

Relations between insertion in the labor market, school failure and perception of life quality of students from 14 to 16 years old of a municipal educational network of Vale dos Sinos

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Abstract

This paper is a cut of the dissertation developed in the Program of Cultural Diversity and Social Inclusion of Feevale University. The aim of this study is to understand the association of the dimensions of the Quality of Life related to Health (HRQoL) with the profile of schooling and access to the labor market of young students aged at 14 to 16 from a city in Vale dos Sinos. A quantitative, descriptive, cross-sectional survey was adopted. The sample was non-probabilistic; totaling 335 students between 14 and 16 years old, of both sexes, enrolled in the municipal network investigated in 2015. The Questionnaire Kidscreen-52 version for young and sociodemographic questionnaire were used as data collection instruments. The result revealed that labor market insertion interferes with the perception of HRQoL, raising scores in general, but it brings a significant reduction in the dimension D9 School Environment and elevation of failure rates for

young workers.

Keywords: Health-Related Quality of Life; Youth; Education; Job.

1. Introduction

This paper is a cut of the dissertation developed in the Program of Cultural Diversity and Social Inclusion conducted in the biennium 2014-2015 at Feevale University, which produced a quantitative survey of the perception of Quality of Life Related to Health (**HRQoL**)¹ of 353 young men and women between 14 and 16 years old enrolled in the municipal network of Ivoti, RS in the year of 2015. At that time, the socioeconomic, work and income profile were also defined; as well as the history of age-series lag and reprobation of the sample (ANONYMOUS, 2015).

The general aim of this study is to understand the association of the schooling profile and access to the labor market of students aged from 14 to 16 years old, enrolled in the municipal education network from Ivoti city, RS, with the HRQoL dimensions.

Based on the univariate analysis of these data, it was found significant associations between the characteristics of gender, age, history of failure and insertion in the labor market with the perception of quality of life as an indicator of the impact of public policies of integral protection to adolescents in the context under study (ANONYMOUS, 2015), which determines the option to analyze this dimension of the dissertation in this article.

Thinking about the relationship between school and occupation in the field of public policies for education and work is an opportunity to reflect on the processes of exclusion/inclusion present in each of these dimensions and on the ways of (dis)integration between them. Therefore, the intention is to highlight the condition of young people as social actors and subjects of rights, understanding them as a mirror (NOVAES, 2007) or social metaphor (MELUCCI, 1997).

2. Methodology

A descriptive quantitative cross-sectional paradigm was adopted in the approach of the object of study, with the design of a survey duly approved by the Feevale Ethics Committee under the number of 1,017,096 dated 04/09/2015. The study population consisted of 457 students from the municipal network of Ivoti, RS, aged from 14 to 16 years old enrolled in municipal schools in the first half of 2015, and the sample was census, non-probabilistic (LEVIN, 1987) which enrolled by means of TCLE and completed all study procedures, totalizing 335 young from 6 schools (5 urban and 1 rural), which encompasses 73.3% of the population.

The Questionnaire of HRQoL Kidscreen – 52 for young was adopted as an instrument of data

¹ The definition of HRQoL in this study is characterized as being a complex, multidimensional construct that allows the attribution of positive or negative value to its dimensions, as well as derives from the subjectivity of each investigated subject, since it conceives that reality only acquires meaning through perception, therefore in the process of interpretation of reality (FLECK et al., 1999).

collection (THE KIDSCREEN GROUP EUROPE, 2006), which was adapted and validated by Guedes and Guedes (2011) for young people between 8 and 18 years old. The Socio-Demographic questionnaire for young people was also used, it is composed of 36 closed objective questions, structured based on the National School Health Survey (NSHS) (BRASIL, 2009) and adapted to the approach of the research problem.

