

GENDER AND SEXUALITY: EXPERIENCES AND CONCEPTS OF YOUNG UNIVERSITY STUDENTS FROM THE PSYCHOLOGY COURSE IN THE CITY OF SÃO PAULO

GÊNERO E SEXUALIDADE: VIVÊNCIAS E CONCEPÇÕES DE JOVENS UNIVERSITÁRIOS/AS DO CURSO DE PSICOLOGIA DA CIDADE DE SÃO PAULO

GÉNERO Y SEXUALIDAD: VIVENCIAS Y CONCEPTOS DE JÓVENES UNIVERSITARIOS/AS DE LA CARRERA DE PSICOLOGÍA EN LA CIUDAD DE SÃO PAULO

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ABSTRACT: It has been necessary to broaden the debate and struggles against both sexual and gender inequalities. This article aims to identify the understandings of young university students, enrolled of Psychology courses at private higher education institutions in the city of São Paulo, about sexuality and gender, as well as your formative role in relation to the subject. The qualitative approach was adopted and interviews with ten university students were conducted by Thematic Analysis and it was found that: institutions do not deal with gender and sexuality-related issues; there is little or no space for debate and discussion on the topic; institutions have not been a vehicle for obtaining information about the subjects; prejudice and discrimination are reproduced in institutional practices; university students' relationships among their peers participate in the construction of their conceptions about sexuality. The found data highlight the importance of creating / expanding spaces for reflection and discussion related to gender and sexuality in Higher Education.

KEYWORDS: Gender. Sexuality. College students. Sex education.

RESUMO: A promoção de debates sobre desigualdades sexuais e de gênero entre os jovens universitários torna-se cada vez mais necessária. Esta pesquisa tem por objetivo identificar compreensões de jovens universitários de cursos de Psicologia, de instituições de Ensino Superior particulares da cidade de São Paulo, sobre sexualidade e gênero, assim como o papel formador, exercido por elas, no que se refere aos temas. Adotou-se abordagem qualitativa e, como instrumento de coleta de dados, entrevistas semiestruturadas com dez universitários/as, analisadas pela Análise Temática. Constatou-se que: as instituições não apresentam propostas de trabalho com gênero e sexualidade; existe pouco espaço de promoção de discussões sobre os temas; as instituições não são meios de obtenção de informação sobre o tema; são reproduzidos preconceitos e discriminações em práticas institucionais; as relações dos

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universitários com seus pares participam da construção de suas concepções sobre sexualidade. Destaca-se, portanto, a importância do fomento à educação sexual no Ensino Superior.

PALAVRAS-CHAVE: *Gênero. Sexualidade. Universitários. Educação sexual.*

RESUMEN: *La promoción de debates sobre desigualdades sexuales y de género entre los jóvenes universitarios se hace cada vez más necesaria. Se tiene por objetivo identificar entendimientos de jóvenes universitarios de carreras de Psicología de instituciones de Enseñanza Superior privadas de la ciudad de São Paulo sobre sexualidad y género, así como el rol formativo ejercido por las mismas con relación a esos temas. Se adoptó el enfoque cualitativo y, como instrumento de recolección de datos, entrevistas semiestructuradas con diez universitarios/as, analizadas por el Análisis Temático. Se constató que: las instituciones no presentan propuestas de trabajo con género y sexualidad; hay poco espacio de promoción de debates sobre los temas; se reproducen prejuicios y discriminaciones en prácticas institucionales; las relaciones de los universitarios entre sus pares participan de la construcción de sus concepciones sobre sexualidad. Se destaca, por lo tanto, la importancia del fomento a la educación sexual en la Enseñanza Superior.*

PALABRAS CLAVES: *Género. Sexualidad. Universitarios. Educación sexual.*

Introduction

Since the birth of a child, the gender classification is based on the binary notion of biological bodies, designating whether it is male or female. This record, from the moment it is made, brings with it a series of characteristics that will "say" how this subject should constitute himself throughout his life, forming a very well-defined delimitation of the naturalization of these constructions (LUCIFORA *et al.*, 2019). The subject that transits between both categories will be placing himself in a dimension of questioning in relation to his sexuality and/or gender identity, from the social, political and cultural norms of a given historical context.

