

IMPACT OF THE FORMATIVE PROCESS ON THE LABORAL TRAJECTORY OF YOUNG MASTERS: NEEDS FOR EDUCATIONAL ORIENTATION

IMPACTO DO PROCESSO FORMATIVO NA TRAJETÓRIA LABORAL DE JOVENS MESTRANDOS(AS): NECESSIDADES DE ORIENTAÇÃO EDUCATIVA

IMPACTO DEL PROCESO FORMATIVO EN LA TRAYECTORIA LABORAL DE ESTUDIANTES MAESTROS(AS): NECESIDADES DE ORIENTACIÓN EDUCATIVA

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ABSTRACT: This research aimed to analyze the impact of the training process on the work trajectory of young students of the Master of Education, from a community university in southern Brazil and the needs for educational guidance. It aimed fundamentally to contribute to the academic and labor transition processes of young master's students. The methodology was of qualitative approach and the data collection took place through semi-structured questionnaires and individual interviews. The analysis technique was systematized by content analysis. Expectations reinforce the desire of these students to invest in qualification, as the project is to achieve a doctorate and most want to continue their studies in order to be inserted as a teacher in higher education in the future. The biggest difficulty is the time when reconciling education and work, sometimes leads us to think about dropping out of the course.

KEY WORDS: Master students. Formative process. Educational guidance

RESUMO: *A presente pesquisa objetivou analisar o impacto da formação continuada na trajetória laboral de jovens estudantes do Mestrado em Educação, de uma universidade comunitária no sul do Brasil, e as necessidades de orientação educativa. A metodologia foi de abordagem qualitativa e a coleta dos dados ocorreu por meio de questionário semiestruturado e entrevista individual. A técnica de análise foi sistematizada pela análise de conteúdo. As expectativas reforçam o desejo desses estudantes em investir na qualificação profissional, pois o projeto é alcançar um doutorado e a maioria quer prosseguir os estudos para futuramente se inserir como docente no ensino superior. A maior dificuldade anunciada pelos(as)*

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mestrandos(as) foi a possibilidade de conciliar educação e trabalho, o que, às vezes, leva a pensar em abandonar o curso.

PALAVRAS-CHAVE: *Estudantes de mestrado. Processo formativo. Orientação educativa.*

RESUMEN: *Esta investigación tuvo como objetivo analizar el impacto del proceso de capacitación en la trayectoria laboral de los jóvenes estudiantes de la Maestría en Educación, de una universidad comunitaria en el sur de Brasil, y las necesidades de orientación educativa. Su objetivo fundamental era contribuir a los procesos de transición académica y laboral de los jóvenes estudiantes de máster. La metodología fue acercarse cualitativa y la recolección de datos se realizó mediante cuestionario semiestructurado y entrevista individual. La técnica de análisis fue sistematizada por análisis de contenido. Las expectativas refuerzan el deseo de estos estudiantes de invertir en calificación, ya que el proyecto es lograr un doctorado y la mayoría desea continuar sus estudios para insertarse como maestro en la educación superior en el futuro. La mayor dificultad es el momento en que la conciliación de la educación y el trabajo, qué, a veces, lleva a pensar en abandonar el curso.*

PALABRAS CLAVE: *Estudiantes de maestría. Proceso formativo. Orientación educativa.*

Introduction

In the Brazilian educational context, the analysis conducted by Carrano (2009) pointed out the relevance of studies that investigate the young student in his university condition, bringing up, as one of the examples, researches that are inserted in the context of young students, workers or unemployed. The author comments that we still know little about the schooling and biographical trajectories of university students and how conditions occur after admission, during and after graduation. This fact includes the continuing education processes, in which post-graduate *stricto sensu* studies are included. In the same way, Corrochano and Nakano (2002) also announce in the bibliographical survey carried out on the theme "Young people, World of Work and Education", the inference about the absence of researches that investigate this theme from the perception of young people who enter increasingly earlier in master's and doctorate courses.

The ways in which young master's students live the transition from the educational and working processes, as well as their future perspectives, need to be considered in the current panorama and in the ever-changing labor structure. In the conjuncture of modern capitalism, new demands for skills and competencies have been put in evidence in the world of work, which affects the ways of hiring workers. In this same perspective, the nefarious and precarious context that the Covid-19 Pandemic has generated in informal work has posed to "self-employed" or so-called "informal" workers the following question: "[...] what will the

quarantine mean for these workers, who tend to be the most rapidly fired whenever there is an economic crisis?" (SANTOS, 2020, p. 16).