The analysis of the data considered the verification of the non-normality of the sample data based on the Kolmogorov-Smirnov test, adopting a level of significance at $p \leq 0.05$ indicating the use of non-parametric tests. The descriptive statistics presented the profile of the sample stratified by age, sex, and characterization of the collected variables, expressing the absolute, relative, mean and standard deviation of the variables collected. The classification of HRQoL levels was absolutely expressed. It was used in the inferential analysis of the chi-square test to verify the association of the categorical variables, Mann-Whitney test and Kruskal-Wallis to compare the average positions of the variables among the categories of the profile mapped by sample stratum.

3. Results and discussions

In the sample there was a proportionality of distribution of young in the group of 14 and 15 years old between the genders and ages; and a smaller number of individuals in the 16-year-old group, but with a higher proportion of males. As for marital status, the totality declared themselves as single and with no children.

Increasing the characterization of the participants under study in relation to the self-designation of race or color, based on the criteria used by IBGE in the PeNSE (BRASIL, 2009), it was observed that 233(69,6%) of the individuals identified themselves as white or Caucasian, 68 (20.3%) brown, 15 (4.5%) black, 6 (1.8%) yellow and 2 (0.6%) indigenous. It is noted that 11 individuals stated that they would not like to declare their race or color. In order to identify possible associations between race/color and HRQoL domains, it was submitted to inferential analysis without significant association.

Considering that the city that participates in this study is small, with less than 20 thousand inhabitants and with a strong influence of the German colonization, it is important to characterize the naturalness, length of residence and descent of the participants under study, since it is assumed that community membership can be a factor that influences the perception of quality of life. Regarding to the association of these variables to the HRQoL domains, no predicted level of significance was obtained.

Relating to the schooling of the participants under study, **Table 1** shows that there is a greater distribution of young in the 8th year, totaling 123 (36.7%) and in the 9th year, with 149 (44.5%) young, totaling 81, 2% in these two stages of schooling.

Table 1. Characterization of schooling and profile of school failure.

Schooling(n=335)	N	%	
5 year	2	0,6	
6 year	15	4,5	
7 year	46	13,7	
8 year	123	36,7	
9 year	149	44,5	
Total	335	100	
History of school failure (n=335)			
No	214	63,9	
Yes	121	36,1	
Total	335	100	
Number of school failure (n=122)			% sample
1 once	57	47,1	17,0
2 twice	52	43	15,5
3 times	9	7,4	2,7
4 times	2	1,7	0,6
5 times	1	0,8	0,3
Total	121	100	36,1
Age-series lag(n=335)			
No	271	80,3	
Yes	64 _a	19,7	
Total	335	100	

a. Considering only students who have declared two or more failures.

Source: developed by the researcher.

Considering the historical failures indicator, it was verified that 121 (36.1%) of the young reported their failure in school. Within these 57 (17%) failed only once ; 52 (15.5%) twice; and 9 (2.7%) three times.

In the INEP data referring to Brazil in 2014, the grade lag index for the final years (6th to 9th year) of the National General Fundamental Education was 27.3%. Approximating the results of the context investigated for municipal schools still in the national level, this index is 35.8% and in the state level of Rio Grande do Sul it falls to 34.1% (BRASIL, 2014).

In this way, it can be considered that, in relation to the national and state educational sphere, the context investigated showed a positive panorama when presenting Age-Series Lag of the order of 19.7% in a city that, in this same indicator, totaled 20% in educational indicators regarding the age-series lag (BRASIL, 2014). However, this result is still far from the standards seen in developed countries: between 3 to 4% in Europe and 10% in the USA (SILVA, 2014).

Regarding the schooling of the parents or responsible of the young participating in the study, the data indicated that 106 (31.6%) of the mothers only had incomplete elementary education, whereas only

22 (6.6%) had completed higher education. This evidence indicates the trend towards higher schooling of the new generations, however, the high failure rates and the age-series lag indicate important inequalities in school trajectories (PEREGRINO, 2010) associated with exclusion processes to be investigated. Regarding the association between the parents' schooling and the perception of HRQoL, the association with the D7 dimension was only highlighted. Financial aspects with higher scores for the perception of HRQoL to children of parents with incomplete and complete Higher Education related to their probability of obtaining higher income to get a better schooling.

