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CHARACTERIZATION OF THE ADMISSION PROFILE OF NURSING STUDENTS

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Abstract: Introduction: The admission profile is a description of the psychological and academic qualities of each student who begins a bachelor's degree program, which serves to maximize their chances of completing the program and achieving high performance. Therefore, the objective is to evaluate the characteristics of the admission profile of nursing students. Methodology: A cross-sectional, descriptive study was conducted on students entering the nursing program, using the PIAE (Nursing Student Admission Profile) instrument, consisting of 42 items in 9 dimensions. Results: The sample consisted of 135 first-year nursing students. The instrument shows a Cronbach's alpha reliability coefficient of .908, indicating good internal consistency for a unidimensional scale. In terms of personal characteristics, there is a predominance of females (64%), and differences were found in the proportion of students according to gender in terms of the solidarity variable ($\chi^2=7.689$, $gl=1$, $p<0.05$). Conclusions: The characteristics of the admission profile, psychological and academic, are necessary for students to begin their studies in a higher education program. The knowledge, attitudes, and/or skills required by the admission profile help to ensure homogeneity among new students, as well as their improvement, in order to achieve an outstanding academic career.

Keywords: Students, bachelor's degree in nursing, admission profile, career selection

Introduction

(González., et al 2014) refer to the admission profile as the qualities expected of students entering the bachelor's degree program in terms of their abilities, attitudes, skills, and knowledge, in order to have a better chance of handling the academic level at the university.

Bravo Torres and Vargara Tamayo (2018) mention that choosing a degree program is very satisfying for each of the students who participate in the selection exam, where sometimes they do not consider their vocation and may be influenced by various internal and external factors. For this reason, Acosta and Andrea (2018) state that the choice of a degree program may be based on the various objectives of the student. Most high school graduates may be influenced by their age, as they are sometimes unable to assess and make projections for the future. For this reason, it is suggested that students receive vocational guidance before entering university so that they can be guided in planning their professional lives.

Vocation (Duret et al., 2014) is considered to be the fulfillment of life, where each person expresses their human development, which remains inspiring and satisfying, and where they identify a space within the labor market to develop their profession with willingness, potential, and responsibility.

For this reason (Salinas and Hernández, et al 2019) established that people who have a vocation to study nursing do so innately, based on the development of skills and competencies in the different areas of nursing, such as health promotion, disease prevention, and the recovery of sick people or those who require some type of care at the various levels of nursing.

Studying for a Bachelor's Degree in Nursing can be influenced by various situations, due to advances in medical care and the patient population that will be treated in different health institutions, with varying degrees of complexity. It is mentioned that educational systems are obliged to meet the changing demands of health institutions. (Aiken, 2003) considers that staff working in health institutions with a Bachelor's Degree provide better care to users, and this is reflected in lower mortality rates. Academic training influences public policy, highlighting the importance of training nursing students in the future for patient care.

(Alonso, 2019) considers that nursing is a profession that requires a vocation to study and practice, as it involves contact with people in various circumstances that compromise their health, where pain, anguish, depression, fear, and death are present.

He also states (Franco-Coffré J., et al 2022) that students must possess active communication skills, including the use of oral and written language so that they can communicate, as well as learn from their peers, using technological tools, understanding the scientific method as a fundamental part of the profession, analyzing and interpreting biological, physical, and chemical phenomena in people, to use them in nursing practice.

To this end (Mirghani; Ezimokhai; Shaban and Van 2014) state that faculties must implement student-centered learning approaches to implement strategies to ensure effectiveness based on the degree program curriculum.

It is important to consider that students must also be motivated to learn. To this end, Law et al. (2010) suggest that learning

can be defined as the degree to which students feel the desire to continue learning, which will promote their academic success.

(Espinoza 2008) advises that when students enter a bachelor's degree program, they should undergo an assessment to diagnose and identify each student's characteristics in relation to their previous education prior to their chosen degree program, with the aim of improving the quality of their university education and enhancing their academic performance.

(Fajardo., et al 2023) carried out an assessment of the entry profile for the Bachelor's Degree in Medicine, which evaluated knowledge of biology, chemistry, mathematics, the scientific method, Greek and Latin etymology, and ethics, as well as English and vocational profile. They report that these elements are established in the entry profile, which is based on the degree program's curriculum.

(Romero, 2020; Rivero, Suárez & Fernández., 2018; Torres-García and Santana-Hernández, 2017). They argue that universities that promote health must respond to society by solving the problems that afflict it, assuming responsibility for the education of students, instilling in them habits and lifestyles that become part of the population's identity.

