

PROFESSIONAL BODIES IN SECONDARY SCHOOLS IN FUNCTION OF PROFESSIONAL ORIENTATION OF STUDENTS

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Abstract

Fact is that the gymnasium should represent a school that prepares students for their further education. But whether high schools take enough care of the students, what do they do further and where they should continue their education, is a question that we focus on in this research. Changes in the curriculum and program have led to a situation that allows students to choose a teaching area that will be very close to the faculty for which they will decide to study.

What is the current situation in schools? Unfortunately, a small percentage of students is objectively assessing their abilities and advices of the class teacher, subject teachers or the school's professional service.

Hence, the subject of this research is: The role and contribution of professional bodies for high school education in function of appropriate guidance and professional orientation of students.

The previously stated shows that the purpose of the research is to examine and determine the role of professional bodies in relation to the guidance and professional orientation of students in high school education.

The research is a description of the current situation in high school education from the aspect of appropriate guidance and the professional orientation of the students, which according to its character makes it an applicable empirical research with a descriptive character.

The obtained research results will be quantitatively analyzed and interpreted. They will be descriptively and graphically processed, while the data of all three groups of respondents will be presented in parallel with the aim of a clearer visual representation of the differences and similarities in the answers between the different groups of respondents. When presenting the data, the questions from the questionnaire for teachers will be used as a model, because the same questions will be asked to the principals, professional assistants and students. For the principals and professional assistants, a reminder for a focused interview will be conducted.

Keywords: professional orientation, high school education, professional bodies, teaching area, curriculum

Introduction

The school as an organization represents a complex coherent whole of numerous subjects, united for the purpose of realizing a common goal, by means of a functional division of specific tasks and activities. It is a specific organizational system. It stems from the realization that the establishment of a functional school organization with an appropriately organizationally designed structure has, above all, the goal and task of producing activities that will lead to high achievements and results of the students, simply put, the organization of work in the school is a process in which the professional cooperate for the achievement of the common goal. In order to provide conditions for the successful operation of schools, it is necessary to apply management in education, that is, school management. It gives them the necessary vitality through flexibility and adaptability, to respond to increased social demands and the labor market.

This aspect of the work of the school, where the cooperation of the professional bodies in achieving a specific goal is stated, is the main task of this research, in this case, ie the role of the professional bodies for high school education in function of the professional orientation of the students. The role of these bodies and their involvement in the professional orientation of students in high school education is a current problem that still operates in schools in a

campaign-like, unsystematized manner and with insufficient participation of all entities that can contribute because the choice of profession and further professional development are very significant segments for education, general human development and overall social economic development. The professional orientation of the students first of all represents a planned, rational, thoughtful and scientific alignment of interests, as opposed to the random, superficial, unsystematic and unplanned way of making a decision about the future profession.

Taking into account the changes and requirements of the modern school, the role of the teacher in the educational process is also changing. First of all, he should be a strategist of pedagogical work, an advisor, an organizer and a good evaluator of his work, especially in the area of professional information and student orientation. But the question arises, does it work in practice and what is the current situation in high schools?

Also, the family is a vital factor in the professional development of young people. When we talk about this factor, we think about more aspects of the family. One of those aspects is the material conditions of the family, which is related to the educational and social status of the parents. Another significant factor is gender. In our country, despite the development of society, despite the social changes, there is still an understanding of the division of work and occupations between men and women. According to Ana Roe's research, the family has a significant role in professional development, as well as in choosing a profession. (Gordon, 1998)

The main goal of this research is to determine the influence of professional bodies in the school in the role of professional orientation in high school education.

