

# What motivated students at the Diana Colaça Education Center to choose the Administration Course and what are their Expectations when Completing the Course? – A Case Study

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**Keywords—** Administration course,  
motivated the choice, expectation and  
conclusion.

**Abstract—** This article is the result of a case study on what motivated students at the Diana Colaça Education Center (CEDC) to chose the administration course and what their expectations were when they finished the course. The main objective is to analyze the aspects that influenced the students of the administration course to choose the referred course, describing whether there was any influence, social, family, professional or of another level on the choice, analyzing the degree of satisfaction of students in relations to the which is being studied in the course, as well as understanding what the expectations of these students are after completing the higher level. It started from a theoretical and introspective analysis from bibliographical sources, extending to the field of case study with collection, analysis and interpretation of data, facts and phenomena that influence students to choose higher education in the administration course. With the great diversity in higher education offer, realizing that the demand for the administration course is very present, arouses the curiosity of the educational and social class to try tounderstand what drives these students to choose this course, and throughout the research realizing that they did not try to know the course and its areas of expertise, its pros and cons, before joining it, makes us believe that when they graduate, such professionals will not have "passion" for their professions, thus becoming frustrated professionals and in some sometimes disabled.

**Resumo—** Este artigo resulta de um estudo de caso sobre o que motivou os alunos do Centro de Educação Diana Colaça (CEDC) a escolha pelo curso de administração e quais suas expectativas ao concluírem o curso. O objetivo principal é analisar os aspectos que influenciaram os alunos do curso de administração a escolherem o referido curso, descrevendo se existiu alguma influência, social, familiar, profissional ou de outro nível sobre a escolha, analisando o grau de satisfação dos discentes em relação ao que está sendo estudado no curso, bem como entendendo quais são as expectativas desses alunos após a conclusão do nível superior. Partiu de uma análise teórica e introspectiva a partir de fontes bibliográfica, se estendendo ao campo de estudo de caso com coleta, análise e interpretação de dados, fatos e fenômenos que influenciam os discentes a escolha do nível superior no curso de administração. Com a grande diversidade em ofertas de curso superior, perceber que a procura pelo curso de administração se faz muito presente, desperta a curiosidade da classe educacional e

*social para tentar compreender o que leva tais alunos a escolha por este curso. Ao longo da pesquisa perceber que os mesmos não tentaram conhecer o curso e suas áreas de atuação, seus prós e contras, antes de ingressarem nele, nos faz acreditar que quando formados tais profissionais não terão “paixão” pelas suas profissões tornando-se assim profissionais frustrados e em algumas vezes descapacitados.*

**Palavras-chave— Curso de Administração; Motivou a escolha; Expectativa e conclusão.**

## I. INTRODUCTION

Given the vast offer of higher education courses, the ease of access and admission that has been taking place, as well as the fierce competition in the labor market and social and technological advances, it is observed that more and more people are seeking higher qualifications and within a regional context, there is a greater search for the administration course.

It is noted that, upon completing high school, students are full of curiosity, anxiety and uncertainty about their future, some prefer to seek immediate entry into the labor market, while others decide to invest in academic life, motivated by several factors: pressure family, vocation, social influences, opportunity for professional growth, among others.

For SOARES (1987), considering that the entrance exam takes place just when students are completing high school, and if the student still does not feel prepared to do so, he will lose the opportunity to enter higher education as soon as possible. , as early as the following semester. This provokes in the student a feeling of anxiety and anguish, because, if he has not yet made up his mind professionally, there is the possibility of being frowned upon by society.

With this came the curiosity to know what motivated the students to choose the Administration course, was it the social pressure or was it in fact a conscious choice about the professional career they wanted to follow, as well as knowing their degree of satisfaction in relation to their academic life and the expectations they have at the end of the course?

This study, when completed, can help high school students to reflect and research a little when choosing a higher-level course, not being influenced by external reasons, actually choosing the course that most identifies with their students. longings and their characteristics.

On the other hand, society will understand that it is not possible to impose the choice of a profession, for reasons of status, financial vision or any other reason, as people must choose their higher education course according to their own dreams. The work may also motivate secondary schools during this period to carry out campaigns, workshops or through any other methods you wish in order to make the student know a little about

higher level courses and the professions that he/she will be able to perform. when finished.

