

WHAT IS A UNIVERSITY DEGREE WORTH IN BRAZIL? THE VISION OF GRADUATES IN AN UNDERGRADUATE COURSE IN ADMINISTRATION AT A FEDERAL UNIVERSITY OF BRAZIL

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ABSTRACT

This study aimed to identify the personal and professional expectations in obtaining the diploma for the undergraduate in Business Administration, as well as to verify the reasons for the choice of the Course of Administration and the objectives of the students concerning professional life after graduation, having as reference other studies that studied the university-work transition, the transformations in the world of work in recent times and the difficulty of insertion in the market. The population consisted of 31 students attending the last semester of Administration at the Federal University of Pampa - Campus Santana do Livramento/RS/Brazil. To achieve the proposed objectives, a questionnaire containing closed and open questions about the choice, of course, the motivation to attend graduation, the difficulties encountered and the expectations regarding the future and the insertion in the labor market. The data analyzed through descriptive statistics and their results showed that even though it is not the first-course option for most respondents, there is an elevated level of satisfaction with the quality of the course, as well as the teachers. Expectation and optimism were identified, especially regarding professional insertion and financial stability after graduation; however, few related their interests to the real possibilities offered by the market. Therefore, the theories already evidenced in other studies showed that the conclusion of graduation goes beyond the scope of a formal work vacancy, involving the issue of personal achievement, financial independence, and socialization.

Keywords: Professional expectation; Labor market; Undergraduate in Business Administration; University-work transition.

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1 INTRODUCTION

Work is an indispensable element for the formation of social identity, which passes through the individual's conviviality with a part of society, and the relationships constituted and attributed through work/employment are significant for this formation. Even with unemployment rates achieved in the 21st century, and the emergence of other forms of work, formal activities continue to be the main interest of society for insertion in the labor market (Mattjie, 2011).

The world of work has transformed in recent years, as well as the professional profile. Job vacancies are sparse compared to the substantial number of people aiming for the same goal, which refers to good placement in their area of activity. Unemployment has become a reality, often impacting young people and adults with graduates, showing that professional insertion is related to social issues (Santos, 2012).

Gondim (2002) highlights as an unfavorable factor for recent graduates the lack of experiences and the market's demand for a professional profile with formed identity and differentiated skills. According to the studies of Teixeira and Gomes (2004) and Neiva (1996) identified that the greatest expectation and concern of graduates is the constitution of the career within the area of activity in addition to factors such as financial independence. Understands, therefore, that the transitory process from the end of graduation to entry into the labor market is of paramount importance because this labor market is extremely competitive and demanding of skilled labor.

In this sense, Brazilian higher education has had high growth in recent years, according to INEP, in 2019 there were more than one million and two hundred thousand people who became graduates and able to apply for a job in their area. One of the reasons according to Martins and Oliveira (2014), was the substantial number of university programs created in recent years, in addition to the search for qualification of both young people and adults for better market placement. However, with the growth of higher education, the demand for job vacancies that are compatible with the area of activity of recent graduates increases, and even so, according to Oliveira, Detomini, and Silva (2013), the university-labor market transition is still a topic that needs more studies in Brazil.

Because of this context, the objective of this study is to understand the expectations of the graduates of the administration course of the Federal University of Pampa - UNIPAMPA, Campus de Santana do Livramento/RS, regarding the insertion in the market, seeking to answer the following research problem: What is the personal and professional expectation in obtaining the diploma for the undergraduate in Administration of UNIPAMPA?

Issues related to insertion in the labor market are currently in the academic environment. Given this, there are expectations of young people and adults regarding the transition undergraduate-labor market, (Xander & Kaetsu, 2010). Teixeira and Gomes (2004), affirm that the experiences of each undergraduate may not be sufficient for placing on the market, differently from years ago, where the achievement of a diploma would be the guarantee of a job.

According to INEP (2020), there was an increase in higher education enrollment, between 2009 and 2019 the increase was 43.7% and the Administration course remained among the five areas of courses with the highest number of students enrolled. Martins and

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Oliveira (2014) related the expansion of higher education with the transformation in the universe of work since the 1990s, which resulted in a reorganization in the labor market, requiring skilled labor, requirements, and specific profiles in the vacancies offered.

Also, according to Martins and Oliveira (2014), the transformations within the world of work and growth at the higher level in Brazil originated a new reality of inclusion in the market for recent graduates. This reality should be to facilitate the insertion in this market so competitive and reduce the social discrepancies of educational opportunities, but what we see is a moment marked by lack of skilled labor and unemployment.

According to the Council Federal de Administração - CFA (2015), the growth of higher education, especially the course of Administration, arose through the relationship between the increase in vacancies and the economic development model employed after 1964, linked to the development of large companies. Therefore, companies began to need skilled labor with a higher degree, to be able to deal with the technology and bureaucratization installed.

Therefore, it is important to study the expectation of the trainee in the Management course after graduation concerning insertion in the labor market and personal life. According to the study by Oliveira *et al.* (2013), students seek at the end of graduation to get a job in their professional area and get approved in a public competition. Teixeira and Gomes (2004), affirm that for the trainees, it does not involve only the completion of the course and a vacancy in the labor market, but implies a transition to adulthood, financial independence, family constitution, in short, in the formation of the social identity of each one. Still according to the authors, even though this transition period is of importance in the lives of young people and adults, the students have not been needed by researchers, so there is a lack of studies related to the subject.

