The School's Role in the Social Training of Young People in High School in the Municipality of Santa Teresa, E.S.
A Atuação Da Escola Na Formação Social De Jovens Do Ensino Médio No Município De Santa Teresa, E.S.

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Abstract— *The research aims at the actions developed within the school, showing the importance of the social formation aspect in the educational process of the student. The objective of this study was to diagnose the performance of the school in the social formation of high school youth in the municipality of Santa Teresa. The sample was probabilistic, applying questionnaires to students and teachers in four high schools in the municipality of Santa Teresa. The results revealed that the paradigms used have low performance in the social formation of students. Even considering the importance of the school in the formation of the young person, with respect to the personal relationship, behavior, attitudes and values in the family, social and school environment, we observe that it does not reach its objectives. We conclude that the school is not managing to lead young people to the standard demanded by the educational culture that aims at learning in other domains, with low performance in the social formation of young people of the municipality.*
Keywords— *Education, Educational Paradigms, Social Values, Learning.*

Resumo— *A pesquisa visa às ações desenvolvidas dentro da escola, mostrando a importância do aspecto formação sociais no processo educacional do discente. Objetiva-se diagnosticar a atuação da escola na formação social de jovens do ensino médio no município de Santa Teresa. A amostra foi probabilística, aplicando questionários a alunos e professores em quatro escolas de ensino médio no município de Santa Teresa. Os resultados revelaram que os paradigmas utilizados possuem baixa atuação na formação social dos alunos. Mesmo considerando a importância da escola na formação do jovem, em respeito ao relacionamento pessoal, comportamento, atitudes e valores no âmbito familiar, social e escolar, observamos que a mesma não consegue atingir seus objetivos. Concluímos que a escola não está conseguindo conduzir os jovens ao padrão exigido pela cultura educativa que visa à aprendizagem em outros domínios, com baixa atuação na formação social de jovens do município.*
Palavras chave— *Educação, Paradigmas Educacionais, Valores sociais, Aprendizagem.*

I.   INTRODUCTION

The research looks for answers about the activities carried out in schools, looking for actions that can act positively in the daily life of each being, just as our state of mind and the world of our emotions are linked to our day to day, also the actions within the school act in beings, interfering in their future actions.

In this research, we seek proof that the school can act in the attitudinal domain of the young, instilling in their being the learning sufficient for their social

formation and diverting it from the intemperate that the world dispenses to him, and that leads him to tortuous paths, considering for this his personal relationship, conduct, behavior, attitudes and values and others that are attributed to him for a perfect formation.

In investigating the school's actions and actions in the social formation of young people, we understand that they can play a decisive role in this process, based on the daily observations quoted in the spoken and written press, where we encounter problems of different natures, acting in its formation, qualifying as main, the young people who are in high school.

Due to the social diversity observed and disseminated by the spoken and written press, in every corner of the globe, we come to question whether the school has acted objectively on this issue. In the school context, when the role of schools is really defined, it is observed that a work of awareness, educational study and social formation are starting points for the great mass of institutions that are concerned with the formation of the citizen.

As we observe our young people, carrying a great number of problems arising from the various issues that occur in their daily lives, and at the same time we saw other young people with exemplary behavior, we wonder what could be happening, because there are such diversities.

The problem occurs when we see that the school, considered as one of the main institutions active in the social formation of young people, appears modestly in this respect, the educational paradigms preached in these institutions are still little assimilated by students who often do not even know the because they go to school, some do not have the support of the initial formation or even the family for the necessary orientation for its educational and cultural development. To reach this level, it is necessary that an interior change takes place, so that educational diversities are minimized.

Transforming individuals who have a social formation that can not be believed, with inappropriate behavior, caused by social disruption, is not a task for a single institution, the family, the external community, the school and the church, together they have this task, considering that the human being is product of the environment in which he lives.

The purpose of this study was to determine the performance of the school in the social formation of high school students in Santa Teresa, Espírito Santo State, Brazil, justifying the existing educational situation and the educational paradigms used in high school students.