In the first part of the research, the curriculum for high school education in the Republic of Macedonia is covered, namely: compulsory subjects, elective subjects, compulsory elective programs and project activities. In this section, the optional combinations or packages that the students choose in the third year are presented separately. It also includes theoretical considerations of the problem, starting with the school as an institution, internal and external structure and the management of the school as an important segment for the functioning of the school. A significant part of the theoretical approach to the problem of the research occupies the definition of the place and role of the professional bodies and the process of their influence in the appropriate guidance of the students and their professional orientation defined according to the statute of the school and the law on secondary education. The historical development, the definition of professional orientation as a concept, the goals and tasks, the possibility of realization in schools, the holders of the advisory work, the role of the subject teacher, the role of the school pedagogue in the professional orientation of the students, are processed as separate titles in the theoretical part of the research.

Subject of the research

Fact is that the gymnasium should represent a school that prepares students for their further education. But whether high schools take enough care of the students and where they should continue their education, is a question on which we focus in this research.

Changes in the curriculum and program have led to a situation that allows students to choose a teaching area that will be very close to the faculty they decide to study for. For example: the biological and mathematical area gives students an advantage to continue their education in certain faculties and also the correct choice of the teaching area allows more freedom when choosing the teaching subjects of the state matriculation, because the main selection criterion is that the subject is studied for two academic years (according to the concept of taking the state matriculation exam) and choosing the teaching area and conversely the incorrect choice of the teaching area limits the students and creates additional problems for them in their further education.

In order for the students not to encounter these problems, a good organization of the school

itself and all professional bodies that could contribute to informing the students in a timely manner is needed. Hence, the subject of this research is: The role and contribution of professional bodies for high school education in function of appropriate guidance and professional orientation of students.

Purpose and character of the research

What is the current situation in schools? Unfortunately, a small percentage of students objectively assess their abilities and the advice of the class teacher, subject teachers or the school's professional service. The choice of the teaching area is made according to certain subjective factors that are the result of a tradition that is passed down from generation to generation, for example a good or bad class teacher, strict or tolerant, making a decision according to a group of students with whom he associates and desire to be still together, dreaming of one or two indices that are seen as elite classes, fulfilling the wish of the parents who determined the profession of his child regardless of his desires, affinities and a number of other factors that are relevant today. But this phenomenon cannot be generalized and it can be said that we have an exceptionally similar situation in all schools. Those parents and students who regularly consult with their class teachers, subject teachers or the school pedagogue to get feedback or advice for their further education should not be left out. Concretely speaking, the school should represent a coherent system which, in its vision and mission of the school, should place special emphasis on the functioning of advisory services which, in cooperation with the professional bodies in the school, the class leaders, including the parents, would function as a system that would monitor them values and orients its students.

The previously stated shows that the purpose of the research is to examine and determine the role of professional bodies in relation to the guidance and professional orientation of students in high school education.

The research is a description of the current situation in high school education in terms of appropriate guidance and the professional orientation of students, which according to its character is applied empirical research with descriptive character.

Research tasks

According to the subject and purpose of this research, the following tasks have been set as special tasks:

- To examine whether in high school education a team and systematic approach is preferred in the work of the professional bodies in function of the professional orientation of the students.
- To determine which activities are carried out in high school education is a permissum in function of the professional orientation of the students;
- To check whether in high schools there is good cooperation between students and professional collaborators regarding the professional orientation of students;
- To determine which professional bodies in high schools most often organize the activities that are in function of the professional orientation of the students;
- To examine the degree of awareness of the students about what opportunities each of the teaching areas offers for enrolling in a specific faculty;
- To see which of the professional bodies in the high schools gives most often a concrete proposal for the further professional orientation of the students;
- To determine whether the professional bodies in the high schools inform the parents on time about the teaching areas offered by the high school education, which are in function of the professional orientation of the students.

- To check whether a Career Success Center is functioning in high schools and, if it is functioning, what kind of activity it carries out in relation to the professional orientation of students.
- To investigate which factors influence the student.

The second part, research methodology, refers to the definition of the subject of the research and its meaning, the purpose, the tasks, the hypotheses, the methods, techniques and instruments used in the research, the sample of the examined subjects, as well as the procedures and the method of processing and analysis of the received data.

In the third part, the obtained results of the research are presented and analyzed. They are shown tabularly and graphically according to the set hypotheses.

