence, market perspectives and other possible epistemological choices involved. Understanding the decision-making process of young people at this decisive moment in their lives is extremely important for career counselors, educators and educational institutions. The analysis of the reasons behind students' choices can bring significant contributions to the area of educational and professional guidance.

METHODOLOGY

A bibliographic, qualitative and narrative research was carried out in the first semester of 2024 with the databases Scientific Electronic Library Online (SciELO), Google Scholar and The Portal of Journals of the Coordination for the Improvement of Higher Education Personnel (CAPES), covering the period of publication between the years 2018 and 2024. The survey of theoretical references was based on the delimitation of the problem through the descriptors: 'professional choice', 'health area' and 'higher education'.

The inclusion criteria were complete articles in national journals, available in full and online, in Portuguese and with open access in the researched databases. Reviews, editorials, abstracts, and studies that did not specifically address the motivations for choosing undergraduate courses in the health area were excluded.

After selecting the articles based on predetermined inclusion and exclusion criteria, the following systematic steps were carried out (MINAYO, 2007): exploratory reading,

selective reading to choose materials aligned with the objectives and theme of the study, analytical reading and textual analysis, culminating in the interpretative reading and composition of this communication.

The selected works were listed according to the following categories: (1) Professional choices: family and social ties in the balance; (2) What is the influence of remuneration on career choice?; (3) Personal Motivations and the Challenge of Overcoming Inequalities in Higher Education; and (4) Should other epistemologies be called upon as factors of choice for undergraduate studies in health?.

RESULTS AND DISCUSSION

The analysis of the studies followed an evaluation script that included the identification of the main objectives, methodologies employed, results obtained and pedagogical implications discussed. In all, 33 articles were identified, of which, three were master's dissertations, one was a doctoral thesis, two were book chapters. A total of 23 articles were analyzed, which met the objective proposed by the present study.

In the scope of research, a narrative literature review article stands out as a methodologically broad approach, allowing the incorporation of experimental and non-experimental studies to achieve a comprehensive understanding of the analyzed research (BATISTA; KUMADA, 2021). Through this method, the analysis revealed pertinent studies that indicated the potential to understand the factors that drive students' choices for university courses, particularly in the field of health.

The context of the motivations for choosing courses in the health area, considering aspects such as vocation, professional stability, career opportunities and the influence of personal or family experiences, have repercussions on this choice of future profession, and these factors play a significant role in the construction of adolescents' life projects, often to the detriment of their interests and skills.

The nature of motivation is also one of the main topics of study in psychology and is fundamental to understanding human behavior, and different theories of motivation offer different perspectives on what drives individuals' choices. The same can be recorded for the theories of career choice, where the main theoretical currents can explain the decision process of pre-university students about the choice of a career. Therefore, specific studies on motivation and career choices aim to understand how specific behaviors are triggered in individuals and can identify the factors that act as triggers for these behaviors and decisions

(OLIVEIRA et al., 2018). The discussion in the field of these different theoretical approaches helps to provide a solid basis for understanding the motivations of future health professionals.

Pereira (2018) addresses the motivations underlying the choices of professional courses, especially in the context of health education. The author investigates the reasons that lead young people and adults to opt for this type of education, instead of alternatives, and analyzes the profile of students who seek these courses and proposes three hypotheses that are fundamental for the analysis of motivations. The first hypothesis investigates whether there are significant differences in the choice of the teaching path according to the socioeconomic level of the students, suggesting that those with fewer resources tend to direct themselves to professional courses. The second hypothesis explores the relationship between previous school performance and the choice of teaching modality, indicating that students with better academic results tend to postpone the decision to enter higher education, preferring, in many cases, to avoid professional courses. Finally, the third hypothesis questions whether there are differences in the choice of the teaching path about the self-concept of competence, which can influence the perception that students have of their abilities and, consequently, their choices.

In terms of practical implications, the study and understanding of the dynamics of choosing a professional career suggests that higher education institutions should consider these motivations when developing support and guidance programs for incoming students. Understanding the reasons that lead students to choose a course can help reduce dropout rates and promote a more satisfying educational environment.

