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**EUROPEAN INTEGRATION  
REALITIES AND PERSPECTIVES**

**Scientific Orientation and  
Information about the Career**

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**Abstract:** The present paper aims to present the way of assessing the opinions of the pupils in the terminal classes, which regarding the choosing the educational or professional route and substantiating the support measures in the analysis of the alternatives available to them. The method used in this research is the investigation based on the questionnaire. This is a qualitative approach in order to identify the students' school and professional orientation. The educational assessment that is supposed to be done in this study seeks to counsel and guide these students in order to make appropriate choices in choosing of the educational/professional paths by the investigated students. In this research, an opinion poll has been applied to the pupils in the terminal classes, which allows an overview of the school and professional orientation of these pupils. The evaluation and interpretation of the answers lead to highlighting of the school options that certify the personal interests of each student in relation with the choice of the educational/professional path. The study provides an opportunity for the school units to obtain information about the training and interests of the students. Depending on the analysis of the results obtained in terms of the opinion questionnaire, the school units must ensure the stimulation and valorization of the cognitive, aptitude and creativity potential necessary for the increase of the pupils' school performances. This study highlights the real need for a better correlation of the educational offer in the vocational and technical education with the students' aspirations and the labor market requirements.

**Keywords:** school options; professional orientation; students' aspirations; educational guidance

## **1. Introduction**

The main purpose of the educational and vocational guidance should lead to the conscious choices, adequate and free profession of the students. This choice should be in accordance with the requirements of the economy, culture and interests, inclinations, abilities, attitudes, aspirations, and ideals of the students (Levenson, 2007).

In the process of the school and professional orientation, there are involved a lot of factors among which the student is the most important because the whole process takes place on him and for his benefit. It is important for the student to participate in this process in a conscious and active way, not to rely on parental choice or the proposing of the other orientation factors without considering each option (Lăscuș, 2000).

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For a free choice of the profession and adequate maturity it is necessary to ensure the student groups targeting three major components: intellectual; affective-motivational and volitional-of character. The intellectual component comprises a balanced system of ideas and concepts, skills and various processes of mental work, intellectual ability, general and special. Affective-motivational component content is formed of all attractions, desires, aspirations, preferences, interests, aspirations and professional ideals. Depending on the dynamic intensity, structure and degree of consolidation of these variables directs and specifies the position of the pupil about what he wants to achieve. This raises the issue of stimulating the individual dispositions and aptitudes, as well as the formation of the volitional-characteristic qualities (Bócsa, 2010).

A.Chircev and D.Salade have considered that the student is the maker of his own professional perspective, and the school and the other stakeholders only help him in this difficult and very complex operation vocational self-evaluation” (Chircev, 1976).

Career success or professional success is how the students will adapt to the permanent changes in the labor market (Kovacova Lucia, 2018). Developing a successful career is built lifelong, the success in school, career and in life depends primarily the skills they develop in the school, how the students intend to engage in the activities learning, positive relationships with others, self-confidence and personal potential. In this direction, the school playing a leading role in raising the awareness and showing the process of support, guiding and orienting students on the choice of the educational/professional path (D., Communication with the student, n.d.).

It is a certain thing, that the students who are still in the high school have the hope to continue their studies at a higher level or to plan a career according to the field of interest. After the students graduate from the high school, many of them will continue their studies at the college, but there is also a considerable part who would like to work (Monks, 1998).

This aspect is in accordance with the developmental conditions as adolescents, according to Santrock (2012). In fact, choosing a field of the study is not so easy to imagine. The results have showed that not all children and adolescents have the opportunity to analyze the direction of their interest (Brown, 2002). Brown's research shows that the social pressure, discrimination, culture can affect a wide variety of the career choices for the adolescents.

Currently, the career counseling and educational and vocational guidance through the proposed activities help students and their parents to become aware of their own skills of the students and their personal resources, also, to develop the skills to make decisions, to make choices on a career. Personal choices should be an adequate educational system and labor market requirements (as a meeting place between the demand and supply of the labor), which is constantly evolving (Jigau, 2001).

## **2. Research Methodology**

The instrument used in our investigation was an opinion survey administered to the students in the terminal classes. This is a qualitative approach in order to identify the educational and vocational guidance of the students. The questionnaire consists of 11 items on a sample of 713 subjects in the schools in Ilfov County.