The authors Rodrigues-Moreno *et al.* (2008) suggest that we must bear in mind that global trends present a world of work that is not uniform, so variations (in terms of economic cycles and the logic of production and work organization) do not affect all levels of strata in the same way. For this reason, the quality of university education is an important indicator to evaluate to what extent universities are fulfilling their growing professionalizing function. One of the main alternatives for professional qualification consists in offering continuing education (refresher courses, specialization and *stricto sensu* post-graduation courses). According to Silva; Bardagi (2016), since the year 2000 it has been observed that the courses receive more young people, which leads to consider the increase in the direct transition from undergraduate to graduate.

As per the observation of these authors, there has been a growth of the undergraduate and graduate student population among the clients of Career or Educational Guidance. In light of the above, this research is extremely relevant and current, justifying itself from a scientific, theoretical, and social standpoint. It is in this perspective that this study focuses on the continuing education, the working trajectory of young master's degree students and their need for Career Guidance.

In this way, the general objective is to analyze the impact of continuing education on the labor trajectory of young students of the Master's in Education of a communitarian university in the South of Brazil, and the needs of Educational Orientation. It is also important to point out the specific objectives guiding this research: 1) to characterize the profile of Master's in Education students in relation to training and work; 2) to identify the impact of training in the Master's in Education regarding the area of professional activity, training skills and difficulties in reconciling the time between training and work and; 3) to verify the needs of educational or professional guidance for possible intervention processes in the academic and work trajectories.

To develop this research, we used the qualitative approach as a theoretical and epistemological assumption. The instruments for data collection were the semi-structured questionnaire and the individual interview. The analysis technique used was content analysis, according to Bardin (2011) and Franco (2018). The theoretical and conceptual bases were used in order to meet the objectives of this research.

The formative processes in the academic and labor transition of young university students

The motivations, values and expectations of graduate students are indicators that can help Master's and Doctoral programs to evaluate their teaching techniques, as well as the possibility of reflecting on the strategies implemented. The creation of tools that help the institution to improve the Programs and their teaching methodological processes is fundamental to understand the public they are aimed at.

Identifying the students' profile in the master's course choice process will inevitably lead to new relationships, since professionalization as a researcher will enable the construction of a new professional identity, taking shape from the elaboration of new knowledge in their area of specialization. When choosing a master's course, several aspects end up interfering in the professional context, such as the personal, contextual and social ones. These aspects are treated by Valério and Souza (2012) as the period of choice for the profession, in which some elements are fundamental for decision making: personal characteristics, specific skills in a given area, the historical context and the sociocultural environment of the subject. The choice for a knowledge area is closely related to the contribution to the development of skills and competencies that guide graduate students' motivations. To analyze the influences of this training, it is important to identify how the master's degree impacts on the processes of knowledge construction in the specific area (Education) and if it establishes dialogue with the demands of the world of work (LUNA; SANTOS; BARDAGI, 2014).

It is essential to consider the current situation of work structures, which are subject to rapid changes in the way young people experience the transition from university to the world of work. In addition to the flexibility of the world of work, affecting the forms of hiring, there is a clear reduction in the supply of formal jobs, especially for young people (FIGUERA GAZO; RAITZ; LLANES, 2012).

In this context, master's degrees, suggests Mateo (2005), must present a transversal offer of varied scientific knowledge that favors not only access to the doctorate, with the definition of lines of research, but also the confrontation of specific challenges of the labor world. In Mateo's (2005) perspective, masters programs need to enable actions of preparation, orientation and facilitation of students in their transition processes.

In the current panorama, innovative responses are sought in master's programs (MICHAVILA, 2011), among which, the possibility of social insertion of students in research projects, pedagogical innovation and extension, as well as dialogue with basic education through actions of continued training of teachers in education networks. As a consequence of

sociolaboratory processes, we have seen an increase in the diversity of master's students' profiles, from those who extend their initial undergraduate training, in search of a better specialization, to professionals who return to the classroom with diverse objectives, among them: to recycle themselves, improve working conditions, promotions at work or facilitate professional changes (FIGUERA GAZO; RAITZ; LLANES, 2012).