II. THE SCHOOL IN THE SOCIAL TRAINING OF YOUNG PEOPLE

As much as parents say they were young and that's why they know what their children think, in practice that's not the way it happens. The reason is simple: times are different, so expectations, desires, worries, the world and society are others. Of course, many parents know their children and know very well what they need. But in the case of education, the more the better. That is, it is fundamental to a good relationship and, especially, to meet the needs of the children, a broad knowledge of the universe in which they live. If for the parents this perception of the thoughts of the children is important, for the schools, this perception is also true. School and family work together in the education of young people, for this reason, actions need to be synchronized.

Câmara (2007) in a research carried out, explains that the indexes found reinforce even more the importance of family and school in guaranteeing a good future for the young. "Among nine choices, the family ranked first with 77% and the school second with 48%. As life goals, the interviewees pointed out firstly, with 66%, the item having health, followed by being professionally successful (47%), having children and educating them well (38%), having stable family life (30%), be free, independent (30%), be rich (19%), fun and travel (16%) and have an intense love life (11%).

When the research looks into the future, the school is again evident among young people: "31% bet on good educational background to be successful in the future, while 56% say that schooling is a quality needed to get a job". A demonstration that the attitudes of young people could change society for the better was verified in the same item. Among the 11 possible alternatives, only 3% of respondents opted for the answer "to have an advantage, to be smart" (CÂMARA, 2007).

The aspects that most concern parents in the education of their children were also researched. "Concern about drug use was pointed out by the survey as the main reason, with 52%. Second is the option "the son's friendships" (43%), and then "studies" (41%). Drug use, moreover, was also highlighted when respondents were asked about which subjects they would like parents to talk more about. This theme was indicated by 45% of the people, ahead of Sexual Education (34%) and Studies (30%) "(CÂMARA, 2007).

For Gonçalves (2008), seeking adequate education for the children, able to provide them with sufficient background to face the challenges of the world, "the ideal school is sought, with ideal teachers and a structure of equal size. In order to obtain the full satisfaction of this desire, some questions are put to the

test, among which the main ones are: location, cost, infrastructure and pedagogical line adopted. In fact, the whole school environment contributes to the training of students, but it is the way of teaching that will transform them into conscious citizens, into thinking individuals, active in their branches of activity and, above all, more human. "

"Schools are more than buildings, labs or sports centers. They're people. People who carry and convey values, who influence our children in the way they perceive things around, learn and interact with them. By necessity or by choice, they are extensions of our homes and, for this reason, become co-responsible for the way future adults will act; moving to the proactive or reactive side. It is up to us, legal guardians, decision-makers, opinion makers, culture promoters, parents passionate and concerned about the well-being of our offspring, the role of participating and assisting in school guidelines. Suggest and charge what can be our greatest legacy to children: Education (in the unrestricted sense of the word). It is one of the main transforming agents of the world and therefore modified by it "(GONÇALVES, 2008).

Perrenoud (2001) points out that "school failure is also manufactured by the school itself, due to the format of the curriculum that the student has to adapt, making it often acquire an elitist character, thus increasing the pupil-norm relation school; however, it is perceived that only a few are destined the requirements to follow these norms to the letter"."Another question concerns the responsibility pointed out by the institution and its teachers, also, destined only to some students, to reach the apex of" teaching-learning-cultural formation ", disregarding the social, economic, psychological and pedagogical condition in which some others (the possible "excluded") are in the dynamics of the search for knowledge. Another factor is highlighted regarding the criterion and evaluative mode, which also emphasizes student-knowing hierarchization "(ESTEBAN, 2001; PERRENOUD, 1996).

