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VOCATIONAL COUNSELING AND ITS INFLUENCE IN CHOOSING THE EDUCATIONAL PATH

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Abstract

In this research, we aimed to analyze the compatibility between the students' vocational interests and the high school profile (real and human). The importance of this topic derives from the idea that there is a connection between the students' vocational interests and the profile of the chosen high school, and this influences the leve l of self-efficacy. The obtained results indicate that students do not choose their high school profile based on vocational interests, except for realistic type interests, where statistically significant differences were observed. Thus, 60.6% of students with realistic interests chose the science profile, while 39.4% of them chose the human profile. Regarding the vocational interests among students for the science profile, they have the following order: Investigative with an average score of 5.41, realistic with an average score of 4.7 and social with an average score of 4.48. For the human profile, the order of vocational interests is as follows: investigative - 4.88, entrepreneurial - 4.86 and social - 4.77.Regarding the decision-making style, the rational decision-making style was mainly observed in the science profile, with an average score of 13.76, and in the human profile all the rational decision-making style was highlighted, with an average score of 13.7. The intuitive decision-making style followed with an average score of 11.99 for the science profile and 12.7 for the human profile. The results obtained indicate a positive correlation between self-efficacy and rational decision-making style ($r = .39$, $p < 0.01$), while there is a negative correlation between self-efficacy and dependent $r = -.30$ ($p<0.01$) and avoidant $r = -.46$ ($p<0.01$) decision-making styles.

Keywords: *vocational counseling, educational counseling, decisional style, self-efficacy*

1. INTRODUCTION

The present research aims to outline an overview of the current high school environment in Romania. As a general objective, we set out to analyse the compatibility of the students with the profile of the chosen high school.

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The students of the following National Colleges participated in this research: Sfântul Sava, Mihai Viteazul, Spiru Haret, Gheorghe Lazăr and Gheorghe Şincai.

As specific objectives, we aimed to highlight the fact that students choose their high school profile, not in accordance with vocational interests, as well as study the relationship between vocational interests, the choice of high school profile and self-efficacy.

The motivation for choosing this theme consisted in highlighting the need to introduce a vocational counselling program in schools and high schools.

In today's Romanian society, people are poorly informed about the role and importance of vocational counselling, orienting themselves towards careers that do not suit them, which can lead to job dissatisfaction, low performance, stress.

The interest given to this field raises an alarm about the importance of implementing a vocational counselling program in schools and high schools.

The implementation of the vocational counselling program "When we will no longer be children" is a continuation of this study.

In psychology the concept of career has been extensively studied, especially in regard to the way people choose a certain field. In the recent years, the specialty literature has focused on the practice of career development and counseling regarding psychological implications such as self-efficacy, decisional style or personal values (Abele, Spurk, 2009).

Studies show that vocational interests can be defined as crystallized preferences of a person for certain fields of knowledge or activity. According to J. Holland's theory, there are 6 types of interests according to which both people and school/professional environments can be described. The congruence between the person's interests and the chosen school/occupation ensures decision stability in the choice of school/occupation, increases academic/professional satisfaction, ensures better adaptability, superior performance and a low level of stress. (Feldman, 2002; Herr, Cramer & Niles, 2004; Patton & McMahon, 2006).

Studies on self-efficacy show that man tries to control the events that affect his life. This attempt at control is visible in most of the activities undertaken, producing personal and social benefits. Perceived self-efficacy represents people's beliefs about their own abilities needed to achieve goals and fulfill proposed tasks. (Abele, Spurk, 2009; Betz, 2000; Bora, 2003; Ignat, Clipa, 2010; Patrick et. al., 2011).

The decision is considered one of the key elements in career development. Recent researches have established that there are individual differences regarding the evaluation and selection of decision alternatives. These reflect different decision-making styles.

Decision-making styles have different effectiveness depending on the content of the decision. Thus, an intuitive decision-making style can be effective in the case of decisions such as: choosing an activity for spending free time or a book to

be read, and for decisions that have long-term implications, such as: choosing a school, profession, the rational style is the one that has proven to be the most effective. (Bright et.al., 2005; Duffy, Raque Bogdan, 2010; Earl, Bright, 2004; Gunkel et.al., 2010; Pănisoara, Pănisoara, 2010).

The interest given to this field raises an alarm about the importance of implementing a vocational counseling program in schools and high schools. The implementation of the vocational counseling program "When we will no longer be children" is a continuation of this study.

