

DIFFERENCES IN EXPECTATIONS OF DISCENTS IN SOCIAL SCIENCE COURSES APPLIED IN THE STATE OF PERNAMBUCO

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SUMMARY

The present research aims to identify the differences of expectation in the Applied Social Sciences courses in the State of Pernambuco, in order to present the profile of the graduates with regard to the expectations about their future and the profile of the freshmen about the choice of the course, to reflect on the way in which knowledge is passed to assist in the development of students. Responding in this way what are the differences in expectations in students of Applied Social Sciences courses in the State of Pernambuco. For this purpose, an exploratory field research was carried out with seven hundred and twenty-nine students from the Administration, Accounting and Economics courses. This study is justified, for taking into account the relevance of these courses to the organizational environment and the high degree of evasion faced by educational institutions today, based on the students' view of their future prospects and the expectation in choosing the chosen course, based on the interrelation between these and the teachers. The results showed that the degree of satisfaction and the initial expectations are correlated with the chosen course and with the current expectations.

Keywords: Expectations; Degree of Satisfaction; Social Sciences Courses.

1. INTRODUCTION

The globalization process causes important changes for the corporate world, mainly in the search for professionals capable of exercising activities that assist in decision-making, since the market is increasingly competitive. Thus, there is a growing demand for people to enter higher education to be qualified for the current market. According to IBGE (2012), in 2001 only 38% of managers had completed high school and higher education, in 2011 the number of managers who had at least high school increased to 53%.

However, it is also in the academic life that the student will have the opportunity to refer professionally. Therefore, one of the main objectives of university culture is to help it to find and understand itself, so that it can meet the current needs of the increasingly specialized labor market. This culture aims to help higher education institutions to students in finding

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Neto, JCI, Filho, RNL; Differences in Students' Expectations in Applied Social Sciences Courses in the State of Pernambuco. Magazine of Entrepreneurship and Management of Micro and Small Enterprises V.3, N°1, p.10-29, Jan./Mar.2018. Article received on 1/5/2018. Last version received in 02/11/2018. Approved on 01/04/2018.

their principles and concepts, fostering the creation of new knowledge and provoking questions about how they will be used.

These students start their academic lives with high expectations and at the end, with divergences in the satisfaction of graduates. According to Inep (2015), in 2010 the degree of dropout in universities was 10% and in 2014 it reached 49%. This degree of dropout is mainly due to the students' expectations being frustrated throughout the course. Thus, this study seeks to understand whether there are differences between the level of expectation of incoming students and the level of satisfaction of graduates enrolled in higher education institutions in the state of Pernambuco in Accounting, Administration and Economics courses, which are of paramount importance. for decision making in the current corporate environment.

Iudicibus (2009), highlights public accounting and private accounting as main segments, such as, for example, cost accounting, auditing, analysis of financial statements, among others, bringing information about the equity of public and private entities, seeking the objectives organizational.

In this way, accounting is a social science that uses principles from different branches of knowledge to design its theoretical basis. To this end, it relates to Administration, Economics, Statistics and several related disciplines. This diversity of knowledge configures a professional who has the capacity to perform various activities in the corporate environment. Of these diverse areas, one can mention auditor, financial analyst, accounting expert, accounting consultant, professor, researcher (MARION, 2005).

Administration, according to Costa (2010), is divided into specific areas, such as, for example, human resources management, marketing, production management, logistics, financial management, among others. Thus opening up a vast area of opportunity in the market, with administration being one of the courses most attended by students.

The administrative profession is to plan strategies and manage the day-to-day of the public or private company. The performance is quite broad, being necessary in all types of companies. It operates in several areas such as commercial, logistics, finance, purchasing, human resources, marketing, among others, as the Administrator is a professional with multiple skills. Even though he is a professional with many careers, many companies insist on not hiring the administrator, because they think they can manage their business themselves. Vocational training at a higher level is a challenge for those who want better job opportunities. In order to understand the expectations of the students, it is necessary to know the areas in which each course operates.

