

Chapter 40

Motivations and expectations of young graduates of technical education: continuity or not configure studies uncertain trajectories

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ABSTRACT

This article presents analytical results of an investigation that aimed to analyze the motivations and expectations of young graduates of the Agricultural Technical Education of Santa Catarina, the IFCCamboriú (Federal Institute of Santa Catarina). The concept of rural student-worker was significant to understand it as a social being that contributes to the growth of society and the agricultural sector through

its work. The research is a qualitative approach to its development and data collection using bibliographical research, questionnaire, and individual interviews with 24 (twenty-four) former students of the institution. The developed theoretical and methodological assumptions are based on the work category (ontological perspective) and youth from a historical and socio-cultural perspective. The results confirm the thesis that the Technical Course in Agriculture in the study group, are not reaching their goals in training for work in the specific branch of Agriculture, despite a conducive and attractive setting for graduates in entering the agribusiness labor market and continued studies in this area. Educational centers need to work more extensively on the possibilities and stimulating labor camps, developing entrepreneurship. Thus it is possible to strengthen the region in which you install the course.

Keywords: Motivations and expectations, Technical education, Trajectories Academic, federal institutes.

1 INTRODUCTION

The issue of vocational education is closely linked to historical, political, and economic issues in the countries that make up Latin America, Africa, and Asia (UNESCO, 2006). Industrial development and mechanization in the fields, in Brazil, have awakened, over the centuries and years, government officials and businessmen, the need to think about a qualified workforce. For this reason, the preparation of manpower for industries was initially the responsibility of a few institutions, in the 18th century. Over time, there was the creation and increase of specific schools to qualify this workforce, in the presidency assumed by Nilo Peçanha, in 1909, 19 (nineteen) schools for apprentices and craftsmen were created in different federative units (Alagoas, Amazonas, Bahia, Ceará, Espírito Santo, Goiás, Maranhão, Minas Gerais, Mato Grosso, Paraná, Paraíba, Pernambuco, Piauí, Federal Technological University of Paraná, Campos-RJ, the

Rio Grande do Norte, Santa Catarina, Sergipe, São Paulo). These schools were intended for primary and free vocational education.

Decree No. 8,319, of November 20, 1910, brought the first regulation and structuring of agricultural education in Brazil, starting to be taught in four categories: Higher Agricultural Education, Secondary Agricultural Education, Agricultural Apprentices, and Agricultural Primary Education. This Decree had as its main purpose "professional technical instruction related to agriculture and livestock, serving related industries". In the 1964 decade of the 20th century, a time when the country was undergoing a strong modernization and with very great importance in its participation in the international economy, when the issues that supported developmentalism were discussed, both the public power and the private sector, assumed the role of preparing human resources to be absorbed by the labor market.

In the beginning, higher education graduates were the ones who had the most access to jobs, however, the situation of difficulties installed in the universities that were unable to absorb the demand, in addition to the more immediate interests of the market, provoked the search for professional education at a higher level. average. (Sobral, 2009). Thus, technical education assumed greater importance in the country's economic scenario by contributing to the country's political and ideological functions, in terms of the modernization policy. Vocational Technical Education is still fundamental for the growth of our country and, through the challenges of professional education and secondary education, a polyvalent or polytechnic-technological education is sought and, in this way, offers young people a better insertion and better possibilities of getting a job at your first job.

Based on this premise, the study carried out seeks to bring reflections and analysis regarding the motivations and expectations of young graduates of Agricultural Technical Education in Santa Catarina, from IFC-Camboriú (Instituto Federal Catarinense) together with the conception of the development of the rural student-worker, as a social being that contributes to the growth of society and the agricultural sector, through its work. The concern is to investigate the motivations and expectations of these students to continue or not in the area of Agriculture, after the end of their studies. This process that we call academic and work transition is permeated by doubts, anxieties, different demands, fear of leaving their position of comfort, and self-indulgence, which for young people can last until their professional insertion.

The focus of the study is qualitative in which a bibliographic research, questionnaire, and individual interview with 24 (twenty-four) of the 58 (fifty-eight) students who completed the course were used as data collection. This article suggests that the trajectory of graduates does not always express continuity in the area of activity, there is a bifurcation in this path that alters the choices made previously due to numerous factors, which is why we speak of uncertain trajectories. The relevance of this work is justified by the search for understanding that Professional Technical Education is fundamental for the growth of our country, but there is a need to verify the regional productive arrangements and readjust the curricular matrices of the technical courses to meet the new demands that the market demands.