2. OBJECTIVE AND HYPOTHESES

2.1. OBJECTIVE

Main objective: The main objective of the present paper is the analysis of the students' compatibility with the profile of the chosen high school.
Specific objectives: As a specific objective, we set out to highlight the fact that students do not choose their high school profile based on vocational interests. Another objective is to study the relationship between vocational interests, decision-making style and self-efficacy,

2.2. HYPOTHESES

General hypotheses: We assume that the choice of high school profile is not based on the students' vocational interests.
We assume that there is a correlation between the profile of the high school and the decision-making style.
We assume that there is a correlation between the decision-making style and the level of self-efficacy.

Specific hypotheses: We assume that there are no statistically significant differences between the vocational interests of students from the science and human profile.
We assume that realistic, investigative and conventional interests do not predominate in the science profile.
We assume that social, entrepreneurial and artistic interests do not predominate in the human profile.
We assume that students from the science profile predominantly have a rational decision-making style.
We assume that students from the human profile predominantly have an intuitive decision-making style.
We hypothesize that there are gender differences in the degree of self-efficacy.

We assume that there is a correlation between decision-making style and level of self-efficacy.

3. METHOD

The first step when carrying out the current research consisted in studying the specialty literature. Subsequently, the most adequate instruments were chosen in order to measure the studied variables. The chosen groups were asked to fill in the tests according to the following instructions: „Please read carefully the statements included in these surveys and choose the answer that fits you best!" After collecting all the tests, they were scored, and the data were introduced in the database of the statistic programme SPSS, where they were statistically processed with a view to validating the hypotheses of the present research.

3.1. PARTICIPANTS/SUBJECTS

166 participants took part in the research, students of 5 high schools in Bucharest, aged between 17-19 years, male (66 participants) and female (100 participants), 83 students from the science profile and 83 from students from the human profile

3.2 INSTRUMENTS

The CEI24 questionnaire (Cognitrom-Cluj Napoca, 2009) evaluates people's interests, i.e. their crystallized preferences for certain fields of knowledge or activity. This questionnaire consists of 24 items, evenly distributed in six scales. Each scale evaluates a type of interests (more precisely, interests specific to a personality type) from the hexagonal model proposed by J.L. Holland. Each item in CEI24 describes an activity. The respondent must indicate on a scale from 0 to 2 whether he likes the activity, is indifferent or does not like it.

The SES scale of self-efficacy (Schwarzer & Jerusalem, 1995) comprises 10 items and is designed with the aim of assessing a person's convictions regarding its own capacity of dealing with the setbacks encountered during task-solving. The scale was created in 1981 by Matthias Jerusalem and Ralf Schwarzer and so far it has been used in numerous studies and adapted for 33 languages. The SES scale may be said to measure self-efficacy in adapting to everyday problems, confidence in goal-setting, effort investment and perseverance in action.

The Survey Decisional Styles (Gati, Krausz & Osipow, 1996). In order to delineate the participants decisional style, we adapted a survey made up of 5 items, each representing one of the 5 decisional styles, rational, dependent, spontaneous,

intuitive and hesitating. Participants were instructed to read carefully all the five statements and choose the one that fit them best.

4. RESULTS

The obtained results indicate that students do not choose their high school profile based on vocational interests, except for science type interests, where statistically significant differences were observed. Thus, 60.6% of students with science interests chose the science profile, while 39.4% of them chose the human profile. Regarding the vocational interests among students for the science profile, they have the following order: Investigative with an average score of 5.41, realistic with an average score of 4.7 and social with an average score of 4.48. For the human profile, the order of vocational interests is as follows: investigative - 4.88, entrepreneurial - 4.86 and social - 4.77.

Regarding the decision-making style, the rational decision-making style was mainly observed in the science profile, with an average score of 13.76, and in the human profile all the rational decision-making style was highlighted, with an average score of 13.7. It followed the intuitive decision-making style with an average score of 11.99 for the real profile and 12.7 for the human profile.

The rational decision-making style correlates positively with self-efficacy: $r = .39$ ($p<0.01$), the dependent decision-making style correlates negatively with self-efficacy: $r = -.30$ ($p<0.01$), the avoidant decision-making style correlates negatively with self-efficacy: $r = -.46$ ($p<0.01$).