When investigating the follow-up and interest of parents or responsible with the school activities of the young, it was identified that the majority of the young represented by 294 (87.8%) of the reports have this follow-up, with a small increase in the percentage of follow-up in the perception of parents.

Continuing the sociodemographic characterization of the sample, the indicators of labor market entry of the young participants of this study are presented in **Table 2**.

It is observed that the majority has never worked (53.4%), with 16.7% has never worked, but is looking for the admission in the labor market, totaling 70.1% without any work experience. A group of 42 (12.5%) young had already had their first professional experience, but in the course of data collection was not working. In fact, they reported some kind of professional activity of 3.9% with some form of formal employment relationship and 13.4% of them work in the informal sector and with greater labor vulnerability.

Table 2. Admission profile in the youth labor market (n=335).

Situation	n	%
Never worked	179	53,4
Never worked, but is looking for	56	16,7
Work without an employment contract	45	13,4
Work with an employment contract	13	3,9
Have already worked, but do not work anymore	42	12,5

Source: developed by the researcher.

In order to discover the perceptions of the quality of life of a group of young in a particular cultural context, it is necessary to invest more in the understanding of the multiplicity of youth experiences and behaviors, especially in urban centers in Brazil. Therefore, three pillars support the approach made by a collective of authors of the Social Sciences area who undertook several studies in the understanding of this new way of being in the world: the search for self and the role of expressiveness and performance, the ways of conceiving and dealing with the idea of the future and the possibilities of insertion and social recognition (PAIS, 2006). In this last category, regarding to the possibilities of insertion and social recognition, it is essential to reflect on the relation of the young with education and the labor market, in a perspective of attribution of meanings to the process present in the adolescence of the researched context.

Addressing the perceived ways of admission into the labor market, it is pertinent to seek support in the Statute of the Child and Adolescent, which states that the condition of worker can only be assumed by labor legislation at the age of 16; and the one of young apprentice programme at 14 years old with the

specific purpose to promote complementation of the learning or professional qualification, being necessary to be flexible with requirements and schedules to prioritize the school activities and the learning (BRASIL, 1990).

In order to characterize the work done by the young, it is presented data regarding to the weekly workload, professional activity developed, work shifts and personal income of the young. It is observed that the majority of the young under study already inserted in the labor market work less than 20 hours a week, 31 (53.5%) and 14 (24.1%) work for up to 30 hours, being compatible with time sharing with the school activities of the investigated group.

It was also verified that 05 (8.6%) of individuals extrapolate the workload of 30 hours a week and that 7 (12.1%) work more than 40 hours, being an exclusion factor for permanence in school and quality of learning due to overload of work.

Among the professional activities performed, it is observed a great diversity with a bigger performance in the sectors of provision of services. On the other hand, 4 (6.9%) worked as production auxiliaries in the footwear and manufacturing sector, 3 (5.2%) as mechanic assistants, 3 (5.2%) farmers, 2 (3, 4%) packers/suppliers in fruit markets, which involve environmental risks or physical overload in a higher labor context.

When investigating the work shift of the young workers, it was observed a higher frequency of afternoon shift performance with 32 (55.2%) because most of the students studied in the morning shift; followed by 11 (19%) work in the morning and afternoon shifts, studying at night in the Youth and Adult Education (EJA).

Regarding to night work, only 3 (5.2) of individuals work only at night, while 3 (5.2%) work in the afternoon and at night; 1 (1.7%) reported working on all three shifts. In this case, the adolescent works more than 40 hours doing work on the weekends and at night to pay the weekly workload, considering that 2 hours are spent at school.