Bardagi and Boff (2010) corroborate that there is a lack of studies comprising the transition from graduation to the labor market in Brazil, the research that exists shows that part of the graduates want to work in the professional training they chose to qualify, but often do not succeed, since there are variables such as the offer of vacancies in the area, competitiveness in the market and also behavioral issues of the trainee in the course period that interfere in the professional future.

This research, this work consists in focusing on the expectations of the trainees of the Management course regarding the insertion in the labor market. An important professional for the planning and development of organizations and institutions. For this, it is necessary to contextualize social identity, labor market, and higher education, as well as analyze how these themes integrate.

Thus, this study is justified to identify the expectation about the future after graduation of undergraduate students in Administration at the Federal University of Pampa de Santana do Livramento/RS since there are few studies with this approach and the research may expand academic questions and bring knowledge on the subject, presenting studies by several authors and field research conducted with the object actors of this research.

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2 THEORETICAL FRAMEWORKS

In this chapter, we explore the theoretical concepts of this research, in four subsections. At first, the concepts of social identity and work are explored, then the comprehension of professional insertion and labor market are discussed. After, the historical evolution of higher education in Brazil and the expansion of higher education in recent years. Finally, the higher education course of Administration and the professional administrator.

2.1 SOCIAL IDENTITY AND WORK

The theme of identity has appeared in studies related to social phenomena, where the transformations of social institutions are always the center of research of this nature (Machado & Kopittke, 2002). This study shows the distinction between the types of identity: social, personal, work, and organizational. They point out that there is a connection between all forms because they are all related to individual and group human behavior. Social identity is the result of the relationship of psychological and social factors, it is a process that is always developing, and constructed through similarities and disparities. Thus, social identity is composed of the image that the person transmits of himself in his social environment, exposing him to the distinct groups to which he belongs and to the distinct groups in which the individual is not part.

In the studies by Vasconcelos and Vasconcelos (2002), the authors presented the contextualization of distinct types of social identity, constituted through work relationships. According to the model of identity at work Renaud Sainsaulieu, the main author cited in the study, the recognition of others for the individual is one of the main elements of the creation of a person's identity and happens from social relations. Vasconcelos and Vasconcelos (2002) defended through their contextualizations the preservation of social interactions and the talent of man in delivering reason and meaning to the experiences lived for the formation of identity.

Also, according to the authors, it is possible to identify that when an individual assumes before society, a profession, religion, sexual orientation, among others, is thus determining his social identity, being able to change or improve social interactions. In this case, identity is related to the attribution of values, that is, it can be attributed from society to an individual or acquired during the choices and efforts of people (Vasconcelos & Vasconcelos, 2002).

According to Mattjie (2011), identity is a consequence of the personal characteristics of each person, while social identity can form from the particularities of various social groups. As the bond that sustains the united citizens, through the same identifications. The concept of identity, according to Mattjie (2011), is individually from birth and presented as something unchanged, but through contemporaneity, changes are constant, and identity also began to be related to belonging, traditions, and social groups. Another facet in the concepts of identity is professional identity, which comes from professional experiences, and work identity, which is a social identity, which forms from moments in people's lives or a group of workers.

Mattjie (2011) will also point out that the construction of the social identity of an individual, is related to the link of the same with a part of society, which happens through a job and that has a significant dimension to the arrangement of society. With this, it is important to emphasize that work is one of the main elements for the formation of identity, even if there are other factors, there is no way to idealize a world without work.

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There are three dimensions to define the presence of identity at work: recognition, referring to how the individual sees himself in that group, that of autonomy, related to personal contribution to the existence of the whole and the dimension of cooperation that sees how others perceive each person (Mattjie, 2011).

It is during the daily life of the professional career and works environment that will be identified the character and maturity of identity and the context of what the individual would like to be and what he achieved as a worker and as a person (Ito & Soares, 2008).

The expression work meets the physical and mental strength to achieve a goal, since the term occupation can be used in various situations, such as everyday tasks, not necessarily involving financial retribution, is the use of commitment directed to an end. In addition, work and employment can be definers of social identity, and the difference between the two is that employment is related to formalized employment ties and work can be considered a series of activities performed with a necessary economic purpose of survival. The two terms result in economic gratification, and they depend on individual efforts in benefits to others (Mattjie, 2011).

Thus, even with the increasing level of unemployment in the 21st century and the emergence of other forms of work, formal employment remains attractive to society as a whole, "it is not just a question of making money for subsistence, but of having an activity that carries out needs to build something tangible and to keep in touch with people similar to socialization" (Mattjie, 2011, p. 145).

The world of work has undergone transformations, impacted by globalization, the evolution of technology, qualification of labor, and productive renewals, therefore these factors are causing countless difficulties in the insertion in the labor market and requiring a new professional profile, (Martins & Oliveira, 2014). Thus, a subsection on professional insertion and the labor market will be presented below.

2.2 PROFESSIONAL INSERTION AND LABOUR MARKET

According to Oliveira and Piccinini (2011), the theme of the labor market is highlighted in research in labor relations. According to the authors, the main concept of the labor market refers to the perception of a place, where the demand and supply of job vacancies are always confronting each other. However, it is important to emphasize that it is only one of the market understandings and that they have limitations because it changes frequently leading to various forms of understanding from the surrounding relationships (individuals, institutions, and society).

In a traditional definition, "work is a product, in which workers are sellers, employers act buyers, wages are considered, price and labor market represent the space where these transactions occur" (Oliveira & Piccinini, 2011, p. 1520).

