



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada. Toluca, Estado de México. 7223898473*

RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>

Año: VII

Número: Edición Especial

Artículo no.:5

Período: Octubre, 2019.

TÍTULO: Orientaciones vocacionales y laborales de estudiantes de la escuela Nizhny Novgorod como resultado de una encuesta sociológica.

AUTORES:

1. Cand. Ph.D. Olga A. Nemova.
2. Ph.D. Tatiana V. Svadbina.
3. Cand. Ph.D. Veronika A. Karnaukhova.
4. Cand. Ph.D. Liubov I. Kutepova.
5. Cand. Ph.D. Maxim M. Kutepov.

RESUMEN: El documento discute los problemas de organizar el trabajo de orientación profesional en las escuelas de Nizhny Novgorod. Para conocer las actitudes vocacionales y laborales de los estudiantes escolares y evaluar la eficiencia del trabajo de orientación profesional, en el año 2019 se organizó una encuesta sociológica. La muestra fue de 790 personas: estudiantes de secundaria y sus padres. Los resultados demostraron que el trabajo de orientación profesional es evaluado por los encuestados como extremadamente pobre. Los autores han presentado una serie de sugerencias de asesoramiento cuyo uso permitiría cambiar esencialmente la situación negativa formada para mejor.

PALABRAS CLAVES: orientación profesional, juventud, empleo, mercado laboral juvenil, socialización laboral de la juventud.

TITLE: Vocational and work orientations of Nizhny Novgorod school students as results of sociological survey.

AUTHORS:

1. Cand. Ph.D. Olga A. Nemova.
2. Ph.D. Tatiana V. Svadbina.
3. Cand. Ph.D. Veronika A. Karnaukhova.
4. Cand. Ph.D. Liubov I. Kutepova.
5. Cand. Ph.D. Maxim M. Kutepov.

ABSTRACT: The paper discusses the problems of organizing career guidance work at schools of Nizhny Novgorod. In order to find out vocational and work attitudes of school students and assess the efficiency of career guidance work, in 2019, a sociological survey was organized. The sampling made up 790 people: senior school students and their parents. The results of the research have shown that career guidance work is assessed by the respondents as extremely poor. The authors have presented a number of advisory suggestions the use of which would allow essentially changing the formed negative situation for the better.

KEY WORDS: career guidance, young people, employment, youth labor market, work socialization of the young people.

INTRODUCTION.

As of today, the problem of career guidance of the young people is one of the most relevant (Retivina, 2019). It is on the correct vocational choices that the success of the entire human life path largely depends (Ermakov et al., 2018, 2019).

The very start of work depends on many circumstances of both objective and subjective nature. The authors refer to objective factors the overall condition of the economy of the region, country and the world in general (Pukhova et al., 2016), status standpoints, social and economic opportunities of one's family (Nemova et al., 2016), while subjective factors – one's personal qualities, the level of abilities and having elementary luck, i.e. knowing how to get at the right place at the right time. The latter gains an increasingly large weight in condition of augmentation of the "risk society" psychology (Beck, 2000).

The analysis of the previous-years situation in the Russian Federation's field of employment shows the process of renovation of the Russian society has brought about considerable change in all spheres of the human life activity.

In the first decades of the 21st century, Russia has seen new types of enterprises, new professions and activities created that have considerably expanded the opportunities for exercising initiative but have fuelled social inequality alongside with that. Currently, the aggravated economic situation and introduction of economic sanctions tell on the least protected strata of the population, on the young people first of all.

DEVELOPMENT.

Literature review.

A brief overview of the way career guidance work was established and developed in Russia historically shows that since the point of its origin (at the end of the 19th century) and throughout the present, the scientific and pedagogical circles have been discussing what the best way to organize this activity is, how its efficiency can be improved etc. In the pre-revolutionary period of the history of Russia, career guidance work had the nature of private initiatives.