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The economy, in short, according to Mendes (2007, p. 14) "studies the way in which scarce resources are managed with the objective of producing goods and services, and how to distribute them for consumption among members of society". In other words, the economy is nothing more than a social science that assists in decision making with regard to the distribution, allocation and allocation of limited resources.

So, in the economics course there are good fields, for example, Economic Planning, Financial Analysis, Budget and Business Economics, Development of Infrastructure Projects, Orientation in Foreign Trade, Elaboration of Market Studies, Teacher, Expertise, arbitration, Economic Analysis and Research, Public Sector, among others. Medium and large companies have sectors for economic professionals, as they require the need for budget forecasting (planned).

Considering the importance of these areas for the professional growth of students and consequently their development in the globalized market, the degree of evasion and the training of the professional along with the teaching carried out in the classroom, correlating Student and Teacher, sought to solve the following research problem : What are the differences in expectations in students of Applied Social Sciences courses in the State of Pernambuco?

In this sense, this study aims to identify the differences in expectations in courses in the area of Applied Social Sciences in the State of Pernambuco, building the profile of the trainees with regard to expectations about their future and the profile of the freshmen on the choice of the course , seeking to reflect on the way in which knowledge is passed to assist in their development.

This research is justified, as it seeks to take into account the relevance of courses in the area of Accounting, Administration and Economics for the organizational environment and the high degree of evasion faced by educational institutions today, based on the students' view of their future perspectives and the expectation in choosing the course chosen, based on the interrelationship between these and the teachers. Thus, the present study contributed so that knowledge can be improved in the way it is exposed and evasion decreases as a result.

2. THEORETICAL FRAMEWORK

2.1 DIFFERENCE IN EXPECTATION IN SOCIAL SCIENCE COURSES

The term "Expectation" refers to the situation in which a person waits for an event to happen or the simple possibility that this fact will happen (HOUAISS, 2005). That is, it is speculation that something will happen with positive or negative reflexes and that it depends on several elements and conditions for it to be realized. Mowen (2010) understands that this expectation motivates the purchase and sale system, since the seller presents a perspective of the product / service and the consumer evaluates his expectations about it.

In this way, the HEIs are using tools to check the students' expectations about the satisfaction and quality offered by them. However, even with the relevance of expectations and their weighting in higher education, the topic is still little analyzed and researched (MARGOTTO, 2014). Often, being limited only in the perspectives that the course has to offer, without questioning the students' view of the course.

In view of this, institutions that do not attempt to understand and satisfy the students' expectations make the chance of having their dissatisfaction, increasing, with the institution, caused by the non-conformity between the expectation and the reality experienced. Margotto (2014) states that, in this way, there is a waste in the combination of efficient administration and a more realistic and practical explanation of students' university life.

These possibilities for satisfaction vary, not only between the various courses offered by the institutions, but also between new students and graduates. Since, they have a hope about the integration of the knowledge obtained and the job market that they will act in, and those have perspective of the knowledge that they will learn and what job markets the course has to offer. Thus, the research sought to list these differences in expectations of freshmen and graduates related to courses in Business Administration, Accounting and Economics, located in Pernambuco / PE.

2.1.1 EXPECTATION IN CHOOSING COURSES

The choice of the course is the consequence of several factors, among which the expectations are of great relevance for this option (MARGOTTO, 2014). In this way, understanding expectations in advance helps the institution as a whole to manage perspectives, seeking to meet them as much as possible, which would increase the level of satisfaction of students with the chosen course.

According to Nadelson and Semmelroth (2013), the preliminary expectations of the students, broadly speaking, are positive with regard to what they will encounter in college.

However, for the same author, the selection itself is a sum of previous experiences in the different aspects of the student's life, such as: in the social field, family influence and, mainly, the opportunities offered by the work environment of the chosen course. In this respect, the expectations of the corporate market are related to the high remuneration or positions that the profession will offer.

Accordingly, Aguiar and Conceição (2009) affirm that students establish expectations even before entering higher education institutions, these perspectives regarding social relationships, friendships and even the interest in having more objective new knowledge. Finding according to the authors their preference in the scope that the job market can provide.