Currently, the social psychology of education has emphasized more complex perspectives, emphasizing the social interaction before the teaching-learning processes and the school performance. According to Ovejero (1996) and Dauster (2001), "education is, above all, social, and because it is so, it occurs in relationships: teacher-student, pupil-student, teacher-teacher and even family-school However, when one speaks of "social in education", all the coercive processes experienced by the student, whether outside (for example, family stress, socioeconomic level, etc.) or within (difficulty of interpersonal relationships, school environment, among

others) of the school environment "(CURONICI & MCCLLOCH, 1999), as well as by the teacher and the entire educational institution. "Cooperation and social interaction between people are characteristics that are present in the school context and experienced extensively by the students, being able to positively influence learning" (OVEJERO, 1996; ROS, 1995). In this way, there may be a relationship between the type of cultural orientation, individualistic or collectivist, assumed by the young in society.

"By evaluating attitudes within the school, it is pertinent to consider the patterns of cultural orientation: individualism and collectivism, once one adopts one or the other, the individual will behave consistently with that pattern. Individualism expresses a tendency to success, to value one's own intimacy and a need to adjust to the social context, in order to obtain rewards. Collectivism defines a tendency toward cooperation and compliance with others; internally, people with a collectivist orientation maintain strong relations with each other, being able to share the same interests "(GOUVEIA, 1998, GOUVEIA et al., 1998).

"Nevertheless, both perspectives that focus attention on the intrinsic aspects of the students, and the relationships that they establish with the others, should be considered as well as the personal values of the students that can indicate their more general and specific goals , as well as those that promote social norms and less material concern"(FORMIGA et al., 2001).

III. SOCIAL TRAINING

If we draw a parallel with data obtained by the National Confederation of Bishops of Brazil (CNBB, 2006), we can see the great disparity of income among young people. "We were told that 56.7% of the young people lived in families with a per capita income of up to a minimum wage, in our research we found the percentage of 37.5% for the municipality of Santa Teresa, showing a better socio-financial level of this city".

According to CNBB (2006), "22.6% of the girls were mothers between the ages of 15 and 19, 49% of the unemployed were between 15 and 24 years old, 72% of the young people who died in 2002 were external 45.8% homicides, 78% of this violence is related to drug trafficking that vitiated the young people at the tip of the distribution, and users of tobacco and alcohol. In rural areas, 16% of Brazilian youth live, situations of violence related to drug trafficking and juvenile prostitution are phenomena that reach young people in this environment".

According to a survey carried out by Hanson (2002), "the main protective factors for drug use include: the family (by establishing affective bonds between

members, monitoring adolescent activities and friendships, building appropriate social behavior); strong involvement with school and / or religious activity and availability of conventional information on drug use".

"Trafficking in the favelas and surrounding areas leads to favorable conditions for drug use, as well as greater consumption, implying a permissive environment for the use of illicit substances" (NEWCOMB, 1995). "Another risk factor would be adolescence itself, cited as the period of greatest chance for the onset of substance use" (DUPONT, 1987; SANCHEZ & NAPPO, 2002). This finding puts adolescents, at least in theory, susceptible to drug use. Several authors agree with this statement, when they identify the age range of the beginning of drug use within adolescence, that is, "between 10 and 19 years" (KANDEL & LOGAN, 1984; DE MICHELI & FORMIGONI, 2001; SANCHEZ & NAPPO, 2002), And in the case of Brazilian students, the beginning of this consumption occurs mainly between 10 and 12 years (GALDURÓZ et al., 1998).

Although the importance of religiosity was cited as an "element in the recovery and treatment of dependents of psychotropic substances" (CARTER, 1998), the number of studies pointing to it is "an important factor in preventing the initial consumption of drugs for adolescents "(DE MICHELI & FORMIGONI, 2001). Still according to these authors, "the evaluation of religiosity is usually performed by parameters that involve attendance at a" church ", religious practice and belief in God or the precepts of religion. Thus, an inverse association was proposed between the religiosity of the adolescent and the initial use of psychotropic substances, that is, the more religious the less adolescent would be his interest in consumption "(MILLER, 1998).