Questionnaires are tools used in the self-assessments of the individual interest and personal motivation systems, which in this case are essential for:

- self-knowledge;

- founding justified of one decision in career;
- identifying the areas with the highest possible professional success in the future.

The questionnaire, as a working tool, includes a set of questions, well organized and structured to get the most accurate data about a person or a group of people, and whose answers are built in writing (Baban, 2001; Thill, 1965).

An opinion survey is a tool for collecting data based on the respondents self-reported their own perceptions, attitudes, and behaviors. Students may be investigated in relation to their perceptions of the situations, activities, actions.

### 3. Results

In this chapter are presented the results obtained by applying the questionnaire of the students in the pre-university education.

Item 1 (with 4 variants of answer) refers to the ability of the students to pass the baccalaureate exam. With regard to this item, 22% of the students think they could succeed, but they also think they have a minimum chance, 27% are convinced that they will pass the baccalaureate exam surely, 36% consider that they have high chances of the promotion, and 15% do not think they will promote it (Figure 1).

Item 2 (with 2 variants of answer) refers to the network of the post-secondary schools or faculties to continue the studies. With regard to this item, 49% of students know this network, but 51% do not know it (Figure 2).

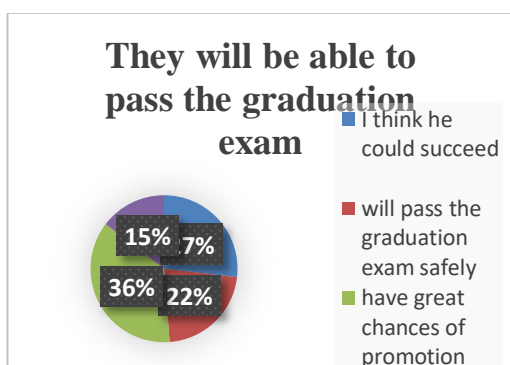


Figure 1. Promote the baccalaureate exam

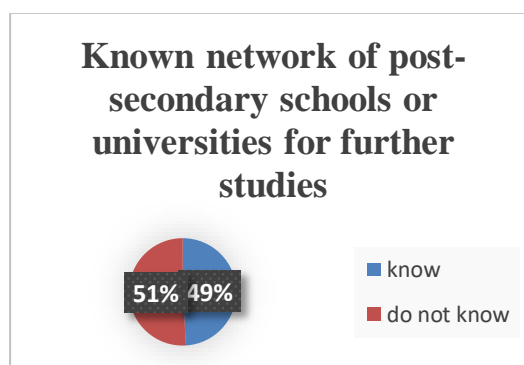


Figure 2. Network of the post-secondary schools or colleges

Item 3 (with 2 variants of answer) took into account the profile and specialization of the high school that they follows. At this point the students have been questioned if they are satisfied with the profile and specialization of the high school they are attending; 73% of them are satisfied with their choice (Figure 3).

Item 4 (with 2 variants of answer) refers to the possibility for the pupils to enter the labor market only with the specialization obtained at the end of the school. At this item the students have responded in proportion of 69% that a specialization received during the high school years can ensure their employment on the labor market (Figure 4).

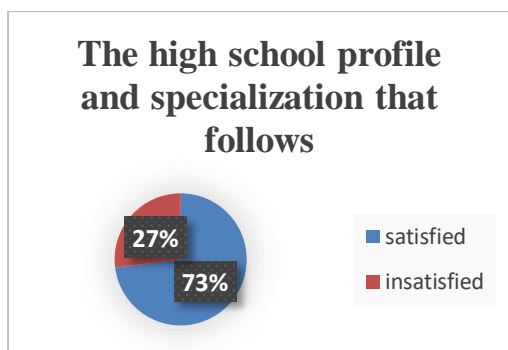


Figure 3. High school profile and specialization

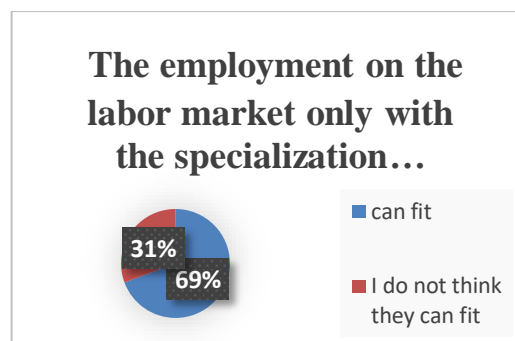


Figure 4. Employment on the labor market

Item 5 (with two variants of response) took into account the students' desire to continue their studies after completing the high school, from which 55% have responded affirmatively and only 27% have responded negatively (Figure 5).