It is understood, according to Giroto (2010), that the organizational environment of the accounting professional needs that he has knowledge to elucidate and balance the information that is chaotic and that he has the ability to give an objective and transparent opinion, pointing a better alternative to the organization . Therefore, the job market for the accounting professional is wide and needs a high level of qualification to meet the same.

Logioila and Santiago (2007) conducted a survey with Accounting Science students from a Federal University of the Northeast aiming to point out the motivators of the course selection in relation to others that were offered by the same Educational Institution. As a result, it was observed that the majority of respondents opted for the accounting course because it has greater opportunities in the job market.

Regarding the choice of the Administration course, it was analyzed, according to Logioila and Santiago (2007), that the selection took place due to the students' expectation of having technical and important knowledge to open their own business. The authors also found that the interviewed students chose the Accounting Sciences course by their own decision in search of guaranteeing future jobs.

In the Economics course, according to Muritiba and Moura (2012), it was found, through a questionnaire applied to students of the Faculty of Economics, Administration and Accounting (FEA) at USP, that the course is selected according to the perspective or vocation of the students . With regard to its corporate environment, this is quite comprehensive and encompasses several fundamental activities for organizations in decision making.

It is noted, therefore, that the choice of the course is mainly linked to the job market it offers. However, regardless of the training chosen, in some cases, expectations in the selection of the course are not effective and are not reached during the academic life (MORENO E SOARES, 2014). Therefore, when confronted with these differences between

expectations and the reality offered by the Educational Institution, there is a greater amount of dropout by students in the middle of the course due to adversities in performance.

2.1.2 TRAINERS 'EXPECTATION

Studies on the students' point of view on the transition process between university life and their entry into the labor market is still little discussed and researched (DIAS, 2009). This is mainly due to the discussion between educational institutions and organizations, where they need students to have subjects that help in the job market, making them more practical and enterprising. Education Institutions are concerned with the formation of the traditional curriculum and that past contents are not changed. Therefore, the student is left out of this question and, consequently, there is little study on his opinion and the formation of his curriculum.

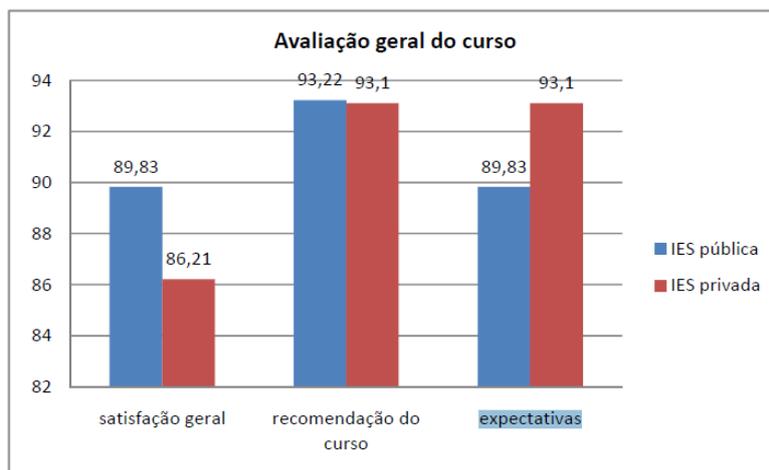
Thus, in order to better explain the expectations of the trainees regarding the course of Administration, Accounting and Economics, it is up to the researcher to point out a brief history of research involving the proposed theme. Since the research was carried out by Logioila and Santiago (2007), the students of Accounting Sciences, of the researched Educational Institution, had, for the most part, their perspectives met during the training and affirm that there is a possibility of a postgraduate course to improve even further. plus your academic curriculum.

With regard to their expectations of the trainees' job market, the same survey notes that they were met and many students found better opportunities when starting their own company, than joining a teaching institution or offering a public exam.

