

Chapter 271

Difficulties faced by Unimontes university students from other cities to complete their undergraduate degree in Physical Education Licentiate

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ABSTRACT

The difficulties encountered by academics from other cities to complete their degrees do not have as a background, only one factor, although the lack of financial resources seems to be the most significant in this context. Thinking about the problems that involve this issue, the choice of the theme was made, firstly, because it is a reality of many young people who attend some degree in public institutions, moving from their city and to study in larger cities, such as Montes Claros (a city in the north of Minas Gerais), counting on the m few resources and far from their families. Therefore, this research aimed to investigate the difficulties encountered by these university students, who despite studying in a public university, face numerous mishaps to remain in higher education. In methodological terms, this was a descriptive, cross-

sectional research with a qualitative approach to the data. The sample was composed of a total of 21 students from other cities, duly enrolled in the 7th night and 8th day period of the Physical Education Degree course of the State University of Montes Claros, in 2019, nine of their daytime and twelve of the night. To carry out the field research, the instrument used was a semi-structured interview. The data analysis was divided into two moments, the first of which sought to present the profile of the students of the Physical Education Degree course of Unimontes from other cities. The second part of the analysis concerns categorization, taking into account our object of study (difficulties faced by university students from other cities). After transcription and reading of all collected material, three categories were created, namely: 1) Financial difficulty; 2) Work and study; 3) Distance from Family. The collected data were analyzed qualitatively, through the category technique, proposed by Minayo *et al.* (2002). Therefore, from the data obtained here, we can affirm that the main difficulty faced by university students from other cities to complete their undergraduate degree is financial difficulty, as well as the difficulty in reconciling study and work. For those who need to live in Montes Claros to stay on course, the difficulty in dealing with the distance from the family was also highlighted. In this way, it is necessary to take a closer look at the student, it is the duty of the State and the universities to be concerned because these institutions have an important role and social responsibilities in the face of the multiple problems faced by most young people who manage to enter Brazilian higher education.

Keywords: Difficulties, University, Physical Education Licentiate degree.

1 INTRODUCTION

The academic presence of people who come from popular classes is a recent event in Brazil. When passing a college entrance exam students feel satisfied with a feeling that the duty has been fulfilled, but for most of these young people, coming from a low social class, entering a college is one of the first paths to be fulfilled, and the biggest obstacle is to come, which is to be able to stay the same, with expenses that appear in the course of academic life. In this way, there is often the need to look for a job or do something that generates money to be able to afford the costs that appear, such as: acquiring books, expenses with transportation, food, housing, and others. Thus, many give up or fail, generating a high number of dropouts, because they do not adapt or cannot reside in the place, due to the lack of resources to remain and finish their studies (SOARES, 2014).

Costa and Dias (2015) contribute by stating that amid the obstacles of these students appears the need to add the work to the study, and more, the adequacy of a new teaching model, which requires great autonomy, brief formal and informal knowledge with a greater complexity, knowledge that has not always been experienced by less favored classes not to mention the difficulties arising from financial situations that are not always good, And this complicates the acquisition of didactic materials, locomotion for assemblies, events, the realization of academic work. And this academic profile is quite common in undergraduate courses, and in these, there is too much presence of people from low-income families, who opt for this area, because they believe that entering it would facilitate the insertion in the labor market (TEIXEIRA *et al*, 2008).

The role of Higher Education Institutions (HEIs) suddenly grows and gains high relevance in the school environment, because capitalism has gained vigor to the evolution of wisdom and science in general. Therefore, entering a college is for many students a huge development for the job market, which becomes increasingly competitive, however, for many young people completing higher education is nothing but a dream, where the difficulties are insurmountable (ALVARENGA *et al*, 2012).

According to Teixeira *et al.* (2008, p.187): "the university represents the search for a better life, which, in turn, means an insertion in the labor market that enables a greater purchasing power", and after entering the college the academic will have other difficulties to be faced.

Given all this context and the problems that surround it, this work has as its main objective to investigate the difficulties faced by the university students of the Physical Education course Day and Night Degree of Unimontes, coming from other cities, to complete the graduation. It also proposes to analyze the reasons that led students to move from their cities to study in Montes Claros; also presenting the profile of these university students who arrive from other locations in search of higher education.

The difficulties encountered by academics from other cities to be able to complete their degrees do not have as a backdrop, only the financial issue, but may involve several aspects. Thinking about the problems that involve this issue, the choice of the theme was made, firstly, because this is a reality of many young people who attend some degree in public institutions, moving from their cities to study in larger

cities, such as Montes Claros (a city in the north of Minas Gerais), counting on few resources and far from their families.

In a new city, there are also new confrontations, and often, these students do not have any relatives around or have greater financial difficulty staying in a city that is not their own; which is added to other difficulties that may exist when passing through the university: the changes arising from the passage from high school to higher education; the very lack of financial resources; the fear of not being able to complete their degrees; anxiety and some mental disorders that can be triggered during the course; among other tribulations, they magnify the picture of difficulties to which they are exposed. And these difficulties constitute the central interest of this research. We understand that some tribulations are common to university students in general, but these can be aggravated in cases where university students are outsiders.

In this sense, this theme seems relevant to us, because many people who come to Montes Claros to study at Unimontes, whether traveling by bus every day or residing in the city in question, encounter difficulties of different types, and knowing them becomes necessary, not only to draw a diagnosis of the situation within the scope of Graduation in Physical Education, but also to recognize some problems that involve students, teachers, universities and educational policies. We believe that this research can help even in the teacher-student relationship since this is a relationship that is established daily. This bond can and should be dialogical, it can be improved from some knowledge and some changes in attitude, from both parties.

Therefore, this research aims to investigate the difficulties encountered by these university students, who despite studying in a public university, face numerous mishaps to remain in higher education. Thus, the answers to the objectives proposed here may contribute to a better understanding of society about the many adversities that involve Brazilian higher education, for subsequent action of the population (which is all of us) regarding the overcoming of these obstacles.