Related to the economy, the labor market is important for the functioning and stability of wage levels, employment and unemployment rates, income distribution, qualifying investments, among others. The theory of segmentation of the labor market is identified in Brazil, where what stands out is the idea of market duality, which is divided between the primary sector, evidenced by professional safety and the secondary sector, characterized by several factors that are disfavoring for workers, such as low wages, lack of qualification, the

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restricted possibility of growth, turnover (Oliveira & Piccinini, 2011).

Also, according to the authors, given the variety of professional activities that exist, there are a diversity of spaces considered labor markets, existing in large sectors in excess and lacking in other segments. The factors that expand the markets beyond the profession are the level of qualification, age, labor, geographical position, among others. These elements clarify why, even at an important moment of unemployment, labor shortages occur in different economic sectors (Oliveira & Piccinini, 2011).

According to Martins and Oliveira (2014), the universe of the current labor market has undergone several changes, especially since the 1990s, these transformations are derived from factors such as productive renewal, a fall in industrial employment, and the advancement of technology, but at the same time, there is an increase in production and also of qualified professionals, which has generated an increase in the informal market and work on the account.

Santos (2012), points out that the form of competition for existing job vacancies is unequal between young people and adults and unemployment is a reality today. Young people are often graduates who are suffering the most from this reality, one of the reasons would be the lack of experience in the market. Thus, it is possible to identify that professional insertion has to do with social issues and does not happen in the same way for everyone.

Gondim (2002) emphasizes the importance of a professional prepared to face this market change, which in the few existing vacancies is requiring a profile with professional identity and maturity to act in various situations that current organizations are subject to pass. The author also highlights the need for academic training to expand the practical experiences of undergraduates, so that graduates are prepared to meet this new profile demanded by the market. It is also notable the change in the path to adulthood and the responsibilities and difficulties that exist in it, being the insertion in the labor market one of them (Santos, 2012). That said, the next topic, seeks to deepen the expectation of the young professional after graduation.

2.2.1 YOUNG PROFESSIONAL EXPECTATION AFTER GRADUATION

According to Teixeira and Gomes (2004), graduation is marked by a period of evaluation of the course and professional choice. There is expected before the new phase of life of these young people and adults that will start, it does not result only in the beginning of the professional career, for many of them it also refers to family emancipation and definition of adult life. The greatest difficulty encountered by the new professionals is the insertion in the labor market in their area of activity. With this, it identifies that the reality of old, where the university degree was the security of a well-paid function in the market, no longer is consistent with reality (Teixeira & Gomes, 2004).

According to the study conducted by Neiva (1996), which aimed to investigate the consequences caused by the difficulty of insertion in the market related to the chosen profession, the current situation, and the behavior of undergraduates about the future and implementation of projects after university, the difficulty of insertion in the formal labor market is a negative aggravating factor for students preparing for their professions, whose market is disadvantageous. This study estimated the anxiety of these students to enter the

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market earlier, or to prioritize this professional future.

It is understood that students are concerned about the professional future and the way that this insertion will be and with this, they are motivated to make decisions anticipating the difficulties they may encounter, the measures would be the earlier entry into internships or jobs with lower positions before graduation, thus making it possible to obtain experience to face the competition that is in the market (Neiva, 1996).

The authors corroborate Oliveira *et al.* (2013), that the transition from university to professional is an important moment for young people and adults and requires new purposes and planning of the future, being prepared for what can happen in the professional and personal sphere. The study described the expectations of graduates about success in the university-work transition, in their research, concludes that university students worry only in the last year of graduation about their professional future and their expectation after graduation is to get a job in training, approvals in public tender or continue their studies. In this study, the students' expectations were also the satisfaction and reference in the work in which they find it.

Although the expectations of graduates in the university-labor market transition are of great relevance, according to Teixeira and Gomes (2004) and Oliveira *et al.* (2013), there are still few discussion topics, not receiving attention from researchers in Brazil, even ahead of the expansion of university vacancies. In this sense, to understand the evolution and expansion of higher education in Brazil, the subsection covering the theme is presented below.

2.3 HISTORICAL EVOLUTION OF HIGHER EDUCATION IN BRAZIL AND THE EXPANSION OF HIGHER EDUCATION IN RECENT YEARS

Sampaio (1991), says that higher education in Brazil came to have a university character only in the year 1930, unlike other countries such as Mexico and Peru, which still in the colonial period led to its universities. From 1808 to 1943, more than a century ago the first universities that were created had a standard of training of liberal professionals, such as medicine, engineer, among others. Only at the end of the 19th century, there were some transformations in higher education, due to the emphasis on technological training, before that the pattern remained almost unchanged. Table 1 presents decisive moments in the history of Brazilian higher education.

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Table 1 - Evolution of higher education in Brazil

Período	What happened?
<ul style="list-style-type: none"> • Before 1930 	Institutions with professional management and very restricted. - Greater emphasis on teaching than on research;
<ul style="list-style-type: none"> • Between 1930 (Industrial Revolution) and 1964 (Military Government) 	- The University of São Paulo, created in 1934. - More than 20 federal universities are created in Brazil. - The emergence of religious universities (Catholic and Presbyterian).
<ul style="list-style-type: none"> • 1968 	- Movement of university reform, based on administrative competence, supported by departments and immanent of teaching, research, and extension as the theme of higher education institutions.
<ul style="list-style-type: none"> • The 1970s 	- Encouraging the development of postgraduate courses in Brazil and the opportunity for the execution of postgraduate courses abroad, aiming at the training and progression of Brazilian teachers.
<ul style="list-style-type: none"> • From the 1990s 	Constitution of 1988 consequently the approval of laws regulating higher education. The versatility of the system, reduction of the role played by the government, expansion of the system, and advancement in evaluation processes to improve quality.