For (Gía, M and Franco E, 2023), nursing education should focus on humanized care, including humanistic or holistic qualities as part of students' personal training, starting with their training in university classrooms, focused on the professional values of nursing inherent in humanized treatment.

To this end, (Shah DK., et al. 2016) suggest that the educational impact and re-

sults of the curriculum will depend on many factors focused on student learning, with a more in-depth approach emphasizing student performance. (Nazqui, Z and Ahmed R; 2000) state that maintaining a more in-depth assessment has a significant impact on student academic performance, with higher scores.

Method

The research carried out is a descriptive, cross-sectional study using a quantitative method. The population consisted of 135 students entering the Bachelor of Nursing program at the Zaragoza UNAM Faculty of Higher Studies in the period from August to September 2025.

The inclusion criteria were students who enrolled in the nursing program, while the exclusion criteria were students who dropped out during the first year or who requested a temporary leave of absence.

Instrument

The instrument designed by (Romero, 2017) in its original version consists of 59 items in three sections. The first section consists of general data on each participant and demographics. The second section is multiple choice, analyzing knowledge and skills, and the third section is Likert-type, measuring interest in the degree program.

Only the first and third sections of the instrument were used, consisting of 27 items on a Likert scale, which assesses the student's interests in nine dimensions. The first refers to personal well-being, the second

to the well-being of society, the third to interest in responsibility, the fourth to vocation for service, the fifth to interest in solidarity, the sixth to interest in humanism, the seventh to interest in tolerance for diversity, the eighth to interest in respect for life, and the ninth to interest in human dignity. Each of these dimensions corresponds to items 16 to 42.

Ethical aspects of which

According to (World Medical Association. 2024.) For data confidentiality, under the Helsinki Declaration, their identity was respected to safeguard their integrity, respecting the physical and psychological safety of each participant.

Results

For the sociodemographic variables, it was identified that females continue to prevail in the nursing program. On the other hand, 35% of those surveyed have some type of part-time job, which could interfere with academic performance during their academic training. Table 1.

Variable	Fo % N =135	
Age	20±	1.9
Age group		
18 to 20 years	106	(78%)
21 to 24 years old	24	(18%)
25 to 28 years old	5	(4%)
Gender		
Female	86	(64%)
Male	49	(36%)
Marital status		
Single	131	(97%)
Married	4	(3%)

Works		
Yes	47	(35%)
No	88	(65%)

*Average \pm SD

Table 1 Sociodemographic Variables.

Regarding undergraduate studies, 98% of students completed three years of high school, but 26% waited a year before enrolling in a bachelor's degree program. On the other hand, 28% of respondents are considering changing their major. Table 2

Variable	Fo	%
Years completed in high school		
1 year	2	(1%)
2 years	1	(1%)
3 years	124	(92%)
More than 4 years	8	(6%)
Time to enter university		
Regular student	56	(41%)
One year	35	(26%)
Two years	23	(17%)
Three years	15	(11%)
More than three years	6	(4%)
Area of high school graduation		
Biological, chemical, and health sciences	107	(79%)
Social sciences	14	(11%)
Humanities and Arts	7	(5%)
Physical Sciences and Mathematics	7	(5%)
Choice of career change		
Yes	38	(28%)
No	97	(72%)

Table 2 Undergraduate Information.

Differences were identified in the proportion between men and women with regard to the variable solidarity with patient

treatment ($X^2=7.689$, $gl=1$, $P<0.05$), as can be seen in Table 3.

Variable	Female N=86	Male N=49
Low solidarity	11 (22%)	40 (78%)*
Medium solidarity	38 (45%)	46(55%)

X^2 test * $p<0.05$

Table 3. Gender and solidarity.

With regard to the interests that each student has upon entering the degree program, differences were found in relation to whether or not the student works, with respect to respect for life ($t=-2.483$, $gl=133$, $p<0.05$). As can be seen in Table 4.

Variable	Works	Does not work
Personal well-being	4 \pm 1	4 \pm 1
Well-being of society	4 \pm 1	4 \pm 1
Responsibility	4 \pm 1	4 \pm 1
Commitment to service	4 \pm 1	4 \pm 1
Solidarity	4 \pm 2	4 \pm 1
Humanism	4 \pm 1	4 \pm 1
Tolerance of diversity	4 \pm 1	4 \pm 1
Respect for life	4 \pm 1*	4 \pm 1
Human dignity	4 \pm 1	4 \pm 1

Student's t-test * $p<0.05$

Table 4 Average of students who work in relation to their interests in the degree program.