In Administration, according to the research made by Coscodai and Arbex, (2011), expectations about the course in private educational institutions were higher than public HEIs, however, even so, both reached the perspectives of students in a significant percentage. The following graph presents the results obtained from the research cited:

Graph 01 - General Evaluation of the Administration Course

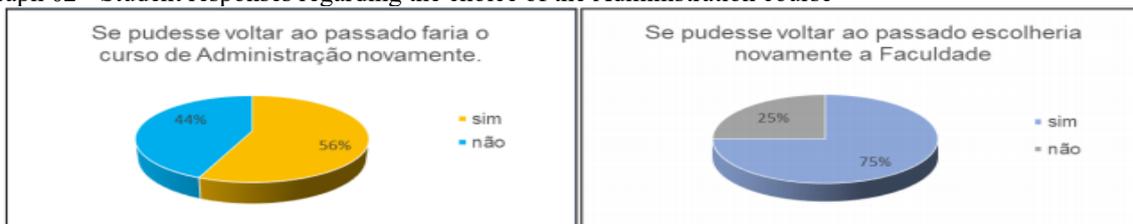
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Source: Coscodai and Arbex (2011).

Regarding the students' expectations about the transition between academic life and the job market, the students of the Administration course find, according to Muritiba and Moura (2012), more difficulties to enter this course than the students of the Accounting course and Economics. However, it presents a positive average on this assessment.

Graph 02 - Student responses regarding the choice of the Administration course



Source: Ferreira, dos Santos and Costa (2016).

According to Grad, de Ferreira, dos Santos and Costa (2016), he observed that even if the Administration course did not exceed expectations about entering the job market, 56% of the interviewees would return to study this area if they could go back to the past. Thus showing the satisfaction of the students about the chosen course.

In Economics, even though it does not have a corporate environment as vast as the courses previously mentioned, it presented, according to the same research made by Muritiba and Moura (2012), better averages regarding the expectations reached by the graduates. From the ease of entering the job market to the development of its theoretical basis. The table below shows the data obtained by the referenced survey.

Table 01 - Notes attributed to courses

Course evaluation items	Overall Average		ADM	ECON	CONT
	Avg	DP	Avg	Avg	Avg

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Ease of entering the labor market	8.2	1.6	8.1	8.3	8.3
I am proud of this course	8.1	2.0	7.9	8.6	8.1
Good development of my theoretical basis	7.6	1.3	7.6	7.8	7.6
Good preparation for the job market	7.4	1.8	7.2	7.9	7.4
Good development of critical thinking	7.4	1.9	7.2	7.7	7.5
Good development of my practical skills	6.6	1.8	6.7	7.2	6.2
Good teamwork development	6.8	1.9	7.0	7.3	6.0
Course quality compared to other colleges	6.6	1.8	6.7	7.2	6.2
Good development of my leadership potential	6.0	2.2	6.0	7.0	5.5
Good development of my creative potential	5.7	2.2	5.6	6.5	5.6
Good entrepreneurial capacity development to open My own business	4.9	2.3	5.0	5.7	4.3

Source: Muritiba and Mouca (2012).

Table 01 shows that the accounting and administration averages were satisfactory. The accounting average of 8.30 stands out on the ease of entry into the business market, in which the data obtained in the research by Logioila and Santiago (2007) proved on the opportunities of the accounting market to be broad and easily accessible to trainees.

It also emphasizes that the averages referring to Administration, although positive, were lower than the other courses surveyed, specifically at an average of 7.2 on good preparation for the job market, which was lower than Economics of 0.70 and Accounting of 0.20.

In this way, the present research seeks to present the opinion of the students of Social Sciences in Pernambuco regarding the initial expectations and whether these were achieved during the courses, pointing out the differences between each course. It is expected, with the results obtained, to present an interrelationship between the students and the courses chosen as the main, result of achieving these expectations.

According to Inpe (2017), when checking the ten largest undergraduate courses in relation to the number of enrollments from 2009 to 2016, it was noted that the administration course presented in the years surveyed more than 10% of the total enrollments, while the course accounting sciences presented more than 4% each year. It was also observed that the economics course is not represented in this list according to the years surveyed.