Authors such as Cabanas (1996), Puig (1998), Buxarrais et al. (1990) and Martinez & Puig (1994) "reached the proposition of ethics as a transversal theme in schools". According to Cabanas (1996), "the central question of ethics is to answer the question: what compels us to be good? That is, it is ethics that allows us to seek criteria to define what it is to be good, right or morally right and that provides us with explanations for our sense of moral duty. To this question, which compels me to be good, different answers can be given, anchored in various philosophical or ideological positions; and it is when we respond that we find moral values". According to Lacey (1998), "social values designate the characteristics judged to constitute a good society", or, as Laudan (1984) states, "social values designate the characteristics considered constitutive of a good society." According to Cabanas (1996), "for some philosophical positions, values are the ultimate criteria for setting goals or ends for human

actions and do not need further explanations beyond themselves to exist. That is, we should be good because goodness is a value, honest because honesty is a value, and so on with other values such as solidarity, tolerance, piety, which have a natural, universal and obligatory character in our existence. For other positions, the values are determined by particular cultures and in function of certain historical moments, varying, therefore, according to each society and period of its existence. Human actions would thus be evaluated according to local customs; something considered one day as right and just might at one time be considered wrong or unjust".

A research carried out by Shimizu (1998) in which "forty teachers of the initial grades of the public network were interviewed in a city in the interior of São Paulo, it was verified that they knew very little of the psychological theories that could give them a basis for some type of moral education and who used, for the most part, common-sense opinions to decide what is moral, immoral or how to educate morally. Thus, in this research, a great part of the teachers stated that the morality of their students comes from familiar examples, from religious influences and little importance was given to the school itself in this formation: it is as if there was a belief that, in moral, family is everything, School Nothing".

In the Piagetian view and authors inspired by it, "moral education or education in values could never take place in the form of imposition of values, however good they may be, or left to the free choice of each one" (PIAGET, 1996) argues that in moral the means used in teaching are as fundamental as the ends.

Lahire (1997) contributed "to the analysis of family influence on school success or failure in terms of settings, defending the idea that family school mobilization does not always automatically lead to success and that, therefore, the profitability of school mobilization depends on specific family configuration and personal investment of subjects in relation to their school life".

According to Puig (1998), "the elements that contribute to the construction of the moral personality are: means of moral experience, socio-moral problems and individual moral resources. The education of morality is an additional element in the idea of integral education, since this dimension of the human being constitutes a facet of the personality as much as the intellectual, the corporal, the affective and the artistic".

For Dayrell (1992), "it is the social relations that truly educate, that is, form, produce individuals in their singular and deeper realities. No individual is born a man.

Therefore, education has a broader meaning, it is the process of producing men at a certain historical moment".

Dayrell (1992) cites that "education occurs in the most different spaces and social situations, in a complex of experiences, relationships and activities, whose limits are fixed by the material and symbolic structure of society at a given historical moment. In this broad field of education, institutions (family, school, church, etc.) are included, as well as the diffused daily work, neighborhood, leisure, etc. " Social formation can not be seen as an attribute of only one institution, in the current conception of social formation, it is unfeasible that it is expected that individual institutions will achieve total success, since good formation is acquired from several learning obtained from different institutions.

IV. METHODOLOGY

The research was carried out in all high schools in the municipality of Santa Teresa, E.S., with questionnaires made with teachers and students of these schools. Therefore, there was no pre-established criterion for choosing the universe or samples, because the municipality had only four schools, all were used to make the research better representative and in a way that geographically covered the entire area of the municipality, considering urban and rural areas, students from all economic and social backgrounds, and teachers from different districts of the municipality.

In this way, the research was done in a universe of 4 schools (100%), with a population of 1351 students, using a sample of 1000 questionnaires applied (74%), and for a population of 120 teachers in the schools of in the municipality of Santa Teresa, 84 forms were applied (70%).

Table 1 - Questionnaires applied in schools

	Total students	Questionnaires applied	Total teachers	Questionnaires applied
Federal Agrotechnical School of Santa Teresa	322	197	41	28
Pinto Coelho School	648	492	34	24
Polyvalent School	309	251	35	25
São Francisco School	72	60	10	07

Source: author's data

In this work, we tried to explore relationships that may exist among variables such as age, sex, place of residence, type of school, purchasing power and family educational level, determining the performance of educational paradigms in terms of learning moral, ethical, attitudes, relationships, respect and conduct, in the social formation of students.