The concept of gender emerged in the 1970s, becoming notorious in the sciences only in the 1980s. Its initial intent was to distinguish the biological dimension from the dimension of the historical construction of the constitution of subjects. This concept allowed the opening of a new field of action to deconstruct already established categories, and it is from the use of this concept that it was possible to start questioning and deconstructing the categories man and masculine/woman and feminine (MATOS, 2008).

The debate about Gender and Sexuality has been gaining more and more relevance. In Brazil, issues such as gender inequalities and the high rates of violence against women, transsexuals, and homosexuals demand that the subject be deeply debated in the academic sphere and that the categorization and naturalization of genders, in the various social spaces, be

problematized. Louro (2007) warns us about the processes of hierarchization, in which differences are taken as attributes of inequality, guiding social power relations.

The binary and heteronormative processes of gender classification and hierarchization result in exclusion, abjection, and violence. The numbers of gender violence in Brazil express the harmful effects of this configuration. According to the Ministry of Human Rights - MHR (2018), 79,661 reports of physical and psychological violence were registered through the Women's Call Center in the period from January to July 2018. Furthermore, Brazil is the country in which the most deaths against sexual minorities are recorded. Reports conducted by the Gay Group of Bahia (MICHELS, 2018) point to the rate of one death every 20 hours, by murder or suicide, of victims of LGBTphobia, in the year 2018 alone. During the year 2019, there were 297 homicides and 32 cases of suicide (OLIVEIRA; MOTT, 2020).

It is noteworthy that violence is even worse when it comes to transgender and transvestite people. According to the National Association of Transvestites and Transsexuals - ANTRA, through a newsletter, 151 murders of transvestites were registered in the period from October 1 to October 31, 2020, that is, 22% more compared to 2019, which totaled 124 deaths (NATIONAL ASSOCIATION OF TRAVESTISTS AND TRANSEXUALS, 2020).

Thus, it is essential to problematize how anatomical, sexual and gender differences are hierarchized, since our society produces, through linguistic processes and discourses of signification, the different as something that is not "normal". For Louro (2018), this inscription is made, in the bodies, from the marks of certain cultures, composed and defined by the power networks of a society. Butler (2003) points out that:

In other words, the political construction of the subject proceeds linked to certain goals of legitimation and exclusion, and these political operations are effectively hidden and naturalized by a political analysis that takes the hidden structures and naturalized by a political analysis that takes the legal structures as its foundation (BUTLER, 2003, p. 19).

From the perspective of understanding the historical, social, political and cultural construction of the concepts of gender, sexuality, femininity and masculinity, it is also necessary to understand how social subjects reproduce these categories in the various sectors of our society. Regarding the educational sector in Brazil, it is possible to find several works and studies about gender and sexuality related to Basic Education and teacher training. What calls our attention is that, when it comes to Higher Education, the work with university students regarding this theme is still little problematized, even though it is an educational space propitious to the discussion and reflection on gender categorizations.

It is also worth mentioning that Higher Education is responsible for training professionals capable of respecting and dealing with diversities. According to the LDB - Law of Directives and Bases of National Education, number 9.394/96, article 43, the University must ensure the formation of professionals in various areas of knowledge, who act professionally in work sectors that aim at the development of society, allowing students to receive stimuli for cultural creation, development of critical thinking and scientific knowledge (BRAZIL, 1996). In addition, it is also the University's duty to train citizens who are responsible to society, who provide services to the community and who are aware of the world's problems (CASTRO *et al.*, 2016).

University youth, according to the Pan American Health Organization (PAHO), are categorized as youth or late adolescence, a period that comprises the attempt to reach a process of cognitive, emotional, physical and social maturity, in addition to the search for their individuality. It is a period in which young people transition from childhood to adulthood, experiencing new sexual experiences linked to uncertainties and doubts, as would be the case of concerns about pregnancy, sexually transmitted diseases, etc. (ZOCCA *et al.*, 2016).

What would be, then, the work developed by Higher Education institutions in relation to Sex Education? How is the theme sexuality and gender inserted in this context? Do male and female students have any access to training and/or sources of information related to the theme during their undergraduate education? These questions were important to delimit the field of this article, starting from the questioning about the relationship between college students and the theme of gender and sexuality.

Thus, based on the relevance of discussions and debates on the theme of gender and sexuality among university students, we propose to investigate the perception of psychology undergraduates about the training in sexuality and gender promoted by the University, as well as the role played by it in the constitution of their current conceptions on the themes.