With regard to the dimensions relating to interest in studying nursing, differences were found between the years it takes students to enter the program for the variable responsibility ($f=2.762$, $gl=4$, $p<0.05$), as can be seen in Table 5.

Variable	Regular student	One year	Two years	Three years	More than three years
Personal well-being	1±1	1±1	1±1	1±1	1±1
Societal well-being	1±1	2±1	1±1	1±1	1±1
Responsibility	1±1	2±1*	1±1	1±1	2±1
Service orientation	2±1	2±1	2±1	2±1	2±1
Solidarity	2±1	2±1	2±1	1±1	2±1
Humanism	1±1	1±1	1±1	1±1	1±1
Tolerance for diversity	1±1	1±1	1±1	1±1	1±1
Respect for life	1±1	1±1	1±1	1±1	2±1
Human dignity	1±1	1±1	1±1	1±1	1±1

One-way ANOVA with Dunnet test as post hoc * $p < 0.05$

Table 5 Values of the dimensions of interest in nursing studies Average \pm SD.

Regarding the dimensions of interest in studying the degree, differences were found in the dimension of respect for life between students who work and those who do not ($t = -2.483$, $gl = 133$, $p < 0.05$), as can be seen in Table 6.

A statistically significant, moderate, and inversely proportional linear association was found between the responsibility and service vocation scores of first-year students ($r = .350$, $p = 0.05$), Diagram 1.

Variable	Works	Does not work
Personal well-being	4±1	4±1
Well-being of society	4±2	4±1
Responsibility	4±1	4±1
Service orientation	4±1	4±1
Solidarity	4±2	4±1
Humanism	4±1	4±1
Tolerance of diversity	4±1	4±1
Respect for life	4±1*	4±1
Human dignity	4±1	4±1

Table 6 Average of students regarding their interest in studying the degree program.