The statistical interpretation of results

Regarding the data analysis in order to confirm the proposed hypotheses, we obtained the following results:

Regarding the hypothesis according to which there are no statistically significant differences between vocational interests from the science and human profile, this is accepted. Only the science interests show statistically significant differences between the real and human profiles: $p =.00$ ($p < 0.05$).

The null hypothesis is rejected and the research hypothesis is accepted. It can be stated that between the science and human profile, the type of interests does not differ from a statistical point of view

Students choose their high school without taking into account their educational preferences. They are usually influenced by parents, teachers or

colleagues in choosing the high school profile, the mathematics-informatics profile being considered a future profile, is the most sought after by students.

Tabel 1-Statistica descriptiva privind profilul liceului si interesele personale

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
realist	4.854	.029	-4.039	164	.000	-1.639	.406	-2.440	-.838
			-4.039	159.261	.000	-1.639	.406	-2.440	-.837
social	.632	.428	.915	164	.361	289	.316	-.335	.913
			.915	163.589	.361	.289	.316	-.335	.913
investigativ	1.395	.239	-1.525	164	.129	-.530	.348	-1.217	.156
			-1.525	161.919	.129	-.530	.348	-1.217	.157
antreprenorial	.203	.653	1.415	164	.159	.554	.392	-.219	1.327
			1.415	164.000	.159	.554	.392	-.219	1.327
artistic	.198	.657	.452	164	.652	.157	.347	-.528	.841
			.452	163.979	.652	.157	.347	-.528	.841
conventional	.430	.513	-.593	164	.554	-.205	.345	-.887	.477
			-.593	163.606	.554	-.205	.345	-.887	.477

Indicatorii de încredere pentru variabila “Interese”

Statistics

		realist	social	investigativ	antreprenorial	artistic	conventional
N	Valid	166	166	166	166	166	166
	Missing	0	0	0	0	0	0
Mean		3.88	4.63	5.14	4.58	3.78	2.79
Median		4.00	4.00	5.00	5.00	4.00	2.00
Mode		0	4	8	6	4	0
Std. Deviation		2.732	2.034	2.249	2.530	2.228	2.221
Skewness		**.070**	**.042**	**-.516**	**-.290**	**.115**	**.478**
Std. Error of Skewness		.188	.188	.188	.188	.188	.188
Kurtosis		**-1.348**	**-.893**	**-.649**	**-1.073**	**-.774**	**-.772**
Std. Error of Kurtosis		.375	.375	.375	.375	.375	.375
Range		8	8	8	8	8	8
Minimum		0	0	0	0	0	0
Maximum		8	8	8	8	8	8

Investigative and conventional-skewness interests fall within the lower 95% confidence interval with -0.51 and 0.47, respectively. Science, social,

entrepreneurial and artistic interests are found in the large confidence interval, 99%. For science interests: the effect size is 0.62, a very good effect size, here we also obtained statistically significant differences.

The second hypothesis according to which science, investigative and conventional interests do not predominate in the science profile is accepted as follows: Investigative Interests have an average score of 5.41, science an average score of 4.7 and social with an average score of 4.48.

The null hypothesis (H.0.) is rejected and the research hypothesis is accepted. It can be stated that science, investigative and conventional interests do not predominate in the science profile.

The science profile is chosen by the students, for access to the field of IT and medicine. In time, they change their options to other fields in the humanities area: legal, entrepreneurial, etc.

Choosing the right profil can bring greater career satisfaction and increase performance and commitment in professional activity. Therefore, the lack of vocational counselling can lead to decisions made superficially or inappropriately, without a clear understanding of individual potential and preferences.

Tabel 2 -Statistica descriptiva privind profilul liceului si interesele personale

profil_clasa		realist	social	investigativ	antreprenorial	artistic	conventional
uman	Mean	3.06	4.77	4.88	4.86	3.86	2.69
	N	83	83	83	83	83	83
	Std. Deviation	2.830	1.984	2.109	2.524	2.220	2.279
	Sum	254	396	405	403	320	223
	% of Total Sum	39.4%	51.6%	47.4%	53.0%	51.0%	48.2%
	% of Total N	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
real	Mean	4.70	4.48	5.41	4.30	3.70	2.89
	N	83	83	83	83	83	83
	Std. Deviation	2.377	2.086	2.364	2.522	2.246	2.170
	Sum	390	372	449	357	307	240
	% of Total Sum	60.6%	48.4%	52.6%	47.0%	49.0%	51.8%
	% of Total N	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
Total	Mean	3.88	4.63	5.14	4.58	3.78	2.79
	N	166	166	166	166	166	166
	Std. Deviation	2.732	2.034	2.249	2.530	2.228	2.221
	Sum	644	768	854	760	627	463
	% of Total Sum	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total N	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The third hypothesis according to which social, entrepreneurial and artistic interests do not predominate in the human profile is accepted as follows: investigative interests - 4.88, entrepreneurial - 4.86 and social - 4.77.