The present work has as general objective to analyze the aspects that influenced the students of the administration course of the Diana Colaça Education Center to choose the referred course. And as specific objectives: Describe the social influences on students when choosing higher education; analyze student satisfaction in relation to the chosen course; understand the impact of that choice and expectations.

## II. THEORETICAL DEVELOPMENT

### 2.1. Social influences on students when choosing a higher education course.

With the advance of modernization and increased competitiveness, society is evolving every day in all sectors and it is no different in the academic sector. The range of higher education courses is increasingly diversified, and with that, students are increasingly indecisive.

Tozzi (2004) reports that at 17 or 18 years of age, on average, teenagers who are going to apply for the entrance exam, go through the most difficult decision of their lives, as it is a choice that students still do not have control over issues. basic, in relation to the profession they are going to choose. Most of these people who are at this age are coming out of adolescence and need emotional security and professional experiences.

Crites (1974, apud ARAUJO et al 2010). It states that when a person chooses a career related to higher education, this choice is linked to different theories, which may have suffered psychological, non-psychological influences, ie economic and social, and general influences that are interdisciplinary.

Psychological theories are more associated with culture, family and resources, they are characteristics of the individual, related to their personal history of constructions and deconstructions of culture and values. Non-psychological theories are linked to the external conditions of each person, such as social class, religion, access to opportunities, access to the labor market, among others. On the other hand, general theories are defended as the proposition of sustainable compositions, being the

balance point between individual characteristics and socio-environmental concerns.

Society and the environment in which people live influence high school students, by an immediate choice for a higher education course, not allowing time for students to complete high school and rest from school fees, research courses and professions with which they most identify with, they already have to have an immediate answer about which entrance exam they are going to take, which courses they are going to choose and in which area they will work.

For Bock et al. (2005), in the past, people's professional occupations were determined by blood ties and after the installation of the capitalist model, people choose their occupations influenced by their skills, aptitudes and interests, based on the social conditions in which they live.

It is a common pressure in adolescents and when they are asked about the course, society expects this answer instantly, otherwise they will be seen as indecisive people, who do not know what they want from the future, or who do not want anything from the future.

On the other hand, if they answer that they want to attend, some course that does not pay well for professionals when they graduated, or that are not well regarded by society, they already receive several criticisms.

For Guhur et al. (2010), parents should talk to their children to facilitate their choice, opening up to dialogue, to know their preferences and understand what motivates them to make such choices, providing their children with self-knowledge and facilitating their choice. .

The professional choice is one of the most important choices in people's lives, because despite being a professional choice, it directly impacts personal and family experiences. Even though people have the opportunity to change their profession over time, it is important to analyze very carefully which profession they will choose.

## **2.2 Student satisfaction in relation to the chosen course**

After choosing the course of their choice, students create expectations in relation to the chosen course, as this is their first contact and their first impressions about the profession that they will follow after completing higher education.

Regarding the administration course, Dias (2002) argues that with the growth and expansion of higher education courses in this area, companies are increasingly looking for more qualified people, so the administration course, in addition to preparing efficient professionals, also has the function of making people more flexible,

creative, easier to adapt to change and understand that learning is a continuous and lifelong process.

This demand to make professionals more flexible and adaptable will not only serve for professional life, but for the entire existence of the being, because the more adaptable, the more flexible and more empathetic it is, the easier it will be for the person to get around the difficult situations of the day daily, this being a strategy that should be used by all higher education institutions in all courses: Not only train professionals, but train more humane and more capable professionals.

For Camargos et al. (2006), Higher Education Institutions, in order to awaken the interest of students and thereby gain in learning, it is necessary to identify students' preferences in order to plan and establish didactic-pedagogical strategies and guidelines, with the objective to improve the perception of students about the course and higher education as a whole.

Therefore, it is necessary that HEIs become increasingly dynamic and more adaptable to the changes that society in general has been going through. They need to be up-to-date and within the reality of the field of action, so that when the student finally completes their course, they will in fact be able to work in their area of training, and not be just another graduate with a higher-level certificate in hands.

For Walter (2006), The main concern of higher education institutions must be the student's well-being and the satisfaction of society's needs, involving two aspects, namely: society's perception of that professional who has just joined the labor market coming from an HEI and the discovery of the student, during the course or in the future, about the services they receive from the HEI, and which they must put into practice in the labor market. The performance of students in the labor market is a reflection of the quality of education they obtained in the Higher Education Institutions they attended.