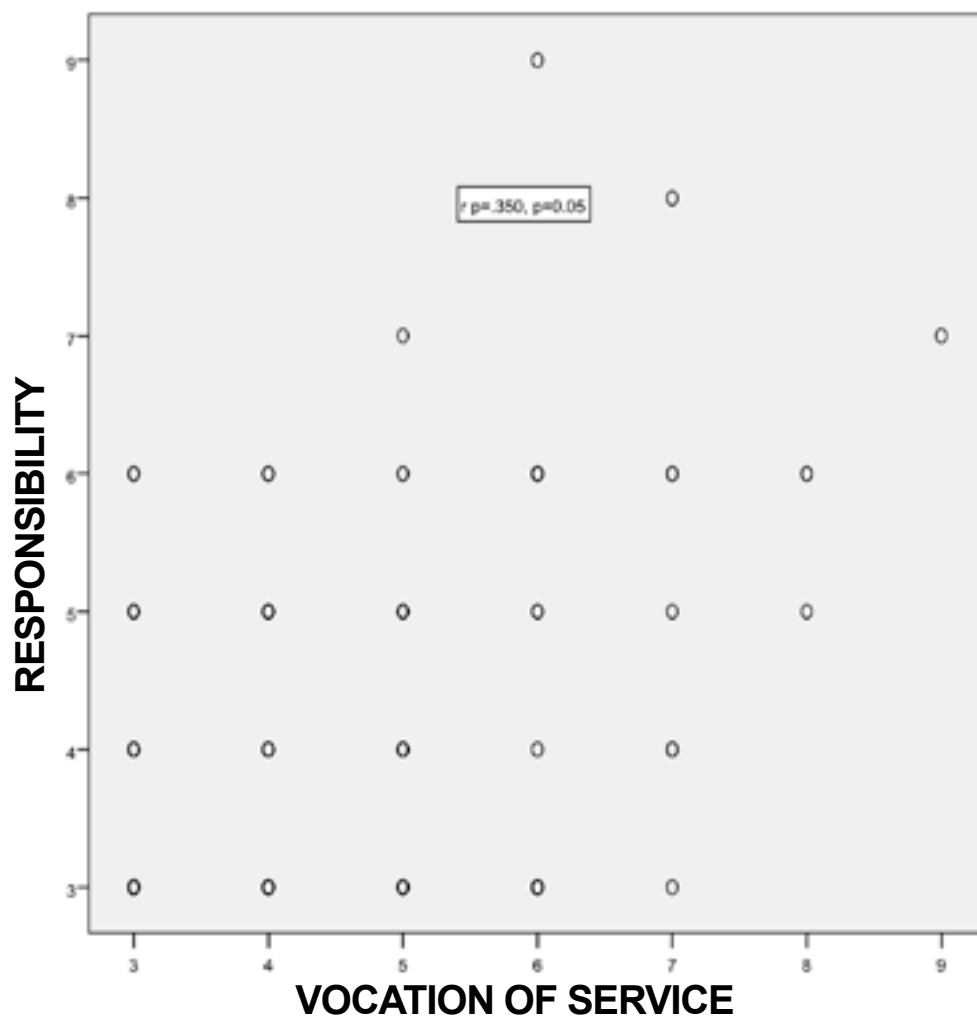


Diagram 1. Relationship between responsibility and service vocation scores

Discussion

Entering a bachelor's degree program can be a very important step for students, as it is a choice related to their professional life. Therefore, it is necessary for students to receive vocational guidance. (García-Botero, et al. 2022) state that choosing the profession they will pursue during their working life is an activity that is part of their life project, as they often lack the necessary maturity and adequate knowledge about the degree program. Regarding our results, the minority of respondents are not interested in changing their career, which could be due to inadequate vocational guidance in high school or the time it took them to enter the degree program, making them aware of their decision to study that career.

(Dillon-Pérez, et al 2023) stated that vocational guidance provided to students in their final year of high school, from various public and private institutions, can have a positive impact on making informed decisions about future university careers, based on each student's abilities and skills. What we can mention is that students who graduate in the areas of biological sciences and health chemistry will have greater prospects and a lower risk of dropping out of school or changing careers.

On the other hand, they mention (Martínez-Pérez, et al., 2020) that various factors can influence motivation or interest in studying nursing, such as having parents, friends, or close relatives who are nurses, and this could influence students to drop out or change careers. As we identified in our results, a percentage of students currently enrolled in university are considering requesting a change of career.

According to Hernández V (2020), vocation can be used to fulfill a need, where each individual listens to and perceives it according to their beliefs, and that need may be the completion of a university degree.

In the same vein, Alonso (2019) states that to study nursing, it is necessary to have a vocation, since practicing it requires human contact in various circumstances of life, such as anxiety, grief, pain, and especially life and death, where vocation is fundamental to having a social and service commitment to patients.

With regard to participants in nursing studies, females continue to prevail, as mentioned by Arenas (2023) in reference to the global trend, and our study similarly shows that women are the majority of those who decide to study nursing.

The characteristics that students in training should possess, according to (Human, M., Humán V., Munayco C., 2018) are that they show humanized care to each patient, where the nursing profile is one of warmth, kindness, effectiveness at work, commitment to the care of the sick patient, solidarity with the user's suffering, maintaining clear communication, and a positive outlook. As identified in our results, solidarity is a requirement for the student admission profile, as it will be reflected in the treatment of the patient, impacting the effectiveness of nursing care.

According to (Castillo-Ayón., et al. 2023), responsibility in nursing is fundamental, as it is in direct contact with the care of the individual, family, and community, together with the health personnel who work in different health institutions, since it is responsible for implementing human values for the well-being of patients for

their recovery and reintegration into society. As can be seen in our results, responsibility is one of the criteria according to the admission profile for the degree program, as nurses will be in charge of the health of patients who entrust their recovery to their caregivers.

(Romero-de San Pío., et al. 2023) They expressed that respect for human dignity can be reflected in situations where the person is vulnerable, in a defenseless situation, due to various circumstances, social or work-, or specific situations (old age, minors with disabilities, immigrants, homelessness, or poverty), where nursing care is necessary for the care of those who need it. As found in our results, respect is a fundamental aspect that must be considered in each of the students enrolled in the degree program, as it will be an indispensable element in their professional lives.

Regarding vocation (Sánchez et al., 2025) identified that students enrolled in nursing programs have a vocation with a inclination toward healthcare. This is similar to our results, as the students who entered the program have a vocation for nursing.

Conclusions

Vocational guidance, including job opportunities and occupational profiles for the degree program, for students in their final year of high school will help prevent school dropouts or even requests to change degree programs.

Studying for a nursing degree should be based on each student's interests, where caring for people is a combination of scientific knowledge and incorporating their

feelings and sensations into the care of the person in the different areas of care where nursing is involved.

The admission profile should include human values and bioethics, where humility, respect, trust, empathy, the well-being of society, and humanism are values that students must keep in mind when studying for their degree.

Understanding the characteristics that students who decide to study nursing should have, as a profession that provides care to others, putting aside the needs of the nurse themselves, will allow them to visualize a future professional development with a vocation for nursing practice in the different institutions where they will work to exercise their profession to the best of their ability.

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