

THE INFLUENCE OF FAMILY AND SCHOOL ON STUDENTS' PROFESSIONAL ORIENTATION

Ardita CEKA¹, Ankica ANTOVSKA²

¹University of Tetova -Tetovo, Republic of North Macedonia,

Corresponding author: Ardita.ceka@unite.edu.mk

Abstract

The professional orientation of students represents a complex pedagogical and psychological process, in which individual, family and institutional influences are combined. This paper aims to analyze the role of the family and the school in the professional orientation of students, relying on contemporary scientific literature and internationally accepted theoretical approaches. Through theoretical analysis, the importance of the family climate, parent-child communication, the educational level of parents and family-school cooperation in the formation of sustainable professional decisions is emphasized. The conclusions of the paper show that effective professional orientation requires an integrated and coordinated approach between the family, school and pedagogical advisors, in order to develop the full potential of students and adapt them to the demands of the labor market.

Keywords: professional orientation, family, school, students, professional, development.

1. Introduction

Education and training for work constitute the characteristic and essential feature of the purpose and tasks of education, constitute the principle, method, form and fundamental means of educational work, the condition and result of development, and at the same time the attribute of a comprehensively developed personality. (Brada,2004)

Career guidance is a topic that is widely discussed in various associations and institutions. It is part of the educational process in schools. We will examine its issue in more detail below. (Brown & Lent, 2019).

2. Definition of Professional Orientation

There have been many attempts to interpret career guidance correctly. The dominant views were that career guidance is only a school issue and that it is a problem for employment agencies. (Brown & Lent, 2019). In a Spanish newsletter, we find the activity of vocational guidance defined as: "the application of the technique of applied psychology, with the aim of researching the abilities and other personality traits to successfully choose a profession, but also to be an individual in harmony with professional and social life.". In a paper by Svemir Tolić, he emphasizes that, "vocational guidance directs young people and adults towards those professions, or families of professions, in which they are thought to be most successful." (Whiston & Keller, 2018).

Another defines professional self-guidance as: "social activity organized with the aim of providing assistance to the individual in choosing a profession and his professional training, retraining, rehabilitation and employment in general." (Brančić,2004)

There are many other definitions regarding the professional orientation of students, but from all those definitions we can emphasize that Branka Brančić's is the most complete and accurate, since it includes all age categories in the professional activity of individuals. It is important to emphasize that all definitions have one thing in common, they see this activity as a social, educational and organized activity, where the essential goal is to help students and adults choose a profession in accordance with their capabilities, psycho-physical development and the needs of the economy.

3. Historical Development

The issue of choosing a profession in the past did not have the importance and place it deserved. If we go back a long time ago, to Primitivism, it is undoubtedly much easier to give a conclusion about which individual is for what specific job. This comes from the fact that society was much less developed than today, there were no different places for work. In primitivism, the strongest defended their territory, the physically weak, e.g. women generally dealt with household matters. "People have always been distinguished from each other by some ability or personal characteristic." By nature, God created each person different from the other, so each person possesses unique abilities and characteristics, and each person is better than the other in a certain area. Over time, people gradually began to improve their tools, build better huts, i.e., they began to make their lives easier. At this time, it was very common for children to inherit their professions from their parents.

When the first schools were introduced, the issue of professional orientation was not as controversial and complicated as it is today. In previously developed countries, a very characteristic choice of profession was known, where, for example, in China the child was offered an instrument and depending on which one he chose, he also chose the life profession with which instrument he would deal professionally. In India, the individual's profession was determined based on the social class and philosophical conception to which the person belonged. According to them, "the choice of profession is a matter of fate, which meant that the most important decisions in life, and therefore also for the choice of profession, were made regardless of the abilities, interests, inclinations and desires of the individual". (Brown & Lent, 2019).

In further development, in the transition of society through classes, from slave-owning to feudal, then capitalist society, a division of labor based on individual abilities was observed.

The French Bourgeois Revolution, with its Declaration of the Rights of Man and of the Citizen (1789), removed class distinctions and proclaimed the freedom for people to choose the profession that suits them as a personality and that fulfills them.

Capitalism began to develop rapidly and required labor. Capitalism is characterized by a large labor force and requires that in a short period of time there be a large production of various goods. The market economy required workers who would be more capable of working in certain jobs. Here were the first steps that signaled that society would have to pay special attention to the choice of profession. Where there was a need for labor, people were oriented there.

"Today, there are approximately 50,000 professions in the world, while over 10,000 have been registered, and due to the accelerated development of science, technology, and engineering, it is difficult to predict how many professions there will be in a decade." (Dervodeli, 2002)

As a result of what we have highlighted above, numerous professions are invented every day in the world, but at the same time others disappear, as a result of the replacement of labor with specialized machines. These machines not only replace humans in a dignified manner, but also in a much shorter time provide much higher results.