This conception is essential to understand the diversity of the types of transition in different societies, i.e., marked by the arrival of graduation, insertion in the world of work and after choosing a master's course, which usually generate great expectations, anxieties and insecurities (DEL PRETTE; DEL PRETTE, 2003). On the other hand, it promotes the contentment for the completion of another stage of life (OLIVEIRA, 2005).

However, this moment of transition is a new challenge, that is, to leave a known environment, higher education, and move into the world of work composed of new types of relationships and information, especially requiring social skills different from those developed in the academic environment. Seeking continued education in a post-graduation course generates new expectations, with possibilities of building skills and competencies, thus providing the opportunity for self-knowledge and expansion of a field of diverse and heterogeneous socio-professional relationships.

Methodology

This qualitative research is based on the perspective of Bogdan and Biklen (1994), in which they mention that qualitative research aims to understand the subjects, observing the meanings they elaborate about things and about life, that is, looking for the meanings how they interpret and structure their world. In the first moment of the research, a semi-structured questionnaire was applied to characterize the profile of the 23 (twenty-three) students in the Master's program in education. In the second moment, individual interviews were held with 06 (six) research participants, who had already participated in the first stage. We used two criteria to select the research participants: a) to be up to 34 years old, as discussed by Pochmann (2001) and Pais (2005) when discussing the concept of youth; and b) to be working as a teacher in basic education.

The research was structured by analytical categories associated with the proposed objectives in relation to the object of study of this investigation and according to the content analysis (BARDIN, 2011; FRANCO, 2018): a) Characterization of the profile of young masters students in education and identification regarding training and work; b) Identification of the

knowledge acquired and application in the area of performance: education and work relationship and; c) Image of the profession, personal and professional future work projects: need for educational guidance.

Research subjects and data analysis technique

The research subjects were young women and men who attended the Master of Education course at a university in southern Brazil. In this sense, it is understood that youth or youth(s) consists of considering much more than just the age group or an age class, in the sense of restricted age limits, that is, "[...] there is not really a 'social class' formed at the same time by all individuals of the same age group" (GROPPO, 2000, p. 7), thus making youth a "sociocultural representation and a social situation.

Pochmann (2001) justifies this position when he advocates that the expansion of the juvenile age bracket constitutes challenges of the age transition due to what has already been previously commented and that it is necessary to reaffirm: the inflexibility when defining the juvenile age bracket for social and historical reasons of the recognition of youth as a distinct phase from the other phases of life.

In this manner, according to Pochmann (2001), Melucci (2004) and Pais (2005), the age bracket is conceived as a determinant that conditions youth always linked to a transitional phase, generating uncertainty or instability at the moment of transition from adolescence to adulthood. In this sense, the expansion of the age bracket for the present study considers young students of the Master's in Education not only by biological aspects or the age bracket, however, observes them as socio-historical and cultural subjects, perceived through the characteristics of gender, ethnicity, social class, etc. (GROPPO, 2000).

The treatment of the qualitative research data was carried out through important contributions of authors who provided arrangements and bridges to new questions, in short, assisted in the connections and interlocutions in the content analysis. This technique by Bardin (2011) considers three phases: Phase 1) pre-analysis of the material; Phase 2) treatment and categorization of the data and; Phase 3) inferences and interpretative comparisons. In this context, content analysis aims "[...] to produce inferences about verbal and/or symbolic data, but obtained from questions and observations of interest to a particular researcher" (BARDIN, 2011, p. 123).

Therefore, in this study, it was taken into account the message as a principle of content analysis, both verbal and written, in the same way when it was silent, figurative, gestural,

documentary or directly provoked (FRANCO, 2018). In this sense, in the present investigation, it was realized that to produce the inferences, in content analysis (BARDIN, 2011; FRANCO, 2018), it was necessary to relate and build links between the data collected and the theoretical referential.

The impact of the formative process in the labor trajectory of young master's students in education and their guidance needs

This topic presents the results found in the investigation about the impacts of the formative process in the labor trajectory of young master's degree students in education and their needs for professional orientation. The content analysis was fundamental for the connection between authors (theories), researcher and subjects (statements or information). In this sense, there follows the discussion and analysis of the semi-structured questionnaire and the interviews developed with the master's students.

Characterization of the profile of young masters' students in education and identification regarding training and work

The research participants are students in the Graduate Program in Education - PPGE, in the period that comprised the second semester of 2018 and first semester of 2019. In total, 23 master's students participated in the first stage, answering the semi-structured questionnaire, contributing to an interpretation of the research data.