3. METHODOLOGY

This study, by its essence, was guided by the use of the inductive method, in which the harmonization of occurrences generally follows to increasingly broad concepts, ranging from the most singular assertions to laws and theories (MARCONI and LAKATOS, 2005). In this

way, it is characterized as exploratory since it seeks to clarify convictions and facts to help understand the questioned fact.

The data collection method occurred through field research in the second semester of 2017, in a single transversal way, using the quantitative analysis method through a structured questionnaire applied to students from any higher education institutions that offered the services. Social Sciences courses in the state of Pernambuco. According to research in e-MEC (2017), of the courses offered at higher education institutions in Pernambuco, 78 have a Business Administration course, 53 have a degree in Accounting Sciences and only eight have an Economics course.

The questionnaire represents a systematic and coherent group presenting itself in order of questions about variants and events that are intended to be measured or reported (MARTINS, THEÓPHILO, 2009, p.97).

In this way, the questionnaire was answered by 729 students, divided into two groups: Group 1 - those who are studying from the first to the second period; and Group 2 - those attending the seventh to eighth semester. The questionnaire was carried out with undergraduate students of Social Sciences courses (Accounting, Administration and Economics) randomly selected and the replacement was done in a simple random way, where this is a sampling technique in which all elements of the universe can be chosen with the same probability (LEONE, et al, 2009).

It was observed that the most appropriate way to obtain the responses of students related to the proposed objective would be to separate the questionnaire into two parts. Where the first would outline their profile, questioning about gender, age group, the chosen course and period taken. And the second part had questions related to the specific objectives of the research: the level of students' prior knowledge about the course, initial and future expectations, in addition to the degree of satisfaction of the chosen course.

Regarding the questions about the students' previous knowledge about the course and the degree of satisfaction of it, a five-point Likert scale was applied, ranging from "totally unknown" and "totally dissatisfied" (point 1) to "totally known" and "totally satisfied" (point 5).

As for questioning initial expectations, descriptive questions were used, from which students spontaneously wrote what their perspectives on the course were. In order to verify, the clarifications were gathered in eight groups: 1) Labor market; 2) Open your own business;

3) Add Knowledge; 4) Academic Area; 5) Private Area; 6) Great Expectations; 7) Public Competition and 8) Bad, I don't know, Undecided.

The specific questionnaire was applied differently among the groups surveyed. In Group 1, made up of those entering the courses, they were asked about their initial professional expectations. For Group 2, made up of graduates of social science courses, it was also asked about the changes in their initial expectations and their current expectations about their future. This last questioning gathered in six major groups: 1) Open or continue in the company that operates; 2) Academic Area; 3) Contest; 4) Work for Third Parties in the Private Area; 5) It hasn't changed; and 6) Don't know and Undecided.

This questionnaire was sent to the coordinators of higher education institutions in the state of Pernambuco that had courses in administration, accounting and economics. Being formulated in Google Forms, since it would facilitate its dissemination among students, as well as data verification. Therefore, on July 5th, the questionnaire was ready and hosted on the Google drive and coordinations were sent to send them to the enrolled students.

After determining the responses of the applied research, the percentage frequency and a descriptive statistic were first defined to analyze the data obtained, and finally Spearman's correlation was used in order to understand the relationship of the responses and achieve the defined objectives. for the development of this research. According to Ferreira (2015) Spearman's correlations are those that do not show linear trends and their interpretation cannot be the proportion of the equal variance of the two elements.

For the development of statistical data analysis, the Statistical Package for Social Science for Windows (SPSS) version 21 software was used, which enabled the execution of complex calculations, as well as the presentation of simplified results.

4. DATA ANALYSIS

This stage of the work seeks to understand the proposal of the study through the analysis of the data achieved with the field research. First presenting the profile of the students and, later, their expectations about the course and their satisfaction.

4.1 PROFILE OF INTERVIEWS

Table 02 - Profile of Respondents

Frequency - Sex	Percentage
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Feminine	383	52.5%
Male	346	47.5%
Frequency - Age		Percentage
16 to 25 years	456	62.6%
26 to 35 years	162	22.2%
36 to 45 years	89	12.2%
Above 46 years	22	3%
Frequency - Course		Percentage
Administration	337	46.2%
economy	89	12.2%
Accounting Sciences	303	41.6%

Source: Research data (2018).