1.1 HIGHER EDUCATION IN BRAZIL: SOME STONES IN THE MIDDLE OF THE ROAD

In this topic that begins our reference, we highlight the passage from high school to higher education and some difficulties faced by students in the country: from entry to the attempt to remain in these educational institutions. Often, these difficulties lead to adverse situations or even to withdrawal from the courses intended by many young people.

Adolescence is a phase of life marked by a series of changes, not only physiological, cognitive, and psychological but also about the social roles to be assumed by the individual. Among these, the role of the worker stands out. Young Brazilians who reach the end of high school are called upon to make professional choices and can choose to continue their studies or enter the job market immediately. One of the alternatives available for young people is to continue their studies in higher education (SPARTA; GOMES, 2005).

Many students when they attend high school create great expectations regarding the entrance to a higher course; Entering a university, public or private, for young people is a big step, however, many of

them do not feel prepared only with the knowledge acquired in school, especially if this is a public school; Since this institution has been suffering for years with the lack of structure, the lack of investment of the public power, and yet, often, lack motivation both to teachers and students.

In a research conducted with students from a public school of the Administration course of the Federal University of Lavras – UFLA, the authors pointed out several factors that can interfere in the progress of entry of students in a higher education course, such as the lack of interest of the students; the devaluation of the teaching career; lack of support and family appreciation; lack of resources of educational institutions and even the lack of preparation and self-evaluation of the teachers themselves, among many other problems that may arise. The lack of interest of the students and the devaluation of the teaching career: the lack of motivation of the teachers, in the origin of the low salaries, is presented as an aggravating factor in the quality of public education, because for the interviewees, teachers unmotivated with their work make the students also become demotivated, which consequently only increases the disinterest of the teacher, making this process a vicious cycle. There is also a lack of support and family appreciation, since, after completing high school, young people need to work to support themselves. The lack of resources the educational institutions was also mentioned. The participants also expressed discontent when they opined about the lack of firmness on the part of public schools, which charge little of their students, which causes the quality of teaching to be impaired (ALVARENGA *et al.*, 2012).

Most students from public schools, when asked about the quality of the schools in which they studied in high school, emphasize that they feel less apt for the entrance exam when compared to students from the private network. These students (88%) stated that when they were public school students, they considered the biggest obstacle to "passing the entrance exam", and 77% said that school origin, whether public or private, imposes certain difficulties for students (ALVARENGA *et al.*, 2012).

The lack of disclosure of the entrance exams by the school is also a major problem that causes distortions and difficulties for the student's entry into a higher education course, thus increasing the possibility of the student moving away from his goal and ending up being late to enter it. The duty of educational institutions to inform and awaken in students the aptitude for the university was a subject discussed in the research because for students the public school should be responsible for stimulating and encouraging more students to try selective processes; and universities should communicate in greater quantity the feasibility of bringing these students into their interior (ALVARENGA *et al.*, 2012).

By the information cited above, we can affirm that the passage from high school to higher education is not always something easy, because different problems hinder the entry and permanence of individuals in higher education courses, for example, in cases of a student who belongs to a low social class, in addition to worrying about how he will enter an HEI, he'll still have to worry about how he'll keep himself in and out of it; Or, in the case of competing in a private institution, you will have to think about whether you can afford to pay the tuition.

And when do these young people get to university? In general, until the end of high school, a significant portion of the life of adolescents revolves around the school: it is in this institution that they spend most of their time; that's where they usually have most of their friends; and that charges them with performance, responsibility, under penalty of various sanctions. On the other hand, the university environment is much less structured than the school world; The colleagues are no longer the same, so there is a need to create new bonds of friendship. While such bonds are not established, these young people rely only on their psychological resources and the support of the networks formed before entering the university - other friends and family - to face any difficulties that may appear (TEIXEIRA *et al.*, 2008).

The reaction of young people when faced with college is not so simple, because in high school they are accustomed to a smaller environment, in proportion, with apparently more welcoming behaviors, with many responsibilities divided, in large part, with the school itself. In higher education, the experience seems to change course completely, the environment, much larger than the school, with more employees, seems to be much less welcoming. The student discovers that everything there seems to be more "serious", and that they will have to deal with more commitments and new challenges; There is a perception that everything depends more on him than on anyone.

The university is a different field from the school, since in the monitoring, the interest of the institution for the student is diminished remarkably. Soon this makes the involvement of the student in his formation depend much more on him than on the university, because the responsibility for learning that was previously centered in the school, is now shifted to the young (TEIXEIRA *et al.*, 2008).

Teixeira (2008, p.187) points out that

Entering university is, at least potentially, a stressful experience for young students. Because today entering university is a typical developmental task of the transition to adulthood (at least in the most favored social strata), it is necessary to expand our knowledge about how young people have been living this moment, the difficulties faced, and the repercussions of this experience on their psychological development.

Thus, entering a higher education institution is not a simple task, since every day the barriers to access to a university increase, and the vacancies are few, being this even more difficult this entry, for students from less favored social classes. In this sense, it is possible to argue that the academic presence of people who come from popular classes is a recent event in Brazil. When passing a college entrance exam students feel satisfied with a feeling that the duty has been fulfilled, but for most of these young people, coming from a low social class, entering a college is one of the first paths to be fulfilled, and the biggest obstacle is to come, which is to be able to stay the same, with expenses that appear in the course of academic life. In this way, there is often the need to look for a job or do something that generates money to be able to afford the costs that appear, such as: acquiring books, means of transportation, food, and housing. Thus, many give up or fail, generating a high number of dropouts, because they do not adapt or cannot reside in the place, due to the lack of resources to remain and finish their studies (SOARES, 2014).

In Brazil, the differences in the viability of entering higher education, analyzing the aspects of social class and ethnicity, position inequality between blacks, browns, and poor, and this situation only tend to worsen more and more during the study time. According to INEP data through the Technical Summary of the National Examination of Student Performance (ENADE) of the year 2004, "the percentage of whites, Asians and rich is higher among the graduates than among the freshmen, while the percentage of blacks, browns and poor is higher among the freshmen than among the graduates." Therefore, if the possibilities of access to higher education are lower when we compare students from popular classes with individuals from the middle and upper classes, in turn, the probability of leaving and abandoning is higher for the former (VARGAS, 2011, p. 151).