For Neves and Ramos (2001), Given the current scenario, HEIs cannot limit themselves to just providing knowledge, as today's students, due to economic conditioning, are visibly concerned with their inclusion in the labor market. IES must adapt to these new requirements.

Pereira (2019), states that school dropouts are present in three factors: family, student and school. In the family, it can be related to family breakdown, unemployment, and affective problems. Regarding the student, there is a lack of interest, lack of participation in activities and little prospect for the future. In relation to the school: lack of quality in teaching, lack of motivation on

the part of teachers, way of teaching classes, lack of interaction between school and family.

For this reason, it is necessary that higher education institutions seek as much as possible, in the first semester, to develop the student's interest in the chosen course, because if the student really identifies with the course, he will certainly have more pleasure in attending the classes, in dedicating himself to the course, and even if there are difficulties that lead him to think about giving up, he will continue, because he will already feel pleasure in what he set out to do.

### **2.3. Understand the impact of that choice and expectations.**

Even when they are in high school, the students are already full of expectations regarding the future, the course they want to join and the profession they will follow, however these expectations are not always met and people often end up having to draw new routes to your dreams.

According to Soares et al (2014, apud, MORENO 2014), students encounter several changes when entering higher education and these changes can lead to several difficulties, thus frustrating the students' expectations. For him, these changes are related to disciplines, non-sequenced classes (unlike high school), more flexible schedules, routines that high school students were not adapted to.

Faced with these difficulties, often associated with the lack of identification with the chosen course, a process of university evasion begins, bringing a negative impact both on the HEIs and on the students. For Heublein, (2014 apud AMBIEL et al. 2018) university dropouts happen in different ways and fluctuations and means the non-completion of the course for any reason.

Castro and Teixeira (2014 apud AMBIEL et al. 2018) states that university evasion is related to financial or health issues, non-identification with the choice of course, dissatisfaction with the future profession.

The choice of which course to choose when taking the entrance exam and, consequently, the profession they will pursue in the future directly impacts people's lives, as it is the work that keeps people going. For this reason, people have to know very well what profession they want to pursue so that this profession can have a positive impact on their lives.

After the impact with the reality of academic life, students still go through other disorders, because when they are completing higher education they are full of expectations to put into practice everything they have learned in their academic life and often they face a reality distinct from the desired one.

Young people often need to reorganize their life projects, adopting other trajectories, investing in another higher education course, or in a graduate program, in view of the frustration of their expectations when they complete higher education and seek stability in their professional career quickly. , states (MELO 2007).

When students complete higher education and enter the labor market, they experience difficulty in entering the labor market or difficulty in putting into practice everything they saw in college. For this reason, higher education institutions must also work this reality with their students, so that the clash between expectation and reality does not make them give up on their dreams, or become bad professionals.

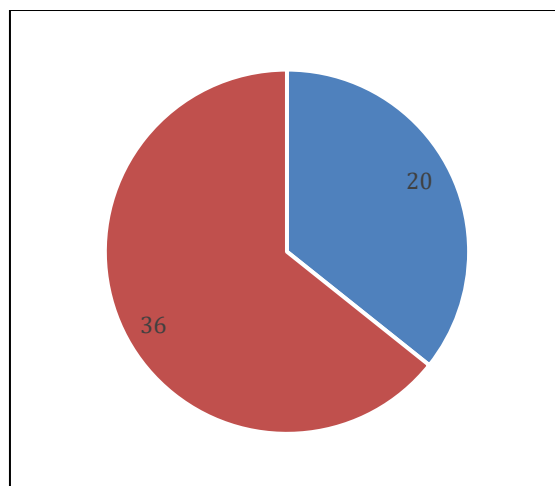
## **III. RESEARCH RESULT AND ANALYSIS**

The survey was conducted with students from the Administration course at the Diana Colaça Education Center, which was founded in the city of Várzea Alegre/CE in 2019, offering several courses, technicians, superiors and specializations in partnership with accredited educational institutions by the MEC. CEDC offers both on-site and distance learning courses, making students choose the option that best fits their profile.

According to data provided by the institution, 82 students entered the administration course between January 2019 and April 2021, however over time there were some dropouts and enrollment closings, totaling 26 students (32% of enrolled students), which shows us a high number of university dropouts in this course. According to the institution, most enrollments were closed during the on-site course, with these students migrating to the distance learning network at the same institution, while others reported enrollments being blocked, motivated by financial reasons.