It is noteworthy that, according to the Resolution of the Federal Council of Psychology No. 001/99, Article 2, the professionals trained in Psychology should contribute with their knowledge to a reflection on prejudice, aiming at the disappearance of discrimination and stigmatization against those who present homoerotic behaviors or practices and prohibits any action of psychologists who may collaborate with a representation of homosexuality as a disease or abnormality, as well as to perform therapies to change their sexual orientation.

In addition, Psychology courses should be in line with the theme of diversity, integrating it into their program, since the debate on inclusion policies for minorities is one of the challenges in education and also because it is a course that has been very influential in

educational discourses (DINIS, 2012). It is noteworthy that the psychologist professional code of ethics (FEDERAL COUNCIL OF PSYCHOLOGY, 2005) also provides, according to its fundamental principles, that the psychologist should work to promote health and quality of life of people and communities and contribute to the elimination of any form of neglect, discrimination, exploitation, violence, cruelty and oppression.

Methodological procedures

A qualitative research approach was adopted, chosen because it enables working with issues that cannot be quantified. Its object relates to the universe of meanings, beliefs, values, aspirations and attitudes, which concern human phenomena that are linked to thoughts and interpretations of their actions from a lived reality (MINAYO, 1994). As Minayo (1994) indicates: "the interrelation that contemplates the affective, the existential, the everyday context, the experiences and the language of common sense in the act of the interview is a *sine qua non* condition for the success of qualitative research."

In relation to the research subjects, they are young people in their last year of graduation from Psychology courses in Higher Education Institutions in the city of São Paulo. The last year of graduation was chosen as a cutout, since the research is related to the experiences lived by the interviewees throughout their stay in the institutions. The choice of students from the Psychology course was made due to the proximity between Psychology and the theme sexuality, because although the curricula, in general, do not have any specific discipline on this theme, Psychoanalysis is present in all undergraduate training in Psychology, which makes them, in one way or another, find themselves by a given theoretical perspective with the theme (MOURA et al., 2011).

It is also noteworthy that it is part of the psychologist training the development of qualified listening, i.e., a listening that does not bring moral and value judgment, allowing that controversial issues may arise in this open space for diversity, recommended by the code of ethics of the profession (MOURA et al., 2011). Thus, for this condition to be promoted, it is essential that the courses contemplate the dimension of diversity and respect for it, breaking with normative patterns that institute and maintain relations of exclusion and violence.

For the research ten subjects were chosen, and the interviews were analyzed in depth so that the meanings of the answers were not elaborated superficially. According to Bogdan and Biklen (1994), the interest for this type of research is due to the fact that the researcher wants to understand the way people live their experiences, what they think about them and how they

are inserted in their life contexts. Thus, the exchange between the researcher and the subject is more like a conversation than a formal questioning session.

The subjects were chosen based on the disclosure of the research through people in the social circle of one of the researchers. The exclusion criterion was subjects that were not in their last year of the Psychology course. Five female and five male university students were chosen, in order to obtain gender parity.

The invitation to participate was made personally, with explanations about the research objectives and the delivery and reading of the Free and Informed Consent Form, prepared by the researchers and digitally signed before the beginning of the research, after approval by the Ethics Committee.

For data collection, the semi-structured interview was used, which allows the subjects to freely express their opinions and reflections beyond the research proposal. An interview script was prepared by the researchers. The interviews were audio-recorded and later transcribed in their entirety. It was decided that the interviews would be carried out by video call due to the Covid-19 pandemic that is ravaging the country.

For data analysis, we used the Thematic Analysis method, proposed by Minayo (1994). It consists of analyzing the subjects' speeches from the social context in which they are inserted, with the results constituting an approximation of social reality. This method has two levels of interpretation of the data collected: the first refers to the social-historical conjuncture in which the researched group is inserted, and the second to what appears in the encounter we have with the facts that arise in the investigation (GOMES, 1994). The research categories were elaborated a priori, based on the interview script used for data collection. For this article, the analyzed category follows in the chart below:

Chart 1 – Description of the Analyzed Category

Topic	Category	Description
<ul style="list-style-type: none"> ➤ Relationships between Higher Education institutions and gender and sexuality issues; ➤ Spaces for information and discussion in Higher Education institutions; ➤ Information on gender and sexuality; ➤ Experiences and understandings from university experiences. 	Higher Education Institutions and Sex Education	This category discusses what formative actions Higher Education institutions provide in relation to gender and sexuality; spaces for discussion and institutional reception. The performance of student collectives in this formative process is also discussed.