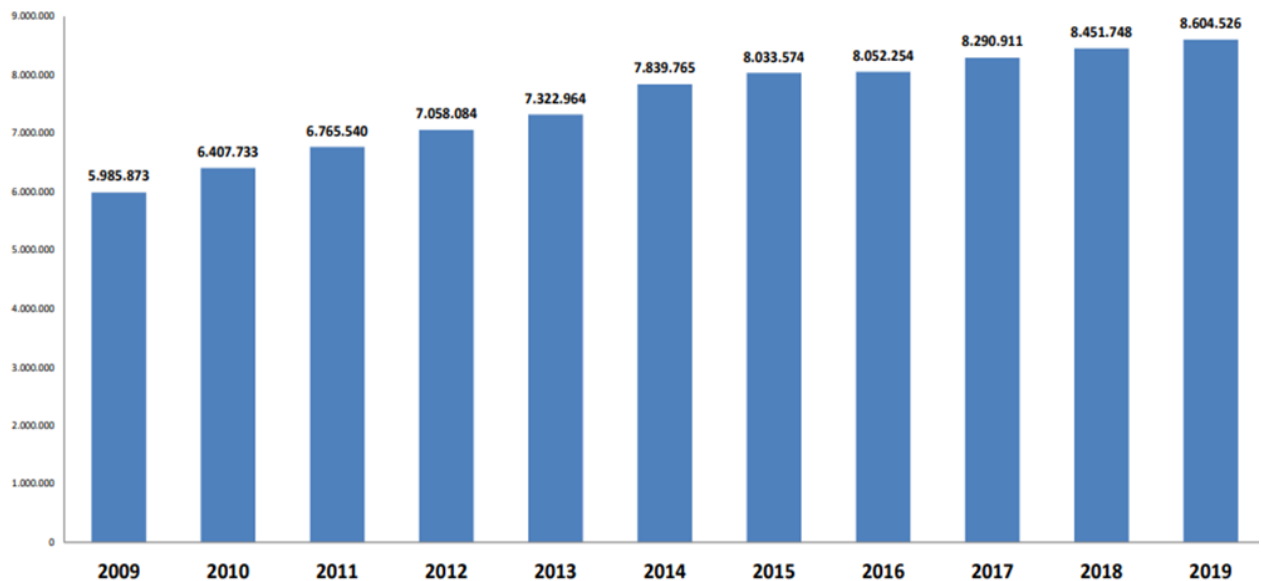
Source: Prepared by s authors, based on Stallivieri (2006).

In this context, it is possible to verify how the institutions emerged and expanded in Brazil because the market sought skilled labor and private universities saw it as an opportunity for profit, including in 2019, reaching 75.8% of the total number of private higher education institutions, according to (INEP, 2020), as well as other factors that boosted this development.

Since the new millennium, there has been a significant increase and no antecedents in higher education in Brazil, which presented relevant points in this growth (Martins & Oliveira, 2014). A relevant point in this expansion is the increase in enrollment in higher education, in 2019 according to the Census conducted by the National Institute of Educational Studies and Research Anísio Teixeira (INEP), an average annual growth rate of 3.7% was recorded between 2009 and 2019, in the last ten years, enrollment in higher education grew 43.7% in this period. In 2019, the increase was 1.8%, as shown in Figure 1.

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Figure 1 - Number of enrolments in higher education, 2009 - 2019

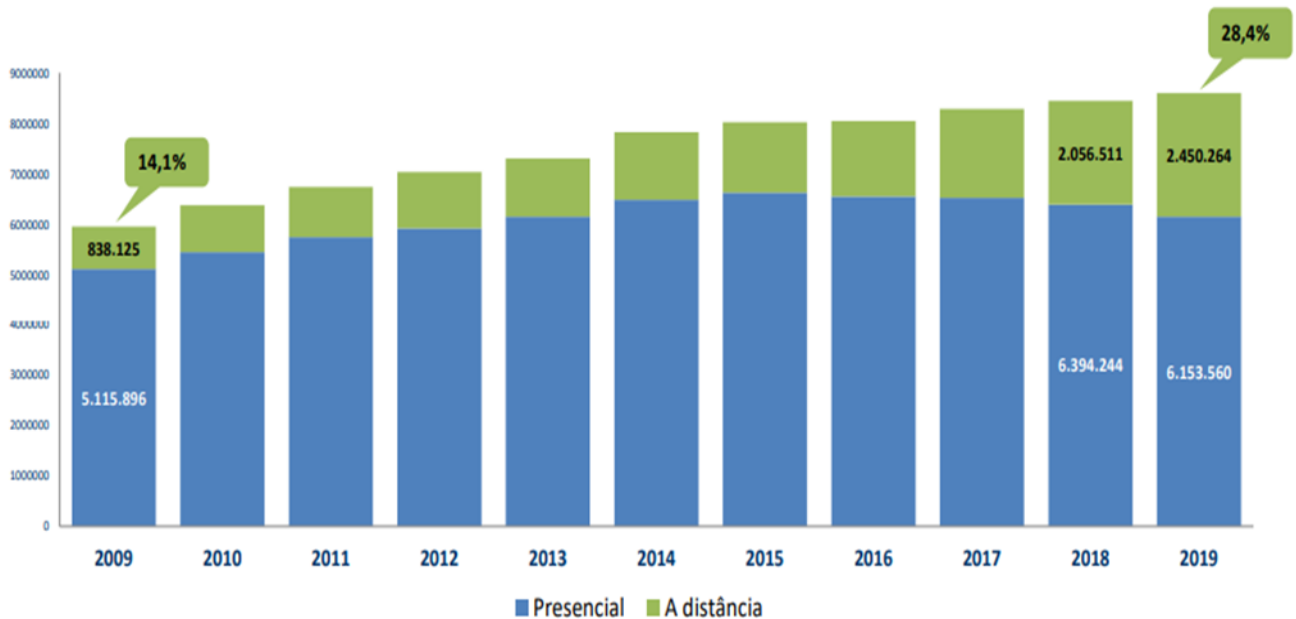


Source: INEP, 2020.