PROFESSIONAL CHOICES: FAMILY AND SOCIAL TIES IN THE BALANCE

Arguably, it is during college that academics have the opportunity to develop and enhance values relevant to professional and personal life. In the same way, through the exploration of scientific knowledge, they also find the conditions for the development of critical awareness and citizenship roles, as well as the points of professional training for individuals to understand the society in which they live (FERREIRA; JUNIOR; FREITAS, 2020).

The insecurity to make a professional choice can emerge as a common feeling in this type of process. At this point, it is necessary to analyze some questions that can serve as a guide for the options you want to follow, taking into account the scenario in which the

individual is inserted, for example: what will be done, how family members feel about it, information about the expected course, how to find this career in the world of work, that is, to seek information to make personal and social changes that facilitate this process of choice (GOMES et al., 2020).

Among the causes that influence the process of choosing a career, the family is a prominent institution that can both facilitate and hinder such decisions. As professional choice is a process that occurs throughout the individual's life and not only at a specific moment, the influence of the family becomes undeniable, since this is a group involved in the construction of the adolescent's identity and career (FONSECA; CANAL, 2022).

It is known that choosing a career and a higher education course is a moment in the life of a young person when he needs to consider several factors to make a successful decision. In this case, there are numerous variables relevant to the choice and admission of future university students in higher education courses, such as: preference and identification with a certain area of activity; disciplines in the area; status of the profession and influence of family, friends, and even teachers (BAJERSKI et al., 2023).

When deciding on a career path to pursue, the individual should organize themselves into their chosen course and plan their career. In this context, Gomes et al. (2020) found that the choice of candidates showed that personal skills, job opportunities, and the influence of family and/or friends were among the main reasons that encouraged them to choose nursing for professional training. In this article, the authors showed that the choice for nursing was based on personal fulfillment, career progression and remuneration/salary/benefits. The authors also identified a mistaken motivation, which was based on the false premise that nursing was one of the paths to medical courses, as they believed that the training for these courses was equivalent.

Macedo (2019) highlighted in his research the desire to enter a nursing course, the expectations of transcending technical proficiency or having a socially recognized career. Melo et al. (2020) found that the professional choice to enter technical courses in the health area would be based on the perception of opportunity, while for higher education courses they would be a continuation of this choice, driven by multiple factors, including the experience and understanding of the reality of the profession.

Gomes et al. (2020) recorded cases of professional choices in the hope of contributing to alleviating the suffering of others, whether through experiences with a disease and the sick, the will of the family, family members who work in the area or the

desire not to move away from the family, pointing out, once again, the involvement of the family in this process of choosing an undergraduate course to be followed.

Azevedo et al. (2020) conducted a study with medical students and among the findings, almost 40% of the students who chose this course were influenced or pressured by their parents. Therefore, parental pressure as a motivating factor can have a greater influence on career choices than your children imagine.

In this same study, it was also pointed out that previous experience with health care and patients positively influenced autonomous motivation and served as a beacon of expectations in choosing the course, as well as having medical professionals in the family network also stimulated interest in the area (AZEVEDO et al., 2020).

Ferreira et al. (2023) conducted a bibliographic study and pointed out that career choice involves factors from the personal domain, but mainly from the social domain, influenced by the socioeconomic, cultural, and family context.

According to these authors, the choice of the nursing course in a given centennial institution would be related to the professional identity that the entity would have established since its foundation in the 1920s, when its importance and prestige were prominent in society. Thus, the selection process and family influence were also important motivators for candidates, especially women, to enter this course. The interviews revealed that one of the reasons why this choice to study nursing occurred was their social status, making the career of a nurse an opportunity not to be missed (FERREIRA et al., 2023).

In this way, in addition to personal motivations, the choice for areas such as health is strongly associated with factors such as employability and social recognition, confirming INEP data (2022) on the areas of greatest demand in higher education. Thus, recognition of the professional in society contributes significantly to the appreciation of his profession in the labor market, intensifying the competition for vacancies in the entrance exams and selection processes such as the ENEM (National High School Exam).

WHAT IS THE INFLUENCE OF REMUNERATION ON CAREER CHOICE?

The job market is also a factor that also deserves to be highlighted in the professional choices of adolescents and its impact on the development of careers of interest. Expectations of greater employability and better financial rewards directly influence career choices, especially in health areas. This is because people hope to choose a career that guarantees them greater employability and rewards.