2 YOUTH FROM A HISTORICAL-SOCIO-CULTURAL POINT OF VIEW

The concept of youth presents itself with a theoretical position that considers the social constructions around young people, beyond the boundaries of age definitions, and is often more used in the field of public policies, a theme that guides all subjects related to education propaedeutic medium and technical education. For Sposito (2000) the recognition of the definition of the term youth puts an end to a sociological problem in which the criteria that constitute this youth are historical and cultural. Through the literature, we observed that many were the changes that occurred throughout the 20th to the 21st century and that brought the most relevant questions regarding the definitions of youth and the current contexts experienced by young people, especially concerning education, work, integrated secondary education, higher education, professional insertion and expectations regarding the choice and area of activity.

Youth is understood by Ozella (2002) as a period of social latency generated by various situations related to entering the labor market, extending the student's time at school, the need for technical preparation, and the need to justify distancing from the work of a particular social group. Youth is considered by several authors as the stage of life in which opposite feelings emerge most.

For Novaes (2004), youth is the continuous coexistence between subordination to the family, and society and, at the same time, the expectation of emancipation. It is seen as a phase in which individuals prepare to enter different extracts of social life, such as: creating their own family, entering the world of work and being a citizen knowing their rights and duties. Abramo (1997) says that the recognition of youth is a relatively new phenomenon, resurfacing with more intensity in the 1990s, after a certain period of silence.

Considering the development of life cycles and Brazilian social conditions, Sposito (1997) considers the age group from 15 to 24 years old to be the group of people classified as young people according to the guidelines of work in the demographic area. The growing appreciation of this phase of life and its potential is studied by several authors such as Sposito (1994, 1997, 2000); Abramo (1997); Nakano (1995); Carrano (2000); among others. For Giovinazzo (2000), the development or flourishing of autonomy continues to be impeded by the social rules to which young people are subjected, including impositions, castrations and restrictions. In many societies there are still social obstacles, which through the economic and/or cultural prism, end up becoming insurmountable, preventing a more complete formation of individuals and the new generations.

In the field of education, the challenges encountered are linked to the distance between the educator's speech and how this young person receives and interprets this information. For Carrano (2000), it is described as being the "visas" and "passports" necessary for dialogue to occur or even for sharing the cultural meanings of youth. Young people in Society today, feel freer to make their own choices, not being trapped in the family destinies determined according to the models of ancient societies. This sense of fluidity and openness extends into all areas of their lives. For Carrano (2005), what makes human learning

unique is not the reality being shown directly, but the interrelationships, the exchange of experiences, the emotions aroused, and the space and time between cultural subjects.

3 AN APPROACH TO THE WORK CATEGORY FROM AN ONTOLOGICAL PERSPECTIVE

From the Marxist point of view, man is a social being because our ontology is work. Therefore, to survive we need to produce something, "in the social production of existence itself, men enter into certain relationships, independent of their wills" Marx, (2008, p.47). Likewise, the author says, "[...] these production relations correspond to a certain degree of development of their material productive forces". Engels adds that work "is the fundamental condition of all human life; and it is to such a high degree that, in a certain sense, it can be said: work, by itself, created man" (Engels, 1979, p. 215).

For Lukács (1984), work is the genesis category of the social being, and to clarify this specificity, he presents, from a critical point of view, three other categories - Language, sociability and division of work, which is indivisible and require the full constitution of being social. In this context, it is relevant to mention that the valorization of work in the ontological sense was important for the primitive human at the time when, through the use of the hands, he started to make artifacts and their use reduced efforts, in addition, to have the possibility of replicating the work. same artifact. What differentiates us from species said to be inferior concerning man is this ability to think (mentally elaborate the construction of the artifact and its use) to later put it into practice.

In this way, Marx (2006, p.84) explains "The conscious vital activity immediately distinguishes man from the vital activity of the animal". For Lukács (1984, p. 4) "[...] the essence of human work lies in the fact that, firstly, it is born during the struggle for existence and, secondly, all its stages are products of self-activity of man." The mental elaboration of an activity implies a purpose that, at a conscious level, establishes an end and starts a real process. Thus, work, in the philosophy of Lukács (1984), is the possibility contained in necessary knowledge, which allows man, through his autonomy and free will, to choose the alternatives that are available in nature and social life; it is what makes it possible to transform reality and lead the being to ever higher forms (Semeghini, 2000).