In a second stage, more detailed information was collected from 06 master's students in individual interviews. Of these, 02 were between 22 and 23 years old and 04 between 30 and 34 years old. In this sense, we can say that the profile of most students is that of professionals with recognized work experience, while it can be seen that they are looking for a combination of promotion and more solid theoretical and professional training, since the master's degree in education makes it possible to produce new knowledge. In addition, it is up to the master's degrees to stand out socially and scientifically, with stimulus to new knowledge, enhancing creativity and innovation (SILVA; BARDAGI, 2016).

Of the 23 young master's students, we identified that 14 are women and 9 are men, entering the master's program in education, considering the 02 semesters. Among all the students, 19 chose the master's in education as their first option. Two of them even thought of doing a master's in psychology, but it was not possible. Only two declared that it had not been their first choice. Of these, 18 attend the course partially, 06 attend the course full-time, 13 have

their own funding to attend the master's course, 07 have scholarships, and 02 have family support. 13 students said they chose the course with interest in research, while 08 pointed out the possibility of becoming professionals and 02 did not answer.

As for the analysis of the work situation, we pointed out that 65.1% of the students have more than 5 years of professional experience, 27.9% have never had work experience and only 7% have less than 5 years, which means that they left undergraduate school and immediately entered the master's program. These assume that they were in a hurry to seek knowledge as a researcher, since there is a concern with professional insertion after the course.

Identification of the knowledge acquired and its application in the field: education and work relationship

Before starting the master's degree, 04 students were unemployed (16.3%), 12 were working full time (54.4%), 04 working part time (19.3%) and 03 students did not answer (10%). These results show the various situations of work experience, since there is heterogeneity regarding education, time, work and professional performance. In relation to this aspect, it was noted in the results the difficulty that young master's students have to reconcile education and work. This fact leads them to experience feelings of anguish, due to dropping out or the possibility of cancelling the course. The area of education among them is highlighted, since they are teachers of early childhood education, special education, physical education, music teacher, and teacher of young people and adults, as well as among them they contain educational counselor, school supervisor, and pedagogical coordinator.

The new and rapid changes in the world of work present several demands in the Brazilian labor market, which has led many to specialize and seek different environments for professional qualification. This context increases or encourages students to search for their highest level credentials, as in the case of master's and/or doctoral degrees (BENDASSOLLI, 2007; RODRÍGUEZ-MORENO *et al.*, 2008), providing opportunities to "change professional areas". In this sense, the research identified that 61% of the participants intend to change area to enter higher education as teachers, with the intention of teaching in universities.

When they were asked about the knowledge acquired in the master's program and the impact on the field of work, some statements demonstrate the challenges they have faced and how they can use these experiences in their professional practice:

Some courses on discourse or written analysis are very interesting. As I deal with the public, those comma issues, those silences, I think we are able to

perceive some things that before we didn't pay attention to. We are able to pay a little more attention, not only to professional issues, but to social ones as well. There are some courses on gender, labor, where you can broaden the discipline (Master's student 2).

I believe that as a psychologist, while I am assisting, there is the issue of the person's own subjectivity, but this person has to be read in the middle. Because there is a system, mainly now, capitalist, liberal, and although this person has his own characteristics, he is inserted in this environment, and this environment influences the way he acts. So I believe that the master's degree helps me to understand this issue that is a little outside the subjectivity of the person, that is in society itself, in the system. This process helps me in my work, I can better understand the environment of this person (Master's student 6).

My line of research is educational practice and my area is early childhood education. I think that the part that will be most applied is the principles. This study of principles says that if I have an image in front of mathematics, I do not like mathematics, but I have to teach it, I will teach it in a way that I do not like, so it is something bad. So, the principle of it, in the end for me it is negative, it is something that has no use, it has no social representation. This is all mathematical knowledge, and when I realize the principle that math exists in a different way, invented for us to live better together, it is a positive principle. There are things that we know that if we have the principle, they will be positive. This is the most practical I could get to develop this capacity to synthesize theories and explain them in these minutes, for example, in a way that is understandable. And then, wow. Is this research? This is research! (Master's student 1).