However, in addition to facing the struggle to enter higher education, young people still have to deal with the problem of remaining in the institution, continuing their studies without dropping out, seeking not to give up on the course that he was so eager for and can lead to new perspectives of life.

According to Gaioso (2005), dropout is a complex social phenomenon, defined as an interruption in the cycle of studies. And this is a problem that has been disturbing the HEIs in general, whether public or private because the egress of students causes relevant social, academic, and economic impacts (BAGGI; Lopes, 2011). The evacuation of the student without the end of their studies symbolizes a social loss, resources, and time of all those who are involved in the progress of teaching, because when the student loses; their teachers, the educational institution, the education system, and the whole society, also lose (LOBO, 2012).

It is essential to give priority and understand academic issues, such as the perspectives of students concerning the course or the institution, as this can make them feel encouraged or discouraged in the issue of prevalence for the completion of the course (BAGGI; Lopes, 2011).

Gaioso (2005) says that there is a broad thought about dropout and its variable factors, according to the student's view, being, therefore, presented with different types of problems such as the lack of vocational guidance, immaturity of the student, successive failures, financial difficulties, lack of work perspective, absence of affective ties in the university, admission to college due to family pressure, unplanned marriages and birth of children.

The learning of dropout is linked to the argumentation of teaching characteristics, emphasizing that these sometimes result in the permanent loss of the student. To obtain progress, it suggests an institutional evaluation, however, informs that this activity is linked to the fields of curricula of the courses and the performance of teachers and students. Therefore, this means that they have few ideas reflected between institutional evaluation, dropout, and quality of teaching. It is important to remember that the paradigm of evasion is a very broad and complex area, where pedagogical, psychological, social, political, economic, and administrative issues are agglomerated (PEREIRA, 2003).

1.2 THE DEGREE IN PHYSICAL EDUCATION AT THE STATE UNIVERSITY OF MONTES CLAROS

The State University of Montes Claros – UNIMONTES is located in the municipality of Montes Claros-MG, a hub city in the northern region of Minas Gerais. Created in 1962, through State Law No. 2,615/1962, it originated 1963 as the first higher education institution in the North of Minas Gerais (SILVA, 2018).

Its mission is "to contribute to the improvement and transformation of society, to meet the aspirations and interests of the community, and to promote teaching, research, and extension with effectiveness and quality." its principle is "to develop teaching, research and extension activities in close partnership with society, ensuring the quality and effective use of public resources" (PROJETO POLÍTICO PEDAGÓGICO DO CURSO DE EDUCAÇÃO FÍSICA – LICENCIATURA, 2017, p.4).

According to Silva (2018) the Department of Physical Education and Sports of UNIMONTES, began its activities in August 1996, making available the areas of Licentiate and Bacharel in PE encompassed in a single course. At the beginning of 2004, wanting to adapt to the EEC/MG Opinion n° 447/02 and the CEE/MG Resolution n° 447/02, new debates began on the changes in the curricular structure, and the adaptations were approved by the Collegiate of Didactic Coordination and Departmental Council of the Center for Biological and Health Science (CCBS) and forwarded to the Undergraduate Chamber. As a result, it was approved by the DEFD peers and by the Didactic coordination the separation of the courses in full logic, day and night at the headquarters in Montes Claros, and a bachelor's degree in daytime Physical Education, in the same.

At the moment the course of Physical Education – Licenciatura offers 140 vacancies per year, and 105 vacancies are destined for the field headquarters of UNIMONTES in the city of Montes Claros and 35 vacancies for the campus of Januária. In the course, there are vacancies for the day and night shifts, and the first has two annual entries (35 for each semester), and the night, both in the Campus Professor Darcy Ribeiro – Montes Claros, as in the Campus of Januária, has offers of vacancies only in the 1st semester of each year (35 vacancies) (PROJETO POLÍTICO PEDAGÓGICO DO CURSO DE EDUCAÇÃO FÍSICA – LICENCIATURA, 2017).

The course has the name of Physical Education Course Degree with authorization in Resolution No. 011 - Council of Teaching, Research, and Extension - CEPEX / UNIMONTES / 94 and Resolution No. 010/94 of the University Council, recognition in Decree 41411 of 06/12/2000. Its year of implementation was 1996 and currently has a qualification in Full Degree [...] (PROJETO POLÍTICO PEDAGÓGICO DO CURSO DE EDUCAÇÃO FÍSICA – LICENCIATURA, 2017 p. 7-8).

The graduate in Physical Education will have skills to act in Basic Education at its different levels, from early childhood education to high school, "being able to conduct all didactic, pedagogical and administrative processes that refer to the development of their subject in the flow of school dynamics". This course will excel in forming a teaching professional who can propose projects that bring the school closer

to the community, promotes actions aimed at the body culture of movement based on human values and that enable the access of people with disabilities making the discipline School Physical Education is appropriate to the pedagogical proposal of the school making it legitimate within it (PROJETO POLÍTICO PEDAGÓGICO DO CURSO DE EDUCAÇÃO FÍSICA – LICENCIATURA, 2017, p.12).

2 METHODOLOGY

The present study is characterized as descriptive, cross-sectional research with a qualitative approach to the data. The sample had a total of twenty-one (21) students, all from other cities, eleven (11) from the 7th night period, and nine (09) from the 8th day period, all duly enrolled in the Physical Education Degree course of the State University of Montes Claros.

All academics of the Physical Education Degree course of UNIMONTES, from other cities and duly enrolled in the 7th night period and 8th day period of the said course (the year 2019), were included in the research, with a total of 21 academics having all accepted to participate in the research.

Bibliographic research and field research were used as methodological resources. To carry out the latter, semi-structured interviews were applied, containing fifteen (15) open questions, seeking to identify, among other questions, what are the difficulties faced by these university students in the conclusion of their degrees; as well as to investigate the reasons that led students to move from their cities to study in Montes Claros and also to draw a profile of these young people (age, sex, city, family income, social class, school origin, financial support).