The analysis revealed that among the students who answered the questionnaire, the female gender represents 52.5% while the male gender is 47.5%. Corroborating with the research results, according to IBGE (2008) the number of women seeking higher education is growing, while the number of men studying for more than nine years remains.

With regard to the students' age group, it is noted that most students are between 16 and 25 years old, evidenced in 62.6%. According to IBGE (2014) the proportion of people aged 18 to 24 who attend higher education increased by 6.1% compared to the previous year, whereas the percentage of people aged 25 to 34 who are finishing their studies also increased by 1, 3%. It is observed in this way, that the research result confirms the data pointed out by IBGE (2014), since the majority of the interviewees are between 16 and 35 years old.

Regarding the interviewees' course choices, it is noted that 46.2% and 41.6% of these are from Administration and Accounting Sciences, respectively, while only 12.2% are from Economics.

4.2 EXPECTATION AND SATISFACTION BY COURSE

With regard to initial and future expectations, these were grouped according to Table 03 and a check was made of the frequency of these events, for a better analysis, of these perspectives.

Table 03 - Expectations Analysis Groups

Initial expectations	Reasons for change	Current expectations
Labor market.	01 Political economy.	01 Open or continue working in my company. 01
Setting Up Own Business.	02 Disadvantage due to the Institution, Teachers.	02 Academic Area. 02
Add Knowledge.	03 Favoring due to the Institution, Teachers.	03 Contest and Public Areas. 03
Academic Area.	04 Labor Market Disadvantage.	04 Work for others in the private area. 04

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Private area.	05	Favoring Labor Market.	05	Not changed	05
Great Expectations.	06	Family.	06	I do not know undecided.	06
Public tender.	07	No change or I don't know.	07		
Bad, I don't know or Undecided or I don't want to.	08				

Source: Research data (2018).

In Table 04, 05 and 06 present the percentage frequencies of the initial expectations, the reason for the change of these and the current expectations, respectively. Taking into account that of the interviewees, of the three courses, 53.1% did not change their perspective at the same time that 46.9% did. It should also be stressed that the accounting course had a greater frequency of changes in expectations, while management had the least repetition of responses in this same aspect.

Table 04 - Frequency of Initial Expectations

	Total	ADM	ECO	CONT
01	15.1%	11.9%	13.5%	19.1%
02	19.5%	18.1%	13.5%	23.0%
03	13.7%	13.9%	7.9%	15.2%
04	3.6%	4.3%	11.2%	7%
05	8.4%	13.9%	2.2%	4.0%
06	9.9%	7.4%	5.6%	13.9%
07	18.8%	23.1%	36.0%	8.9%
08	11%	7.4%	10.1%	15.2%

Source: Research data (2018).

Table 04 shows that in administration and economics the most frequent initial expectations of respondents is the “public tender”, representing 23.1% and 36%, in that order. The lowest frequency of initial expectations is the “academic career” for the business course (4.3%) and the “private area” (2.2%) for economics. For accounting students, it is observed that the “public tender” is the third smallest repetition of responses from their initial perspective, while the most frequent is “Setting up your own business” representing 23%.

Table 05 - Frequency of Reasons for Changes in Expectations

	Total	ADM	ECO	CONT
01	6.3%	5.9%	3.4%	7.6%
02	22.9%	20.2%	13.5%	28.7%
03	5.6%	2.7%	6.7%	8.6%
04	3%	3.0%	6.7%	2.0%
05	4%	3.3%	2.2%	5.3%
06	5.1%	5.6%	12.4%	2.3%

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07	53.1%	59.3%	55.1%	45.5%
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Source: Research data (2018).

When asked about the reason for the change in perspective over the course, it was observed that of the 46.9% who answered that they had changes in expectation to the majority of these, of the three courses, were motivated by “Disadvantage due to the institution and / or teachers”. It is also noteworthy that in economics, the “family” was the second most frequent cause for this change, reflecting 12.4%.