In the narratives presented, one can see a positive interconnection in the relationship established between education and work. However, another attribute of the master's degree is noted, that is, when it articulates academic life with the behavioral aspects associated with the professional field, as well as other necessary aspects, specifically to the area of work. Master's students search for more knowledge, update and improve themselves in order to supply their professional needs, taking extra courses and specializing in their professional practices.

It is precisely through this reflection that we observe the university as a privileged locus of preparation at a high level for master's students, in the sense of facing the challenges in the world of work. Melo and Borges (2007) suggest, in this case, the university orientation to the world of work as a crucial factor. Dias (2009) considers that people go to university in search of qualification and launch themselves into a reality of uncertainties and insecurities. However, even in the face of so many questions, the offers of academic or professional master's courses can provoke new professional opportunities in contexts of labor precarization, since it enables students to redirect their professional activities, as identified in this research.

It is also necessary to analyze the students' expectations about education and work, that is, to observe the projection of professional performance in the sense of relating theory and practice, besides acquiring new knowledge:

My personal expectation is to return with a degree, but also with a theoretical foundation that I can relate theory to practice. I have been working since I was 14, formally, so it was 16 years of work before I got here for my master's degree, and I have always noticed a gap in my work, both in public and private schools, between theory and practice. And then I realized how cool and possible it would be if we could take some concepts as research and deepen them inside the institution. So I took this leave, but I intend to return with this foundation, but focused on research, even if it is in practice, which in this case would not be in the university field, in an extension course, but in the practice of 40 hours with the children, with all the situation that appears in the age group (Master's student 1).

My expectation is knowledge, to acquire new knowledge, new perspectives, of acting, to achieve new knowledge, to always evolve (Masters student 4).

I used to work only with research, now my intention is to go back to school to be able to work in the pedagogical area, not only in research (Master's student 5).

So, the expectation, always the best possible, but I think it will be very complicated in some time, I think it will only get worse. I am even afraid, but it is what we chose and we will try to fight for, and so, I always think that maybe, even more so in Physical Education, which is theoretically where I can teach, I think that this will only increase this issue of distance learning. So I even think of doing a new undergraduate course, I have always liked the area of physiotherapy, nutrition, to try to be able to permeate these areas so as not to be unemployed (Master student 2).

The change of field may be related to the devaluation of the teaching profession in basic education, as previously mentioned, especially in elementary and high school. In this respect, 02 master's students demonstrate the desire to enter as teachers in higher education: "*The expectation is teaching, in higher education. And also the fact of adding knowledge in the area*" (Master's student 6). Another master's student states: "*I hope to open doors to work in higher education [...] already with my work, I hope to add points in my profession [...] and strengthen my resumé*" (Master's student 4). Thus, the desire to migrate to higher education with the perspective of achieving professional valorization appears. In this case, the master's degree has provided young masters students with the opportunity to reflect critically on education and continuing education, as well as on the processes of self-development in the context of graduate studies. The study by Rizatti *et al.* (2018) shows that adults who make the transition from university-work or market-market need self-knowledge of themselves and the context of the world of work. Career counseling contributes to building career and planning projects in order

to provoke more assertive and appropriate professional insertion processes to work-related values.

Because of the diversity of possibilities that the master's degree in education offers, the continuing education process needs to be observed from a perspective in which it is oriented towards overcoming the applicationist tradition of knowledge (TARDIF, 2002), that is, provoking in the master's students in training what Demo (2005) indicates as "reconstructive questioning", by means of research as a formative principle. In effect, the opportunity to do research and learn about the teaching profession at a *stricto sensu* level, impacts significantly on the processes of choice and new labor transitions in the scope of teaching, allowing Master's students a better placement in the world of work, through the experience of formative autonomy and the elaboration of innovative knowledge (VANZUITA, 2021).

It is in this context that young master's students feel pressured to make their choices and seek professional training. Therefore, we state that the work of academic and professional guidance needs to be increasingly specialized and competent, in order to contribute to the processes of transition, especially of master's level students.

Image of the profession, future personal and professional work projects: need for educational guidance

The transformations in the world of work present several characteristics: productive restructuring, advancement of technology, new organization of work, extremely heterogeneous and demanding labor market (ANTUNES, 2007). In this context, many times, only a higher education diploma or a graduate degree is not enough. In search of new opportunities and growth within companies, many professionals invest in specialization and qualification courses. The master's degree in Brazil has been characterized as a course in which, in the last few years, there has been a strong increase.