In order to evaluate and express in quantitative terms the degree and the meaning of the relation between variables, one can use correlation coefficients. "There are several types of correlation measures and their choice depends on the type of variable we are using and their scales of measures" (COHEN et al., 2000).

In the questionnaires in secondary schools, variables and issues such as participation, importance, change, action and help were used to quantify the performance of the school in the process of social formation of the youth.

The interviews with teachers, from a logical sequence of questions, evolve according to the objectives of the research, being that each following question filters the previous question, linking them to the proposition of the work.

The data collection was done during the classes of the students and teachers of the schools of the municipality, and the students and teachers that were present during the field research days participated in the interview and filling out the questionnaire.

From the field research, between questionnaires and interviews, we were able to compare the data, considering the predicted variables, and probabilistically analyze the performance of the school in the social formation of the young people under study.

According to Oliveira (1997), in a scientific paper, "procedures such as statistical series, written representation, semi-tabular representation, tables and graphs, result of the treatment of these graphs" are used, however, due to the methodological characteristics qualitative methods of data description were favored, and quantitative data extracted from the questionnaires applied to the students were also used.

The data of this research were processed and organized taking into consideration the variables and the answers obtained from the questionings, where through the percentage of answers, we qualify the level of performance of the school in the process of social

formation of the young high school in the city of Santa Teresa.

For the cataloging of the results we used the proportionality of the answers and the comparison of the results obtained in the questions to the students and the teachers.

V. ANALYSIS AND DISCUSSION OF RESULTS

Considering the variables determined for the research, after cataloging all the proposed questions, there was not a considerable variation in the number of answers, considering the question age, sex and type of school, but a very large correlation between family income and level of study.

The questionnaires were made showing the educational evolution of the municipality of Santa Teresa, since 53.3% of these students have semi-illiterate parents, without a study or with incomplete 1st grade, in exchange for the 40.2% of the national IBGE sense of 2009.

Observing among the students residing in the interior, especially the rural ones, we obtained the index of choice for what to do after graduating, "work with parents", of 3.6% of options, it was mentioned that 86% rural area and 14% in the city, showing that the agricultural issue has a role in deciding the future of some young people. 64.5% want to continue their studies, 15.8% still do not know what they want and 15.2% want to work.

The topic of drugs is a very controversial topic to be treated within a school, considering that students who use drugs will not always answer affirmatively to this question. Considering the number of positive responses and justifications, the diversity found in each school and its clientele, we can consider that the index of users in the schools surveyed is not significant, or that may interfere in the results of this research. Among the reasons cited by the students that made it stop with drugs, we should point out that 27% of those cited, used drugs only out of curiosity and did not continue in addiction, external influence becomes of great importance for this decision where they were cited friends, the church, family or girlfriend, the desire to stop and not have liked also had great importance in this regard.

In relation to what students think about school, family and church institutions in the social formation of young people. It is observed the importance given to the church, with 57% of the indications, followed by the family with 32% and the school with only 11%.

This result implies that the family and the school are not able to act in a meaningful way in the social formation of the young, leaving this role to the church

that in their services seeks to show the religious paths included in them the social aspects that transform in a way those who believe and adhere to religious dogmas and perform in a satisfactory way the role of social formation.

It is unanimous the teachers' thinking about the value that the school has for the construction of the citizen, but the same can't be said of the student. Teachers cite the fact that the students only give due importance to the school, once they start their work day and observe that the position they occupy is related to the grade they have reached. Among the major problems observed by teachers when students arrive at school in their first year of high school, are family problems and lack of basic education come as the main problems, reaching a percentage of 24.1% each. Among the main lessons the school offers its students respect (13.3%), relationship (12.4%), and moral values (10.6%), which are the most cited, followed by discipline (9.6% %), professionalism (8.8%) and conduct (8.0%).

