

Managing Career Guidance in a Higher Education Establishment

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Keywords: Career Guidance Management, Pupils' Career Guidance, Career Choice, Class and Out-Of-Class Work, Career Guidance Laboratory, Networking.

Abstract: This paper focuses on the problems of career guidance in modern schools. For Russian high school students, the choice of their future occupation is closely connected to their choice of universal state exams. Choosing what exam to take the student identifies the subject he is going to study at University, which means they must have an idea about a certain profession. To evaluate effectiveness of career guidance, a survey was carried out among school students in the city of Naberezhnye Chelny, Republic of Tatarstan, in April of 2019. The paper contains the respondents' answers to the questions about the pupils' decision-making related to their future profession, it considers the professions chosen by the pupils and it discloses the pupils' self-determination of future workplace. Currently, there are a lot of organizations that deal with career guidance and are involved in networking cooperation. This approach means engaging in as many connections as possible and inclusion of any number of places, the work being carried out on many uncoordinated projects. Dozens of surveys are regularly conducted in Russia and their outcomes show that school leavers haven't got a good idea about their own possibilities, job requirements and labour market requirements. Given the current situation, we present the model of career guidance University laboratory, which embraces all the participants of the following chain: school – college – University – employer, etc.

1 INTRODUCTION

According to the Framework for Spiritual, Moral Development and Personal Education of a Russian Citizen, a person's education, development of their spiritual personality, the love for their country and the desire to create and progress is the most important condition of Russia's successful growth. Education is a goal-oriented process of development and formation of social, cultural, spiritual and moral values, instilling rules and standards of conduct for effective personal fulfilment. The development of criteria and indicators that measure the effectiveness of educational process is important in educational theory. Receiving feedback about the effectiveness of educational efforts is of paramount importance for their continuation. Such efforts are considered to be the factors of achieving an educational goal. Within the educational efforts of an educational organization

lies occupational guidance for its students, who use it to build their educational trajectory in relation to their future occupation. Therefore, we suggest a model of an occupational guidance laboratory in universities and colleges, a model incorporating all the chain links: school – college – University or College – employer and others. We believe it can be an impetus for the interested readers to do independent research. It should be stressed here that managing occupational guidance in an educational organization is one of the priorities of its social and media development for the purposes of implementing a federal educational standard. Hence, the analytical review of international and home research data produced by the authors is of apparent theoretical and practical value. Career guidance is associated with the opening of the first career guidance room in France in 1903. After a few years, in Boston, a bureau was opened with the intention of assisting teenagers in their career choice.

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The main reason why career guidance had emerged was the fact that a lot of people in those countries at that particular time were faced with the problem of choice, something they never had before.

In Russia, career guidance foundations started in as early as pre-revolutionary period. In 1871, K.K. Weber published his book "Stories about factories and mills", which gave the young people an idea about the existing professions (History of Career Guidance in Russia in Infographics). In 1922, in RSFSR, a career choice bureau was established for teenagers. Initially, career guidance was viewed as optimal employment of human resources and their assignment to various activities for the benefit of production.

These days, career guidance is understood as helping to choose the direction in education and training in career management. Working with pupils on their career guidance helps to advance strong social goals in the society related to job search, employment, proving your abilities to the employer, etc. Consequently, for the pupils to self-determine in their lives and careers it is necessary to support the assertion of their personality and their values (Tracy Brian, 1995, 2008). A self-identified person can become aware of their abilities and aptitudes for a certain job, which is a pre-requisite to their career implementation.

For Russian high school students, their career choice is closely related to their choice of Universal state exam. Choosing what exam to take, the student identifies the subject they are going to study at University, which means they must have an idea about a certain profession.

Healthy mental and personal development as the key element of career guidance is addressed in the writings of L.I.Antsiferova, V.A.Bodrov, L.N.Kulikova, E.N.Shiyanov. The writings of M.R.Ginsburg, G.A.Kovalev. M.Yu.Savchenko, A.G.Spirkin, E.A.Yablokova consider career guidance pre-requisites in terms of personal abilities and aptitudes. Russian and foreign scientists, such as A.A.Bodaleva, I.S.Kon, A.Maslow, R.S.Nemova, G.Olport, K.Rogers, etc. study the development of professional self-determination. The analysis of scientific writings allows for the conclusion that a varied range of issues remains understudied. Underinvestigated are the aspects that enable to clearly define the efficiency and effectiveness of the pupils' career guidance.

Thus, many high school students, who face the challenge of career choice, have a vague idea about modern professions and the system of career education. A lot of pupils don't know how to evaluate

themselves and their capabilities and how to match them up with professions.

Therefore, it can be said that there exists a discrepancy between the work done at schools in relation to career guidance and scientific system of career guidance activities ensuring its quality as well as dynamic development of modern labour market. It is noted that if career guidance is carried out at some place, it is predominantly traditional and has the form of isolated and random activities, which are often reduced to distributing informational leaflets to future school leavers and testing the pupils for their career aptitudes (Mukhametzhanova, 2016).

2 METHODS

Survey is the method that was used to measure the effectiveness of career guidance work at school. In April 2019, the survey was carried out among the pupils of Naberezhnye Chelny, Republic of Tatarstan. The questionnaire included 20 questions.

Despite many negative opinions about the questionnaire method, we consider that today it can be regarded as one of the main methods to study self-determination of pupils and individuals upon their entry into employment or education; it is used in researches of any aspects of social relations.