The last part of this research includes concluding observations and conclusions, which derive from the theoretical elaboration of the problem and the results of the research.

General and specific hypotheses

The basic, general hypothesis in this research is that professional bodies in high schools do not sufficiently fulfill their role in the process of professional guidance and professional orientation of students.

We verify this general hypothesis by verifying the following specific hypotheses:

Hypothesis 1: Professional bodies in high schools do not sufficiently practice team and systematic activity in the domain of professional orientation of students.

Hypothesis 2: The professional bodies in the high schools usually carry out uniform activities in connection with the professional orientation of the students.

Hypothesis 3: In high schools, there is insufficient cooperation between students and professional collaborators regarding the professional orientation of students.

Hypothesis 4: The activities in high schools that are a function of the professional orientation of the students are organized and implemented mostly by the class teacher and the professional assets of the teachers in certain professional areas.

Hypothesis 5: Students are not sufficiently informed about the possibilities offered by the choice of each of the teaching areas in high schools in connection with taking the state matura and enrolling in a specific faculty.

Hypothesis 6: According to the opinion of the respondents, professional assets in high schools partially participate in the professional orientation of students.

Hypothesis 7: Professional bodies in high schools inform parents in a timely manner about the teaching areas offered by high school education, which are in function of the professional orientation of students.

Hypothesis 8: Respondents positively evaluate the functioning of the career success center.

Hypothesis 9: According to the examined subjects, several factors influence the choice of the teaching subject and teaching area in high schools.

Methods, techniques and instruments used in the research

Research by design is applied research with a descriptive character. Through the descriptive method and the comparative analysis, the contribution of the system approach and the team organization of the professional bodies in the appropriate guidance of the students and their professional orientation will be described. The following techniques were applied in the research: survey, interview and documentation analysis. With them, data was collected in order to understand the current situation in high schools in our country.

Measuring instruments for the successful implementation of this research are two questionnaires for teachers and students. A reminder for a targeted interview was also used for

principals and professional associates in high schools. Questionnaires were used for the purpose of collecting data and understanding the results in relation to the set hypotheses. The first is intended for teachers, and the second for students. With the questionnaires, the attitudes and opinions of the teachers and students were examined regarding the measures and activities that enable the appropriate guidance of the students. The questionnaire for teachers and students contains 22 questions, which are of a combined type and respondents can answer by circling, choosing one of the offered answers and giving their comments and opinions. The interview is in function of obtaining data on the attitudes and opinions of the directors and professional associates in the high schools regarding the activities for the professional orientation of the students.

Research participants and sample

The research covered 10 high schools in the territory of the Republic of Macedonia in 10 different municipalities. The survey covered 400 employed teachers from 10 high schools (40 from each high school) and the same number of students in the same schools. The interview covered the principals and two representatives of the professional services of the same grammar schools, or a total of 30. The total sample is 830 respondents.

Table 1. Total number of surveyed teachers, students, professional associates and directors from high schools in the Republic of North Macedonia

No.	School	City	Teachers	Students	Professional associates	Directors
1	SHMK-Gostivar	Gostivar	40	40	2	1
2	SHMK –Kiril Pejčinović	Tetovë	40	40	2	1
3	SHPSH Ibrahim Temo	Strugë	40	40	2	1
4	SHMK Zdravko Cvetkoski	Shkup	40	40	2	1
5	SHMQSH Zef Lush MArku	Shkup	40	40	2	1
6	SHMK Orce Nikollov	Shkup	40	40	2	1
7	SHMQP Zdravko Cokovski	Dibër	40	40	2	1
8	SHMK Mirce Acev	Prilep	40	40	2	1
9	SHMM Dimitrija Čupovski	Veles	40	40	2	1
10	SHMK Mirko Milevski	Kërçovë	40	40	2	1

Results and discussion

Data processing

Quantitative analysis was applied to the answers received from the questionnaire for teachers and students, as well as to the data received from the reminder for a targeted interview for directors and professional associates. The data obtained are presented descriptively, tabularly and graphically. The data obtained from the questionnaire for teachers and students and the interview for directors and professional associates, which contain the same questions or claims, will be presented in parallel in order to see the coincidence of the findings from the three groups of respondents.