In this sense, there is no doubt that education is a means that contributes to a better employability or to self-projection. According to the interviewed participants, the master's degree, besides making possible the promotion at work, improvement and qualification, provides the knowledge and self-knowledge of the professional reality. As unique subjects, young people appropriate the social phenomenon, modifying meanings, aspirations, and practices that become educational, interpretative, and that signify their world and the relations in their professional context. It is in this aspect that the master's students have a drawing of the

image they have of the profession, just as they have projects, dreams and desires. As to the design of the profession, one of the interviewees mentioned that it is transforming.

It can transform any reality [...] the school, as a teacher of early childhood education, is a space that is at the service of childhood, and it is different from going to a beach, it is different from the family itself, which has rules. And there, all these childhoods, this service that we provide for them, it has to be respectful, it has to be a citizen; if it is public it has to be democratic, it is not an exclusive service, if it is in a private school it is an exclusive service that the child has paid for by the family, and the child has to be conscious, but conscious that she is having this right because her family wants it. Work can transform, but it can also prune. The image that I have of my profession is very terrible, I think, right, because it is capable of these two things at the same time (Master's student 1).

This aspect for our analysis is fundamental, since for the professionals in the area of education one of the great problems is the devaluation of the profession. Over the years, it has been noticed that there is no attention from young people in choosing the teaching profession, because the lack of interest is not only based on the financial return, but also because it is a career that is little considered and valued by most (SOUSA, 2019). This issue was already analyzed by Kuenzer and Caldas (2009) when they highlight the behaviors of resistance and giving up the teaching work. Studies on teaching work point out a scenario, in recent decades, caused by educational reforms, in which the teacher is elevated to the protagonist of the reform processes and held responsible, many times, for the results obtained resulting in the intensification of his work. From the authors' reflections, the teaching work is inserted in the totality of work in capitalism, marked by deep contradictions and by the double face of this activity. One of the faces is that it is presented in a context of labor precariousness, characterized by the loss of intellectual autonomy, teacher illness, invasion of teachers' private lives, low salaries, extended working hours, evasion of teachers, the logic of productivity, temporary contracts, and so on.

This situation reverts into a lack of decent working conditions, as argued by Kuenzer and Caldas (2009), when it refers to a set necessary for the performance of a quality job. The absence of these conditions ends up causing the professionals to get sick and contributes to a portion of the teachers thinking of abandoning or effectively quitting the teaching profession. According to one of the statements, the demotivation as a teacher is clear:

As a physical educator, I think it is a profession that is a little outdated, exhausted by what it is and where we are, by the issue of being on the coast, because here there is a lot of the cult of the beautiful body, so, it is a lot of that aesthetic thing. And I think that Physical Education is more than aesthetics, it is health promotion. I think that here our area is very badly seen, it is that pre-judgment that physical educators are all strong and stupid! That is really what

happens here, because people only care about aesthetics, they don't want to improve themselves. Of those that I know, there are few who really care about their professional quality for the quality of life of the students, the rest just want to show results. And I find this worrying (Master student 2).

It is suggested, in this case, that devaluation ends up affecting teaching, causing them to seek another profession in which they can fulfill themselves and raise their self-esteem. The conception of education in the teaching of a master's degree or a stricto sensu graduate course focuses on the student's learning and achievement of academic and professional skills that will allow him/her to develop his/her personal and professional project. In this sense, ultimately, the experience of participating in stricto sensu post-graduation courses can provide the opportunity for professional insertion in a planned way, if not yet inserted in the world of work. Other young master's students have a good image of the profession and make a point of referencing it, as in the statements below:

My profession is of extreme importance. I go back to the pedagogical profession, which is my initial training. Today I am a supervisor, but I am a teacher. And there it has an incredible importance. So, I think that this importance is very good, to see the teaching profession as being fundamental for the development of all the other areas. In basic education, which is my function as a teacher, it is fundamental. You can't have distance learning with basic education, you have to have face-to-face teaching. Distance education for higher education is even feasible and possible, because the academics are a little more mature. There are studies that will prove or disprove my statement, but in basic education, the exchange of experiences with others is important, that is why the teaching profession is important (Master student 3).

I particularly have a good image of my profession. But most people don't see it positively, they see it as an escape line, doing pedagogy as an escape line. But, I particularly have a good image, because I like what I do. Through education we can change a lot of things (Master's student 4).