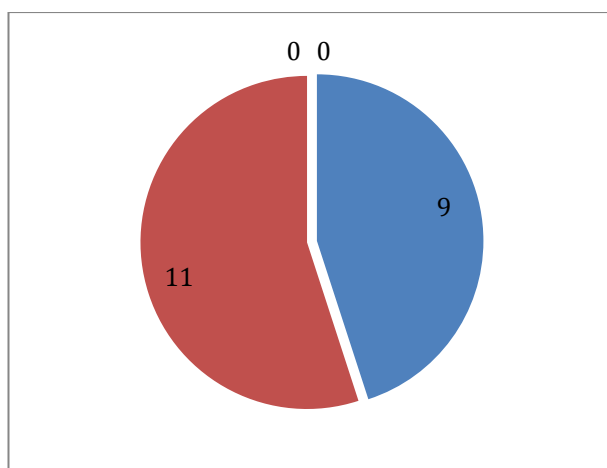
A survey was made available on the online platform Google Forms, the survey was carried out under online conditions, for health safety reasons, in view of the current moment experienced in the world with the Covid-19 pandemic.

Graph 01 – Researched.

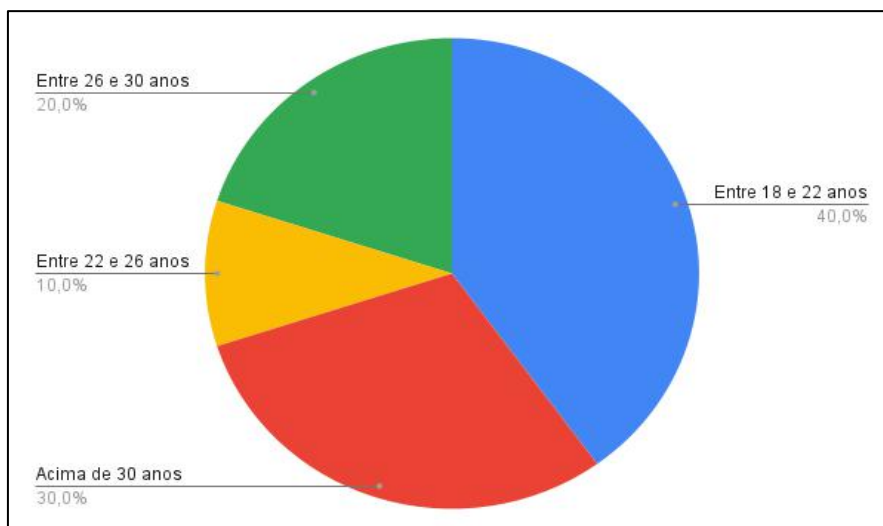


Even with 56 students enrolled in the administration course and having direct contact with each one of them, being asked to respond to the survey for greater precision in the results, only 20 students showed interest and participated in the survey.