The greatest rise was observed during the existence of the USSR where the status of the Man of Labor was at a very high level due to ideological preferences. Once the USSR collapsed, it can be said we have rolled back to the initial level, at which it is only the people being not indifferent to their cause and realizing the immense importance of their work who conduct career guidance efficiently.

The career guidance and professional self-identification problems have become the subject for scientific search of representatives of various domains of science. The greatest interest in this range of problems is manifested by scientific and pedagogical workers (Arkhipov, 1996; Chigisheva, 2011; Pryazhnikov, 2007; Sardushkina, 2013; Ogherchuk, 2009).

Up to the present, career guidance has been considered as one of the functions of school psychologists or of population employment center specialists. The subjects of research conducted by representatives of psychological science were such aspects as psychological particularities of individuals and opportunities of professional self-identification (Vachkov, 2010; Grishchenko et al., 1988; Dubrovina, 2010; Romanova 1992; et al.).

With career guidance being an inseparable part of the general socialization and personal establishment, interdisciplinary studies have to be outlined, too (at the junction of philosophy and psychology). The scholars pointed out that a correct choice of profession can guarantee personal satisfaction and determine the general life success of a person (Frankl, 1990; Csikszentmihalyi, 2012; Ermakov et al., 2018, 2019).

Sociologists are first of all interested in the problems of the contemporary condition of career guidance work, value attitudes of the young people in the sphere of labor market etc. (Paramonova, 2011; Klimova, 1996; Klimova & Chistyakova, 1987). Economists study the condition of national and world labor markets, supply of workers etc. (Standing, 2014).

In conditions of the society of risk and uncertainty, under the changing economic and social, technological features that are inherent in the contemporary Russian society, it is the problems of work socialization of the rising generation, their professional establishment that gain particular importance, which is what conditions the authors' emphasis on the sociological constituent of the career guidance problems range.

Research methodological framework.

The city-wide sociological survey was organized and conducted by the City scientific and practical laboratory for problems of upbringing and family (led by N. N. Belik) in January and February of 2019 in Nizhny Novgorod.

The survey was conducted by the questionnaire survey method, with the material subsequently processed in the SPSS database. The scope of sampling total (total of the respondents) included 790 people, with 350 of them being senior school students and 440 – parents.

The object of the research is the representatives of two age cohorts – parents and children (students of senior grades).

The subject of the research is the vocational and work attitudes of Nizhny Novgorod school students.

Tasks of the research are as follows:

1. Studying the role and significance of work in the worldview values and attitudes of Nizhny Novgorod senior school students.
2. Identifying the work attitudes of Nizhny Novgorod students of senior grades.
3. Identifying the attitude of senior school students and parents to the quality at which career guidance is organized and carried out at schools of Nizhny Novgorod.
4. Analyzing the leading factors influencing the young people's professional choices.

5. Outlining the intergenerational vocational, work- and value-related similarities and distinctions in the ideas of Nizhny Novgorod senior school students and of the parent generation.
6. Assessing the awareness, knowledge of requirements and their own abilities in the ideas of senior school students concerning the professions chosen by them.
7. Characterizing the role of senior school students in their performance of family household and daily life duties.

The toolkit of the survey (questionnaire form created via Google Forms) was located on the website of V. P. Chkalov Children's Creative Activity Center in the section "Psychological and pedagogical support" – Sociological studies"¹.

Results and Discussion.

According to the results of the authors' research, 55,9% of senior school students were sure about the choice of profession. 21,8% answered "no" and 22,3% had difficulty answering. Summing up the answers of the two latter groups, what is obtained is the fact that 44,1% of the respondents from the group of senior school students have no clear ideas about the professional spheres in which they could apply their forces.

After graduating from school, the vast majority of the respondents are planning to continue learning at a higher education institution. In particular, parents are surer of the necessity for their children to continue studies at higher education institutions as compared to the opinion of the senior school students (81,7% of parents versus 76,1% of senior school students).