In the master's program, in addition to seeking improvement and specialization, young master's students also seek personal growth, the achievement of new skills and abilities that allow them to expand their professional practices and interests. In view of this scenario, new challenges are posed regarding the factors of transition from university or master's degree to the world of work, since these factors are also verified in other research such as those of Silva; Bardagi (2016), Sousa (2019) and Oliveira (2005).

As they yearn to change fields, have stability, higher qualification, or get a master's degree to enter a doctorate, the effort is intense to attend the course and realize their future projects. The students showed that they have dreams and intend to enter higher education: "*To be a teacher in some university, with some specialization. I think it is too early to think about a*

doctorate, but it was always the idea to finish the master's degree and start a doctorate" (Master's student 2).

In the same way, another master's student points out this possibility: *"I would like to continue studying, to continue with the doctorate, but I would like to still, maybe this year, reconcile work with my studies. The only thing I'm missing is financial resources"* (Master's student 5). The projects vary, but most of them have shown that they would like to enter the teaching profession. Another master's student also emphasizes this desire: *"To continue in the clinic, because it is something I love to do, and teaching"* (Master's student 6). These motivations also appear in participants graduating from postgraduate *stricto sensu* programs in education at two public universities in Bahia, in the research conducted by Soares and Cunha (2010). This experience represented, in addition to the possibility of professional and financial advancement, intellectual maturation, greater grounding for the exercise of educational practice, and a redefinition of their practices in basic education.

These authors mention that it is interesting to realize that learning how to do research, which may even be associated with what the participants of our research put forward (achievement of new skills and abilities, enabling the expansion of professional practices and interests), including practices in higher education teaching, would need to be the main achievement of the experience. Soares and Cunha (2010), in this aspect, register the strangeness of some graduates facing this theme and the information that they had never reflected on such action, when none of the participants refers to the specific initial training for university teaching, revealing the absence of a culture of teacher training, culminating in a scarce reflection on their professionalization, since it is a specific high-level training.

Still, according to these authors, it is relevant to note that "[...] systematic reflection and criticism, among peers, and the development of action-research projects on the teaching practice itself, within departments and faculties, do not appear as continuing education experiences" (SOARES; CUNHA, 2010, p. 66). This fact should be reflected even in the experience of the teaching internship, which is a practice that can expand the scope of knowledge of the teaching work and constitute specific continuing education.

This study is also concerned with reflecting on educational or professional orientation. First, it is necessary to distinguish these concepts to clarify the type of guidance that master's students refer to in their narratives. According to Brasil *et al.* (2012, p. 120), the world of work nowadays places new demands, which require a new positioning of individuals facing professional decisions, a moment that is not restricted specifically to the period of choosing a profession, or only to graduation, however, they "[...] extend throughout the entire work

trajectory (insertion in the labor market; permanence, development and career transition; new courses for updating, termination and retirement), thus requiring continuous reflections and repositioning during the professional life".

The role of career counseling is configured, in these cases, in a "[...] set of actions that aim to help young people and adults to reflect and position themselves before a professional choice, established critically, that respects personal and social desires and possibilities" (BRASIL *et al.*, 2012, p. 125). Career counseling can be carried out in the context of high school, undergraduate, graduate, labor processes, retirement, at various times in life, in order to facilitate the processes of choice, professional insertion, and career development.

Luna (2012, p. 114) is an expressive author, because he contributes to our reflection by pointing out that the processes of career guidance have as a premise to benefit, facing all its "[...] development (self-knowledge, work/identity, professional information), more autonomous professional choices". To this end, he mentions that the responsibilities of the guidance process result in "[...] identifying and [n]o questioning the power of others, and its association with different and antagonistic systems of meaning, in determining the personal and professional future of the individuals assisted" (GAULEJAC, 2007 apud LUNA, 2012, p. 114). Therefore, professionals need to reflect that their careers must be studied, planned and structured, which enables them to have a more general and comprehensive view of the conditions in which the professional finds himself, allowing them to define where they want to go and what must be done to achieve the goals that the individual has, both for his professional and personal life.