All these developments that have been achieved have been made possible by man through work. For this reason, if we want to have further successes and make life easier, we must first commit to a healthy society. A healthy society is achieved by paying greater attention to the proper development of children, who will be able to properly orient themselves professionally and contribute to all of us

4. Theories on Career Guidance

Psychology has been taken up with issues of professional orientation. There are a large number of theories on professional orientation, but the most important are considered to be the following:

- theory of needs;
- type theory;
- professional development theory. (Brada, 1995)

Theory of needs- is considered the earliest theory of professional orientation, which was founded by Anne Roe. She believes that every person has their main motive in life and in relation to this, the person is professionally oriented, depending on the motive they have in life. There are cases when certain individuals have the same intelligence quotient. These people do not have the same success in their professions. The one who has achieved higher success has been more motivated, unlike the other with the same intelligence development, but who has lower results.

We have learned that the period of individual development that most influences the formation of later life is early childhood. All the experiences and moments we have gone through will accompany us in continuity, from which we will gain strength, or we will lose it.

This theory is based on the idea that the family plays a decisive role in the individual's choice of profession, with all the stages passed with the family until the moment when we decide on a profession. (Whiston & Keller, 2018).

Type theory- was founded by John Holland. According to him, "People can be divided into six types: real, intellectual, artistic, social, business and conventional." Above, we emphasized that people are distinguished into different types, where we have more experimental people, some more stubborn, more determined, principled, lazy, resourceful, politician, salesman, etc. It is important to emphasize that first a person must know themselves, in order to more easily orient themselves in the profession they want and receive the necessary advice.

Professional development theory- is founded by E. Ginsberg. Supporters of this contemporary theory believe that regarding professional orientation we cannot say that there is a specific time when it is the right time to make a certain decision. However, the child during his life and until maturity is in development and change. As the individual develops and changes, the desire and inclination for a certain profession can also change. This theory has been perfected by Superi. The individual is inclined to be able to increase the desire for a profession that he loves and that has employment demands in the labor economy.

This theory seems more reasonable to us, because we cannot say that nothing will not change over time. So, desires, willpower, job requirements, and the abilities of the individual change all the time and cannot be the same. Skills should be developed as much as we can, but of course it does not depend entirely on us, but is conditioned by various factors.

5. The role of school in the professional training of students

School is the institution that influences the formation and orientation of the individual to recognize and understand his/her possibilities regarding the choice of profession. Primary education in our country is mandatory, which makes it possible for the child from the age of 6 to have access to the educational activities that the school carries out. By this we mean that the school, in addition to preparing students with knowledge and expertise in various fields, enables them to orient themselves as easily and correctly as possible professionally. Throughout the years of their stay at school, the child follows the lessons and is continuously followed by his/her teacher and professional associates. The school has great opportunities for the formation of educated personalities for future professional life and work, such as: forming the right attitude towards work, developing work habits, but also the opportunity to provide timely professional information and advice, since young people at this stage of their development have the opportunity to acquire the main contents that have to do with their professional orientation. (Brown & Lent, 2019).

“The primary school, in cooperation with vocational guidance institutions, assists parents and students in further education by taking into account their inclinations and abilities, and in this way monitors their development and provides information on the nature and conditions of professions and work, on the different types of secondary schools, etc.” (Savickas, 2015).

Work at school for proper vocational guidance can be carried out in various ways. In addition to the family, the school in the educational process, appropriate school collaborators, counselors in employment agencies, there is the possibility that students themselves understand at a later age where they are inclined and what they want to achieve, which can arise naturally. (Whiston & Keller, 2018).

"The bearers of the work for vocational guidance and the implementation of its constituent phases in primary school should be all teachers, the school principal, parents and other factors, who with their work can help the school organize, among other things, the tasks arising from the activity of education, information and vocational guidance. (Savickas, 2015).

6. The role of the family in students' career guidance

The child is born and grows up in the family, which makes it a very important factor in the child's development and socialization. Nature has created man in such a way that parents always want the best for their children, which also affects the professional orientation of their children. Parents, out of their great desire for their children to be successful, sometimes do not really assess what abilities the child possesses and where they should be oriented. “The family should monitor the development of their child and try to assess their capabilities as objectively as possible and, accordingly, help them choose the appropriate school or profession” (Whiston & Keller, 2018).

Parents should follow their child's development with special care, noticing their inclinations and interests at a young age, so that they can then guide them professionally. Wrong professional orientation results in poor success and in some cases, major failures.