As to the importance given by teachers to family, school and church institutions, 100% of teachers indicate that family, school and church matter in the social formation of young people, with a 93% acquired by the student. Considering what teachers think about religion at school, 63% of respondents believe that students with a religious base can achieve better student development rates, 7% say that the church can play a part in student development and 30% respond that the church has no role in student learning. On the integral formation of the students and the participation of the school, only 7% of the teachers mention that the school fulfills its role, leading us to believe that the school is not able to act in a satisfactory way in the social formation of the young people.

In relation to the institution that most contributes to the formation of young people, teachers consider that the family with 90% of the indications is the main institution, followed by the school (7%) and the church (3%). We also emphasize in the interpretation of this result, the diversity when we observe the students' response to the same question. Students put up the church with 57%, while teachers only 3%, the school is cited by 11% of students and 7% of teachers and the family is cited by 32% of students and 90% of teachers.

Considering the place where the research was carried out, this diversity can be explained due to the difference between the cultural class of the students and the teachers. It is observed that teachers, who have a higher level of schooling and have structured families, place the family as the main institution for the good social formation of our young people, whereas the majority of

students with characteristics of low class, parents with low school level, who can't give their children the desired education and who do not participate in the student life of their children, valuing religious issues, leave the church's moral and social teachings in order to replace the family in this educational task. The students' responses indicate that the school can't perform satisfactorily in this regard, since most of the students will attend it by sheer obligation, to receive the benefits of the government or because they are of the age of attendance and school, without worrying about the future that awaits you. The disagreement, lack of interest, lack of motivation and lack of perspective cited are concrete evidence that the school is just another activity to be fulfilled by most of our young students.

Considering the contribution made in the cultural formation of young people, the school appears with 51% of the citations, the family 32% and the church 17%, implying that their participation in the production of knowledge is much stronger than in the social formation of the young.

Asked about learning to influence the social formation of young people. 93% of the respondents say yes and justify their response, citing that it directs the young person, acts as an example to be followed, provides means for the correct formation and cites that young people are influenced by the environment from the

relationship they have in school. 7% answered that the school does not change anyone's personality.

According to the teachers interviewed, the school is able to intervene in the social formation of the young people who attend it in the areas of discipline, conduct, respect, relationship, ethics, values teaching, responsibility, personality, cooperation, commitment, dignity, determination and citizenship are likely to occur with young people, with changes that may occur in the period in which they are attending school.

Considering the questions of the questionnaires, a representative evolution was made based on the answers that represent the objective of the research. From the data considered representative, we did a relationship where we found an index that, according to the criteria used in Brazilian education, is below the average for approval.

Graph 1 gives us data to conclude the objectives, where we can observe that the midpoint is at the level of 49.6%, which is deciphered in Table 1, explained in painting 1.

The above qualification, with an average point of 49.6%, alerts us to the fact that in Brazilian schools, no student is approved with an average lower than "5.0", and that this value is considered as unsatisfactory for their approval , a parameter that induces us to consider low for the performance of the school on the young.