Work, in this perspective, is the point that allows recognizing man through his "critical-practical" relationship as being capable of intervening in nature and the world. For Lukács (1984), When a man seeks the means to accomplish his goals, he needs effective knowledge of the causal system of objects and processes, to ensure the commitment to reach the end. In this sense, the sum of the conditions, nature and work, the means and the achievement of the end, arrive in this way in the process of work and, finally, in the product of work.

For Ciavatta (1990), work as an educational principle refers to the relationship between work and education, this relationship affirms the formative character of work and education as a humanizing action, through the development of all the potential of human beings. According to the author, at the beginning of the 20th century, the socialist experience already existed, introducing polytechnic education that aimed at

human formation in all its aspects, physical, mental, intellectual, practical, labor, aesthetic, political, combining study and work. In the same way Marx (1998), reinforces the need for education for young people based on the combination of three assumptions: Mental Education, Corporal Education and Technological Education, the latter understood through the general and scientific principles of all production processes, starting teenagers in the elementary processes of all industrial branches. Based on this thought, the objective was not to form a man capable of performing different tasks, who would contribute to the development of large-scale industry and who, when disconnected from his function, could be employed in another industry more easily, but who could have knowledge technologies on the entire production process, greatly expanding the possibilities of its performance in the labor market.

All human work involves the concomitance of the exercise of the limbs, and the hands, and the mental, and intellectual exercise; of teleological thought. This is at the very origin of the understanding of human reality as constituted by work. The school constitutes the most appropriate tool to unite a man to the instrumental elements and to effectively insert him into his society. In this perspective, we must establish a relationship with the ideological principles debated by Lukács (1984), in the execution of the teleological with the praxis of the student of the technical course. Through this perspective, the student trained in technical courses is given the possibility of facing the job market with the ability to act more critically in a praxis developed with knowledge of the best choices.

Regarding the technical issue, of science and technology, Ciavatta (2006) proposes a reflection through the existing relationship between work and education and lists two requirements in educational processes that are significant for reflection in this research. The first reach the level of science and technology and that allows man to know, experiment and manipulate things never thought of by previous generations. The second is focused on the educational training of children, adolescents and young people who need to master the knowledge of technology, science and socialization, aiming at social relations with the planet and humanity.

Based on these reflections, an approximation of the environment of production, science and technology with the formation of a student qualified for complex work is provoked. On the other hand, we have the challenge of the separation that historically occurred between the processes of formation of propaedeutic secondary education and that of the formation of technical education. This situation is still present, even with all the changes that have occurred throughout the history of our country, a barrier that must be overcome by those who attend technical education to gain jobs that require "thinking, delegating" more than of "executing".

Work as an educational principle, according to Saviani (1997), has three different but interconnected meanings. The first is that work is an educational principle, insofar as it determines, by the degree of social development, reaching historically, the mode of being of education. The second meaning is that work is an educational principle, insofar as it places specific demands that the educational process must fulfill in its direct relationship with society in socially productive work. The third meaning is that it is an educational

principle because it determines education as a specific and differentiated modality of work, that is, in education, work is pedagogical. To move forward in overcoming training for workers centered on practice, it is necessary to take work as an educational and pedagogical principle, in which the two dimensions, theory and practice, are present and articulated in all training moments.

Thus, according to Kuenzer,(2001), compulsory education does not have the same function as that of a professional education modality, as it translates into contents, forms and schemes of different internal rationalization; for having a different social function at each level and having a peculiar social and pedagogical reality. It is this understanding that should guide the conception of Secondary Education for those who live from work, to assume the need for training a new type of worker, at the same time capable of being political and productive, acting intellectually and thinking practically; a critical, creative worker, intellectually and ethically autonomous, able to keep up with changes and permanently educate himself.

According to Kuenzer, (2001), the integration between science, work and culture from the new paradigms of organization and management of flexible work processes, demands a scientific-technological and socio-historical formation that truly integrates the scientific knowledge that underlies the social processes and contemporary productions. This is why the competency model began to gain prominence as a guideline for worker training, replacing the concept of qualification. Competence, according to Hirata (1994, p.24), "designates knowing how to be, more than knowing how to do and implies saying that the competent worker is the one who knows how to use all his knowledge in the most diverse situations encountered in his work position" . The concept of competence represents the updating of the concept of qualification, according to Ferretti (1997), adapting it to new ways in which it is organized to obtain greater and faster appreciation.