¹ Questionnaire form for parents: https://docs.google.com/forms/d/1v2p1mMtQGkvtp4US-I6fqJIA-tRS4huutg_HrkwEaeE/edit?usp=sharing
Questionnaire form for senior school students: https://docs.google.com/forms/d/1UFkdXSVLVrBGxa89T_WXHuuZqEWNQB76So-GLR3OxCw/edit?usp=sharing

Mass demand for the higher education among the graduates of schools and their parents can be explained, first of all, by former being widely popular, and secondly, by their wish to postpone the exit of the young people into the labor market.

It has to be noted, that getting a higher education is only accompanied by a large-scale inflation of diplomas and gives no additional guarantees for successful employment. And it is all major active players of the labor market who are displeased with this bad practice: at least two thirds of higher education institution graduates who are forced to get employed not according to their direct specialties; parents of the graduates who invested considerable funds in training of their, as a rule, only child and gained no relevant payback as a result; and employers who are bound to land with an essential shortage of technical and engineering specialists and catastrophic lack of highly-skilled workers; the state that spends considerable material resources inefficiently for educating and retraining the young people. The "winning" party is only the higher education institutions getting a stable annual flow of applicants and, respectively, cash funds.

Getting the secondary specialized education after school is the aim of 8,2% of the respondents from the group of senior school students, with 8% of parents, respectively, expressing solidarity with their opinion. 4,3% of the respondents wished to get employed right after graduating from school, with less than 2% - to serve in the armed forces.

Thus, the conclusion offers itself: higher education has ceased to be elite, i.e. accessible only to the most intellectually developed young people, on the one hand; while on the other hand, it has actually transformed in the third compulsory step of the contemporary young people's educational path (see Table 1).

Table 1. Opinions of the respondents as for their plans after graduating from school, %.

Plans of the senior school students after graduating from school	Parents	Senior school students
Studying at a higher education institution	81,8	76,1
Studying at a secondary specialized educational institution	8	8,2
Not knowing what he/she is planning to do	6	8
Serving in the army	0,6	2
Getting employed	1,7	4,3
Own answer options	1,9	-
Not wanting to do anything	-	1,4

Source: the authors.

The majority of the parents (90,9%) approve of their children's professional choices, with only 9,1% of the respondents being dissatisfied with the choice. In this case, the answers of the respondents show the availability of a certain shared opinion in the surveyed families and the absence of intergenerational crisis. Probably, approving the professional choice of their children, the parents are happy with their own results of the longstanding family-based career guidance work, too.

The distribution of the school students' answers to the question "How do you prepare for continuing your education?" (one had to choose not more than three options suggested) was as follows: 60% preferred starting to inquire about the requirements of the profession chosen, 58% started to learn about educational institutions and their admission rules, 48,4% started independently in-depth studying the needed for admission subjects, 31,1 began studying the individual features of their personalities, 30,9% started in-depth studying the required subjects with a tutor. It was only 7,3% who opted for leaving everything as it is and making no special efforts for continuing their education.

The highest popularity with the senior school students is enjoyed by the following professions: the creative ones (13%), a computer service specialist (10,7%), a design engineer (10,5%), a doctor (8,9%), a lawyer (6,1%), a teacher (4,5%), a military (4,1%). The top least popular professions with

the senior school students included: a civil servant (1,6%), a skilled worker (1,8%), a banking worker (1,8%), a politician (2%), a scientist (3,2%), an economist (3,6%), an entrepreneur (3,9%). It is evident that the importance of some or other professions has been reevaluated: twenty years ago, there was a large demand with the public for such occupations as entrepreneurs, economists, lawyers, civil servants, banking workers etc.

So, who it was to have the largest impact on the school students' professional choices? 56% of the senior school students answered they chose their professions independently. The parents are less optimistic in this question, with only 35,7% confirming the senior school students' professional choice having been made independently. However, it has to be noted that in this case, the ability of making an independent choice of profession is a landmark indicator of the level of liberalism. This statement correlates with the similar studies by D. Yu. Vaghin (2016, 2018).