Source: Prepared by the authors

Results and Discussion

Profile of the interviewees

The interviewees ranged in age from 23 to 33 years old. They were identified throughout the study with the letter S, so the first interviewee was S1, the second S2, and so on until S10. They came from private Higher Education institutions, being 3 Universities and 1 University Center, and only 2 did their High Schooling in public educational institutions. Of the 10 interviewees, 2 declared themselves bisexual, 2 homosexual and 6 heterosexual; 2 are in a fixed relationship, 1 living with his partner, and 8 are single. The 10 interviewees declared themselves cis-gender and have no children. As for religion, 1 declared to be atheist, 1 Catholic, 1 Seventh-day Adventist, 1 Jewish, and 6 have no religion.

Chart 2 – Profile of the interviewees

Subjects	Age	Gendero	High School System	University	Marrital status	Sexuality	Religion	Household income (minimum wage)	Study/ Work
S 1	33	Womanr	Private	Private	Single	Lesbian	Atéia	10 a 15	Study/ Work
S 2	28	Womanr	Private	Private	Single	Bissexual	Não possui	6	Study/ Work
S 3	23	Womanr	Public	Private	Single	Heterossexual	Adventista do Sétimo Dia	3 a 4	Study/ Work
S4	23	Womanr	Public	Private	Single	Heterossexual	Católica	2	Study/ Work
S5	24	Womanr	Private	Private	Single	Lesbian	Não possui	3	Study
S 6	28	Man	Private	Private	Single	Heterossexual	Judeu	20	Study/ Work
S 7	28	Man	Private	Private	Single	Heterossexual	Não possui	25 a 30	Study/ Work
S 8	23	Man	Private	Private	Single	Heterossexual	Não possui	5 a 6	Study/ Work
S 9	24	Man	Private	Private	Single	Bissexual	Não possui	5 a 6	Study/ Work
S 10	30	Man	Private	Private	Single	Heterossexual	Não possui	3 a 5	Study/ Work

Source: Prepared by the authors

Relation between Higher Education institutions and gender and sexuality issues

When asked about the way higher education institutions deal with issues of gender and sexuality, the answers were very similar, even though we have four different private institutions in the research sample. The great majority of the interviewees answered that the institution "doesn't deal well" with gender and sexuality issues. They pointed to the silencing, on the part

of the Higher Education institutions, both in relation to the prejudices and discriminations that occur inside and outside of them, as well as the omission of the pedagogical treatment of the themes, or the promotion of spaces for debate, discussions and reflections on the issues. As the people interviewed affirm:

"It doesn't deal well. I think that we live a moment that is moving towards this, so, today, the university has discussion groups for this, about the theme. But, in general, it is common to be at the university and hear about episodes of homophobia, for example... harassment. I think that the university, in general, needs to improve, still needs to work on this... needs to bring this to light." (S4)

"Badly, very badly... And I am talking about the institution. It's terrible because, if it depends on the whole bureaucratic process of the institution, we don't talk about gender... we talk about gender because it is a movement of the students... collectives... of the students... if it depends on the university, we don't have it." (S7)

"There are very few professors that I have seen discussing gender in these five years of college, there are even some professors who are concerned about this and we are in the tenth semester hearing people say that they don't know what trans is, what is cis... what is what... this talk, but this has nothing to do with the subject. (S1)

It is important to emphasize that when the interviewees bring the idea that the institution of Higher Education "doesn't deal with it", they are referring to the fact that it doesn't offer any kind of shelter for situations that occur related to harassment, prejudice, as well as it doesn't present space for the theme to be debated and worked on among the university students and to open it so that people can be heard, because to the extent that it is silent, in one way or another, it is consistent with prejudice and discrimination, as reported by S3, for example:

"The university, in general, no. Anything related to this subject is... let's hide it. I'm telling you this and it will stay with us, right? That they expel me, but that's it. We will always hide it, we won't talk about it.