The null hypothesis (H.0.) is rejected and the research hypothesis is accepted. It can be stated that investigative, entrepreneurial and social interests do not predominate in the human profile.

The similar distribution of the scores obtained by the students on the types of interests indicates a lack of vocational counselling among them. Vocational counselling is an essential process in students' personal development, as it helps them explore and better understand their interests and aptitudes. This means they can more clearly identify their personal strengths, passions and values, as well as areas in which they could develop and be professionally satisfied.

Tabel 2 -Statistica descriptiva privind profilul liceului si interesele personale

profil_clasa		realist	social	investigativ	antreprenorial	artistic	conventional
uman	Mean	3.06	4.77	4.88	4.86	3.86	2.69
	N	83	83	83	83	83	83
	Std. Deviation	2.830	1.984	2.109	2.524	2.220	2.279
	Sum	254	**396**	**405**	**403**	320	223
	% of Total Sum	39.4%	51.6%	47.4%	53.0%	51.0%	48.2%
	% of Total N	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
real	Mean	4.70	4.48	5.41	4.30	3.70	2.89
	N	83	83	83	83	83	83
	Std. Deviation	2.377	2.086	2.364	2.522	2.246	2.170
	Sum	**390**	**372**	**449**	357	307	240
	% of Total Sum	60.6%	48.4%	52.6%	47.0%	49.0%	51.8%
	% of Total N	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%
Total	Mean	3.88	4.63	5.14	4.58	3.78	2.79
	N	166	166	166	166	166	166
	Std. Deviation	2.732	2.034	2.249	2.530	2.228	2.221
	Sum	644	768	854	760	627	463
	% of Total Sum	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total N	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The fourth hypothesis according to which students from the science profile mainly have a rational decision-making style is accepted, with an average score of 13.7.

The null hypothesis (H.0.) is rejected and the research hypothesis is accepted. It can be stated that in the science profile, students predominantly have a rational decision-making style.

The rational decision-making style refers to the approach to decision-making based on logical reasoning and objective analysis of available information. This decision-making style involves going through a structured and rational process in which options are evaluated and compared, the associated risks and benefits are analysed, and clearly defined criteria and objectives are considered. This way of thinking is specific to the science profile and is expected to be predominant in this profile.

Tabel 3-Statistica descriptiva privind profilul liceului si stilul decizional al elevului

profil_clasa		stil_decizional_ rational	stil_decizional_ dependent	stil_decizional_ evitant	stil_decizional_ intuitiv	stil_decizional_ spontan
uman	Mean	13.70	10.81	8.87	12.70	9.39
	N	83	83	83	83	83
	Std. Deviation	1.872	2.437	2.699	1.992	2.439
	Sum	1137	897	736	1054	779
	% of Total Sum	49.9%	49.2%	48.8%	51.4%	51.2%
	% of Total N	50.0%	50.0%	50.0%	50.0%	50.0%
real	Mean	13.76	11.17	9.31	11.99	8.94
	N	83	83	83	83	83
	Std. Deviation	2.022	2.352	2.785	2.045	2.297
	Sum	1142	927	773	995	742
	% of Total Sum	50.1%	50.8%	51.2%	48.6%	48.8%
	% of Total N	50.0%	50.0%	50.0%	50.0%	50.0%
Total	Mean	13.73	10.99	9.09	12.34	9.16
	N	166	166	166	166	166
	Std. Deviation	1.943	2.394	2.743	2.044	2.372
	Sum	2279	1824	1509	2049	1521
	% of Total Sum	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total N	100.0%	100.0%	100.0%	100.0%	100.0%

Indicatorii de incredere pentru variabila "Stilul decizional"

Statistics

Stilul decizional

N	Valid	166
	Missing	0
Mean		55.31
Median		55.00
Mode		53
Std. Deviation		5.133
Skewness		**.114**
Std. Error of Skewness		.188
Kurtosis		**1.095**
Std. Error of Kurtosis		.375
Range		35
Minimum		37
Maximum		72

The value of the obliquity coefficient of Skewness is 0.11 and the value of the standard error of Skewness is 0.18. The confidence interval at a 99% precision level is between - 0.42... + 0.42, and at a 95% precision level it is between – 0.84 ... + 0.84. We can easily see that the value of the Skewness coefficient (0.11) falls into the first range as well as the second range. We can therefore say, with less than 1% chance that our distribution behaves asymmetric, so we are dealing with a symmetric distribution.