A factor of relevance is the increase in enrollment in distance graduation, which has been taking place in Brazil since its creation in 2001. In 2009, the EaD modality represented 14.1% of undergraduate enrollments. In the last 10 years, distance education has increased its participation in higher education. In 2018, EaD surpassed the mark of 2 million students, and in 2019, it already has 28.4% of undergraduate students in the country. Since 2015, the number of enrollments in the face-to-face modality has been falling (INEP, 2020). Figure 2 shows the number of undergraduate enrolments by teaching modality - Brazil 2008-2019.

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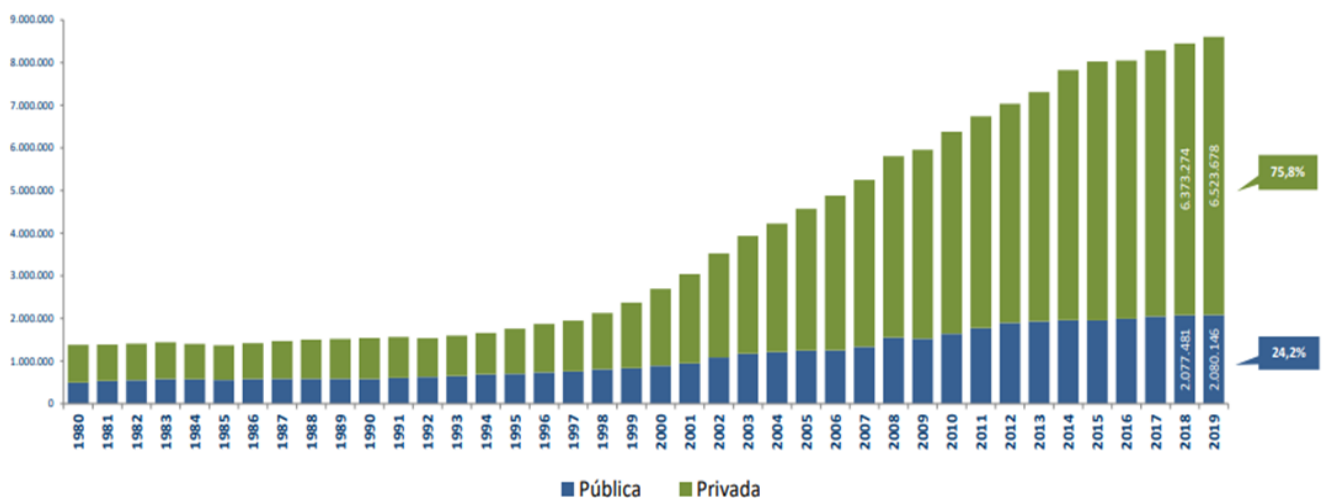
Figure 2 - Number of undergraduate enrollments by teaching modality - Brazil 2008-2019



Source: INEP, 2020.

Another condition is the number of undergraduate enrollments by administrative category, in 2019 the enrollment of the private network reached the highest percentage participation in recent years, 75.8% (6,523,678), and the public network, therefore, participates with 24.2% (2,080,146). It observes that with more than 6.5 million students, the private network has three out of four undergraduate students. In 2019, enrollment in the public network grew 0.1% and, in the private network, 2.4%. The behavior of the expansion curve suggests that enrollment may be approaching a stabilization process, as shown in Figure 3 (INEP, 2020).

Figure 3 - Number of enrolments in undergraduate courses, by administrative category, 1980 - 2019



Source: INEP, 2020.

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It is noteworthy that in 2019 more than 16 million vacancies in undergraduate courses were offered, covering 71.6% of new vacancies and 27.7% remaining vacancies, in addition, 94% more of the vacancies offered in undergraduate courses of the federal network were filled, this is the highest rate of occupation of vacancies in the different administrative categories (INEP, 2020).

Table 1 - Number of vacancies in undergraduate courses, by teaching modalities and type of vacancy, according to the administrative category – 2019

Administrative Category	Gardening Course Vacancies			
	Total General Vacancies	New Vacancies Offered	Vacancies of Special Programs	Remaining Vacancies
General Total	16.425.302	11.766.371	101.131	4.557.800
Public	837.809	620.032	5.151	212.626
Federal	484.569	359.579	2.435	122.555
State	228.372	181.013	1.703	45.656
Municipal	124.868	79.440	1.013	44.415
Private	15.587.493	11.146.339	95.980	4.345.174

Source: INEP, 2020.

Several may be the reasons for this expansion of higher education in recent years, according to Martins and Oliveira (2014) the causes can be credited to the reform of education through the Law of Guidelines and Bases of National Education (LDB/96), the spread of basic education, thus being demanded higher education, the search for greater qualification of both young people and adults, the labor market and the great growth of government programs aimed at this expansion.