Graph 02 –Gender



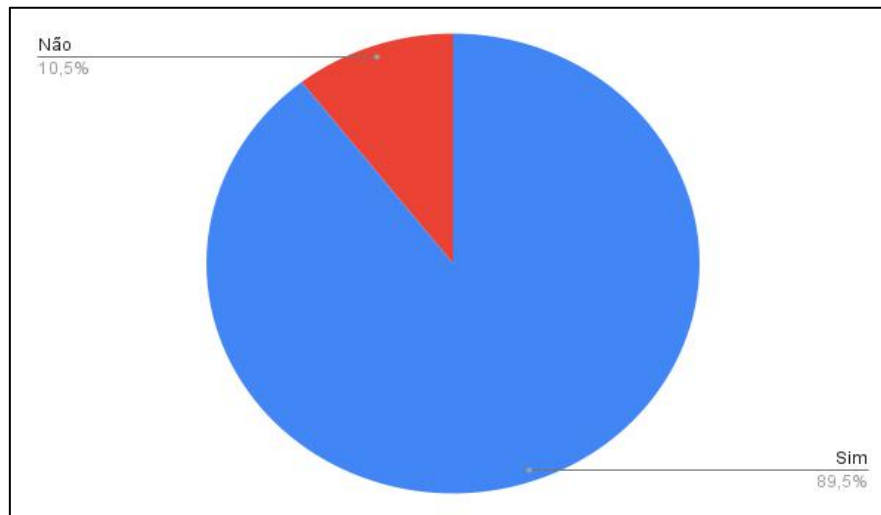
Graph 03 - Age Group





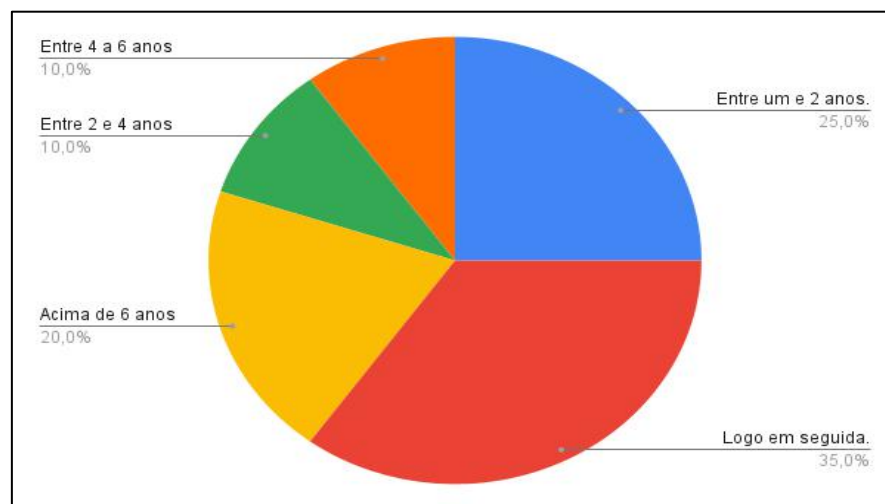
Students are mostly female, representing 55%, 11 women and 9 men. And they are in different age groups being all over 18 years old, however the vast majority of students are between the age group of 18 to 22 years old, representing 40, soon after come people who are over 30 years old representing a percentage of 30% of the total, which leads us to believe that they had already completed high school some time ago.

*Graph 04 – Is this your first higher-level course?*



For most of the 89.5% class, the administration course is the first higher-level course, this being their first experience with the pace of teaching, with 18 people in their first degree and only 2 (10.5%) already have experience with the university routine.

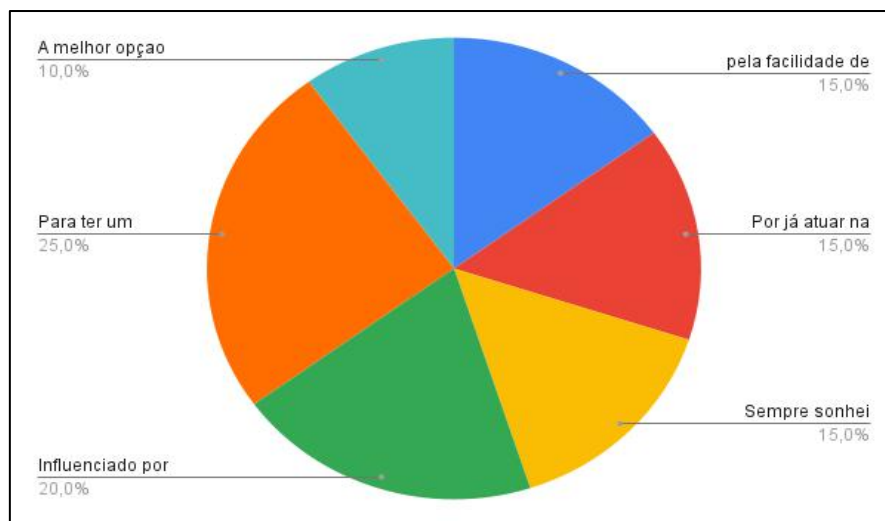
*Graph 05 – How long did you start the course after completing high school?*



When asked how long after they finished high school they started higher education, 35% said it was soon after. 25% reported that it took place between 01 and 02 years after completion. 10% found that it was between 02 and 04 years after completing high school. 10% reported that it was between 04 and 06 years after completing it.

While 20% declared that they started their academic life after 06 years of completion of higher education, leading us to believe that even after a long time out of the classroom, older people are returning to their studies.

Graph 06 – Why did you choose the administration course?