For Ferretti (1997, p. 259), "the competence model replaces the relationship defined by qualification, by the relationship marked by imprecision, by vagueness, by instability, in which knowledge, the possession of the knowledge of the trade, tends to be placed in the background". According to Ott, (1983) it is necessary to rethink the school both in terms of training professionals and in terms of preparing citizens. In this perspective, it is necessary to develop the skills relevant to the profession and also to provoke the internalization of the levels of conscience regarding the relations of production, and the mastery of the means of production. This last question is fundamental concerning democratic life. (ott, Moraes and Rocha, 1987). In this way, it is through organization and action that the rights of each and everyone are built. The individual's participation in the process of defining the direction of the society in which he lives is dealt with through different possible levels and channels of action. (Höfling, 1987).

4 TRANSITION PROCESS BETWEEN HIGH SCHOOL, UNIVERSITY AND THE JOB MARKET

Leaving high school for the university world is marked by a lot of complexity for young people who are experiencing this moment of adaptation to the new situation they are experiencing. For Pinho, Bastos, Dourado & Ribeiro (2015), these complexities, conflicts and barriers must be overcome so that individuals adapt better and can guarantee their personal development and obtain the best use of their academic training. In this sense, continuing and permanent education is the best way to stay in the job market, especially considering an emerging economy characterized by constant changes in the economic scenario. The authors conclude that the constant transformations within the global context affect family, educational and work strata, creating new challenges for students to face different situations of changes in the work environment, considered by them as a fundamental element for their progress.

When analyzing the process of transition from high school to university, Pinho et al (2015) show that these young people go through moments of conflict generated by their adaptation, forcing them, at first, to cling to their external networks, such as his oldest friendships and family environment and at another time to adapt to the internal environment of the university through his interweaving of social relationships and the definition of his professional vocation. For Ordoñez (2015) the transition is a complex process resulting from the incidence of personal and contextual factors that intertwine.

In the university system, when the disciplines that frame, enable and qualify the student to act following the demands of the market are privileged, it ends up leaving reflective and critical disciplines in the background, thus creating an awareness that feeds back between professors and students and provokes in students the desire for an education that does not make them waste time with "theoretical, cultural and reflective nonsense" and that restricts itself to objectively preparing them to serve the system (Goergen, 1996). For this author, education is a subsystem within a general social system, this subsystem has the task of forming the "indispensable skills" for the functioning of the general system.

In the past, education had the objective of seeking the emancipated social being and today the student does not feel responsible for being an integral part of social progress in the perspective of his emancipation, but rather in fulfilling a profitable role for him and meeting the momentary needs of the system. According to Goergen (1996), for these young people, the system as a whole, its entire structure, its direction or its relationship with freedom does not matter. What is at stake now is that the system rewards you for your contribution in seeking to make it work.

An important acknowledgment is pointed out by Almeida; Soares & Ferreira, (2002), regarding the widespread search for higher education by young people in Portugal, as they believe that higher education certifies and validates a more secure and promising professional life. On the other hand, it also indicates a growing number of young people seeking higher education due to the lack of alternatives. The authors point out that after completing secondary education, young people have had difficulties in entering the labor

market. This scenario induces them to enter higher education, establishing the condition for failure, lack of adaptation, dissatisfaction with their course and consequent abandonment.

In Portugal, approximately 30% (thirty percent) of students enrolled in Higher Education are allocated to courses that are not related to their first vocational option (Almeida; Soares & Ferreira, 2002), a scenario that does not differ much from Brazil. In this way, it corroborates that students in this condition lose interest in investing in their future careers or staying in the course. The continuous market demand for qualified/specialized continuing education promotes technical training in the university environment intending to satisfy the demands of the economy and the labor market, which transforms, according to Von Zuben (1995) the aspiration of searching for knowledge and human formation, a secondary concern.

From this perspective, it is important to rethink the work category that is linked to the issue of professional insertion. For Pais (2005), work is directly related to survival issues, but the relationships established by young students produce meanings that intersect and diversify, making it difficult for them to understand their projects. Departing from the work category, the author explains that this condition of the social being makes him capable of contributing to the needs of society, also revealing the need for emancipatory training.