At present, the family plays a huge role in the young people's professional self-identification, too. In particular, 20,5% of the senior school students noted their choice was influenced by their mother's opinion, 12,7% indicated their father's one, with 12,5% mentioning other family members. Thus, by summing these data, it is obtained that 45,7% of the respondents considered the opinion of their closest relatives when choosing the profession. Under the market relations prevailing, more frequently, it is parents who in fact decide for their children in which professional sphere they should fulfill themselves (Ermakov et al., 2019). This is associated first of all with the family's social and economic condition, its material resources and other opportunities.

As a new phenomenon, choosing one's profession according to the results of one's own labor experience (20,5%) or as a result of meeting some representatives of the profession (17,5%) can be identified. The opinion of schoolteachers (6,6%) and further education teachers (4,1%) was also decisive for some senior school students in their choice of profession. It was 9,1% of the senior

school students who listened to their friends' opinion and 6,1% of the respondents noted it was the mass media and advertisement that had the decisive effect on their professional choice.

The comparative analysis of the parents' and the senior school students' opinions shows mainly the coincidence, with minor distinctions, if any. The fact appears quite illuminating that for the children, their own work activity experience was decisive in their choosing the profession (20,5%). Meanwhile, their parents considered the fact not so important and significant (15,4%). 17,5% of the senior school students noted the importance of meeting representatives of the profession chosen. By contrast, their parents believed the fact mattered little (8,6%).

According to 31,4% of the parents and 33,4% of the senior school students, the decisive factor of the senior school students' professional choice was their interest in the profession. Basically, this fact confirms the basis core being retained in the Russians' mental code. The interest in one's cause prevails over all the remaining parameters such as financial welfare, prestige of the occupation etc. The complete match of individual inclinations and the nature of the profession or specialty chosen is important for 25,7% of the parents and for 14,3% of the senior school students. The fact that for the senior school students, the opportunity to get employed abroad is a more significant factor than for the generation of their parents (10,9% vs. 4,9%) sets one thinking.

The former Socialist and Soviet Union countries have already faced the problem of "draining abroad". Every year, Latvia, Lithuania, Estonia, and the Ukraine lose their human capital represented by the most energetic part of the society – the young people. The loss of the young affects not only the loss of labor, intellectual, and demographic resources, but also that of social and cultural capital, and at times, the transfer of intergenerational best practices and mental code (Nemova et al., 2017).

Assessment of the efficiency of the career guidance work organized at school was among the priority plans of this authors' research. According to the data of the general Russian study (Gorshkov & Shereghi, 2010, p. 229) and according to this survey, on balance, the role of school is assessed as a poor one (see Table 2).

The comparative analysis of the parents' and the senior school students' opinions gives evidence about the parents' being less criticizing as compared to the senior school students to the career guidance work conducted at school. The opinion that "The classes do not contribute to professional self-identification" was supported by 26,6% of the parents and by 33,4% of the senior school students. 24,3% of the parents and 19,3% of the senior school students are certain that "The school conducts special work with students in professional self-identification" (see Table 2).

Table 2. Assessment of the efficiency of career guidance organized and held by schools, %.

In your opinion, does the school offer enough opportunities for one to choose one's future profession, speciality correctly?	Parents	Senior school students
The classes do not contribute to professional self-identification.	26,6	33,4
The school conducts special work with students in professional self-identification.	24,3	19,3
There is no special career guidance work conducted for students by the school.	24,3	21,8
The classes are built in such a way as to stimulate the correct choice of profession.	19,1	16,1
Other	6,3	9,3

Source: the authors.

The fact career guidance work of the school was assessed as poor is caused even not so much by problems of the school itself, rather than it is the consequence of the general negative social and economic situation having formed in the country's labor market.

Such a criticizing attitude to the career guidance work conducted at school is not associated with conflict relationships, which confirms the objective and balanced evaluation given by the respondents. The answers of the parents show that the relationships having formed between the

school and the families of the respondents mainly are: business-like and constructive – 53,4%, neutral – 45,7%. It is so few as 0,9% of the respondent families who are currently in conflict relationships with representatives of the administration, teachers, and service employees of the school at which their child studies.