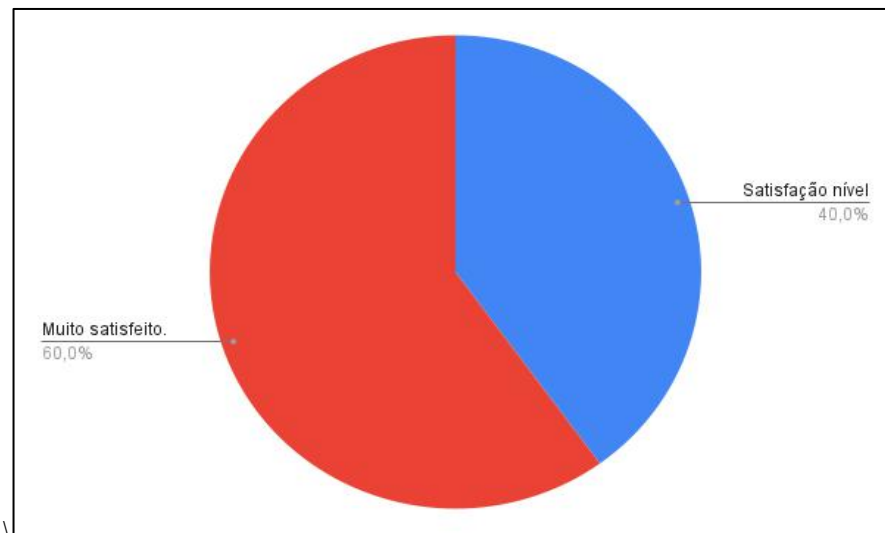


When asked why they chose the administration course 25% (05 responses) the majority stated that they only wanted a higher education certificate, this being their main motivation. 15% (3 people) say they always dreamed of a business course.

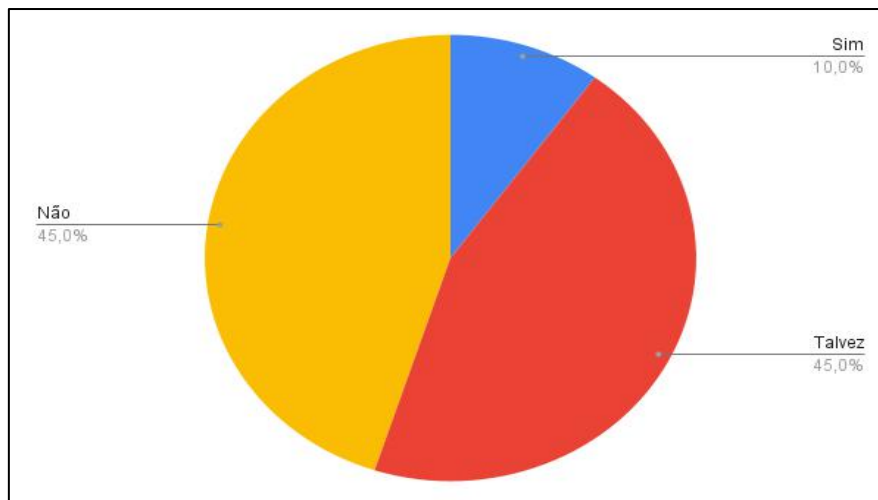
As such, 10% (2 people) reported that it was the best course option available in the city at the time of

choice. 15% (3 people) reported already working in the area and therefore the choice of the course, the same percentage said they chose it motivated by the ease of access. For 20% (4 people) their motivation was inspired by professionals already working in the administration area.

Graph 07 – What is your degree of satisfaction with the course so far?



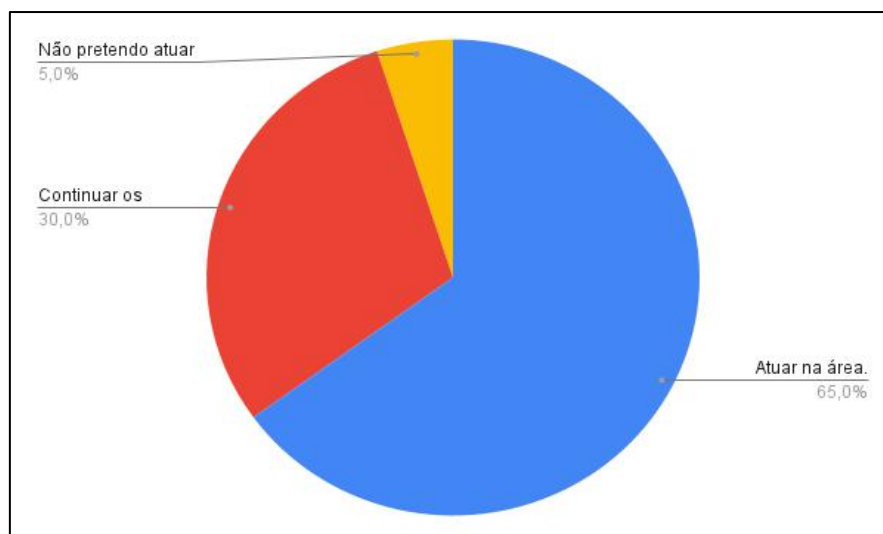
Graph 08 – If you could go back in time, would you choose another course option?