The processing of the data, that is, the tabular and graphic displays of the results are computerized.

Results

The obtained research results are quantitatively analyzed and interpreted. They are descriptively and graphically processed, where the data of all three groups of respondents are presented in parallel with the aim of a clearer visual representation of the differences and similarities in the answers between the different groups of respondents. When presenting the data, the questions from the questionnaire for teachers were used as a model, because the same questions were asked to the principals, professional associates and students. The answers to all open questions are grouped into three categories, so the first category is the answers that indicate agreement, the second are the answers that are ambiguous are in the second group and the third group of answers show disagreement and the same are the elements of the third group.

Analysis of the hypotheses represented in the research. Questions and answers

In the text below, there are represented some examples of the questions and gained results after their analysis. Question number 10 in the questionnaire reads: Is there a good cooperation between students and professional collaborators regarding the professional orientation of students?

Possible answers were: a. no, b. partially and c. yes.

- 53% of the teachers answered with NO;28,50% PARTIALLY and 18,50% with YES
- 55,25% of the students answered with NO;28,75% PARTIALLY and 16,00% with YES
- 60% of the directors and professional associates answered with NO;36,67% PARTIALLY and 3,33% with YES

Visually the answers are represented in the Figure number 1.

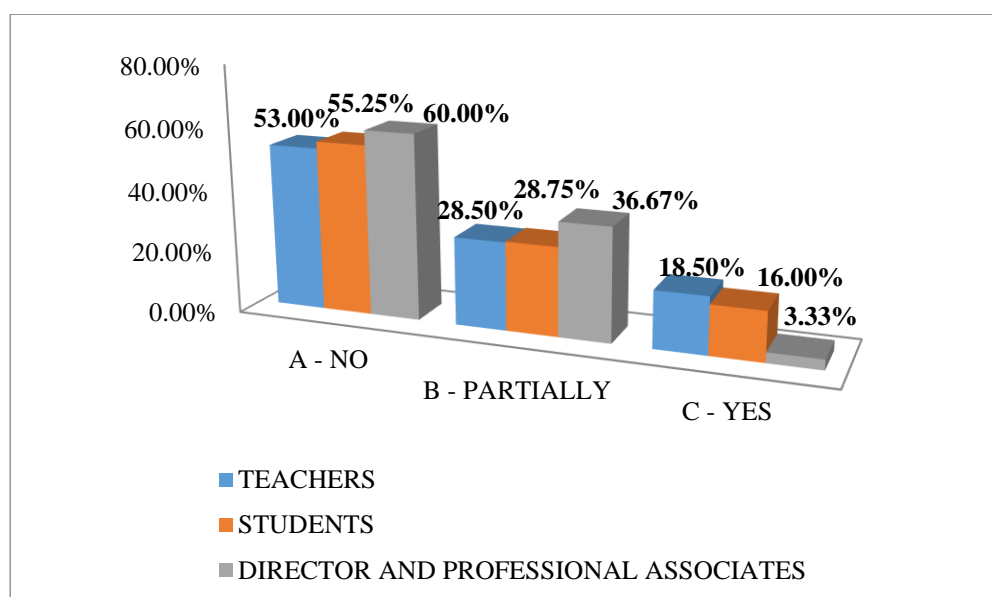


Figure 1. Response to question number 10.

Question number 16 reads: According to you, which of the professional bodies of the school organizes more activities related to the professional orientation of students?

Possible answers were: a. parallel leader, b. professional actives and c. council of the parallel

- 50,50%% of the teachers answered with A;27,00% B and 22,50% with C
- 41,75% of the students answered with A;36,25% B and 22,00% with C
- 60% of the directors and professional associates answered with A;33,33% B and 6,67% C.