It was also noted that in administration and accounting sciences, the least recurrent responsible was the “Disadvantage of the labor market”, while in the economics course “favoring the labor market” was the least frequent motivator.

Table 06 - Frequency of Current Expectations

	Total	ADM	ECO	CONT
01	16.6%	16.6%	13.5%	17.5%
02	13.3%	9.5%	21.3%	15.2%
03	15.3%	12.8%	23.6%	15.8%
04	10.6%	11.3%	9.0%	10.2%
05	43.9%	49.5%	31.5%	41.3%
06	0.3%	0.3%	1.1%	0%

Source: Research data (2018).

When looking at table 06 on current expectations, it is noted that most students, of the three courses, keep their initial expectations. As for students who changed their perspectives during their training, it is observed that the three courses have significant frequencies in the expectation of “academic career”, highlighting also that: in the economics course the most recurrent perspective is the “public career”, representing 23.6%; in administration, the most frequent expectation is to “open or continue working in my company”, representing 16.6%; and in the course of accounting sciences these are “open or continue working in my company” and “public career” have similar frequencies.

Table 07 shows the position measure, the average, for a descriptive analysis of the data collected, highlighting the differences between prior knowledge and satisfaction of the surveyed courses: Administration, Economics and Accounting Sciences.

Table 07 - Average of the analyzed data

COURSES	KNOWLEDGE.PREVIO	SATISFACTION
Administration	3.6855	3.9555

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economy	3,2697	3.4944
Accounting Sciences	3.7558	4.1980

Source: Research data (2018).

The students were asked about their previous knowledge of the chosen course, when applying the Likert scale, where 1 is “I don't agree completely” and 5 is “I totally agree”, it is observed that the average of the answers obtained are positive, a since these were greater than 3.2. It is evident that in Accounting Sciences students have more prior knowledge than other courses, portraying 3.76.

Regarding the satisfaction of the course, it was observed that the three researched formations had favorable results on contentment when the Likert scale was applied. Also stressing that the Accounting course showed a higher degree of satisfaction with approximately 4.19, followed by Administration and Economics, representing 3.95 and 3.27 in the same order.

The Kolmogorov-Smirnov tests were performed to test the normality of the sample. Table 01 shows the effects obtained in this test.

Table 01 - Normality Test

	Kolmogorov-Smirnova		
	Statistic	DF	Sig.
Sex	354	729	,000
Age	377	729	,000
Course	,308	729	,000
Initial expectation	185	729	,000
Current expectation	,270	729	,000
Satisfaction	,253	729	,000

Source: Own elaboration (2018).

As the sample was larger than 20, the research was based on the Kolmogorov-Smirnov test to test the normality of the results. Sig presented 0% in all questions, tending to non-normality, since it is less than the significance level of 5%.

4.3 CORRELATION OF DATA OBTAINED

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For the analysis of the correlation of the data obtained, the Spearman Correlation was used, where the variances are not linear. The data used for the analysis of the correlation are: sex, age, course, initial expectation, current expectation and satisfaction.

Table 08 - Spearman correlation

		SEX	AGE	COURSE	EXPEC.INI	CURRENT EXP.	SATISFACTION
SEX	Correlation Coefficient	1	,080 *	-0.048	0.009	-0.033	,084 *
	Sig	.	0.031	0.196	0.799	0.375	0.023
AGE	Correlation Coefficient	,080 *	1	-0.04	-0.014	-,177 **	0.029
	Sig.	0.031	.	0.287	0.707	0	0.427
COURSE	Correlation Coefficient	-0.048	-0.04	1	-,077 *	-,083 *	119 **
	Sig	0.196	0.287	.	0.039	0.025	0.001
EXPEC.INI	Correlation Coefficient	0.009	-0.014	-,077 *	1	0.044	0.026
	Sig	0.799	0.707	0.039	.	0.237	0.489
CURRENT EXP.	Correlation Coefficient	-0.033	-,177 **	-,083 *	0.044	1	-,096 **
	Sig	0.375	0	0.025	0.237	.	0.009
SATISFACTION	Correlation Coefficient	,084 *	0.029	119 **	0.026	-,096 **	1
	Sig	0.023	0.427	0.001	0.489	0.009	.