It is important to highlight that the legislation prohibits night work, dangerous or unhealthy for young under 18 years old and any work for children under 16, except under the conditions of young apprentice program, from 14 years old. In addition to this aspect of the illegality of this kind of work, it is assumed that for the " young apprentice", it is foreseen up to 30 hours per week with 6 hours per day of workload, including the time spent on vocational training activities outside the workplace, according to Art. 428 of CLT (BRASIL, 1943) and Law 10.097 of December 19th, 2000 (BRASIL, 2000).

With regard to youth income from professional activities, it is possible to identify in **Table 3** that the majority represented by 38 (65.5%) receive less than 1 minimum wage; 6 (10.3%) between 1 and 2 minimum wages and only one adolescent declared to receive 2 to 4 minimum wages.

A reasonable group of 12 (20.7%) young did not want to report their income and one individual did not answer the question, leaving it in blank. This fact may lead us to believe that there is a fear of exposing the precariousness of established work relations or concern with the secrecy and use of this information, as reported in the collection process and recorded in the researcher's field diary.

Table 3 - Personal income profile of the young.

	n	%
Up to 1 minimum wage	38	65,5
Between 1 and 2 minimum wages	6	10,3
Between 2 and 4 minimum wages	1	1,7
Did not want to report	12	20,7
Did not answer	1	1,7
Total	58	100,0

Source: developed by the researcher.

It can be observed in the description of the professional activities carried out that only 3 declared themselves "Young Apprentice"², corresponding to only 5.2% of the young workers. Showing thus the shortage of this type of initiative offered at the place where the study was carried out, forcing the young to move to neighboring cities. It is important to highlight that the legislation ensures remuneration of 1 minimum wage, signed employment booklet as young apprentice, access to transportation tickets and health insurance, as well as required attendance at school while working as an young apprentice.

It is crucial to mention the diversity of activities developed with greater concentration in the services sector. However, it was observed 4 young acting as production auxiliaries and 3 as farmers. It is also noteworthy, while reading the data, the statement that four young claimed to be soccer players. In the search for legal support for this condition, it is verified in the same legislation of professional learning that the remuneration of non-professional athlete in training from the age of 14 is foreseen in the form of financial aid as a scholarship or in other way freely agreed by formal contract, being covered by insurance against personal accidents (BRASIL, 1943; 2000).

When considering the contribution of self-employed income of the family, due to income redistribution programs and social assistance or retirements or judicial pensions, it was noticed that only 33 (9.9%) of the sample are beneficiaries of the Bolsa-Família programme (Family Allowance programme) and 3 (0.9%) have relatives with Continuing Benefit Conveyance Program (CBC), according to data from the Department of Social Assistance.

Regarding to the family income declared by the young, there was a higher frequency of responses with 75 (22.4%) of the families in the salary range between 2 and 4 minimum wages, equivalent to classes B2 or C from IBGE, followed by 51 (15, 2%) young people belonging to the salary range between 4 and 8 minimum wages. It is worth noting the high frequency of young who do not know the family income, totaling 127 (37.8%), as well as 23 (6.9%) young who did not want or were instructed by their parents not to respond.

In what concerns the admission in the labor market of the parent/responsible person who answered the questionnaire, 75.9% of the respondents were professionally employed. Among those, 60.9% have a

² Designation made to young hired based on the provisions of the Law 10.097 of December 19, 2000, which amends CLT provisions and establishes new regulations for professional apprenticeship.

formal labor relationship, indicating a precarious relationship with work and a high unemployment rate (22.1%) of a significant portion of the participants under study, which leads to an important contribution of the youth income in the family income.

As shown in **Table 4**, in the comparison of HRQoL domains by work stratum, the D3 EEMO ($p = 0.007$), D4 APER ($p = 0.028$) and D7 AFIN ($p = 0.008$) dimensions showed statistically significant differences between the strata by work situation.

Table 4 - Comparison of the HRQoL dimensions by stratum work.