Before the collection, contact was made with the referred Educational Institution, and the theme and objectives of the research in question were presented to the responsible sector. Only after the agreement of the Institution were scheduled days and times for the application of the interviews. All interviews were conducted at the university itself and done individually, and the objectives of the research were initially explained to the participating students, who should read the Informed Consent Form (ICF) and sign it. If they agreed with everything described in the term and signed it, the interview was requested to be recorded. All possible doubts were resolved before and during the completion of the Consent Form. After data collection, the interviews were transcribed and analyzed qualitatively, using the category technique proposed by Minayo *et al.* (2002), and from the questions contained in the research instrument and after collection, elements capable of encompassing the ideas are grouped, thus establishing the categories for this purpose.

3 DATA ANALYSIS AND DISCUSSION

This first part of the analysis concerns the fulfillment of the specific objectives of this research, which are: to present the profile of university students of the Physical Education Course Day and Night Degree of Unimontes, coming from other cities; and to analyze the reasons that led students to move from their cities to study in Montes Claros. To preserve the anonymity of the research participants, the

interviewees were coded by the letters AD, in the case of the students of the day course, ranging from AD1 to AD9; and by the letters AN, in the case of the night students, ranging from AN1 to AN12.

The first questions of the interview script, aiming at the achievement of these objectives, concerning the following information: 1) age of the interviewees, 2) gender; 3) city of origin; 4) family income; 5) social class; 6) school origin; 7) reasons to come and study in Montes Claros; 8) city where you live; 9) because he opted for the Degree in Physical Education; 10) financial support from the family; 11) Student assistance.

Regarding the age and sex of the interviewees in the day shift, we have the age range from 21 to 26 years, and of the nine (9) individuals, four (4) are female and five (5) are male. At night, the age varies from 20 to 29 years, and of the twelve (12) interviewees, nine (9) are female and three (3) are male. Thus, there seems to be some difference between university students from other cities during the day and at night: it was found that the students who study at night are a little older, and there is also a greater presence of women in this shift, giving us indications that the first fact may be linked to the issue of these young people already working or having families, being easier for them to study in at night. Even more so when we talk about women, who still in our society accumulate much more functions than men.

An important point that was observed is the fact that all the participants of the research come from cities that belong to the north of Minas Gerais, that is, Unimontes is a regional reference in higher education, and even with the presence of another public university, a federal institute and colleges in the city, it is still sought by many young people who seek higher education. Due to the location of the city (pole of the northern region of the state), it ends up being a significant option, in addition to being a public institution.

When we asked about family income and the social class of which they were a part, it seemed to us that for the interviewees it is not so clear to which social class they belong. For example, one of the participants said that in his hometown, his family lives on a minimum wage but considered themselves middle class. Others, who said the family lives on three salaries, also consider them to be part of the middle class. Only three of the interviewees answered with certainty about the social class to which they belong.

Social class is a term used to give the idea that there are significant social distances in society, that is, it means that individuals and groups are different from each other and occupy different places in society. However, sociologically, one cannot speak of "social classes without punctuating the existence of unequal relations between them, in practice, this means that there is always a relationship of domination between one class and another", as a difference in the possibility of access to political power, economic power, cultural goods, education and other prestigious valued in our society, that mark the difference between social classes (MEDONÇA, 2017, p. 13).

In this sense, our interviewees seem to know this relationship of inequality, most of which comes from a portion of the population that has little or no access to education, cultural assets, or other privileges enjoyed by a minority of the population.

This is where most university students from other cities and students of the Physical Education Degree course at Unimontes face financial difficulties, come from families whose income is low, and consequently, even studying in a public institution, also faced difficulties to stay in a higher education course and/or reside in the city of Montes Claros; and participate in university activities that have resumed outgoings.

Strictly speaking, we can say that social classes only exist and can only be understood within their relational character. This means that one class only exists with the other, in the same way, that you cannot say that a city is far away without having a reference point to say what is close. Therefore, one cannot speak, for example, of a "ruling class" without the existence of a "dominated class." Society itself can only be understood as a tangle of relations, where one thing exists only concerning another. In addition, social classes are composed of groups, families, and individuals, but they exist independently of their wills, even though it influences how these groups and subjects think and how they act in society (MEDONÇA, 2017, p. 13-14).

Regarding the educational origin of the university students, that is, if they studied in a public or private school, of the total of twenty-one (21) interviewees, eighteen (18) reported having always studied in a public school and only three (3) said they had also studied in a private school, therefore, all of them went through public school. Thus, we observed that not everyone has the same opportunities, not everyone can study in a private school, because tuition is very expensive, and as found in the previous item, the families of the interviewees, in their majority, have low-income, some even live on less than the value of a single monthly fee of private institutions. Unfortunately, this fact also causes a great difference in the levels of schooling, because certainly, those students who come from private education will be more prepared for the entrance exam.

The results and prospects of the Basic Education Development Index (Ideb), made available by the National Institute of Educational Studies and Research (Inep), highlight the discrepancy between the efficiency of public and private education in Brazil, which reached 2.7 in elementary and secondary education, which represents a large gap in the country's education. This inequality, according to the goals stipulated for 2021 tends to continue, in the order of 2.2, which means that Brazilian public school students will continue to be at a disadvantage compared to their competitors in private education when competing for a place in the entrance exam (ALVARENGA *et al.*, 2012).

However, we believe it is essential to also talk about the importance of the public school, which is a school of and for all, as Saviani (2005, p. 100-101) points out: "The public school is an important institution for all and literacy should be accessible to all, this is obvious". However, this is obscured by a whole series of excuses that serve to delay the success of this goal and allow and prolong the current inequalities (SAVIANI, 2005).

The process of transformation that takes place through education refers not to the process of transformation on the plane of the material conditions of the social structure in which we live but on the plane of the transformation of consciences. And consciences are the subjects that act in social practice. And it will be the set of social practices that will generate the transformation of society (OLIVEIRA, 1996, p. 57).

Following the interview script, he was asked about the reasons that led the students to move from their cities to study in Montes Claros, and of the total of twenty-one (21), eight (8) answered that it was because in their city they did not have the Physical Education course; five (5) reported that it was the search for new challenges and improvement of life; three (3), because in his city he had no college; another three (3) lack of transportation; and two (2) said that the reason was to have passed the course.