The Kurtosis coefficient value is 1.09 and the Kurtosis standard error value is 0.37. The confidence interval at a 99% accuracy level is between – 0.83 ... + 0.83, and at a 95% accuracy level it is between – 1.66 ... + 1.66. We can see that the value of the Kurtosis coefficient (1.09) falls into the second interval (with lower precision), but not in the first interval (high precision). The accepted level of precision is above 95%, so our distribution can be considered a mesokurtic distribution.

Hypothesis five, according to which students from the human profile predominantly have an intuitive decision-making style, is rejected: the rational decision-making style is predominant with an average score of 13.7.

The null hypothesis (H.0.) is accepted and the research hypothesis is rejected. It cannot be asserted that in terms of the human profile, students predominantly have an intuitive decision-making style.

The similar distribution of the scores obtained by the students on the types of interests, between the science and the human profile, is also evident in the decision-making style. Although the intuitive decision-making style would have been specific to the human profile, we do not see significant differences between the decision-making styles.

Tabel 3-Statistica descriptiva privind profilul liceului si stilul decizional al elevului

profil_clasa		stil_decizional_ rational	stil_decizional_ dependent	stil_decizional_ evitant	stil_decizional_ intuitiv	stil_decizional_ spontan
uman	Mean	**13.70**	10.81	8.87	**12.70**	9.39
	N	83	83	83	83	83
	Std. Deviation	1.872	2.437	2.699	1.992	2.439
	Sum	1137	897	736	1054	779
	% of Total Sum	49.9%	49.2%	48.8%	51.4%	51.2%
	% of Total N	50.0%	50.0%	50.0%	50.0%	50.0%
real	Mean	**13.76**	11.17	9.31	**11.99**	8.94
	N	83	83	83	83	83
	Std. Deviation	2.022	2.352	2.785	2.045	2.297
	Sum	1142	927	773	995	742
	% of Total Sum	50.1%	50.8%	51.2%	48.6%	48.8%
	% of Total N	50.0%	50.0%	50.0%	50.0%	50.0%
Total	Mean	13.73	10.99	9.09	12.34	9.16
	N	166	166	166	166	166
	Std. Deviation	1.943	2.394	2.743	2.044	2.372
	Sum	2279	1824	1509	2049	1521
	% of Total Sum	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total N	100.0%	100.0%	100.0%	100.0%	100.0%

Indicatorii de incredere pentru variabila autoeficacitate

N	Valid	166
	Missing	0
Mean		32.75
Median		33.00
Mode		32
Std. Deviation		4.742
Skewness		-.382
Std. Error of Skewness		.188
Kurtosis		-.131
Std. Error of Kurtosis		.375
Range		23
Minimum		17
Maximum		40

The value of the Skewness coefficients of -0.38 and Kurtosis -0.13, places us in the 99% confidence interval.

Hypothesis six, according to which there are differences in the degree of self-efficacy according to gender, is rejected: $p = 0.23$ ($p > 0.05$).

The null hypothesis (H.0.) is accepted and the research hypothesis is rejected. It cannot be stated that there are differences in the degree of self-efficacy depending on gender.

Self-efficacy refers to confidence in one's ability to successfully complete a task or achieve one's goals. It is important to note that self-efficacy is a subjective experience and may vary depending on its domain. For example, a person may have high confidence in their abilities in a specific domain, such as math, but have low confidence in their abilities in another domain, such as music.

The lack of self-knowledge is found to the same extent in male students as in female students.

Tabel 4-Asocieri intre autoeficacitate si gen

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
autoeficacitate_total	1.452	.230	-1.182	164	.239	-.888	.751	-2.371	.595
			-1.229	155.960	.221	-.888	.722	-2.315	.539

The seventh hypothesis, according to which there is a correlation between the decision-making style and the level of self-efficacy, is accepted: The rational decision-making style correlates positively with self-efficacy: r = .39 ($p<0.01$), the dependent decision-making style correlates negatively with self-efficacy: r = -.30 ($p<0.01$), the avoidant decision-making style correlates negatively with self-efficacy: r = -.46 ($p<0.01$).