Dimension HRQoL	Job	Average Stations	Chi-Square	df	<i>p</i>
D1 HPA Dimension 1 Health and Physical Activity	I work with my employment booklet signed	168,65	0,757	4	0,944
	I work without my employment booklet signed	173,78			
	I have worked, but I am not working anymore	167,00			
	I have never worked	164,38			
	I have never worked, but I am looking for a job	175,52			
D2 FEEL Dimension 2 Feelings	I work with my employment booklet signed	197,58	4,002	4	0,406
	I work without my employment booklet signed	174,47			
	I have worked, but I am not working anymore	166,40			
	I have never worked	170,86			
	I have never worked, but I am looking for a job	147,99			
D3 ES Dimension 3 Emotional Situation	I work with my employment booklet signed	169,38	14,202	4	0,007**
	I work without my employment booklet signed	183,90			
	I have worked, but I am not working anymore	159,61			
	I have never worked	178,90			
	I have never worked, but I am looking for a job	126,36			
D4 SP Dimension 4 Self-Perception	I work with my employment booklet signed	182,85	10,859	4	0,028**
	I work without my employment booklet signed	173,62			
	I have worked, but I am not working anymore	152,67			
	I have never worked	179,58			
	I have never worked, but I am looking for a job	134,54			
(to be continued)					

(to be continued)

Dimension HRQoL	Job	Average Stations	Chi-Square	df	<i>p</i>
D5 AFT Dimension 5	I work with my employment booklet signed	186,50	1,900	4	0,754
	I work without my employment booklet signed	154,09			

Autonomy and Free Time	I have worked, but I am not working anymore	160,88			
	I have never worked	170,19			
	I have never worked, but I am looking for a job	173,23			
D6 FLYA Dimension 6 Family Aspects	I work with my employment booklet signed	180,12	2,801	4	0,592
	I work without my employment booklet signed	178,18			
	I have worked, but I am not working anymore	160,73			
	I have never worked	171,43			
	I have never worked, but I am looking for a job	151,50			
D7 FINA Dimension 7 Financial Aspects	I work with my employment booklet signed	228,15	13,894	4	0,008**
	I work without my employment booklet signed	175,49			
	I have worked, but I am not working anymore	151,50			
	I have never worked	175,62			
	I have never worked, but I am looking for a job	136,03			
D8 SSP Dimension 8 Social support	I work with my employment booklet signed	178,50	1,554	4	0,817
	I work without my employment booklet signed	156,31			
	I have worked, but I am not working anymore	158,38			
	I have never worked	170,72			
	I have never worked, but I am looking for a job	173,47			
D9 SCA Dimension 9 School Aspects	I work with my employment booklet signed	143,62	8,069	4	0,089
	I work without my employment booklet signed	176,74			
	I have worked, but I am not working anymore	141,86			
	I have never worked	178,78			
	I have never worked, but I am looking for a job	151,79			
D10 BUL Dimension 10 Bullying	I work with my employment booklet signed	207,12	4,906	4	0,297
	I work without my employment booklet signed	174,12			
	I have worked, but I am not working anymore	147,21			
	I have never worked	170,33			
	I have never worked, but I am looking for a job	162,13			
TS% Total Score	I work with my employment booklet signed	189,58	6,381	4	0,172
	I work without my employment booklet signed	176,19			
	I have worked, but I am not working anymore	150,39			
	I have never worked	175,47			
	I have never worked, but I am looking for a job	145,73			

**p≤0,01; *p≤0,05

Source: developed by the researcher.

In the dimension D4 SP, individuals who work or have never worked are the strata with the highest average positions and a better perception of HRQoL. In relation to the individuals that presented lower average positions perceived in the dimensions D3 ES and D4 SP are significantly associated to the situation

of having never worked before, but be looking for, that is, in a condition of disaffiliation due to the absence of admission in the consumer market (BAUMAN, 2008).