Access to information about careers, even basic content such as science teaching in schools, can also be the basis of the career choice process, as long as it is done in a coherent, confident and open way to all students. Thus, adolescents may have the opportunity to consider more areas of professional activity when making choices, thus reducing the likelihood of future setbacks (FONSECA; CANAL, 2022), which can reduce the insecurity common in this process (GOMES et al., 2020).

Veras; Baptista (2019) underline that today's young people are increasingly concerned with "how to survive", how to "earn money" and gain social projection, instead of focusing on their skills and preferences. Parents also end up prioritizing successful careers, strongly influencing their children's career choices, placing less emphasis on young people's satisfaction and sense of accomplishment, and placing too much emphasis on degrees.

Another important debate that influences the career choices of pre-university students is that the health area has been a sector with the greatest increase in job opportunities in the last decade and continues to be an intense absorber of labor. The number of jobs in this area available in the country as a whole is satisfactory, with studies showing that 84% of students graduated in Brazil find work in the region, with the overall average of occupations being around 47% (NETO et al., 2023).

According to a study by Gomes et al. (2020), the choice for nursing was based on personal fulfillment, career progression, and remuneration/salary/benefits. Thus, we find that economic and prestige factors exert influence on the choice of vocation.

A similar record had already been identified in Arcuri; Ahmad; Oliveira (1983) said that, although most of the research participants expressed a strong desire to help people and an interest in science and medicine, other factors such as financial security and professional status proved to be significant influences on the decision to enter nursing. The survey revealed that students perceived the choice of nursing as a profession that, in addition to providing a social contribution, would also offer financial rewards and a certain social prestige. This duality in motivations is an important record, as it suggests that career decisions are not only based on altruistic ideals, but also on pragmatic definitions.

PERSONAL MOTIVATIONS AND THE CHALLENGE OF OVERCOMING INEQUALITIES IN HIGHER EDUCATION

The Brazilian educational system has not yet overcome the obstacles that hinder the universalization of education and has not yet established the rights of all, resulting in serious injustices and inequalities. The reduction of these inequalities is part of the democratization not only of universities, but also of society itself, making it necessary to develop measures that guarantee the selection and more appropriate permanence of academics in educational institutions (FERREIRA; JUNIOR; FREITAS, 2020).

Career choice is also influenced by other factors, including social and gender divisions at work, which present definitions in the classification of ideal careers for men and women. Gender issues affect career choices significantly.

Souza et al. (2023) point out that, historically, due to patriarchal society, career choice is not truly free and women's access to education and access to higher education have been hindered. This leads women to face limitations in their professional choices, through a social situation that, covertly, defines ideal careers for men and women, and produces comments that belittle them or place them in a subordinate and subordinate position in any occupation they exercise.

In this context, Souza et al. (2023) found that nursing was considered a care profession and, therefore, "more suitable" for women. This gender association with a given profession was also identified in courses such as physiotherapy by Ferreira, Junior, and Freitas (2020), who observed that many choices for this career occurred because people considered that it suited their profile and capabilities.

Inequalities in access to higher education and the labor market also influence the career choice of young people, particularly among quota students and low-income students. Silva (2022) conducted a study among young quota students, graduates of public schools, self-described as black and brown, and with a per capita income not exceeding one minimum wage. Regarding the dominant factors in the choice of the health sector, the influence of friends, family, teachers, the media and the labor market emerged in the study. Regarding the knowledge of the proposed courses, the study participants recorded that they had superficial knowledge of the courses, but took into account people's opinions, information obtained from the internet, lectures in schools and reading of teaching projects and existing documents.

Bajeski et al. (2023) conducted a study that included 114 pharmacy students and identified several reasons that led students to enter the course, such as diversity in the field of activity (32.01%) and good job opportunities (26.82%), in addition to personal aspirations

(19.22%) and preference for the disciplines of chemistry and biology (11.22%). These authors also observed that the students chose the pharmacy course not only out of personal desire, but mainly because of the perception of the object of work in this profession and that 59.91% of the students believed that pharmacists were very important for health and 72.68% that pharmacists were very important for the health of society. However, among the students included in the study, it was observed that there was not a big difference between the proportion of students who wish to study pharmacy as their first choice (51.48%) and the proportion of students who made another option (48.52%), and for these, the most desired course, according to Bajerski et al. (2023) would be medicine.