This diversification can be considered an advance for Brazilian society, but we must not forget that the demand for jobs in Brazil also grows every day, and government policies for the expansion of higher education should accompany a large number of graduates of higher education, which in 2019 was more than one million and two hundred thousand students who became professionals in their area completing graduation, according to the 2019 Census conducted by the Anísio Teixeira Institution.

Therefore, all expansion and diversification, which happens through policies and aimed at the training of professionals and social and educational development countries, should undoubtedly link to the transition of training and insertion in the labor market.

2.4 THE HIGHER COURSE OF ADMINISTRATION AND THE PROFESSIONAL ADMINISTRATOR

The higher course in Administration began in 1952 in Brazil, a brief history compared to the USA, which had its first courses in the area at the end of the 19th century (CFA,2015).

According to the CFA (2015), only in the 1940s, the course began to gain relevance

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in the country, as the need for skilled labor to serve the society that underwent an industrialization process intensified. Due to this marked process at the time, the profession had its regulation through Law No. 4,769, September 9, 1965. The regulations also sought to establish bodies to control the exercise of the profession to exude professional portfolios, then, the Regional Boards of Directors were created.

According to com CFA (2015), the Course of Administration is related to the development of Brazil, which had two historical moments, the governments of Getúlio Vargas, marked by the patriot character and the government of Juscelino Kubitschek, characteristic of the country's progress and economic openness. There are changes are related to the course, because it was necessary planning in the processes, so the professional Administrator gained strength and the course had a boost, increasing significantly from 1964, due to economic development and the need for higher-level labor of large companies.

In the early 1980s, the Southeast and South regions concentrated 80,722 students and 81% of all administration education in the country. Thus, indicating greater concentration in the most productive regions, which have higher chances in terms of the labor market Administrator (CFA, 2016).

The number of Directors formed has grown steadily, 21% in 1995; 25% in 1998; 30% in 2003; 33% in 2006; and 35% in 2011. However, in the current survey, this percentage fell to 34%, indicating the range of a stability point. We also recorded significant growth in the last 12 years of 12 percentage points of women Administrators (CFA, 2016).

The profile of these administrators, according to the survey conducted by the CFA in 2015, shows us that most professionals are male, married and with dependents, have an average age of 31 and 35 years, are graduates of private universities (82%), occupy management and analyst positions, work in the areas of Administration and Strategic Planning, has a signed professional portfolio, has specialization in some area (73%) and works in private companies, large and industrial sector. It was identified through the research that the average approximate income of the Administrator is 9.2 minimum wages, equivalent in April 2015 to R\$ 10,120.00, demonstrating that companies are reconsidering the wage issue of these professionals (CFA, 2016).

According to Thies, Barcellos, Barcellos, and Bianchi (2005), the labor market is requesting a new management profile, professionals who are prepared to run companies and who have knowledge of the market, with a systemic and generalized vision and who still can work as a team, resolve divergences and aspiring new personal knowledge and growth for the company. It is important to highlight that for professional insertion the market will continue to attract only professionals ready for the new profile.

3 METHODOLOGICAL PROCEDURES

In the present study, the research characterizes as descriptive. As for the approach, the research was conducted with a quantitative approach, using the Survey *method*, which according to Costa and Costa (2009), is when the research encompasses the direct interrogation of the people, we want to understand the behavior. It is believed that *the Survey is* the most appropriate method for this research because it was possible to reach the information objectively and directly, enabling knowledge of the reality of all the researched groups.

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In this research, the questionnaire was used as a data collection technique. The questionnaire was elaborated according to the theoretical framework present in this study and from the objectives outlined, thus looking for questions that would help in their answer. Table 2 can observe how the authors structured the questionnaire through the operationalization of the variables.

The research was conducted with a class of probable graduates of the Administration course of the Federal University of Pampa de Santana do Livramento-RS, for this, a questionnaire with 27 questions was applied, divided into closed questions and open questions. The major number of questions were written with a Likert Type Scale. The questionnaire was sent via email with a link from the Google Forms *form*. Of a total of 38 probable graduates, 31 participated in the research. The data were analyzed using descriptive statistics.

Table 2 - Operationalization of Variables

Operationalization of Variables with all questionnaire questions	
Issues	Author ship
1, 2, 3, 4, 5, 6, 7, 8	Identification variables;
The choice of his course was influenced by the profession of their family members?	It can be associated with social identity;
Was this course your first choice for graduation?	These questions refer to a social representation (common sense) that the Course of Administration tends to be chosen in the absence of an alternative.
If you didn't score, why did you choose this course?	
What is your motivation to attend graduation and? specifically, this course?	
Is the course meeting your expectations?	CFA (2016); Thies <i>et al.</i> (2005)
What grade would you give to your course?	INEP (2020); CFA (2016)
Has your work influenced the choice of course?	Relationship with identity and social representation
If you answered yes to the previous question, what is your current occupation?	
What is your expectation about insertion in the labor market after the completion of the course?	Teixeira and Gomes (2004); Oliveira <i>et al.</i> (2013); Neiva (1996), Gondim (2002); Saints (2012)
What are the main difficulties you have encountered in graduation?	Teixeira and Gomes (2004); Oliveira <i>et al.</i> (2013)
Doing a degree is a must stop individual currently	Sampaio (1991); Martins and De Oliveira (2014)
Completing graduation will allow me to have a better salary in the labor market	Thies <i>et al.</i> (2005); Martins e Oliveira (2014); CFA (2016)
My career depends on the completion of this course	Gondim (2002); Santos (2012)
I am dissatisfied that I do not intend to finish this course	This question refers to the common-sense idea that students drop out of school.
Currently, it is enough to attend graduation to be well Qualified	Teixeira and Gomes (2004); Gondim (2002), Santos (2012)

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My course contributes to the development of me Work	The social representation that the graduation qualifies more and makes the professional more fit.
Everything I've been learning I's getting applied at work	
The completion of my course will allow us to achieve a new status social	Matjie (2011); Martins and Oliveira (2014); Machado and Kopittke (2002)

Source: Prepared by the authors.