Source: Research data (2018).

Table 8 shows that there is a correlation between the candidate's gender and satisfaction, since the sig among them is 2.3%, less than the significance level of 5%. Thus, it is understood that 8.4% of the level of contentment can be explained by the gender of the interviewees.

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It is also pointed out, the relationship of age and the current expectation of respondents where the sig is 0%, which proves to be highly significant. In the correlation of these two data, it is observed that, throughout the course, age influences the students' perspective in a negative way, that is, the current expectations change according to the maturity of the students, transforming the preliminary expectations into perspectives that are more consistent with the environment. socioeconomic status that these are inserted.

It is also observed that the initial expectation, current expectation and satisfaction are correlated with the courses surveyed. Where, in relation to the initial expectation, the sig is 3.9% at a negative level and means that in these preliminary expectations students tend to choose more for the job market than for the public career.

In the correspondence between the course and the current perspective, it is noted that the sig is 2.5% also at a negative level, but with 8.3% of the researched training. It is understood that in the new expectations the academic career and the public career are more significant than working for third parties in the private market, but they are still less relevant than the expectation of opening the business itself. Thus, it is observed that students of social sciences tend to choose to open their own business after completing their training.

The link between the course and satisfaction is 0.1%, also considered highly representative, on a positive level. In this way, it is noted that accounting students are more satisfied with their education than economics students and that they are even more than business students.

It is also noted that there is a relationship between the current perspective and satisfaction about the course, where the sig is 0.9% and represents that 9.6% of the students' satisfaction are justified by the current expectations that the students have throughout of your training.

5. FINAL CONSIDERATIONS

Differences in expectations for students at higher education institutions occur both between the courses offered and throughout their course in these courses. Because, students have different perspectives on the job market that they will act on and different expectations about the knowledge acquired during their academic life. However, it is essential that there is a verification of these differences in perspective, since it is through this analysis that the

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students' view of the training chosen and their future performance in the increasingly competitive and demanding organizational environment is understood.

Thus, after analyzing the question, raising: What are the differences in expectations in students of Applied Social Sciences courses in the State of Pernambuco? Where it was sought to answer through the objectives outlined and through the research it carries out with the students of Accounting, Administration and Economics courses in the state of Pernambuco. It is concluded that the differences in initial and future perspectives between them are related to their satisfaction with the chosen formation.

It was found through the questionnaire of the profile of the interviewees that the most frequent age group in the higher education institutions of the courses surveyed are young people from 16 to 25 years old and that this repetition of answers is highly related to the current expectations about training. It is understood that for younger students, expectations will change over the course of the year, as these will be higher than for students who already have experience in the labor market.

It is also noticed that the initial expectations are correlated with the chosen course. Where in these expectations the most frequent of administration and economics tend to be the same, public tender and setting up your own business, in accounting sciences you have the most recurring expectations to set up your own business and operate in the labor market of third parties. It is also noteworthy that, of the three courses, economics had as its fourth perspective more repetition in the academic career, while in the others, this was one of the smallest. Thus, evidencing that students of accounting sciences see more opportunities in the private labor market, while students of economics and administration consider more heterogeneous opportunities at the beginning of the course.

It is also noted that the degree of satisfaction also has a correlation with the chosen course and the current expectation. As in accounting sciences, a higher degree of satisfaction was presented and new perspectives were more diversified, while economics had this lower level and current expectations were concentrated in the academic and public areas. Thus, it is noted that the greater the variety of future perspectives, the greater the satisfaction of the students with the course.

Finally, it is evident that there was a limitation in obtaining interviewees from the economics course, since it is a course that is not offered much by higher education institutions in the state of Pernambuco. It is recommended that future studies be developed on the difference between the degree of initial expectation and the degree of expectation at the end of

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the course, in view of this study it is relevant to analyze whether expectations are better or worse over the academic life of the student in higher education.

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