Visually the responses are represented with the figure number 2.

Results of the chi square test

$X^2 = 13,565$ $df=4$ $p < 0,01$

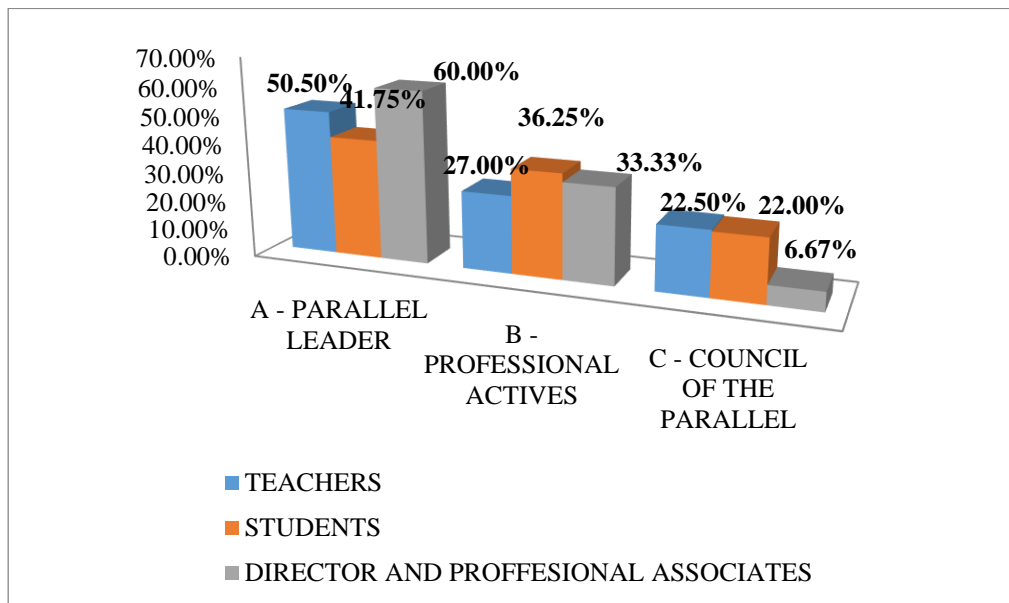


Figure 2. Response to question number 16

19. Do you inform your students enough about what opportunity each field offers to enroll in the right faculty?

20. How often have you informed the students that the inappropriate selection of fields limits their choice of subjects in the list of elective subjects in the state matriculation exam?

a. they are not informed at all

b. partially informed

c. informed

- 54,50% of the teachers answered with NOT INFORMED; 28,50% with PARTIALLY and 17,00% with INFORMED
- 50,50% of the students answered with NOT INFORMED, 29,25% with PARTIALLY and 20,25% with INFORMED
- 53,55% of the directors and professional associates answered with NOT INFORMED, 43,33% with PARTIALLY and 3,33% with INFORMED

Visually it is represented by figure number 3.