In the dimensions D2 FEEL, D6 FLYA, TS%, this same condition was observed, however, the difference between the stratum groups did not reach the established confidence level of $p \leq 0.05$. Regarding the work condition, another group that obtained lower but not significant scores was the working condition without their employment booklet signed, in a precarious and vulnerable situation, especially with regard to the dimensions D8 SSP and D5 AFT.

However, in D 7 FINA, the group that works with their employment booklet signed was the one that reported higher average positions in relation to the others, but lower in D9 SCA, allowing to infer an inversely proportional association between work and perception of HRQoL in school dimension.

This finding in dimension D9 related to the school environment reinforces the situation of vulnerability or exclusion of the young worker, more specifically of a situation of fragile or peripheral inclusion, if we use the reflections on inclusion and exclusion proposed by José de Souza Martins that:

[...] there is no exclusion: there is contradiction, there are victims of social processes, political and economic excluding; there is the conflict by which the victim of the exclusionary processes proclaims his/her nonconformity, his/her discomfort, his revolt, his/her hope, his/her claiming force and his/her corrosive claim. These reactions because they are not strictly of exclusion, it does not occur outside the economic systems and the systems of power. (MARTINS, 1997, p. 14).

The results themselves uncover this phenomenon by indicating losses and gains resulting from the attribution of value to the work and income derived from it. However, it is observed that precisely in the school dimension that presupposes the possibility of social mobility, promotion of the emancipation of the subject and promotion of intellectual and moral autonomy is where the insertion in the labor market weighs the most negatively.

The transition from solid to liquid modernity has generated strong impacts from changes in the "world space-time" relationship, highlighting social, technological and environmental problems as well as in the globalization of the economy (BAUMAN, 2001). In addition, it directly impacted on the way of being in the world of the individual in an urban and technological society, ravaged by the fragilization of labor relations in a fractured social fabric, ordered by the logic of consumption and competitiveness, with extreme reduction of the sociability of urban space and dissatisfaction with life in large urban centers (MARTINS, 2008; SANTOS, 2007; BAUMAN, 2001).

In the middle of these great number of changes, the young portrayed in this research finds himself/herself in a dilemma while it impells him/her to the labor market, it makes him/her realize the limitations of his/her education, due to a history of frustrations in the schooling processes with multiple failures, according to Anonymous (2003).

Based on this observation, it has been tried to confirm the previously mentioned point, performing the analysis of the association between labor market admission and history of failure (**Table 5**).

Table 5 - Association between the profile of admission in the labor market and history of failures.

Work Profile		History of Disapproval		Total	Chi-square	df	p
		Yes	No				
I work with my employment booklet signed	Score	7 _a	6 _a	13	10,520	4	0,033*
	% Work Profile	53,8%	46,2%	100,0%			
	% Failure	5,8%	2,8%	3,9%			
I work without my employment booklet signed	Score	19 _a	26 _a	45			
	% Work Profile	42,2%	57,8%	100,0%			
	% Failure	15,7%	12,1%	13,4%			
I have worked, but I am not working anymore	Score	20 _a	22 _a	42			
	% Work Profile	47,6%	52,4%	100,0%			
	% Failure	16,5%	10,3%	12,5%			
I have never worked	Score	51 _a	128 _b	179			
	% Work Profile	28,5%	71,5%	100,0%			
	% Failure	42,1%	59,8%	53,4%			
I have never worked, but I am looking for a job	Score	24 _a	32 _a	56			
	% Work Profile	42,9%	57,1%	100,0%			
	% Failure	19,8%	15,0%	16,7%			
Total	Score	121	214	335			
	% Work Profile	36,1%	63,9%	100,0%			
	% Failure	100,0%	100,0%	100,0%			

Source: developed by the researcher.