4 DISCUSSION AND ANALYSIS OF RESULTS

The questionnaire was sent to the 38 probable graduates of the Unipampa de Santana do Livramento/RS, where 31 questionnaires were answered. Of the total respondents, 20 were female and 11 were male, with an average age of 26 years.

The results showed that the families of undergraduates are composed mostly of 3 to 4 people, who live on average 4 minimum wages. Of these families, one or two people have already attended or are attending to a college degree.¹

In continuity, when verifying the choice of the Course of Administration as an undergraduate, 25 answered that the choice of their course had no influence on the profession of their family members and only 6 respondents reported that the choice had an influence. When asked if the Course of Administration was the first choice, a division was obtained in the answers, 17 marked that it was not and 14 said yes. Confirming the social representation (common sense) that the Course of Administration is chosen in the absence of an alternative and not by a personal desire. To deepen the above-mentioned question, it was asked why they had selected the course if they had marked that it was not their first option. It can be observed that most respondents said that they ended up choosing to attend Administration for convenience and accessibility, first because they would not be prepared to live in another city and second because it is among the options offered at the Federal University of Pampa, which would bring more opportunities for a good placement in the labor market, because the Management course covers several areas, therefore, different possibilities of action arise. In this sense, Melo *et al.* (2015) point out that there are opportunities for the Administrator who aspires to a space in the labor market, however, his skills and his curriculum in the area are worthy. And that to be successful in this project, the professional must differentiate and contain characteristics of knowledge, leadership, and dedication. So much more than having a degree is having different abilities. The authors also point out that in this area the professional is the pilot of his career, and it is up to him to lead in the best viable way towards his personal, professional, and financial development. He must be willing to experience the practice because it is not only the knowledge of the classroom, the participation in events and lectures that form a skilled professional. It is necessary to get involved with the labor market, have the power of vision, always try to innovate, and like the new (Melo *et al.*, 2015).

When asked about the motivation to attend the undergraduate course and specifically the Management course, it was identified that most respondents are motivated by a professional qualification, financial stability, greater opportunities in the labor market, acquiring management knowledge to be able to manage the future venture, the possibility of

¹ The minimum wage in Brazil currently is R\$ 1100,00.

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a public tender of higher education and an alignment of the personality with the profile of the professional administration. Only one respondent cited scientific research and continuation in academic life as motivation. It is perceived that in the universe researched, there is a divergence with Teixeira and Gomes (2004) who highlight as motivation for graduation is not only the beginning of a professional career but also family independence and the definition of adult life.

It is important to note that 30 students answered that the course is meeting expectations, showing that even if it is not the first choice, they ended up identifying with the course. We stand out as justification for the response, the quality of the teaching staff in transmitting knowledge and motivating students to entrepreneurship, the formal labor market, and academic career. We also cited the evaluation of the course before the MEC, the disciplines offered covering diverse areas, the application of theoretical knowledge in practice, and personal and professional identification with the curriculum and with the principles of the course. All answers demonstrated approval of the course, proving the level of overall satisfaction, which averaged 8.4 on a scale of one to ten.

In follow-up, when asked about the influence of work on the choice, of course, 18 people answered that they did not influence, while 13 said yes. It was also questioned what the current occupation of the respondents, which was obtained as an answer, the following: Training Manager, Production Supervisor, Agronomist, In charge of the financial sector of Military Organization, School Server, Health Area, Sales Promoter, Public Employee, Saleswoman of clothes and accessories, Administrative Assistant, Administrator of the business own families and the rest reported that they are only students. It is therefore inferred that most respondents do not yet work in the labor market. It is believed that this happens due to the low average age of the respondents and because they are graduates who have been at the university for 4 years and that the course has day and night classes.

When asked about the expectation about the insertion in the labor market after the completion of the course, 18 answered that they intend to have better opportunities and a good position in the market as an administrator, 4 answered that the expectation is the rise in the currently occupied position, being able to contribute to the organization and reach higher positions, only 4 respondents showed concern about the insertion in the labor market because they believe they do not have enough vacancies for a large number of professionals in the market and 5 answered that they do not have expectations in the formal labor market, because they have other objectives, such as public tender, academic career, and own business. A large majority of students (18) expect something that the Federal Board of Directors highlighted in the last research conducted, that the Course of Administration provides the graduates with better opportunities and positions when entering the job market and an elevated level of allocation of professionals (CFA, 2016). Complements Oliveira *et al.* (2013), reinforcing the possibilities for those who graduate in Business Administration, where it was stressed that the expectation after graduation is to get a job in training, continue their studies, and have better opportunities. For Neiva (1996), there is great concern about the labor market that is disadvantageous for the insertion of graduates. It is noted that the different periods may have an influence on the results of the research and may fit in a future study a temporal analysis comparing with economic issues in the country now, seeking to identify some relationship between changes in economic perspectives and the perception of opportunity in the labor market.