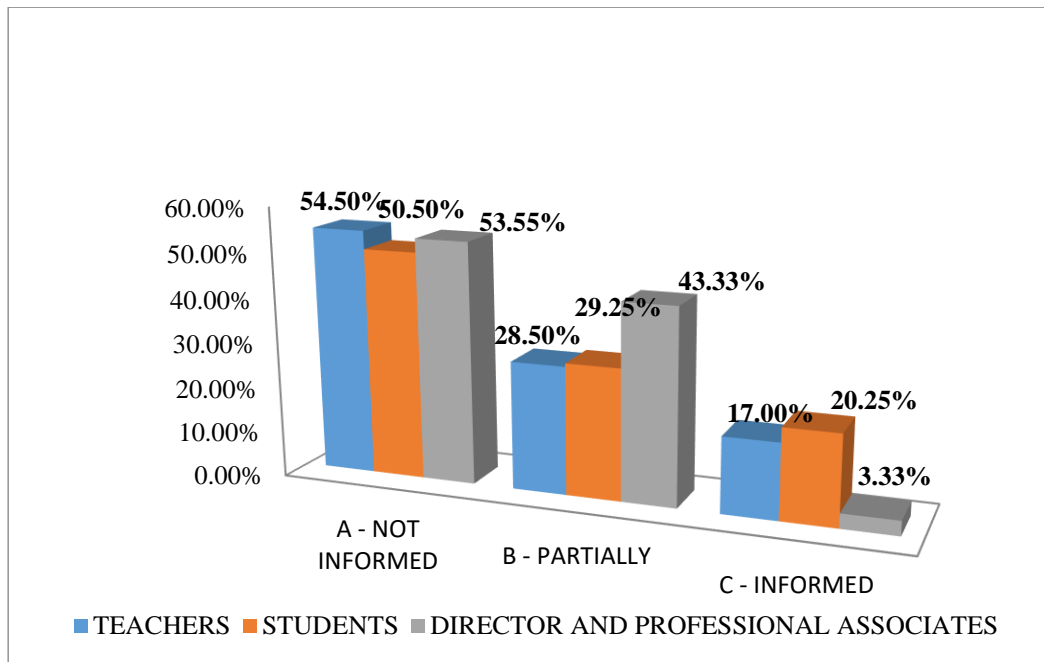


Figure 3. Response to question number 19,20.

Last two questions (21,22) were open questions, in order for the participants to write and share their ideas, thoughts and proposals about the actual situation in schools, and ways of improving the professional orientation in schools.

In addition, most of the participants had similar ideas and thoughts about the areas where changes should be made, and where the attention should be for the circumstances to change.

- 30,75% of the teachers answered with EMPHASIS ON ELECTIVE SUBJECTS,41,25% with CABINET LESSONS and 28,00% with COOPERATION WITH PARENTS.
- 48,75% of the students answered with EMPHASIS ON ELECTIVE SUBJECTS,38,00% with CABINET LESSONS and 13.25% with COOPERATION WITH PARENTS.
- 30,00% of the directors and professional associates answered with EMPHASIS ON ELECTIVE SUBJECTS,36,67% with CABINET LESSONS and 33,33% with COOPERATION WITH PARENTS.

The answers are visually represented with figure number 4.