The search for educational opportunities is one of the reasons for population displacements. The distance of the location of educational establishments, concentrated in certain spaces, for high school and higher education levels, leads to the need for frequent displacements between residence and teaching units by a large number of students (TAVARES; OLIVEIRA, 2017).

If we consider the city of Montes Claros, we see this being pointed out in several studies as an average city, in the North of Minas Gerais; exerting polarization and regional attraction by concentrating different economic activities and provision of services, in addition to the infrastructure it has. Among the activities and services present in this city, which accredit it as a regional locus, we can highlight the diversified trade of products (wholesale and retail) and the specialized health service that, due to state and federal planning, has regional amplitude. "The public and private higher education service attracts people from several north-mining cities, from the Central, Northwest, and Northeast regions of Minas, in addition to the South of Bahia" (FRANÇA *et al.*, 2009, p. 54).

The higher education service stands out in Montes Claros, building one of the main attractions that intensify regional interurban relations, with daily convergence of population flows of small municipalities and emerging centers of the north-mining region. It is also verified, in Montes Claros, a relationship of complementarity in the economy, since these migrants, in addition to moving the education sector of Montes Claros, stimulate the general trade of the municipality (FRANÇA *et al.*, 2009).

When asked about where they live, if they live in Montes Claros, or if they commute every day to study; in the case of the Diurno students, all of them reported living in Montes Claros, because the course was daytime and integral. In the case of the Nocturne academics, only two (2) said they commute every day from their cities to study, coming by bus; The other ten (10) said that before they came by bus, every day, however, from the moment they found out that they had classes on Saturdays and started the internships, it became more difficult to come and go daily. In this way, they chose to reside in Montes Claros to try to reduce financial expenses and be able to comply with all the curricular activities of the course.

The university students who move from other cities, through collectives or their vehicles, either to work and/or study, face daily routes on roads, which are not always in good condition, accentuated by the

occurrence of accidents and unfavorable weather conditions, such as rain and fog (TERRIBILI FILHO, 2007).

Then we tried to identify, why the students chose the course of Degree in Physical Education; and of the total of twenty-one (21), six (6) said that the reason is the fact that they like sports; four (4), because they passed; four (4), because they identified; two (2), because it was the course closest to their second option; one (1), because he wants to work in the area; one (1), because he wanted to transfer, but then ended up enjoying the course; one (1) by influence; one (1), because he likes the human body; and lastly one (1), because she was obliged. On the question of whether Physical Education was the first-course option: ten (10) said yes and eleven (11) said no.

Gonçalves Junior, Lemos and Corrêa (2013) in a study analyzed reports of freshmen students from the years 2006 (37 students), 2007 (36 students), and 2008 (39 students), enrolled in the first semester of undergraduate UFSC, concluded that the Degree course in Physical Education was characterized more as lack of option than really as a professional choice.

Another important point asked of the interviewees was whether they have financial support from their family to study in Montes Claros. Sixteen (16) reported that they did; two (2) responded, only when "tightening"; and three (3) who do not receive. Respondent AD3 said: "[...], *so dependent on my parents [...]*". And AN6 says that they do not receive financial support from the family because they work: We observed, then, that most have financial support given by the family, even if many of them have low or medium family income. The students showed that the financial support of their families was of paramount importance to remaining in the institution.

According to a study carried out to characterize the socioeconomic resources coming from the families of students of higher education, it is observed that, in average terms, the family is the largest financial supporter of the group of students of the university education (MARTINS; MAURITTI; COSTA, 2005).

On the issue of student assistance, whether students have or have had some type of student assistance, four (4) reported that they have; nine (9) that they do not have; and eight (8) say they have the Unimontes Pedagogical Residency Program, which they believe is an aid. However, the interviewee AD6 when asked if he has any student assistance says: ¹"[...] *I had the PIBID scholarship and the residency now. But then the scholarship is different from aid because aid you only receive for you to be there, and scholarship you have to work for to win.*

¹ The Pedagogical Residency is a Program whose actions are part of the National Policy for Teacher Education. To improve practical training in undergraduate courses, it promotes the immersion of the undergraduate student in the school of basic education, from the second half of his course. This immersion should include, among other activities, classroom conducting and pedagogical intervention, accompanied by a school teacher with experience in the teaching area of the undergraduate student and guided by a teacher from his Training Institution. The Pedagogical Residency articulated with the other programs of Capes that make up the National Policy has as its basic premises the understanding that the training of teachers in undergraduate courses should ensure their graduates, skills, and competencies that allow them to carry out quality teaching in schools of basic education (CAPES, 2018).

The interviewees also reported that student assistance and Pedagogic Residence are extremely important in their lives. The interviewee AD2 argues that it is important to maintain student assistance, *"because what makes it difficult here to live outside the city is... the amounts of rents, bills, and college expenses, so it would be one less concern with these expenses [...]"*. We also have the speech of AN9 highlighting the Pedagogical Residency, stating that this helps a lot and expands the professional experience of the academic: *"[...], because only the graduation, with the disciplines that it has, does not meet all the needs that a professional needs to enter the work area"*. And he continues his speech by pointing out that the program intervenes in the training of students.

One interviewee pointed out that this is an important policy because many university students are unable to reconcile work and study. In this way, *"when we have student aid, it becomes easier [...], we are not so dependent on our parents, because many times the parents are not able to be able to be helping in the support of the child in another city, and in the support at home also [...]"*.

AN8 raises important questions by pointing out that student assistance can help in many ways: *"For example, you would have more time to study, you wouldn't be unfolding in the late hours of service, you know? It would help you a lot in a quality study [...]"*.

Student assistance policies have an important role in the lives of students, because it is a means of sustenance in Montes Claros, in a way it is an aid that helps to remain in the institution of higher education, reducing the risk of dropping out. Therefore, it must seek to expand this policy; aiming not only to reduce the financial difficulty but also difficulties of other natures, which end up presenting themselves in the lives of these academics, often due to their lack of financial resources.