This is an important aspect when choosing a young person's professional life and it is decisive in choosing a satisfactory job and that can give them conditions to keep it. The Psychology of careers and professional guidance followed by the professional decision is seen by Ordoñez (2015) as one of the most important phases of life, a significant transition period for young people, as it is indissolubly linked to their future insertion in the labor market and your professional satisfaction.

5 METHODOLOGICAL PATH: DATA COLLECTION INSTRUMENTS, SUBJECTS AND RESEARCH ANALYSIS

The investigation of this study was based on the characteristics of the research of qualitative approach using techniques for data collection used as: bibliographical research, questionnaire and interview. The application of the questionnaires and the interviews took place in two moments. In the first, questionnaires prepared with 18 (eighteen) closed questions and 10 (ten) open questions were applied. The sample was characterized by accessibility, that is, “the researcher selects the elements to which he has access, assuming that these may somehow represent the universe (GIL, 1999, p.104)”. This was 58 (fifty-eight) graduates of Agricultural Technical Education at the Federal Institute of Santa Catarina - Campus Camboriú.

The questionnaires were applied by the researcher individually, with a previously scheduled time with the graduates. Of the 58 (100%) former students contacted, 24 (41.37%) were available to participate in the research. Those surveyed signed the consent form of the ethics committee and after checking the information obtained in the questionnaires, these were tabulated, systematized and organized using the SPSS software. In the second phase of the investigation, individual interviews were carried out to expand

the information collected in the questionnaires and deepen the information. Three categories were created for the selection of graduates who participated in the interviews: 1) Graduates who attended a college in another area of training, other than agriculture; 2) Graduates who were attending college in the field of agriculture and 3) Graduates who were just working.

At this time, the sampling used was typical or intentional, constituting a “non-probabilistic sampling that consists of selecting a subgroup of the population that, based on the available information, can be considered representative of the entire population (GIL, 1999, p.104). Of the 24 (twenty-four) graduates who answered the questionnaires, we selected 3 (three) for each category listed above. Therefore, the interviews were marked individually and the interviewees were called interviewee 1, interviewee 2 and so on until number 9.

The first to be contacted were the participants who went to other undergraduate courses, the second group, those who are at the university and continued in the agricultural area, and the third group, those who are only working and did not continue in the agricultural area. For the first group, there were 14 (fourteen) questions, for the second group 14 (fourteen) questions and the third group 9 (nine) questions. For data analysis, thematic content analysis was used, according to Bardin (1977, p.42) aims to obtain, "systematic and objective procedures for describing the content of the messages, indicators that allow the inference of knowledge regarding the conditions of production/reception of these messages". Franco (2005) is another author who contributed to the content analysis. From the axis “Difficulties and facilities of professional insertion in the area and the continuity or not in Higher Education”, a content analysis of the interviews carried out with the graduates was carried out.

6 PROFILE OF THE GRADUATES OF THE TECHNICAL COURSE IN AGRICULTURE, THE DIFFICULTIES AND FACILITIES OF PROFESSIONAL INSERTION IN THE AREA AND THE CONTINUITY OR NOT IN HIGHER EDUCATION

The profile of the graduates was important to get to know these young people better and deepen some questions related to the choices made by them. In this sense, the condition of hiring or remuneration or whether they receive a scholarship after the course were significant aspects for this understanding. Of the 50% (12 graduates) who answered the questionnaire, they have some link through a scholarship, internship, informal work or formal work. The data that most draws attention (graph 1) is the fact that only one of the graduates reported that he works as an agricultural technician, while more than 45% (11 graduates) had jobs in areas other than agriculture.

GRAPH 1 - Paid activity or bond with scholarship



Source: Research data and graph prepared by the researcher

- Subtitle: English teacher at school
- Agriculture and Livestock technician
- Work in a private security company
- It works
- Paid activity in the area of commerce
- I receive a PROUNI scholarship
- Extension at ITCP
- Works as an assistant
- It works
- Intern at PROCON
- Scholarship that covers 25% of my higher education

Although agribusiness is one of the fastest-growing sectors in Brazil (it contributes decisively to the increase in the trade surplus), a performance that raises expectations regarding the field of work and the image constructed by people about agriculture (Gerra and Bonfim, 2006), this fact was not attractive enough to promote the insertion of these young people in the labor market linked to agribusiness. For Pais (2005) the so-called "struggle for life" is defended as a process of adaptation in that young people end up going through a precarious experience of employment and work in the search for their autonomy. On the other hand, Mafra and Cavalcanti (1992), state that groups of graduates who work and study generally belong to less privileged layers and classes in society and when young people acquire habits and practices of paid work as a means of personal and family subsistence. This was perceived in the 1990s, in the 20th century, but it is a factor that can also be observed today.