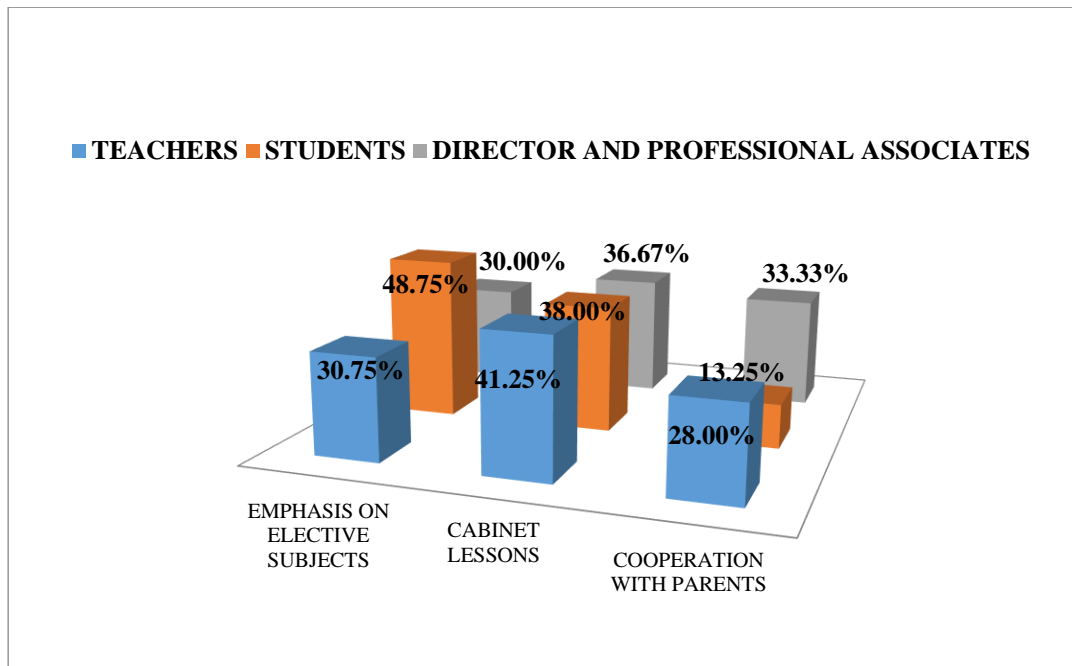


Figure 4.Response to question number 21

- 40,25% of the teachers answered with FIELDS IN THE SECOND YEAR,28,00% with CURRICULUM CHANGES and 31,75% with REALISATION OF EXTRACURRICULAR ACTIVITIES
- 24,00% of the students answered with FIELDS IN THE SECOND YEAR,48,75% with CURRICULUM CHANGES, and 27,25% with REALISATION OF EXTRACURRICULAR ACTIVITIES
- 53,44% of the directors and professional associates answered with FIELDS IN THE SECOND YEAR,26,67% with CURRICULUM CHANGES and 20,00% with REALISATION OF EXTRACURRICULAR ACTIVITIES.

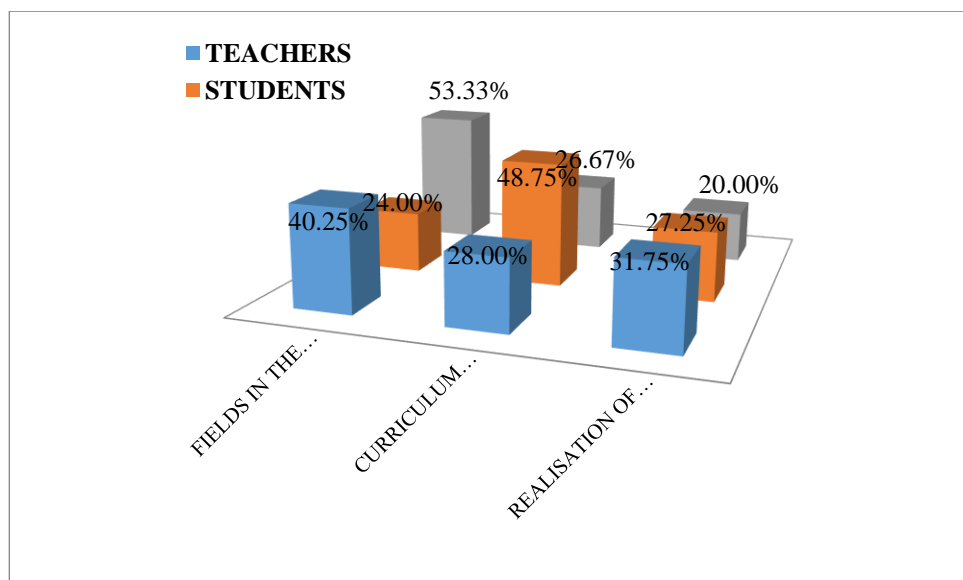


Figure 5. Response to question number 22.

Conclusions

- second-year students choose a subject offered by the school in order to secure a fund of hours, while the student's selectivity is not respected depending on his or her preferences and wishes;
- in the third year the choice of learning areas is campaigned according to the same concept or policy followed by the school to determine the number of classes that will include some areas offered based on the curriculum;
- dysfunction of the school's professional bodies in terms of information, guidance and professional orientation of students;
- insufficient cooperation with faculties to adequately inform students about their further education;
- insufficient activities by the class teacher to inform students and parents about the importance of appropriate guidance in the third year for their further professional development;
- lack of an adequate professional orientation program for the student in the field of the classroom supervisor, professional service, professional bodies and other competent authorities in the school;
- insufficient extracurricular activities aimed at discovering students who show special results in a certain area;
- insufficient involvement of parents in the professional orientation of their children

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