Therefore, it can be inferred that at the target age and schooling stage of this study, constituted by the final years of elementary school, it can be observed the damages associated to the insertion in the labor market in the schooling process. Regarding the association with work in the adolescence and quality of life observed, studies by Oliveira et al. (2001; 2005; 2010) and Moreira (2012) invested in the recognition of representations of young, among other aspects related to work, income and schooling.

As a result of the social inequalities in Brazil, it was observed by Oliveira et al. (2001; 2005; 2010) that there is an appeal that the work-school relationship is structured in a relation of contradiction. As a conclusion, the authors found that, although working represents a risk to schooling, it is legitimized by the representations of the young themselves, sometimes justified by the condition of a large part of the population dependent on the supplement provided by their children's income, or by legitimizing it, as a way of acquiring autonomy and prestige in a consumer society.

To these considerations, it is added the understanding of Anonymous (2003) in understanding youth as a social metaphor aligned with the studies of Melucci (1997) and Morin (1973). A concept that carries the symbolic of the anxieties of the current society, concerned with the vulnerability of labor relations, with fragile social ties, with the possibility of a new universalism centered on the criteria of justice and freedom,

based on the young and progressive vitalist myth, on individualism and competition in an evolutionist perspective (ANONYMOUS, 2003).

All these elements orbit an ideology that justifies the extension of schooling as specialization and preparation for the labor market, which paradoxically appears to be increasingly insecure, uncertain, based on a consumer democratization, leveling, excluding, that by saturation in the sense of Maffesoli (1997) bases the youth culture. Culture that gives special importance to the way the young relate themselves to experiences and time; experiences that increasingly have a non-linear, multiple, discontinuous, cultural and centered in the present and lived time.

This condition of being in the world, by dissolving oppositions between past and future since we live in the present, results in the possibility of attenuation of the perceived generational conflicts, at the moment when the young is recognized and valued as future potential in the present and thus he/she starts to recognize himself/herself. It represents a potential of movement and ambivalence between order and disorder throughout history, and even more so in liquid modernity and in complex societies (MORIN, 2003; BAUMAN, 1999).

These elements help in the understanding of the findings regarding the positive evaluation in the dimensions D3 ES and D4 SP of HRQoL, associated to the youngsters who work mostly without employment relationship or who have never worked, who are free to perform multiple experiences in the present time, with their priorities. These include those who work for the possibility of consumption much more by the status that the work formerly brought by the maturity and professional stability in terms of security, long deconstructed in the labor relations (BAUMAN, 2008). Those who do not work include themselves socially by the fruition of a fake freedom of accomplishment of the exercise of the experience of the present time in multiple expressiveness and juvenile identities (PAIS, 2006).

At the end of this reflection, it is reviewed the result that working youngsters report a better perception of HRQoL in dimension D7 financial aspects, compared to the other strata regarding the insertion in the labor market. This result denotes the association of the work representation of the young workers in this study with the perception of autonomy for the satisfaction of their material consumption needs and their belonging group.

In this sense, it was found a study by Moreira (2012), which investigated 316 youngsters between 13 and 19 years old from Salvador regarding the perception of HRQoL and representations regarding work and income. For the young surveyed, higher income represents a better condition for purchasing goods to meet their needs and adopt a healthier style, generating improvement in their life quality.

The ambivalence between financial independence and the possibility of exploring experiences of personal satisfaction with the recognition of the need to contribute to household expenditures, but associated with power and status to the assigned condition is evident and reinforces the findings of the present study (CROMACK; BURSZTYN; TURRA, 2009). This fuels an improvement in self-perception, emotional state and perception of satisfaction with life. However, it should be considered that all this potential for achievement is followed by negative aspects, such as reduced time for school activities, sleep, family living, leisure, work accidents (OLIVEIRA et al., 2001; 2010).