Graph 1 - Percentages of the main points where the school acts on young people
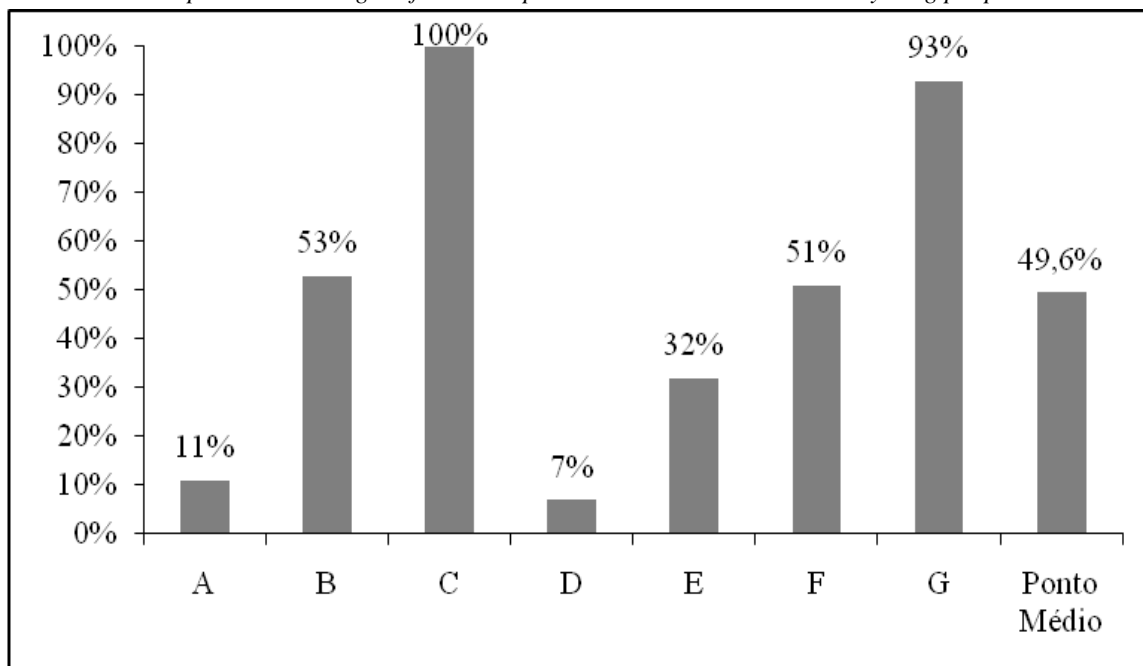
Source: author's data

A qualificação acima, com ponto médio de 49,6%, alerta-nos ao fato de que nas escolas brasileiras, nenhum aluno é aprovado com média inferior a "5,0", e que este valor é considerado como insatisfatório para aprovação dos mesmos, parâmetro que nos induz a considerar baixo para a atuação da escola sobre os jovens.

We observed by the interviewees that respect, relationship and moral values figure as the most quoted items, followed closely by discipline, professionalism and conduct. The citation of the teachers emphasizing the importance of attending school, as essential for the formation, is based on the interview with them, who mention that they were able to reach higher-than-average cultural indexes from the school and that the school was the main factor of this achievement.

Painting 1 - Statement of Chart 1

A	It shows that only 11% of students believe that school is the institution that most helps in the good training of young people.
B	It shows that 53% of students are able to recover from problems in school work.
C	It shows that 100% of the teachers consider that the school was active in its social formation.
D	It shows that only 7% of the interviewees consider the school as the main institution for the good training of our young people.
E	It shows a percentage of 32% for the school's contribution to the social formation of our youth.
F	It shows a percentage of 51% for the contribution of the school in the cultural formation of our youth.
G	It shows that 93% consider that the learning acquired in the school is a factor of action in the social formation of our young people.

Source: author's data

Important consideration should be made regarding the research, since it was carried out for the municipality of Santa Teresa, in the state of Espírito Santo, and may have different results in capitals or municipalities with different characteristics.

Youth disengagement with the school is visible, family influence, the need to enter the world of work or even to return home to help with the tasks of the field are fundamental factors for the young person leaving school.

VI. CONCLUSION

The values preached at school can act decisively, acting in the social formation of young people, but what was detected in reality, is that the action of the school is obstructed by several factors directly linked to the student class, in which, school work is considered to be of low

absorption by young people, and that these are not acting satisfactorily in the social formation of the young people who attend it.

The lack of student base and the condition that leads students to school, disinterest in studies and lack of perspective for the future are fundamental for students not want to go to school, allied to the family's agricultural influence that causes young people complete only basic education, to return to work in the countryside, make school a secondary factor in their lives.

In spite of forming the socialization of the individual, the family, considered as the first link of social formation, has in many cases left these principles, through disinformation of the parents or socio-economic conditions, not fulfilling their social role, causing the church, which is increasingly sought after, has a fundamental importance in the social formation of young people, and the school, even with paradigms that lead to this formation, has not satisfactorily reached this goal.

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