These young people trained for work consider their work experiences to be fundamental and preponderant over intellectual work. Data from Dieese (2009) point out that commerce has always been considered as a gateway to the labor market, responding as one of the main economic sectors in terms of absorbing the young Brazilian population. In 2008, of the total employed in this sector, they were between 16 (sixteen) and 24 (twenty-four) years old and accounted for an occupation of 25%, according to data from the Employment and Unemployment Research System - PED System, this information is the result of the DIEESE/Seade/MTE – FAT agreement in the Federal District and the metropolitan areas of Belo Horizonte, Porto Alegre, Recife, Salvador and São Paulo.

The labor market, through its adaptation/modification, has, in recent years, promoted the selection of the most qualified. Data from DIEESE (2011) show growth trends in the number of people with higher education, as well as a reduction in the total number of less educated people in the 1998-2008 decade. This

analysis demonstrates that the labor market has been making increasing demands regarding the qualification and exclusion of individuals with less schooling among those economically active, whereas the participants in the labor market of this less educated population have been registered at increasingly declining rates.

When verifying whether the evaluated graduates are attending a higher education course in search of continuity of their education and with an interest in their qualification for future insertion in the labor market, we verified that 70.8% of the researched graduates were attending college, which demonstrates that the reality pointed out in the DIEESE studies (2011) is part of a collective thought, that is, qualification promotes an increase in the chances of insertion in the labor market. On the same road Almeida; Soares & Ferreira, (2002) indicate a growing number of young people who seek higher education to the detriment of the lack of alternatives and forcing them to continue their studies in a higher course in search of a better position, which will enable them to emancipate themselves.

The market's continuous demand for constant qualified/specialized training promotes technical training in the university environment intending to satisfy the demands of the economy and the labor market, which transforms, according to Von Zuben (1995), the aspiration of the search for knowledge and human formation, a secondary concern. Interviewee 2 demonstrates that he took the Agricultural Technician course without no interest in the course and suggests placing their emancipation and achievement of financial tranquility as a target to the detriment of even their professional vocation,

It's just that I didn't have identification with that area... and... there are few jobs offers in my region. I study law....., and I'm looking for stability and a salary that makes me comfortable. (Interviewee 2).

In this perspective, placed by the graduate, the meaning of work lies between the search for professional fulfillment and financial value. Thus, it should be noted that the work category is linked to the issue of professional insertion, as ponders Figuera; Raitz & Ordoñez, (2013), the work is directly related to survival issues, but the relationships established by young students produce meanings that intersect and diversify, making it difficult to understand their projects. Leaving high school for the university world is marked by a lot of complexity for young people who are experiencing this moment of adaptation to the new situation they are experiencing, in addition to personal issues. For Pinho et al (2013), this sum of complexities, conflicts and barriers must be overcome so that individuals adapt better and can guarantee their personal development and obtain the best use of their academic training. This statement can be observed in the speech of interviewee 3 when declaring his predilection to study at this school, but with the main objective in high school and not in what the course as a whole had to offer,

I chose to study at the CAC (Agricultural College of Camboriú) through high school., but I ended up loving the course... I intended to study agronomy..., but I didn't pass the UDESC... so I ended up giving up on that course. Maybe in a few years, I'll try again because I like the area. I am studying mathematics and law at the same time (Interviewee 3)

Still, according to Figuera; Raitz & Ordoñez, (2013), the constant transformations within the global context affect family, educational and work strata, creating new challenges for students to face different situations of changes in the work environment, considered by them as a fundamental element for their success. For Ordoñez (2015) the moment of transition from high school to university is a complex process, resulting from the incidence of personal and contextual factors that intertwine. When analyzing the process of transition from high school to university, Pinho et al (2013) show that these young people go through moments of conflict generated by their adaptation.