Following the analysis of the perception of HRQoL, it is not possible to dissociate the educational context with its potential to promote health and the empowerment of young for the exercise of citizenship and the assumption of the condition of a person with rights (RIFIOTIS, 2007). In order to do so, it should be thought about the potential of education not as a mere discourse that justifies the school, but as a territory of emancipation for the realization of human potential, already associated with the condition and category "youths", with the insertion in the labor market and access to the social minimum.

At the present time, public policies for youth have grown as an instrument of control, especially through the mechanism of social control through the institutionalization of education (ENNE, 2010), which should be considered in the analysis of representations attributed to school and education by the young.

Considering the impact of school exclusion processes adopting the failure marker and serious age gap, a unique and exotic indicator was presented in the present study, since the youngsters with a history of failure stood out for presenting higher average scores for the young without failure in the dimensions D4 SP ($p = 0.014$), D5 AFT ($p = 0.010$) and D6 FLYA ($p = 0.009$). This pattern of differentiation among the sample strata was also observed in the dimensions D1 HPA, D2 FEEL, D8 SSP, D10 BUL, ET%; however, the level of statistical significance predicted for this study was not obtained. Only in the dimensions D3 ES, D7 FINA, D9 SCA, young with no history of failure expressed a better perception of HRQoL.

This fact was confirmed while crossing the association between failure history and market entry profile, indicating that individuals who have never worked were less susceptible to failures. However, it was observed a greater susceptibility to reprobation events in youngsters who are working formally, followed by the young who work without professional bond (ANGELUCCI et al., 2004).

Fischer et al. (2003) and Oliveira et al. (2005), when analyzing the repercussions of work on childhood and adolescence, signaled the negative health impact associated with reduced hours of sleep and exposure to occupational hazards in the school life of young, which was also observed in the present study.

Regarding the higher scores in Dimensions D4 SP, D5 AFT and D6 FLYA in students with a history of failure, it is possible to observe the need to further explore variables resulting from the relationships of the support network to these youngsters, considering the family context and the link of friends both inside and outside school. Such an inference is justified when considering the results of studies on resilience and protection mechanisms, as pointed out by Amparo et al. (2008). The dimensions associated to these factors were those that presented better scores in the group with a history of failure.

One aspect that corroborates this important result verified in the context of this research was the high family support stated both by the students and by the relatives signaled by the accompaniment of the school activities. Batista, Mantovani and Nascimento (2015), affirm that involvement and dialogue are important in this respect; "in and with" the family, as well as the processes of teaching and learning in a systematic and continuous way, both quantitatively and qualitatively.

This inference is due to the consensus in the educational area that a family behavior of social support and support to school activities, involving demonstration of interest, caring, attention, dialogue, autonomy, contribute to an increase in the perception of social competence and school and psychosocial adjustment (MARTURANO, 2006). These behaviors are also responsible for the attribution of value and importance

to school activities favoring the increase of school performance (DESSEN; POLONIA, 2007).

Regarding the HRQoL relation and history of school failure in this study, it was observed that students with a history of school failure, despite the positive aspects indicated in the comparison with those with no history of failure, indicate lower scores in dimension D3 Emotional State, D7 Financial and D9 School Environment. This finding deserves attention from future studies in order to qualitatively verify how the student perceives situations of school failure.

4. Conclusion

It should be noted at the end of this essay that the conditions of precariousness in the relations of youngsters with the dimensions of school and work were evidenced in the quality of life indicator. It was verified that labor market insertion interferes with the perception of HRQoL, raising scores in general, but it brings a significant reduction in the dimension D9 School Environment and elevation of failure rates for young workers.

Is left here an alert and challenge to a deepening in studies approaching the youths in the promotion of integrated and affirmative actions that guarantee a trajectory of school-work transition with dignity, potential of emancipation and development of the human potential in a development agenda of the decent and humanized work for/with the youths.

Finally, it is suggested to expand studies that intend to develop and implement a policy that combines the opportunity for qualification and access to decent work articulated with education policy by measuring its impact on the perception of HRQoL and youth participation

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