CONCLUSIONS.

As of today, it is the society itself that has had the longstanding need of organizing the competent and consistent career guidance work. Inefficient investment of material and time resources becomes an obstacle for solving such life-meaning problems as creating a family and having children, i.e. first of all, building one's life path. One's lack of satisfaction with the sphere of application of one's work efforts ultimately leads to such negative consequences as frustration, depression, asocial, deviant and delinquent behavior (Nemova et al., 2016).

Proceeding from the above, the authors suggest the following measures and recommendations for solving the young people's career guidance and employment problems:

1. The young people's lack of knowledge in the field of labor law has to be eliminated.
2. An integral career guidance work program targeted at the young people has to be implemented in the Russian education system.
3. The system of practical classes at the home region enterprises has to be restored, with awarding the profession and a relevant skills level according to the training results.
4. The authors believe it necessary to step up the labor resources management efforts at the state level.
5. Public organizations (trade unions, non-profit-making organizations, religious associations, the church) have to pose questions of career guidance and employment of the young people, as well as protection of their interests as the most important and priority ones, too.

6. Databases have to be created to enable the pedagogical community to use the advanced practical experience in career guidance work suggested by innovator teachers, parents, public organizations, et al.
7. The social importance of WORK has to be increased by all mechanisms possible (education, mass media, culture etc.).
8. It is not only the process of acquiring knowledge, skills and abilities, but also the problem of upbringing a harmoniously developed individual that have to be paid special attention to.
9. Public lectures have to be organized for parents and legal representatives.
10. Traditions of the Soviet past in questions of compulsory work assignment for graduates of higher education institutions, vocational technical schools, and secondary specialized educational institutions have to be revived. If the state invests into training the young people, it has all legal grounds for claiming the invested funds back as work activities in line with the young people's specialties. With regard to this, the authors' study of the "image" of the past and the present in the students' consciousness has shown that the majority of the respondents treat this tradition with nostalgia (Nemova et al., 2017).

Summing up the above, the authors believe that the problems of career guidance work and employment of the young people are very closely interrelated and mutually conditioned and they have a relevant, important nature. Ultimately, it is not so much about an item on the youth policy rather than about efficient, rational use of the human resources of the society, its most mobile and open for innovations part.

BIBLIOGRAPHIC REFERENCES.

1. Arkhipov, V.M. (1996). Social and pedagogical bases of career guidance system for school students: PhD thesis. Moscow.

2. Beck, W. (2000). *Risk Society. Towards a New Modernity*. Moscow: Progress-Traditsiya.
3. Chigisheva, O. (2011). Transitions from education to work: new perspectives from Europe and beyond. Book review. *Compare - A Journal of Comparative and International Education*, 41(5), 712-714.
4. Csikszentmihalyi, M. (2012). *Finding Flow: The Psychology of Engagement with Everyday Life*. Moscow: Alpina Non-Fiction.
5. Dubrovina, O.I. (2010). *Psychology of work*. Tyumen: Publishing house of Tyumen State University.
6. Ermakov, S.A., Svadbina, T.V., Markova, S.M., Nemova, O.A., Tsyplakova, S.A., & Vaghin, D.Yu. (2018). Anthropological Approach to the Differentiation of Human Life Path Models. *Modern Journal of Language Teaching Methods*, 8(12), 387–392.
7. Ermakov, S.A., Svadbina, T.V., Nemova, O.A., Karnaukhova, V.A., Kazantseva, G.A., & Karpukova, A.A. (2019). Foundations of the favorable human life path. *Ad Alta: Journal of Interdisciplinary Research*, 9(1), Special Issue VI, 55–58.
8. Frankl, V. (1990). *Man's search for meaning*. Moscow: Progress.
9. Gorshkov, M.K., & Shereghi, F.E. (2010). *The young people of Russia: a sociological portrait*. Moscow: CSPiM.
10. Grishchenko, N.A., Golovey, L.A., & Lukomskaya, S.A. (1988). *Psychological bases of career guidance at school and VTS: a study guide*. Leningrad: Leningrad State University.
11. Klimova, E.A. (1996). *Psychology of professional self-identification*. Rostov-on-Don: Phoenix.
12. Klimova, E.A., & Chistyakova, S.N. (1987). *Fundamentals of production. Choice of profession*. In 2 parts. Part 2. Choice of profession. Moscow: Prosveshchenie.