In the first moment, they become attached to their external networks, such as their oldest friendships and the family environment, in another, they adapt to the internal environment of the university, with its interweaving of social relationships and the definition of their professional vocation. In this way, they can avoid making decisions such as dropping out of the course. The family support and the difficulties that the young person has to go through in his adaptation and insertion in the university environment are demonstrated by interviewee 5, despite his technical training and ability to work in agribusiness, he preferred to work in commerce to be closer to the Faculty of Administration and being able to combine work with studies.

My father supports me.... because I'm studying Administration....which is an area that covers many options in the future. I'm currently working at a lottery shop...., more because of the financial issue....., to be able to afford my studies, but working at the lottery shop doesn't have any prospects of improvement.... or that at some point moment... I'll have a better position. (Interviewee 5)

By placing more emphasis on what is closed or on the possibilities of a greater number of vacancies, in this case in Administration, the young person seems to fit into the system adopted today by most young people, which favors disciplines that frame, enable and qualify the student to act following market demands, leaving reflective and critical disciplines in the background. However, they provoke in students the desire for an education that does not make them waste time with "theoretical, cultural and reflective nonsense", restricting itself to objectively preparing them to serve the system (Goergen, 1996). Education already had the objective of seeking the emancipated social being and now the student does not feel responsible for being an integral part of social progress in the perspective of his emancipation, but rather for fulfilling a function that is profitable for him and the system. According to Goergen (1996), for these young people, the system, its structure, its direction or its relationship with freedom does not matter. What is at stake now is that the system compensates you for your contribution in seeking its best functioning.

An important acknowledgment is pointed out by Almeida; Soares & Ferreira, (2002), when they record in a study the widespread search for higher education by young people in Portugal, as they believe that higher education certifies and validates a more secure and promising professional life. On the other hand, it also indicates a growing number of young people seeking higher education due to the lack of alternatives. The authors point out that after completing secondary education, young people have had

difficulties in entering the labor market. This scenario induces them to enter higher education, establishing the condition for failure, lack of adaptation, dissatisfaction with their course and consequent abandonment.

7 FINAL CONSIDERATIONS

The Psychology of careers and professional guidance is seen by Ordoñez (2015) as an important aspect in the choice phase of the young person's professional life and is decisive in choosing a satisfactory job that can provide conditions to keep it. The professional decision is one of the most important phases of life, a significant transition period for young people, as it is indissolubly linked to their future insertion in the labor market and their professional satisfaction.

Young people, who are experiencing the beginning of their emancipation, often privilege their employment to the detriment of their studies, allocating a greater workload to work than continuing education. This situation can cause a vicious cycle between the occupation of vacancies considered of lesser value by young people eager to have their first job and the occupation of courses in the hours they have left after the work shift, without taking into account their vocational profile.

From this perspective, it is important to rethink the work category that is linked to the issue of professional insertion. According to Pais (2005), work is directly related to survival issues, but the relationships established by young students produce meanings that intersect and diversify, making it difficult for them to understand their projects. In this sense, the young people in this research seem to live in a changing movement, which oscillates in coming and going, in search of the realization of their personal and professional projects in an extremely heterogeneous labor market.

The fact that we found different critical postures among the research subjects makes us reflect on the training of students in the technical course in agriculture. The education of these young people must be understood in the broader scope of technical education, transmitting and relating the contents to the experiences lived by the students, in which it seeks to emphasize technical aspects and thus opens up a perspective of a more complete formation for the exercise of the to be socially critical and a citizen.

The analysis of the transition process from High School to Higher Education of the graduates of the Technical in Agriculture course identified a direction toward different areas from which they were trained. The political pedagogical plan of the Agricultural Technician course aims to prepare students for work, citizenship and ethical training, in addition to

critical thinking and intellectual autonomy, also aiming to relate theory to practice prioritizing research, the ability to learn, create, formulate and solve problems, developing skills and abilities in the agricultural area and basic preparation for work.

The tendency to hire increasingly technical or specialized labor indicates a favorable and attractive scenario for graduates to enter the agricultural labor market and continue their studies in this area, however, this indication is not confirmed in the researched sample. Educational centers need to work more broadly on the possibilities and fields of work, developing and stimulating entrepreneurship, strengthening the

region where the course is installed through their local productive arrangements, as well as expanding horizons for them to develop work in other regions. Therefore, because of the results obtained, we conclude that whether or not the studies continue to end up configuring these graduates' trajectories as uncertain in a world of constant transformations.

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