Given all the complexity that involves the Student Assistance Policy in Brazil and the many challenges that still need to be overcome, it is still important to consider the assumption that socioeconomic factors interfere in the trajectory of students in their undergraduate courses, and may even lead to dropping out of school. It is an advance to understand that academic performance is not a result of the binomial capacity-opportunity but includes other elements, such as the socioeconomic situation expressed by housing, food, and transportation, among others (IMPERATORI, 2017, p. 298).

3.1 DIFFICULTIES RAISED AND ANALYSIS FROM THE CATEGORIES

After the presentation and analysis of the profile of the academics of the Physical Education Degree course of Unimontes, we will present below the second part of our analysis that concerns the categorization, taking into account our object of study (difficulties faced by university students from other cities). After transcription and reading of all collected material, three categories were created, namely: 1) Financial difficulty; 2) Work and study; 3) Distance from family.

3.2 CATEGORY 1 – FINANCIAL DIFFICULTY

In the interviews conducted with university students from other cities, this category was one of the most frequently mentioned in their speeches, tied only with the difficulty of working and studying, presented as one of the main difficulties faced by the students having a total of five (5) interviewees. The participants presented in their speeches how shaken they felt about this issue and stressed that without having the financial conditions to stay in Montes Claros (or come and go), it is practically impossible to complete the degree.

The interviewee AD9 said that the greatest difficulty he faced is linked to financial issues and the fact that he was not able to stay in Montes Claros: "[...] I've even thought about going back to my city and coming by bus, but thank God I got financial support, apart from the scholarship. And I was able to stay that way here [...]". And AN1 states that the fact of having to reside here is his greatest difficulty because the expense is high.

[...] The biggest difficulty that I have ever faced and today I do not face anymore, exactly due to the residence and the aid, was the financial issue, undoubtedly the financial issue was the worst. Because the financial issue is biased in everything in our psychological of us. Is... if we have money to be able to eat, we're fine; If we don't even know how we're going to have lunch the other day, we're not well psychologically. [...] I say it like this: my God I have nothing to eat, I'm going to leave you, I'm going to have to abandon everything and then it weighs even more when you think about abandoning everything [...] (AD6).

The picture shown by AD6 is indeed bleak, as it clearly shows how much the economic factor interferes with everything. To obtain financial support, the aforementioned student had difficulties feeding himself; and in a course marked by bodily practices, sometimes intense, the lack of what to eat can lead to other impediments.

In the course of the process of higher education formation, the academic faces several difficulties such as problems in interpersonal relationships (with colleagues and/or teachers), fears, and fear of not being able to complete their course. Among these difficulties the lack of money strongly marks daily life, resulting in several other problems, such as those mentioned above, or others; it can even lead to giving up.

Several reasons can lead the student to withdraw from a course, which may be related to the student universe itself, such as immaturity, lack of knowledge or insufficiency of information about the course in which he entered, difficulty in adapting to the academic environment, financial problems, family problems or even dissatisfaction with the education system or even discontent with the chosen profession (BARLEM *et al.*, 2012).

We highlight the issues related to emotions, and psychological crises because this was also a fact present in the speeches, often associated with the lack of money during the course. Feeling shaken, the student sometimes needs specialized help to be able to deal with so many tensions and imbalances. As the interviewee AD6 points out "[...], several times I had to follow up with a psychologist, because the pressure of college, the financial difficulty left me not knowing what to do, so I had to seek help from a professional

in the area to know which direction to take [...]. The academic points out that he sought a professional from Unimontes itself since he served free university students with problems, and cited the Psychological, Psychopedagogical, and Orientational Support Program, PAPO.²

In the interviews, we asked if they ever thought about dropping out of the course. Only two (2) reported yes, relating this fact to financial difficulty.

I already thought about giving up and exactly, for lack of money, I was in need and then I was lucky that I found a very good group here in college, which was the Testosterone team, and then there were people like that most were already leaving [...] Unimontes, or was already formed. So, it was a staff that was already engaged, already had money and they helped me financially. There was a teacher who helped me, it wasn't financially, but she gave me a food basket at the time, so if it wasn't for that I would have given up a long time ago. So, I've already thought about giving up, right, obviously, but I would have even given up if it weren't for that [...]. (AD6).

We noticed in the speech above that the academic received affective and financial support from people with whom he bonded in the undergraduate course (friends, colleagues, and teacher) and this contributed to him not giving up the course, and returning to his city. For Rosin (2012) it is at the university that new friendships are built, allowing the exchange of experiences with peers and the development of an emotional support network outside the family.

However, 12 university students reported having thought about giving up, but the reasons highlighted were others, one (1) because they felt pressured; four (4) because of work; four (4) due to distance from family; one (1) because of some college professors; one (1), because he was afraid of having made the wrong choice; one (1), because he did not know if it was his dream. AD5 says that he has already thought about giving up work (this question will be better developed in the analysis of category 2: work and study).

These other factors presented by the interviewees as influencers for the desire to give up the course, show how many issues related to the subjects, and interfere with their performance and their emotional balance. And these issues, in general, are interconnected, that is, financial difficulty can lead to other difficulties. Also, the difficulties of adaptation; loneliness; difficulty in interpersonal relationships; of dealing with the new requirements, may be related, one entailing others.

3.3 CATEGORY 2 - WORK AND STUDY

For Abrantes (2012) the study as the work, obtained in the contemporary world has many meanings, constituting itself over time as an element of fundamental character to acquire financial stability and a better future. "With different meanings, the reconciliation between work and study aiming at a better future, permeate the lives of many people generating difficulties and challenges" (ABRANTES, 2012, p. 2)

² The Psychological, Psychopedagogic, and Orientation – PAPO, visa promoter support to the Academic of Unimontes, about the psychosocial aspects, aiming at their integration and adaptation to the academic context, Aiming at their permanence in the University and the development and enhancement of their capacities. The Program serves free-of-charge academics from the Montes Claros, Januária, and Almenara campuses (UNIMONTES, 2019).

According to data collected in the interviews, before starting higher education in Montes Claros, nine (9) young people only studied; five (5) were already working; two (2) "did odd jobs" and five (5) worked and studied. And after starting the course: of the five who already worked, only two of the interviewees were able to continue working (thus reconciling work and study); and the other three, only attended the degree in Physical Education.