Children who are more careful about the tasks and obligations they must perform and understand them properly find it much easier to navigate professionally, because they are aware of the responsibility of performing the assigned work.

In this regard, we can emphasize that if parents do not inform teachers correctly and accurately about their children's inclinations and interests, it may happen that teachers cannot guide them correctly and may make mistakes in certain cases. For this reason, all prejudices regarding certain

professions should be removed by parents, in order not to harm their children, thinking that they are offering them help. Human society needs all possible professions and for each of those professions there are certain people who can perform them in the most correct way.

7. The role of pedagogical advisors in the information and professional guidance of students

The pedagogical council in the school has many roles and functions. After the family, pedagogical advisors have a major role and influence the education of children, who are prepared for a more successful life and to cope with difficulties as easily as possible. The issue of information and professional orientation should begin as early as possible, which task mainly belongs to the pedagogical council. In order for children to be correctly determined for their future profession, it is good that they are determined to work in this direction at preschool age. "Parents should understand and treat information and professional orientation as an important educational task. Parents should also treat the preschool period as an appropriate period for initiating work in this direction and at the same time should find ways, forms, content, and tools that can be used in order to accomplish these work tasks. (Whiston & Keller, 2018).

Pedagogical counselors use games in order to achieve the goal and tasks of professional orientation, they also use toys, TV programs, magazines, etc. Parents should pay attention to children and be as close to them as possible, because they need it and in this way their interests will not be damaged. Magda B. Arnold says: "If a child does not have an adult around him who would take care of him, the development of his interest will be damaged."

As a result of the lack of necessary parental care for children, it happens that they do not give fair and reasonable opinions regarding the professional orientation of their children. This is a result of the fact that they have not spent enough time and have not had the necessary time to correctly and accurately recognize the inclinations and abilities of their children. Prejudices about certain professions are present among certain parents, where we have "qualifications and substantive definitions only for men or only for women, for low, difficult professions".

8. Family climate and parent-child communication

The emotional climate in the family and communication between parents and children play a key role in the formation of self-confidence and professional decision-making of students. Open and supportive communication helps children express their professional interests and inclinations. (Whiston & Keller, 2018). Effective parent-child communication creates the basis for the development of professional identity. In families where open dialogue and emotional support prevail, children feel more confident in expressing their aspirations. This directly affects the formation of self-concept and the ability to make informed professional decisions. Lack of communication, on the contrary, can lead to insecurity, confusion and incorrect professional orientation, especially in the critical stages of adolescence.

8.1 Educational and socioeconomic level of parents: The educational level and socioeconomic status of the family directly affect the opportunities for career information and the expectations that parents have for their children. (Whiston & Keller, 2018). The socioeconomic status of the family affects the educational and professional resources available to the child. Families with a higher educational level usually provide clearer career models and more structured support for professional development. Conversely, economic constraints can limit professional choices and

impose pragmatic orientation, which does not always match the interests and individual potential of the student.

8.2 Professional models within the family: Parents and other family members serve as professional role models for children. Their experience in the world of work influences the perception that students create about professions. (Whiston & Keller, 2018). Professional models within the family play an important role in shaping children's aspirations. Parents who demonstrate satisfaction and stability in their profession positively influence the perception of work as a social value. In certain cases, professional heritage can be motivating, but it can also limit the exploration of professional alternatives, if rigid expectations are imposed.

8.3 Parental expectations and pressure: Parental expectations can be motivating, but excessive pressure can lead to poor career choices and long-term dissatisfaction. Parental expectations are an important motivating factor, but when they exceed the child's real capacities, they can cause stress and dissatisfaction. Pressure for high academic achievement or for prestigious career choices often leads to internal conflicts and inauthentic decisions. A balanced approach, based on support and understanding, contributes to more sustainable and realistic career guidance. (Musai, 2016; Karaj & Shkembi, 2020)

8.4 Family-school cooperation: Collaboration between family and school is essential for the successful professional orientation of students and helps to harmonize their expectations and real abilities. (Whiston & Keller, 2018). Collaboration between family and school is a key element for effective professional orientation. The exchange of information between parents, teachers and pedagogical advisors enables a more accurate identification of students' inclinations and abilities. This partnership helps to harmonize expectations and creates conditions for informed and sustainable professional decisions.

Conclusions

Based on theoretical analysis and contemporary literature, it results that professional orientation should be treated as a continuous developmental process and not as an isolated decision. The role of the family and school is crucial in building professional awareness and in guiding students towards professions that match their skills and interests.

This paper contributes to the pedagogical literature by providing an integrated approach to the influence of family and school on vocational orientation. The findings have practical implications for educational policymakers, school institutions, and parents.

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