From this speech, we note that the practice of silencing is closely present within the institution of Higher Education. This finding is in line with Junqueira (2013), who states that school, as well as several other social and institutional spaces, maintains regulatory practices based on the parameters of heteronormativity. Silencing, or what we can also call the pedagogy of the closet, pedagogically shapes the relations of the subject who suffered sexual and gender violence, and who was not heard/accepted, with the world. This process of concealment, besides regulating people's social life, also causes them to remain silent, hidden inside the "closet".

The answer above, from S3, indicates not only the fact that the institution of Higher Education does not offer the welcoming in relation to the theme, but also that it, in addition, "hides". This also appears in the continuation of S7's answer:

"[...] I even participated in two weeks of psychology, of putting together a schedule, of talking about the administration of how it is going to be, calling people to speak and what ended up happening was that you are going to call a trans person to talk about trans diversity, sexuality, I don't know... you just can't... it is vetoed directly by the dean and the administration people.

We have, therefore, in the statement, the ratification of the erasure of the possibility of respecting the place of speech of transgender people, as a way to fight against prejudice and transphobia that, in this case, is reinforced by the denial of this space. This is also one of the mechanisms of terrorism imposed by heteronormativity, which inhibits a behavior, the existence of bodies called "strange", using invisibilization as a mechanism of elimination of discourses that escape normativity (BENTO, 2011).

As Louro (2008, p. 22) states:

As for difference, it can be said to be an attribute that only makes sense or can only constitute itself in a relation. Difference does not pre-exist in the bodies of individuals to be simply recognized; rather, it is attributed to a subject (or a body, a practice, or whatever) when we relate that subject (or that body or that practice) to another that is taken as reference.

Although Higher Education institutions are an appropriate field for the construction of knowledge and development of critical thinking on the part of university students, it is noted that there is an omission and even a denial of work related to gender and sexuality. Higher education institutions, thus, follow the same path as so many other institutions in Brazil: they reproduce social patterns and markers, contributing to the maintenance of prejudices, inequalities, social hierarchies, without this appearing as oppression or domination (NARDI *et al.*, 2013).

Discussion Space in Higher Education Institutions

In this aspect, the answers of the interviewees varied, when asked about the spaces offered by the institutions for information and discussion about sexuality and gender. Some of the interviewees were categorical in affirming that there is no space at all in relation to this, with simple statements like "No!" or "No, I've never seen" or even "Can I be honest? Not that I know of". Added to these answers, some of the interviewees brought, in their speeches, the

confirmation of such statements, saying that they spend the day at the university and that they have never seen any movement or disclosure of events that happen in this sense, as brought by this subject: "[...] *I spend the day at the university and I didn't have access to this kind of information... in this sense, it is not very publicized.*"

We also found the report about sporadic spaces for studying the topic, according to S5:

"Very few, I think that during the undergraduate course there was a nucleus that addresses questions about sexuality. I attended one or two meetings, and it is still something kind of closed, and what is talked about and what is transmitted does not necessarily carry some ruptures about what sexual orientation or gender is" (S5).

The subjects who said yes, that the Higher Education institution offered space, presented data in relation to some professors from the Psychology course who "provoked" the students in class about issues related to the theme; a nucleus of studies that took place a few years ago and no longer meets frequently; a group that meets to discuss the subject, but is only attended by Psychology, Social Sciences and Nursing students, but that arose from the students' own initiatives and not from the institution, as follows below:

"I see much more a willingness of the institution to give space for students... so, I am on the organization committee of the psychodynamic day and we have already, in some lectures, brought the issue of gender. So, they offer space for the students who seek it, but it is the students' initiative" (S10).

The data collected for the research reveal that in the perception of the people interviewed, the Higher Education institutions where they study do not promote practices related to the debate and discussion of the theme of gender and sexuality, do not offer welcoming services for victims of aggression, maintaining practices such as silencing and invisibility, even though it is still in this context that they report their most diverse experiences of sexuality and gender relations.