Item 6 (with 4 variants of answer), has brought into discussion the form of education for which the students would choose after completing the high school. In this item, 39% of respondents have said they want to attend day-to-day higher education, while 30% do not opt for other forms of education after graduation (Figure 6).

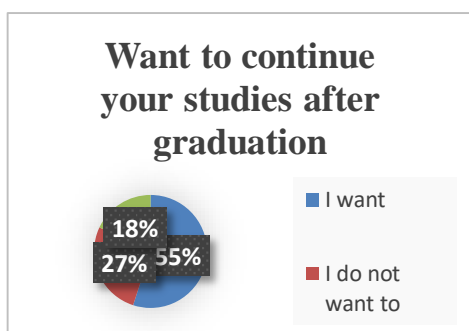


Figure 5. Further studies

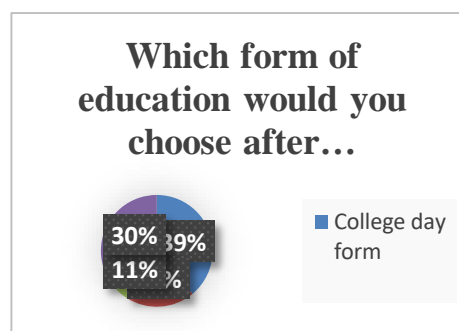
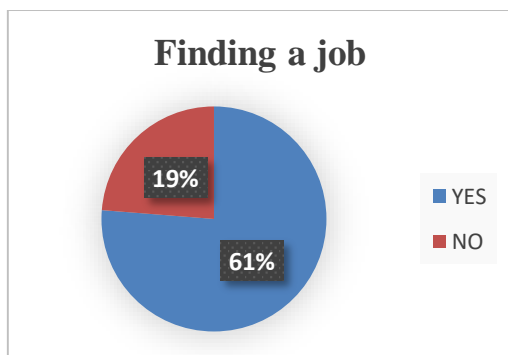


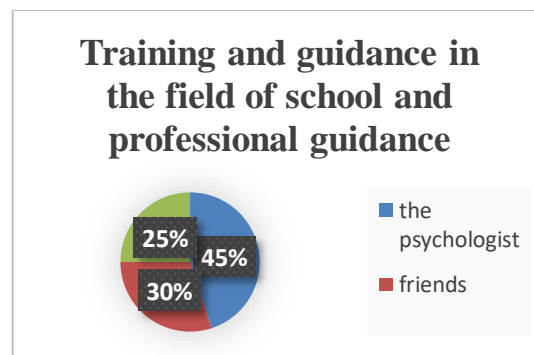
Figure 6. Forms of the education

Item 7 (with 2 variants of answer) refers to the desire of the students to find a job after the graduation. At this item, 61% have responded affirmatively, suggesting a desire for total or partial financial independence, while 19% have responded negatively (Figure 7).

Item 8 (with 7 variants of answer) has raised the people involved in their training and guidance in the field of the school and professional orientation. Students have considered that those involved in their training and guidance in the field of the school and professional orientation are: psychologist (45%), friends (30%), teacher (25%) (Figure 8).



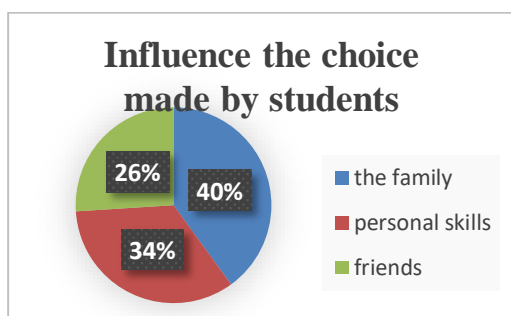
**Figure 7. Finding a job**



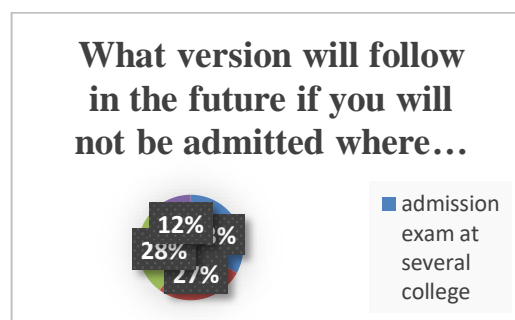
**Figure 8. Training and guidance**

Item 9 (with 8 variants of response) took into account the influence factors in the choices made by the students. Regarding these factors, the students have showed that the biggest influence is the family 40%, the personal skills 34% and 26% are influenced by the friends (Fig.9).