As for the main difficulties encountered in undergraduate studies, it is observed that
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the scarcity of time to reconcile the schedules of academic and extra-class activities that the undergraduate course provides is the main difficulty. It was also mentioned the overload in certain periods, with a lot of material to read and works to deliver, the financial resources to pay for transportation and food expenses, lack of structure of the University, the disciplines in exact and lack of practical activities during graduation, causing some insecurity for some undergraduates regarding the labor market. In this sense, Neiva (1996) presents as a factor of difficulty in the graduation the insertion in the market before the end of graduation and in lower positions and internships, to anticipate future difficulties and acquire experience.

The last block of questions corresponded to questions with a Likert scale, of five points: 1 disagree; 2 Disagree; 3 Neutral; 4 Agree; 5 I agree. Thus, the following results were obtained, according to Chart 3 below.

Table 3 - Results of Likert-scale question averages

Doing an undergraduate is necessary for the individual today	4,2
Completing graduation will allow me to have a better salary in the labor market	4
My career depends on the completion of this course	3,9
I am dissatisfied that I do not intend to finish this course	1,3
Currently, it is enough to attend graduation to be professionally qualified	1,7
My course contributes to the development of my work	4,1
Everything I've been learning I'm able to apply at work	3,8
Completing my course will allow you to achieve a new social status	3,7

Source: Elaborated by the authors with research data.

According to the averages presented, the respondents agree that doing an undergraduate degree is almost an obligation for the individual currently, that completing the graduation will allow having better salary in the labor market, that the career depends on the course, that the course contributes to the development of work, which is being possible to put the theory in practice and finally, completion of the course will allow a new social *status to be achieved*. This confirms the awareness of the importance of completing graduation and the expectation of a better future after graduation, but according to Teixeira and Gomes (2004), a university degree currently does not guarantee a place and good remuneration in the market. As for social *status*, according to Mattjie (2011) the construction of an individual's identity, is related to a bond with a part of society, which goes against the thinking of graduates who seek beyond professional success, recognition, and social identification.

In the statements regarding dissatisfaction with the course and the certainty that it is only enough to attend the undergraduate course to be well qualified, the respondents did not hesitate to disagree with the statements, being coherent the open answers, where it showed a great level of satisfaction of the course and interest by several respondents in pursuing studies such as graduate and master's degree. Thus, demonstrating the perception of respondents about the importance of staying qualified, to face charges in the labor market that is increasingly competitive and requires a new professional profile, following Gondim's theory (2002). He corroborates, Teixeira and Gomes (2004), stating that the period of completion of the graduation is marked by evaluations regarding the professional choice and reflections about the future because there is a professional and personal expectation that is determined by a conjunction of factors.

Thus, it is evident the relevance of the theme and the importance of conducting new

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research, since the present study was limited to a specific population of a city, course, and university, and can then be expanded to other regions and courses with analyses with contexts specifically focused on social variables and field research with the labor market.

5 CONCLUDING REMARKS

In general, the completion of an undergraduate degree represents an especially key step for university students and their expectations about the future. Therefore, the present study aimed to identify personal and professional expectations in obtaining the diploma for the undergraduate in Business Administration, to contribute to the expansion of knowledge about a topic little addressed in the research

Towards, the research formulary applied to students in the completion phase of the business school graduation at the Federal University of Pampa de Santana do Livramento. Given this, the main results showed that the choice of course choice, in most respondents, was not influenced by the profession of parents and that the course was not the first option for 54.83% of the respondents. The main reasons pointed out as the choice of the course, was accessibility and convenience, because it is a prestigious course and in a Federal University and the possibility of better placement in the labor market. As motivation, the respondents stressed the importance of professional qualification for the insertion in the formal, informal, and public tender market, as well as financial stability, which goes against the theory presented in the study. It is important to highlight that the course obtained approval from thirty students, presenting as a satisfaction level score of 8.4, on a scale of one to ten. This satisfaction on the part of the responding trainees is justified by the quality of the course and faculty, the personal and professional identification with the curriculum of the course, and the scope of areas offered by the course. However, there are difficulties encountered in the course and it was highlighted the scarcity of time of students to reconcile academic activities with the overload in certain school periods of work and reading subjects and the absence of practical activity during graduation.

As for the expectation about the labor market of the trainees, there was a multiplicity of expectations, the greatest of them is an advantageous position in the formal labor market as an administrator and financial stability, those who already have a position in the market expected to rise.

The means of the variables of the Likert scale corroborate the above by the theory presented through other studies related to the theme. It is noteworthy that, in general, the averages were close to number 4, which means agreeing with the following statements: graduation is almost an obligation for individuals currently, graduation to allow to have a better salary in the labor market, the course contributes to the development of work, application of the theory of course at work and the completion of the course allow a new social status. In two statements, the variables were with an average of 1.3 and 1.7, and respectively they are: I am unsatisfied that I do not intend to finish this course, and currently it is enough to attend the undergraduate course to be professionally qualified. These answers also meet the theoretical review presented on Social Identity and Work and Professional Insertion and Labor Market as well as the open questions asked to respondents.

The research results help us to reflect more deeply on the transition from the end of graduation to professional insertion in the formal labor market or not. It was possible to

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identify that for all the probable graduates who answered the research, they reached the expectation they placed in the undergraduate course, but there is great expectation regarding professional, financial, and personal stability after graduation.

However, these results should consider the perceptions of the population investigated. Thus, it is believed that the issues related to the administration course and the labor market may vary from one city/region to another, which indicates the need for future study by expanding the population and making comparisons between the results. It would also be worth expanding this study in different contexts, to obtain a more comprehensive sample, with public and private universities included graduates of other courses, thus allowing the performance of hypothesis tests in the analysis of the data and identifying expectations according to the profile, course, and location.

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