This phenomenon, the authors explain, is that in pharmacy courses, although being in the health area, they would not be among the most sought after categories of professional specialization and, therefore, many students would choose it as a second option, trying to migrate it to other specialties in the future. When the analysis was carried out in other health courses, similar results were found by Gomes et al. (2020), in which nursing was chosen imagining that it would leverage future medical graduate courses.

Ferreira; Junior; Freitas (2020) also recorded this difference with 250 physiotherapy students and found that 47% of them stated that this course would have been their first choice for the entrance exam, followed by 29.9% who wanted to choose a medical course and 20.28% who wanted to choose other courses in the area of health and care of people.

The participants of this study stated that, when making their choice, they felt that the course suited their personal and professional capacities and the possibility of being able to contribute to society, despite this, there was a record of some students who would have opted for physiotherapy after not being approved in the medical courses (FERREIRA; JUNIOR; FREITAS, 2020).

Thus, it is clear that a portion of students choose courses in the health area to overcome the difficulties of entering medicine, a highly competitive course that requires high scores in ENEM or other selective access exams. The possibility of professional success is considered a very relevant factor for young people when choosing a career, especially those who aspire to careers such as medicine and the most valued courses in society (Veras; Baptista, 2019). However, it should be mentioned that, among the reasons for choosing a career in the health area, they are often related to altruism (FERREIRA; JUNIOR; FREITAS, 2020).

On the other hand, Arcuri; Ahmad; Oliveira (1983) had already pioneered the identification that, although nursing students at the USP School of Nursing recognized altruistic motives, such as helping people and interest in the sciences, they also attributed greater importance to financial reasons and professional status when referring to other people, suggesting a discrepancy between self-image and external perception.

SHOULD OTHER EPISTEMOLOGIES BE CALLED UPON AS FACTORS OF CHOICE FOR UNDERGRADUATE STUDIES IN HEALTH?

Alcântara de Carvalho; Struchiner (2015) propose that the conception of health should encompass collective and social dimensions, in addition to biological ones. In this study by the authors, the need for a multidisciplinary approach is highlighted, recognizing that health is a complex social phenomenon that cannot be reduced to a one-dimensional perspective.

The text by Martins et al. (2015) presents a critical analysis of the biomedical and socioecological approaches in the educational field, especially about the choices of undergraduate courses in the area of health, which is not always consciously considered for professional careers, which can generate a limited view with influence on the decisions of students when choosing courses in the area of health, given that the emphasis on biology and pathology can divert attention from social, cultural, and behavioral factors that are also fundamental to understanding health.

The critical analysis proposed by Martins et al. (2015) also suggests that health education needs to evolve to incorporate approaches that transcend the biomedical model. Training should be oriented towards a more complete understanding of health, which considers the interaction between biological and socio-ecological factors. This paradigm shift is essential for future health professionals to be able to act more effectively and sensitively to the needs of the population.

Gamarra (2019) analyzed trends in Brazilian theses and dissertations on health and disease, emphasizing the duality between scientific and everyday perspectives. The work suggests that the understanding of health and disease is multifaceted, requiring a critical analysis of the social and ethical implications involved.

Alcântara de Carvalho; Struchiner (2015) present a reflection on the training of health professionals and the implications of the health conceptions that permeate education in the area. The authors argue that the current educational model tends to promote a profile

of professionals who, although they have the authority to carry out interventions, often distance themselves from the real needs of users. These authors also emphasize the importance of collective knowledge, which should be valued in equal measure to the scientific knowledge of professionals. This appreciation of collective knowledge can be a motivating factor for students who seek an education that enables them to act in a more integrated way and sensitive to social realities (ALCANTARA DE CARVALHO; STRUCHINER, 2015).

Pepper; Oliveira (2020) discussed the contribution of the social sciences to health studies, emphasizing the importance of integrating biomedical and social knowledge for a more comprehensive understanding of health dynamics. The study highlights that health education should consider the power relations and social inequalities that permeate the experience of health and disease, proposing a more comprehensive and contextualized approach.

