



Decision-making under constraints and parental responsibility in adult education: a contemporary approach to school retention and performance.

Decision-making under restriction and parenting in EJA: a contemporary approach to school retention and performance

Taking decisions under restrictions and children in EJA: a contemporary approach to permanence and school performance

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Summary

This article analyzes the decision-making and academic performance of students in Youth and Adult Education (EJA) in the state of Espírito Santo who have children, seeking to articulate classic and contemporary theoretical contributions with national and state experiences. Their persistence and performance are, first and foremost, constructed by structural elements that create a decision-making regime under social pressure: time constraints, emotional exhaustion, and academic fragility. The proposed study is an analytical model that can explain the non-linear school trajectory, periodic dropout, and conditioned states of engagement.

Keywords: Adult education; decision-making; parenting; school dropout; educational inequality.

1. Introduction

Educational literature continues, to a large extent, to explain the differences between schools in Student performance is seen as a result of individual factors, such as effort and motivation. students or their cognitive abilities. However, this strategy is insufficient to capture the profile. typical of the EAE, which includes working adults and, increasingly, parents who provide for their families. family.

In this context, educational decision-making cannot be viewed as occurring in a scenario...

Ideal, but rather operating under many constraints. This article begins with the following question:

How does, or how will, parenting affect decision-making and academic success in

Hey?

It is argued that these issues existed under a particular decision-making mode — Here labeled as decision-making under social pressure — in which various dimensions of life (work, dependents, residence) directly contradicted the continuation of studies.



2. Theoretical Framework

The contributions of various theoretical traditions converge in this analysis.

D'Ambrosio's perspective presents the possibility of knowing that knowledge is

built upon social practices, leading to the understanding that EJA (Youth and Adult Education) students already work with complex rationalities in their daily lives.

Chiavenato, for example, provides the classic step-based decision-making model.

rational. But in this study, this model is tested, since it presupposes conditions of stability that is far removed from the reality of most adult education students.

Piaget ultimately derives cognitive development from this, but for adult education, his theory needs...

to be retold, recognizing the degree to which we are able to abstract and plan.

Freire points out that the subject's reality is central, and the educational process must begin from there.

a concrete experience.

The way Charlot adds to this is the idea of a relationship with knowledge, according to...

How well you learn something depends on the meaning the student attributes to it.

This, in turn, helps us understand how structural inequalities restrict choices.

and produce unequal educational trajectories.

3. Methodology

It is a theoretical-analytical empirical study. The analysis is based on:

national institutional information (INEP, IBGE and educational reports);

- Documentation and public policies for EJA (Youth and Adult Education) in Espírito Santo.
- Sociological and Educational Literature of the Contemporary Era;

The goal, however, is not to have a phenomenon that can be measured quantitatively, but rather one that...

possess consistent empirical support, with some interpretative explanation.

4. Evidence at the national level: evasion, inequality, and decisions under constraints.

Data from Brazilian education shows that school dropout is a structural phenomenon and recurring, especially with regard to the final years of basic education.

INEP indicators show that dropout rates increase even further with age.

when they begin to assume economic and family responsibilities. Furthermore, also

They show a consistent migration from regular education to EJA (Youth and Adult Education), which proves trajectories



Educational events were interrupted.

The findings from surveys based on the PNAD Contínua show that absenteeism/dropout rates closely corresponds to factors such as:

- the need to work
- low income
- social inequality

These characteristics support the idea that school dropout is no longer a one-off, isolated event. but rather a consequence of negative structural conditions.

Related to this point, abandonment happens gradually, as a process of Disengagement. Early in their careers, pregnancy and social issues will make this impasse something... existential.

From this perspective, parenthood is almost a confounding variable. Rarely recorded. Directly in the data, it is captured in the explanatory factors of dropout: work, income, and workload. familiar.

Recent data from the PNAD Contínua confirm that, despite advances in the indicators educational — more average years of schooling and less illiteracy. —, still persist Structural problems, such as cohort discrepancies. More than one million young people in Brazil do not had completed high school by 2024, and about half of the population between the ages of 18 and 24. was outside the proper educational path (IBGE, 2025). This data provides confirmation that Expanding access to the school system does not equate to sustained educational progress; this finding This supports the argument presented in this article and, in particular, its suggestion that such decisions are made in a context of social constraint (relevance prevails in (broad work contexts/family stress).

5. Empirical evidence of the Holy Spirit

Recent policies in Espírito Santo have already signaled the recognition of evasion as a structural problem for EJA (Youth and Adult Education). The growth of integrated offerings with vocational education and... Curriculum restructuring reveals attempts to accommodate the profile of the adult student.

The availability of thousands of places in technical courses integrated with EJA (Youth and Adult Education) demonstrates a process of Training geared towards the job market. Even so, the fact that dropout rates continue to occur is... This suggests that, while such measures are significant, they do not address the underlying factors.



The profile of students served in the state suggests that they are: workers, concentrated in vulnerable areas, with interrupted school trajectories.

This circumstance aligns well with the assertion that work behaviors that Those who prioritize school, such as staying in school and not getting pregnant, are more likely to be determined by pressures outside of school, such as family obligations.

Relevant studies conducted in Espírito Santo indicate a direct link between dropout schooling, especially in peripheral areas, and structural elements of social inequality, gaps to full participation in the digital information age, violence, and the need for entry early entry into the job market. Contributing to this reality, even with the promise of Change and quality of the New High School curriculum, infrastructure and institutional conditions have an impact. negatively impact educational policies (Magnago et al., 2024; Geiger & Annerstedt, 2019). These Data reinforces indications that students' continued attendance at school does not depend solely on curricular changes, but also changes in the student's own social conditions in order to remain in the program. school.

6. Parenting and Academic Performance:

Being a parent directly affects performance in adult education.

6.1 Negative Effects

- reduction in time dedicated to studies
- physical and psychological fatigue
- frequent interruptions
- irregular frequency

6.2 Positive Effects

- increased motivation
- valuing education

building a family identity

6.3 Structural Ambivalence

Parenthood creates a paradox where the same things that hinder it can also help.

This ambivalence is fundamental to understanding persistence in EJA (Youth and Adult Education).

7. Proposed theory: Decision-making based on social compression.

The concept you were trained on was:

A decision made under social pressure

is proposed.

Definition:

Deciding on competing issues that revolve around time, resources, and energy, in which the

A person needs to balance conflicting forces while functioning under tremendous pressure.

Features:

- less than ideal decisions
- Short-term priority
- instability of trajectories
- High emotional cost

This model helps to explain:

- intermittent avoidance

Instead, relatively low performance.

- Non-linear paths to graduation

Implications for Public Policies and Pedagogical Practices

The results indicate the need for:

- adaptable deadlines
- Continuous assessment
- Support policies
- Institutional support/care
- Content linked to real-life examples of students
- Integration of learning and life
- Valuing individual trajectories
- Overcoming linear models

Final considerations

The advantage that adult education students with children have in terms of performance cannot be... considered solely an individual achievement.

They are individuals who live within a variety of structural constraints, making choices amidst tensions between survival, work, and education.

The concept of decision-making under social pressure allows us to advance in the analysis of these... processes with a theoretical and empirical basis that will strengthen the development of educational policies. more realistic and appropriate.

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