We had, therefore, eight (8) who only attend Physical Education (5 who quit their jobs and only study and 3 who only studied before and continue only studying today); already thirteen (13) subjects in addition to studying, also work (being, that 6 previously only studied went, 5 studied and worked, 1 studied and did odd jobs and 1 just worked). In this way, we realized that after entering higher education there was for some of these subjects needed to start working, they had to look for ways to support themselves in Montes Claros and to remain in graduation.

The university, as we know, is not uniform. The requirements of each course are distinct. Some work full-time and assume total dedication, while others have a smaller workload and can be day or night. Also, the assessment of learning varies between institutions and courses, using stricter or looser criteria. Private institutions establish very diverse tuition fees, even when we compare the same courses, these are also very dispersed in the urban space, making them more accessible for some students and more distant for others. Considering the heterogeneity of this higher education system, it is evident that the combination of study and work depends on the facilities or difficulties that each career imposes (CARDOSO; SAMPAIO, 1994).

Research in the scope of the Federal University of Ceará brings the work as one of the factors responsible for the evasion in the courses of the referred institution of higher education. When the students participating in the study were asked about the reasons responsible for deserting or abandoning university courses or careers, the dropouts highlighted the following factors: 1) incompatibility between work and study schedules (highlighted by 39.4% or 34 dropouts); 2) family aspects (for example the need to dedicate oneself to one's minor children 30,6); 3) lack of motivation with studies (justified by 20% or 17% of the dropouts); and 4) precariousness of the physical conditions of the course or curricular inadequacy (mentioned by 10%, that is, nine subjects). "It can be seen from these data that personal and institutional reasons are both the main responsible for academic desertion within the UFC" (ANDRIOLA; ANDRIOLA; MOURA, 2006, p. 369).

We know that many of these young people already worked before entering university and then need to reconcile study and work, but there is also a portion of young people who find work the only alternative to being able to complete their courses, that is, there are many factors that can be related to this reality, and all of them are linked in a very intense way, For example, they are mostly college students who come from low-income families; absence or insufficiency of student assistance policies; the impossibility of quitting their jobs, in the case of those who already worked before, because these trades already constitute income for the whole family.

The interviewee AD8 points out that one thing that could greatly help Physical Education students would be for the course to have another form of organization in the schedules since these are not concentrated in a single shift. He continues:

It's not a set shift like this only in the morning only in the afternoon, then there is no way we can get a job except at night, work at night, but in my point of view, it would hinder graduation a lot. So, I think that if it was a shift only we could get a half-salary job, which could help much more to afford the stay [...].

However, we can also argue that academics need more support from the University, such as more vacancies of aid from student assistance, greater dissemination of the same about these aids, and projects aimed at improving the lives of these students, such as the construction of housing in Unimontes itself, to avoid that they need to look for a job to stay in Montes-Claros, being as cited by them which ends up generating the lack of time to devote to studies.

The main difficulty for AN12 is: "[...] *work and study at the same time [...]*". AD1 seems to pause to think about the answer to then point out that the course schedules end up clashing with those of an eventual job because the course is daytime and continues: "*It turns out that there are many random schedules and ends up [...]* Compromising. [...] *some schedules that I could be working, available, I have to do an internship or else it's inside the college [...]*".

Although we have in the course of Physical Education Degree of Unimontes the Day and Night shift, many students work, when we talk specifically about university students from other cities. In a study, Cardoso and Sampaio (1994) observed that the courses in the area of Health and Biology, selected in a given sample, are the ones that present the lowest percentages of students who work. This is because, in general, their courses are only available full-time, which makes it unfeasible, in most cases, to engage the student in just one extracurricular activity. In a study developed in a public university in the Northeast, with a sample group of 217 students of the Physical Education course, it was found that most of the students interviewed did not work in a paid way, but that they wanted a formal job (SILVA *et al.*, 2012).

Therefore, access to work means, in addition to survival, also access to consumption, which means earning your own money and having a better life but reconciling study and work is not always easy, since several factors can contribute to the difficulties in relating it. Study and work are no longer activities that can be excluded; on the contrary, the student who works is an increasingly present reality in higher education institutions in Brazil. The explanation for the student's work cannot be limited, therefore, to socioeconomic conditions, even because the vast majority of the university public continues to be recruited in the middle class (CARDOSO; SAMPAIO, 1994):

The young person who arrives at the university stands out for the perspective of building their autonomy and this also implies seeking their income, especially those whose family is not able to assume their expenses. In a study conducted with 527 students of the Federal University of Goiás, the objective was to discuss the articulation between study, work, and family for university students, and of the total of

university students surveyed, 32.3% work in a paid way. This percentage is more than double the number of Brazilians aged 18 to 24 who combine work and study, according to data from the 2012 Synthesis of Social Indicators (TOSTA, 2017).

However, the fact that young people work does not mean their total autonomy from their family, nor their financial independence. A good part, even working, continues to be supported by the family and by income obtained through the exercise of random occupations, and sometimes poorly qualified, such as "odd jobs" on weekends, but which represent a very dynamic sector of the youth labor market, and in turn are insufficient and work more with a decrease in the expenses of young people than as a contribution to family income (CARDOSO; SAMPAIO, 1994).

To conclude this category, one question caught our attention, which was the fact that the university students in their speeches highlighted the Pedagogical Residency as work; this generated a reflection since this is an (extracurricular) teaching activity that can function as a field of learning, experiences, study, research, as well as constitute a space for the preparation of the future teaching profession. This fact, as has also been highlighted in the first part of this analysis, leaves indications that the Pedagogical Residency is understood as work, because it is a paid activity, paying an incentive grant. So, this amount received may be defraying all the needs of these students and, therefore, comes to be seen as a "salary grant", being perhaps the biggest attraction of many to get involved in these programs.

3.4 CATEGORY 3 – FAMILY DISTANCE

This last category concerns another difficulty faced by university students (especially for those who live in Montes Claros): the distance from family. According to the interviewees who reported difficulty in staying away from their loved ones, living away from them is a major obstacle to continuing the course. The AN2 student said it's too bad to be away from family members: *"Even more so that I'm an only child. Then I stop everything, so I end up being alone [...]"*.