13. Nemova, O.A., Retivina, V.V., Kutepova, L.I., Vinnikova, I.S., & Kuznetsova, E.A. (2016). Sociocultural mechanismus of intergenerational values and mindset Translation in modern Family development and generational change. *International Journal of Environmental and Science Education*, 11(13), 6226–6237.
14. Nemova, O.A., Svadbina, T.V., & Pakina, T.A. (2016). Price and value of love: an experience of socioanthropological analysis. *Bulletin of Minin University*, 17(4), 37.
15. Nemova, O.A., Suroveghina, E.A., & Denisova, N.A. (2017). The "image" of the past and the present in the ideas of Nizhny Novgorod citizens. *Bulletin of Minin University*, 19(2), 17.
16. Ogherchuk, A.A. (2009). Career guidance of senior school students in conditions of subject-oriented instruction: PhD thesis. Orenburg.
17. Paramonova, S.P. (2011). The modern world. Young people, education, work. Perm: Publishing house of Perm State Technical University.
18. Pryazhnikov, N.S. (2007). Professional self-identification: theory and practice. Moscow: Academia.
19. Pukhova, A., Belyaeva, T., Nemova, O., Nochvina, B., Shimanskaya, O., & Tolkunova, S. (2016). Modern youth of labour: problems and ways of solution. *International Journal of Environmental and Science Education*, 11(18), 11855–11862.
20. Retivina, V.V. (2019). Work values and attitudes of the contemporary young students. *Higher Education in Russia*, 28(1), 57–63.
21. Romanova, E.S. (1992). Psychology of professional establishment of an individual: PhD thesis. Moscow.
22. Sardushkina, E.A. (2013). Interaction of school and higher education institution as a factor of enhancing the efficiency of career guidance work: PhD thesis. Samara.
23. Standing, G. (2014). Precariat: the new dangerous class. Moscow: Ad Marginem Press.

24. Vachkov, I. V. (2010). Psychological training: methodology and technique of holding. Moscow: Eksmo.
25. Vaghin, D.Yu. (2016). Intergenerational continuity of spiritual and moral values in the Russian society. *Discussion*, 70(7), 52–58.
26. Vaghin, D.Yu., Nemova, O.A., & Retivina, V.V. (2018). Value-based choice of Nizhny Novgorod students. *Problems of Modern Pedagogical Education*, 61–2, 100–104.

DATA OF THE AUTHORS.

1. **Olga A. Nemova.** Candidate of Sociological Sciences. Department of Producers and Music Education. Minin Nizhny Novgorod State Pedagogical University. Nizhny Novgorod, Russia. E-mail: nhl@list.ru
2. **Tatiana V. Svadbina.** Doctor of philosophical sciences, Professor. Department of Philosophy and Social Sciences. Minin Nizhny Novgorod State Pedagogical University. Nizhny Novgorod, Russia.
3. **Veronika A. Karnaukhova.** Candidate of art criticism. Department of Producers and Music Education. Minin Nizhny Novgorod State Pedagogical University. Nizhny Novgorod, Russia.
4. **Liubov I. Kutepova.** Candidate of Pedagogical Sciences. Associate Professor. Department of Service Technologies and Technological Education. Minin Nizhny Novgorod State Pedagogical University. Nizhny Novgorod, Russia.
5. **Maxim M. Kutepov.** Candidate of Pedagogical Sciences. Associate Professor. Department of Physical Education and Sport. Minin Nizhny Novgorod State Pedagogical University. Nizhny Novgorod, Russia.

RECIBIDO: 11 de septiembre del 2019.

APROBADO: 25 de septiembre del 2019.