In addition, Alcantara de Carvalho; Struchiner (2015) mentions Permanent Health Education (PHE) as an important strategy to promote transformations in the sector. This pedagogical approach can inspire students to choose courses that not only technically address health, but also consider social interactions and the need for continuous and adaptive education. Thus, PHE can be an additional motivation for students who wish to contribute to a more inclusive health model focused on the needs of the population. The implementation of strategies and actions focused on PEH was also confirmed by Ferreira et al. (2019) as an ethical-political-pedagogical proposal, which aims to transform and qualify health care, training processes, health education practices, in addition to encouraging the organization of actions and services in an intersectoral perspective.

These studies, taken together, reveal that the choices of courses in the health area are influenced by a variety of factors that go beyond personal interest, encompassing social, economic and cultural dimensions that shape professional training and practice and that necessarily need to be included in any investigation of the subject, including as a category in questionnaires or other models used in studies on the subject.

In the process of deciding on a professional career, a multidimensional approach can be fundamental to broaden the understanding of the reasons that may influence the students' choice of certain degrees, since many of them may be motivated by a desire to work in contexts that consider these social variables.

CONCLUSION

The health area is extremely important to society, and the choice of undergraduate courses in this field is influenced by several factors. The literature reviewed revealed that the motivations for choosing undergraduate courses in the health area are shaped by a complex interaction between personal, family, social and economic factors. In addition, the possibility of working in professions that offer a sense of purpose and personal fulfillment is a relevant aspect in the choice, as well as the search for professional stability and good job prospects are also important motivators, especially considering the current scenario of the job market in the health area.

The decisions of pre-university students are not only a reflection of individual desires, but also of external influences that can limit or expand their options and that involve the influence of parents, the prospect of employability, the social prestige of the profession, interest and affinity with the area of activity, expectations of remuneration and the potential for personal fulfillment. To understand the intrinsic motivations behind the choices of undergraduate courses in the health area, it is also essential to consider the influence of factors such as vocation, empathy, and desire to help others. Many students who opt for undergraduate courses in the health area mention personal experiences, such as dealing with illnesses in the family, as their main motivation.

In addition, issues such as the influence of friends and colleagues, previous contact with professionals in the area, the positive view of the imaginary of the profession as a way to achieve professional fulfillment and social contribution, also influence the students' decision-making about the choice of the undergraduate course and are related to the interest in working in this area.

Thus, the professional choice should, therefore, consider this multiplicity of factors, promoting a broader approach that integrates both the technical aspects and the social and cultural dimensions of health.

These findings contribute to a better understanding of young people's motivations regarding career choice and educational policies and vocational orientations must consider these dynamics to effectively support young people. Finally, this research sought to understand the motivations behind these choices, to provide subsidies for professional guidance and improvement of the courses. By understanding the reasons that lead students to choose a certain career in the health area, it is possible to contribute to a

selection process that is more aligned with the expectations and life plans of the candidates, thus ensuring more motivated and fulfilled professionals in their activities

It is suggested that students receive approaches focused on vocational guidance and choice of professions, providing opportunities for the development of activities that allow students to learn about the possibility of exercising professional activities based on their skills and interests. In addition, due to the role that families play, they also need to be involved in the vocational guidance process, in supporting adolescents in their professional decisions and in clarifying possible doubts.