Information on sexuality and gender

When asked about the sources they used to obtain information related to gender and sexuality, the reference to Higher Education institutions does not appear in any of the interviewees' answers. In almost all the interviews, the most mentioned media are the digital platforms such as Facebook, Twitter, Youtube, Instagram, podcasts, blogs and social media in general, as we can see in the statements below:

"I'm very much part of Twitter, so I get a lot of stuff through Twitter that I always end up stopping at some blog...or some video that has text, it's usually Twitter and Instagram as well." (S2)

"It's... today? It ends up being kind of occasional. Mostly it's by Facebook page, Instagram... there's not something I look for as a very solid reference." (S8)

Books, films, documentaries and scientific articles also appear as sources of information, as personal searches, present in the following statements:

"Internet, social media... things that I read that I look for to read... articles and books." (S3)

"Books, blogs, scientific articles, documentaries, movies..." (S9)

"I think I started a few years ago... it's... because of feminist groups via Facebook, and then I started out there to study. I went to study gender theory, started to research more. I think that some of this study was also part of my discovery, of my acceptance as a lesbian woman... I think it was a little bit in this area. (S1)

From the data analysis, it is indicated that Higher Education institutions are not recognized as places of search, exchange and construction of knowledge about sexuality and gender. In a survey conducted with 32 students from an undergraduate course at a public university, by Brancaloni, Oliveira and Silva (2018), it was also found that the university institution and health professionals were the least cited in relation to sources of information about gender and sexuality. The authors of the aforementioned research also state:

The university is a space of interaction, circulation and construction of values in which college students, for the most part, are in a phase of sexual discoveries and experiences, as well as questioning about sexuality and gender. On the other hand, the university environment is also constituted as a space in which prejudices and stereotypes about sexuality and gender are maintained and reproduced" (2018, p. 27).

This reinforces the idea that higher education institutions continue to maintain gender and sexuality standards, since they do not favor the circulation of systematized and reliable information on the theme, being little recognized as a reliable space for information and education by the interviewees, to the detriment of social networks, for example.

Experiences and understandings from the university living

With regard to understandings about gender and sexuality based on university experiences, all interviewees said yes, that the experiences in Higher Education institutions brought new knowledge about sexuality and gender. The experiences reported by the interviewees were based on exchanges with friends and classmates, contact with sexual diversity, experiences they had in relation to their own sexuality and the search for information based on a concern with their profession, for example:

"I think so, because psychology deals with people, you have to be prepared to hear many things that, sometimes, you don't know, don't know...I think it is something that I have to go deeper into. As I said, I have difficulty in associating terms with words, I have to try to know even more. The course never gave me anything direct, like "ah, let's read about this topic", but it is something kind of inherent to the profession... I may be seeing a patient next year and have him talk about these issues... it would be very strange for me to show ignorance about his pain. (S8)

Another important fact is that the WHO - World Health Organization - establishes that young people are considered to be those between the ages of 10 and 24, and that this is the population most susceptible to sexually transmitted infections (STIs). A large part of young college students are in this category, as noted in the data collected in this research, where 50% of respondents are in this age group, being, therefore, more exposed to diseases such as gonorrhea, Hepatitis B virus and human immunodeficiency virus (HIV), syphilis, chlamydia infection etc. (CASTRO *et al.*, 2016). In addition, there is the fact that these young people are being inserted socially and living experiences that will be part of their identity processes.

Therefore, the debate about gender and sexuality becomes fundamental among young university students, both in relation to the social aspect of this issue and the health aspect, since it is at this time that knowledge about themselves, their sexuality, subjectivity and their place in society is urgent and necessary. Besides, it is important that Higher Education institutions be spaces that form citizenship, contributing to the reduction of homicide and suicide rates, both among the LGBT+ population and also in cases of violence against women, feminicides, and any crime and violence related to gender and sexuality.

Final remarks

According to the answers, the Higher Education Institutions do not provide a field for information and discussions about the theme, as well as there is a lack of welcoming to issues that emerge in the university context, even though it is the formative role of the institution to offer space for the construction of critical thinking, of working with diversity.

The data found in the research are in consonance with what was presented from the literature review in the introduction of this article, pointing to the fact that sex education should also be present in Higher Education, because the interviewed subjects presented relevant points regarding the lack of involvement of Higher Education Institutions with gender and sexuality issues.

The fact that the interviewees are final year Psychology students is also important to emphasize, for the course, despite providing a few specific disciplines on the theme, still presents a scarcity of debates and a proportion of classes and professors who go into depth on these issues, appearing only in the answers of a few of the research subjects. The professionals who will work as psychologists need to have developed non-normative listening as a working tool, being necessary that they have a plural and diverse education, because they will deal with people who occupy different places in our society. Thus, from the data found, it appears that the Higher Education Institutions in question are not meeting the necessary requirements for the effective training of psychologists.

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