The family presents itself as a system formed by affective, social, and economic bonds, composing a specific group. This group is subject to changes at various times in the lives of these members, requiring from them, strategies capable of providing a rebalancing in various situations (SILVA *et al.*, 2010). "In this sense, social support is directly related to emotional or practical support, that is, to relationships of affection or care and attention, provided by the family", making the subject feel loved, cared for, and safe, contributing to the feeling of coherence and control over their life (SOUZA; DAHER BAPTIST; NUNES BATISTA, 2010, p. 146).

Peres, Santos, and Coelho (2004) report in their study that complaints such as difficulties in distancing themselves from family and loved ones in the city of origin and establishing new bonds in another city, in most cases, marked a significant psychological conflict in the students.

In a research done with students of the nursing course, in the perception of the students about the family, the theme of psychosocial elements appears, in which love, affection, support, security, affection, attention, values, and spiritual comfort appear as significant elements in the discourses, standing out in the speech of a

participant of the study in question, when he emphasizes that: "*the family, in most cases, is fundamental because it offers support and spiritual comfort*" (DURMAN et al., 2004, p.49).

Family support is of paramount importance in the life of the academic since motivation and advice help a lot and make the student not abandon his studies. When respondents were asked what makes them move forward, several factors were reported: three (3) said it's because they like the area; two (2) that it is God who gives strength; seven (7) it is the will to form soon; and nine (9) reported family support. The interviewee AD2 says that because he likes the area of Physical Education, because this was his first choice of course, what he wants is to continue, "*finish it and enter the area right away*". AD7 comments that he thinks of graduating soon to have financial independence: "*[...]. Not only for me to live alone, because currently I already live alone with what I earn, but in addition to me earning something for myself, I want to be able to help my father a lot, kind of makeup for how much he has already helped me [...]*". AN10 also reinforces this issue of compensating the family: "*strength? I intend to help my family in the future [...]*".

We have AN8 pointing out that he finds strength remembering everything his parents did to get him where he came: "*My family always... Even because my father fights a lot for me to be here [...], the eighty reais that my mother took from her piggy bank to pay for my entrance exam, so these things serve as goals, goals, hopes [...]*". AN11 thus highlights: "*it's my family; knowing that they are waiting for me and such, and cheers for my victory [...]*". In his speech AN3, in addition to the family, also mentions as importance, of the support of friends and classmates.

[...], first of all, my family gives me strength and always helps me with what I need, from my friends and my colleagues from college, from the classroom, who always help me in my work. When we're coming back from a break ... [...]. I asked to return to the studies, the difficulties get bigger and the colleagues are very important in this there, because it helps us a lot [...] (AN3).

Regarding the relationship of university students with their colleagues, another study attests that "socialization among classmates allows this involvement to be characterized by interactions and friendship relationships" (TEIXEIRA; CASTRO; ZOLTOWSKI, 2012, p. 78). In research developed by Teixeira *et al.* (2008, p. 194) it was found "that affective bonds with colleagues are essential for adaptation. In addition to the feeling of belonging to a group, friendships make it possible to share experiences and support in case of difficulties."

In this way it is clear that the family is essential, it interferes with several factors of the life of academics in higher education. In general, studies on the importance of the family indicate the positive role played by affective bonds, expressiveness, parental support, and facilitation of the student's development and maturation process. However, the conflict and the absence of support seem to be linked to the student's inappropriate behaviors and difficulties in his academic trajectory (SILVA; FERREIRA, 2009).

Thus, we realize that when family members are participative in the lives of sons and daughters and support their choices and decisions, this tends to work as a stimulator for them to achieve their purposes, as well as to make new choices. It is important for the academic, who soon finds himself involved with some

challenges, that he has somewhere to return if things go out of his planning. It is essential that these young people feel welcomed and that they have the tranquility to participate in academic life since the family tends to be the first source of comfort and affection of which these individuals are part.

4 FINAL CONSIDERATIONS

Through this research we can see that the difficulties faced by academics from other cities are diverse, transforming the world of students, and bringing to light reports that often go unnoticed by the eyes of their own families, teachers, classmates, and other members of the university. As speculated by the hypothesis, given the data collected it was possible to verify that financial difficulty is the one that most influence the daily life of academics, their studies, and their permanence in the university, but it was also clear that it is linked to other difficulties, such as emotional imbalance, demotivation for studies or the will to give up.

The research participants also highlighted the difficulty in reconciling work and study, since many of these students are low-income and argue that they need to work to maintain themselves or to reside in Montes Claros; Some of them, even, already worked before entering higher education. In the speeches, there is also a criticism of the organization of the course schedules, which would make it difficult to establish this relationship between work and study. And then we have something important to reflect on: the courses are not organized according to a worker, but a student and they want the latter to be fully involved with the curricular and extracurricular activities of graduation. But given the reality we see presented, the difficulties and challenges of the poorest students, is it possible to disregard all this? Therefore, what we see is that these problems are related to many factors that go beyond the university context, they are even linked to the social inequalities that plague our society.

The third recurrent point in the speeches, highlighted by the university students, was the importance that the family has in the face of every process experienced. They highlight the support of their loved ones as crucial to stay focused on their goals; and the physical distance of these is something challenging and makes it difficult to stay within the course, for those who need to leave their cities to live in Montes Claros.

According to the interviewees, all these difficulties appear in the course of the academic trajectory and it is not easy to overcome them, and in extreme cases, those who cannot overcome these obstacles or receive support from family, friends, colleagues, teachers or student assistance policies tend to give up the course or lock up their enrollment.

Faced with realities like this, it is also indispensable that there be a larger project to be able to solve part of these academic difficulties, because, for those who come from other cities or go back and forth every day to be able to study in Montes Claros, it seems to be more difficult to remain in the educational institution than for that individual who resides in the city.

In this way, it is necessary to take a closer look at the student, it is the duty of the State and the universities to be concerned because these institutions have an important role and social responsibilities in

the face of the multiple problems that face most of the young people who manage to insert themselves in higher education in Brazil. Educational institutions need to have as a priority the expansion of student assistance policies, even reducing the percentage of dropouts, since without the student, there is no education.

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