The null hypothesis (H.0.) is rejected and the research hypothesis is accepted. It can be stated that there is a correlation between the decision-making style and the level of self-efficacy.

The rational decision-making style involves making decisions based on logical reasoning, objective analysis, and careful evaluation of available information. This rational process can increase confidence and trust in your own decision-making abilities.

It is important to note that self-efficacy can also influence a person's decision-making style. Individuals who are confident in their own abilities and competencies may be more likely to use a rational decision-making style because they feel comfortable making decisions and taking responsibility for them.

Tabel 5-Asocieri intre stilul decizional si autoeficacitate

		autoeficacitate_total	stil_decizional_rational	stil_decizional_dependent	stil_decizional_evitant	stil_decizional_intuitiv	stil_decizional_spontan
autoeficacitate_total	Pearson Correlation	1	.393**	-.300**	-.462**	.285**	.109
	Sig. (2-tailed)		.000	.000	.000	.000	.164
	N	166	166	166	166	166	166
stil_decizional_rational	Pearson Correlation	.393**	1	-.055	-.164*	.127	-.217**
	Sig. (2-tailed)	.000		.478	.035	.102	.005
	N	166	166	166	166	166	166
stil_decizional_dependent	Pearson Correlation	-.300**	-.055	1	.401**	-.127	-.153*
	Sig. (2-tailed)	.000	.478		.000	.104	.049
	N	166	166	166	166	166	166
stil_decizional_evitant	Pearson Correlation	-.462**	-.164*	.401**	1	-.107	-.105
	Sig. (2-tailed)	.000	.035	.000		.169	.179
	N	166	166	166	166	166	166
stil_decizional_intuitiv	Pearson Correlation	.285**	.127	-.127	-.107	1	.313**
	Sig. (2-tailed)	.000	.102	.104	.169		.000
	N	166	166	166	166	166	166
stil_decizional_spontan	Pearson Correlation	.109	-.217**	-.153*	-.105	.313**	1
	Sig. (2-tailed)	.164	.005	.049	.179	.000	
	N	166	166	166	166	166	166

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Rational decision-making style and self-efficacy – effect size: 0.15 (small effect size)
Dependent decision-making style and self-efficacy – effect size: 0.09 (small effect size)
Avoidant decision-making style and self-efficacy – effect size: 0.21 (small effect size)

5. CONCLUSIONS

This research highlights the importance of compatibility between students' vocational interests and the profile of the chosen high school. It has been found that most students do not choose their high school profile according to their vocational interests, which can affect their academic performance, lead to difficulties in reaching their maximum potential and lack of motivation (Athanasou, J.A., Van Esbroeck, R. 2007).

Regarding decision-making style, rational decision-making style was found to correlate positively with students' self-efficacy.

Without vocational guidance, students may be unsure about their educational and career path. They may feel pressured to make important decisions without having enough information or support to make well-informed decisions (Bergeron, L. M., & Romano, J. L. 1994)

Students can be influenced by factors such as social pressure or choosing a popular career path over their real interests and aptitudes (Bergeron, L. M., & Romano, J. L. 1994). This leads in the long term to university dropout, frequent job changes and burnout (Abele, A.E., Spurk, D. 2009).

Vocational counselling provides students with access to up-to-date information about various career fields, their requirements, and educational opportunities (Bright, J.E.H., Pryor, R.G.L., Harpham, L. 2005). Lack of this information can lead to a shallow understanding of the job market and the various career options available.

Vocational guidance is not limited to choosing a career, but also involves developing the skills necessary for success in that field (Chen, G., Gully, S.M., Whiteman, J.A., Kilcullen, B.N. 2000).

In conclusion, we believe it is important to pay attention to vocational guidance and provide adequate support to students in exploring and confidently choosing a suitable educational path.

The contribution brought by this research is given by highlighting the fact that students choose their high school profile, without taking vocational interests into account. This fact leads to lack of motivation, low performance and stress.

These results led to the creation of the vocational counseling program "When we will no longer be children", which we implement in schools and high schools, in the 7th and 11th grades, through which we monitor the decrease in university dropouts as well as the increase in the number by specialists on the labor market and the reduction of occupational stress.

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