Item 10 (with 8 variants of answer), refers to the variant that the students will follow in the future, if they are not admitted where they want. This item shows their oscillation among several variants. Thus, 33% will pass admission exams at several faculties in order to increase their chances, others choose to drop out of the studies - 27%, while 28% will turn to the private faculties and only 12% to the post-secondary schools (Figure 10).



**Figure 9. Influence factors**



**Figure 10. Admissions at the faculty**

Item 11 (with 13 variants of answer) refers to the students' option for a particular faculty, which involves a number of reasons for the students questioned. Thus, 42% of them consider that the personal desire and skills are very important for choosing a post-school or post-secondary school, 12% make choices under the influence of their parents or friends, 18% aim at valorizing their intellectual and aptitudinal potential, while 28% opt for a particular school/post school on the grounds of approaching the house.

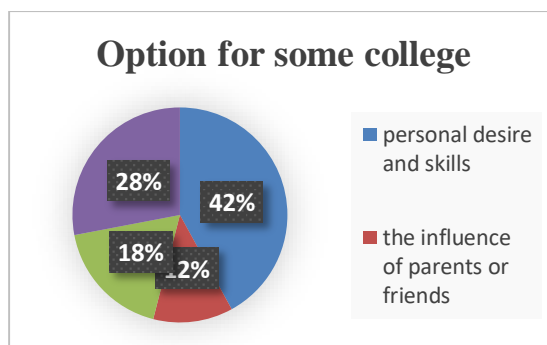


Figure 11. Option regarding the college

#### 4. School/Professional and Psychoeducation Guidance Measures

For pupils in the final years, the school/vocational and psycho-educational orientation measures must include a series of proposals that are adopted together with the school leaders and the school counselor, referring to:

- a program of additional meditation on the subjects to be supported within the baccalaureate, determined by the mutual agreement with the respective teachers, to increase their trust, especially for those with minimal chances of success or with fear of the failure;
- measures by which the pupils are convinced or even constrained to study at least one hour/day, being advised in this respect both the parents and pupils, in order to better implement these measures;
- group and individual counseling for the students to understand that they only learn for their future and not for to thank their parents, for a better integration into the labor market or for a professional career following the completion of a post-secondary school or a faculty;
- information for the pupils about the networks of the post-secondary schools or faculties for choosing the desired profile or entering the labor market;
- information measures for the students about the job fairs, where the future graduates will contact the representatives of the different economic units with various job offers and training courses at the place of the work, for the purpose of employment on the labor market especially because many students do not want to continue their studies, but to hire them immediately after the graduation;
- -counseling the parents to support their children in choosing their careers, in accordance with the pupils' personal skills, with their desire and the school results obtained, to avoid the negative influence of the parents by imposing other routes than those desired by the students (D., Types of intelligence: Career counseling session in the 12th grade, n.d.).

#### 5. Conclusions

The study was carried out through the application of the opinion questionnaire on the school orientation and career information of the pupils in the final years of the study within the postgraduate education units highlights the importance of their orientation in choosing the educational path/career or their integration into the labor market.

Taking into account the importance of youth training in the terminal classes of the high school, in order to choose an educational path or career and their integration into the labor market, a number of measures are needed to inform the pupils. These measures aim at carrying out counseling and schooling or career guidance activities, using different resources such as: leaflets, brochures, school networking knowledge, the “Successful Career” guide, internet presentation of different sites to search for a place of work, visiting the fair of the jobs “The General Scholarship of the Workplaces”.

It is thus noted, the need to counsel the pupils in their final years of the study in order to choose the educational or professional path.

This study, on the school and professional choices (career choices), shows the desire of the students in the terminal years to continue their education path.

At the students in the terminal classes the focus is on the exploring of the labor market. Taking into account the fact that the labor market is in a permanent change, which makes the job security substantially reduced, it is necessary to get a better knowledge of the future profession by: counseling and informing the pupils, and individually documenting them.

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