REFERENCES

1. Alcântara de Carvalho, R., & Struchiner, M. (2015). Analysis of health conceptions in Brazilian academic production on distance education in the health area. **Brazilian Journal of Research in Science Education*, 15*(3), 457–476.
2. Arcuri, E. A. M., Araújo, T. L. de, & Oliveira, M. A. C. (1983). Factors that influenced students entering the USP School of Nursing in 1981 in choosing nursing as a professional option. **Journal of the School of Nursing of the University of São Paulo*, 17*(1), 5–19.
3. Azevedo, P. T. Á. C. C. de, & et al. (2020). Intrinsic motivation of medical students from a school with active methodology in Brazil: A cross-sectional study. **Brazilian Journal of Medical Education*, 43*, 12–23.
4. Bajerski, L., & et al. (2023). Motivational factors related to the choice of the Pharmacy course at a higher education institution in the western border of Rio Grande do Sul. **Regae: Journal of Educational Management and Evaluation*, 12*(21).
5. Batista, L. dos S., & Kumada, K. M. O. O. (2021). Methodological analysis of the different configurations of bibliographic research. **Brazilian Journal of Scientific Initiation*, 8*, e021029.
6. Bock, A. M. B., Furtado, O., & Teixeira, M. de L. T. (2019). **Psychologies: An introduction to the study of psychology**. Saraiva.
7. Ferreira, G. P., Junior, W. R. M., & Freitas, G. K. F. (2020). Freshmen in the physiotherapy course at a public university – the profile and choice of the course. **Cadernos De Educação, Saúde e Fisioterapia*, 7*(14).
8. Ferreira, L., Barbosa, J. S. de A., Esposti, C. D. D., & Cruz, M. M. (2019). Continuing health education in primary care: An integrative literature review. **Saúde em Debate*, 43*(120), 223–239.
9. Ferreira, T. A., & et al. (2023). Nursing as a female profession option at the University of Brazil. **History of Nursing: Electronic Journal (HERE)*, 14*, e08-e08.
10. Fonseca, L. dos S., & Canal, C. P. P. (2022). Adolescent career choice process: A developmental perspective. **Journal of Psychology in Research*, 16*(2), 1–26.
11. Gamarra, T. P. das N. (2019). Concepts of health and disease: Analysis of trends in Brazilian theses and dissertations. **UNIPAR Health Sciences Archives*, 23*(1).
12. Gomes, A. N. H., & et al. (2020). The option for nursing as professional training. **Research, Society and Development*, 9*(7), e657974692-e657974692.
13. Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. (2018). **Higher education census: Dissemination of the main results**. DEED.

14. Macedo, R. G. M. (2019). *Possible choices: Class and gender narratives in private higher education* [Doctoral thesis, University of São Paulo].
15. Martins, L., Dionor, G. A., El-Hani, C. N., & Carvalho, G. S. de. (2015, November 24–27). Theoretical and practical constructs of health: Biomedical and socioecological approaches. In *Annals of the 10th National Meeting of Research in Science Education – ENPEC* (pp. 1–8). ABRAPEC.
16. Melo, M. L., & et al. (2020). Choice of nursing technicians by the undergraduate course in the area: Reasons and perspectives. *Brazilian Journal of Development, 6*(10), 77704–77719.
17. Minayo, M. C. de S. (2007). The challenge of social research. In S. F. Deslandes, R. Gomes, & M. C. S. Minayo (Eds.), *Social research: Theory, method and creativity* (26th ed., pp. ?–?). Vozes.
18. Neto, F. R. G. X., & et al. (2023). Profession and vocation: Nursing in question. *UNIPAR Health Sciences Archives, 27*(2), 795–812.
19. Oliveira, L. de, Fontani, M. F., Dos Santos, A. M., & Dalongaro, R. C. (2018). Factors that influence the choice of professional career of individuals who use social networks: A perception of the characteristics of generation Y. *Salão Do Conhecimento, 4*(4).
20. Pereira, J. A. V. (2018). *Vocational education: Vocational choice or subterfuge for young people and adults?* [Master's dissertation, University of Madeira].
21. Pimenta, M. de M., & Oliveira, R. C. (2020). The contribution of sociology to health education. *Linhas Magazine, 21*(45), 260–284.
22. Silva, L. A. da. (2022). *The choice of young quota students for the Interdisciplinary Bachelor's Degree at the Federal University of Bahia* [Monograph, Faculty of Education, Federal University of Bahia].
23. Souza, V. C. de, & et al. (2023). Developments of the first unified entrance exam for the professional identity of Brazilian nursing. *UERJ Nursing Journal, 31*, e73976-e73976.
24. Veras, R. M., & Baptista, C. M. (2019). Interdisciplinary Bachelor's Degree in Health at the Federal University of Bahia (UFBA): Factors of choice of incoming students. *Psicologia & Sociedade, 31*, e188802.
25. Wanderley, S. F. de S., Silvany, M. A. A., Pereira, F. M., & Santos, J. M. dos. (2024). Overcoming educational obstacles with the help of social pre-university entrance exams. *Pedagogical Notebook, 21*(3), e3224.