Asked about the degree of satisfaction with the administration course, 60% (12 answers) said they are very satisfied, while the remaining 40% (8 people) reported that their satisfaction is at medium level, however when asking if they had the opportunity to change the course choice, only 45% reported not being interested, less than half (9

people), while 45% (9 people) said yes and 10% (2 people) were undecided. These data lead us to think about the indecision, if 60% are very satisfied with the course, why only 45% show interest in staying on the course, if there was the possibility of changing their choice.

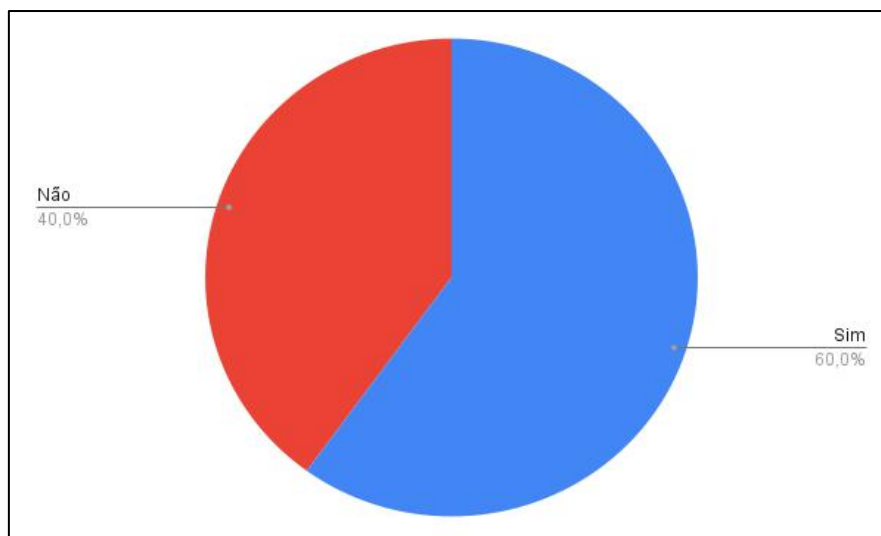
Graph 09 – What do you intend to do after completing the course?



Asked what students intend to do after completing the administration course, 65% (13 people) confirmed that they intend to work in the area, while 30% (6 people) intend to continue their studies, whereas 5% (1 person) do not want to work in the area .



Graph 10 – Did you try to know the course and your area of expertise before choosing?



Asked whether they sought to know the course and areas of expertise before opting for it, 60% (12 people) said yes, while the remaining 40% (8 people) said no.

#### IV. FINAL CONSIDERATIONS

This study intended to show a little bit about what motivated the administration students of the Diana Colaço Education Center to choose the administration course, considering that it is an area of activity with a lot of growth in the professional market.

The accuracy of the final result of the research was compromised by the fact that the students did not show interest in participating in the aforementioned, even though contact was made with them, through the institution, through teachers who were teaching in the class during the period, and individually by part of the research applicator.

The lack of interest in participating in a survey that takes no more than two minutes to complete, leads us to think that it may be a reflection of the commitment and/or commitment of students in the classroom, or even the degree of satisfaction that he has in relation to his own academic life.

With the study, it is clear that higher education institutions have more and more challenges to be overcome, including the most difficult and increasingly important and the maintenance of satisfied and committed students. For this reason, HEIs must be an environment dynamic, updated and bringing the student to live experiences that they may face when they complete the course. Because only with student satisfaction on the rise is it possible to avoid the number of dropouts.

On the other hand, high school institutions themselves must work on raising students' awareness, so that they have the desire and curiosity to research and choose the course that best fits their profile, so that they can feel more fulfilled. when they become professionals and start working in the area of their chosen graduations.

As a suggestion for future research, it would be interesting to contact dropouts to understand what motivated these students to drop out. And do a new survey in a few years with the 20 people who answered this survey, to find out if they are working in the area and positive cases feel fulfilled and when the university collaborated for such accomplishment.

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