Academic guidance, on the other hand, which is also part of the teaching system, seeks to contribute with students in their academic trajectory and in the teaching-learning process, usually by identifying conflicts and problems in order to create solutions to overcome obstacles in this process. Garcia (1999) helps us when discussing the concept of academic orientation in teacher education. This author emphasizes that the teacher, besides being a specialist in one or several disciplinary areas (mastery of content, concepts and disciplinary structure), possesses didactic and paradigmatic knowledge, and has a complete pedagogical training. This knowledge - syntactic and didactic - consists of an orientation that predominates in higher education. Therefore, Garcia (1999) points out that teachers are not only content experts, but competent subjects who are able to select and decide which competence is the most appropriate for each situation and other significant orientations. Thus, in this research, it is understood that the master's students when they were asked if they feel the need for guidance and at what times,

registered in their statements the understanding of academic guidance according to the statements:

Yes, we can't do without. We always need orientation [...]. Even though there are books and several articles that teach how to do thesis and dissertation, if you don't have an orientation from someone who has more experience, more experiences, you get lost. So it is extremely important. Besides the supervisor, we also have our peers, the teachers of the disciplines, so any help and guidance that adds up is significant (Master student 3).

I feel the need to ask questions during the class [...]. Because when I ask questions inside the classroom, all the professors with whom I currently have classes can answer me perfectly. So my doubts are answered there. I don't need another person to give me guidance. Except my dissertation advisor (Master's student 6).

Currently, the contemporary world of work demands a new positioning and new skills from individuals when facing professional performances, which are no longer reduced to the specific moment of choosing a profession, but take into consideration the trajectory of study and work throughout life, from their insertion in the world of work to the processes of career development and transition (ALVES, 2018). These aspects demand processes of constant reflection and repositioning during one's professional life.

It is precisely the professional orientation that is configured as a mediator or intervener so that students develop the necessary awareness that enables them, in the academic scenario, to commit to their studies and invest in a continued education, both personally (professional achievement) and socially (overcoming problems related to professional qualification). The Career Guidance, in this perspective, contributes, without a doubt, in the processes of self-assessment in order to establish objectives and professional goals to be implemented throughout the academic and professional trajectory (SANTOS; LUNA; BARDAGI, 2014).

At the end of this study, one wonders: are these achievements possible? For some, the present presents itself as a possibility, while for others, only the future in its unpredictability will mark the events. Therefore, it is presented in the conception of some young master's students, when they elaborate, be it symbolically or not, in their professional projects, the need for a type of work that is more compatible with their accomplishments, so that they can live more intensely or fully. All these considerations are exposed in a changing and complex movement at the same time, like an uninterrupted weaving and weaving of these relations and connections, which in themselves are unfinished, that is, by the movement that the young master's students themselves build, crossing and intertwining the meanings about education and work, about their projects, dreams and desires.

Final considerations

At the end of this study, we can affirm that the conquest of a space in the world of work does not depend only on a diploma, but also on personal characteristics, specific skills, networks of relationships, and the ability to adjust to different work demands. These characteristics are required due to the profound transformations impacting the sphere of work, which have also been felt in the field of education and family, especially in the last three decades, which span the 20th century and the beginning of the 21st (Antunes, 2007).

There is no doubt that the need to innovate the growing competitiveness in labor organizations requires not only increasingly specialized and well-trained professionals, but increasingly in constant updating of the skills acquired in their initial training and during their working life, increasing their demand for training in a master's degree. It can be seen, through the results of this study, that more often than not the expectations of these young master's students are positive with regard to the formative processes in the scope of the master's degree, at work, in the area of work and in the variables analyzed. All the aspects verified and brought as results in the analysis with the master's students also reinforce the behavior of continuing to invest in professional and academic qualification to enter the desired area or to stay where they are, building new future projects.

The young master's students in the present study demonstrated dissatisfactions related, especially, to reconciling education and work, which can cause the desire to abandon the course. For all these reasons, it is important for the university to rethink its role before these transformations, in the sense of taking into account the current difficulties faced by young people in the current transition and include as part of the academic activities projects aimed at career guidance so that they have greater institutional support.

Although the master's students bring in the research results more elements of academic guidance, and in this suggests a lack of understanding, in the research as a whole, it was perceived that career guidance is extremely significant as an intervention process to reflect about the choices, the directions to take and the career projects. To this end, interventions and guiding actions are necessary in the processes of transition from master's studies to the world of work.

The master's program is a complex process that involves not only the participation of the students, but also the participation of professors and the educational institution itself by means of an adequate organizational structure. This transition process requires adaptations and adjustments from all those involved. It is in this complex educational reality that career

guidance becomes an added value in the integral development of young master's students and in the improvement of the educational institution itself.

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