3 RESULTS

As part of study, 1,236 pupils were interviewed in Naberezhnye Chelny, Republic of Tatarstan. All 12 general education institutions of the city took part in the survey. The gender ratio among the respondents turned out to be almost equal: 46% - boys, 54% - girls. The age of the respondents: from 14 to 17 years old.

The pupils' decisions about their future profession are shown in Figure 1.

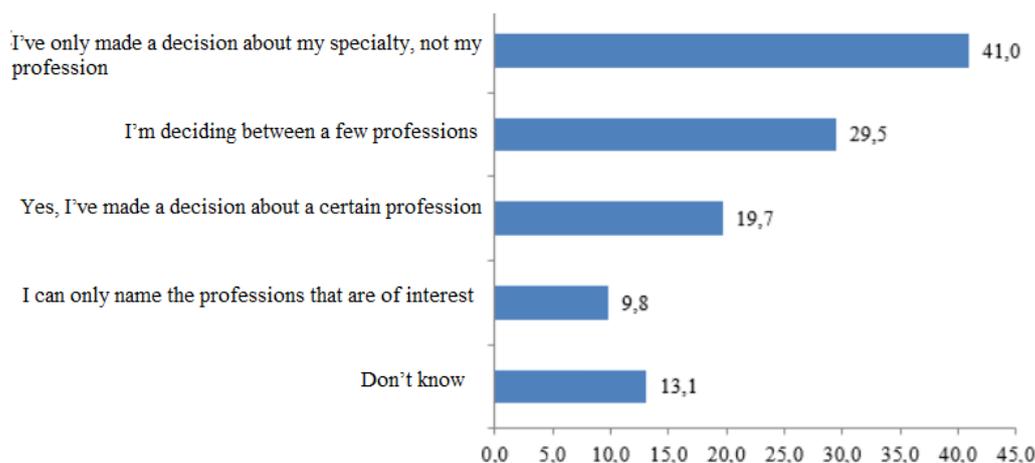


Figure 1: The pupils' decisions about their future profession, %.

At the time of survey, most pupils (41%) had only decided about their specialty or direction of education, but not about any concrete profession. The third of the respondents were deciding between a few professions (29.5%). And only every fifth pupil had made their choice and decided about their future profession. Notice that at the time of the survey

13.1% of the pupils didn't know the answer to the question: "Have you decided about your future profession?"

Further we shall consider the professions chosen by the pupils of Naberezhnye Chelny, Republic of Tatarstan (Figure 2).

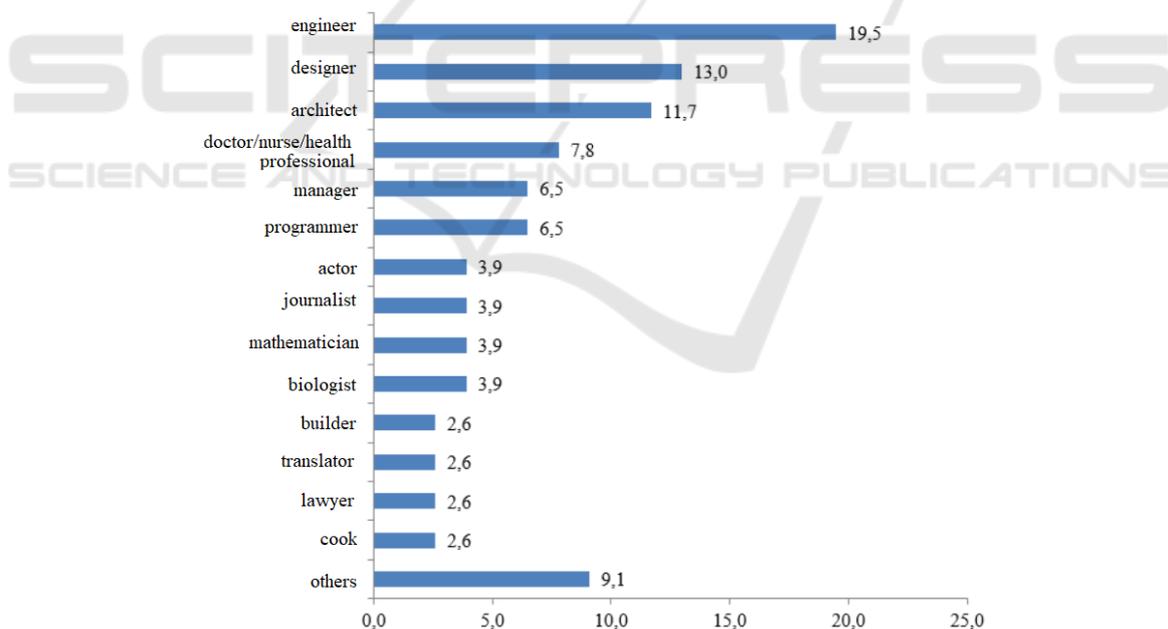


Figure 2: Professions chosen by the pupils, %.

Engineer (19.5%) is in the first place. The pupils don't specify what kind of engineers they want to be: design engineer, process engineer, biological engineer, military engineer. Designer (13%) is in the second place, no specifics again. Doctor, nurse, health professional (7.8%) are in the third place. More

detailed information is given in Figure 2. It should be noted here that the pupils could mention a few professions at the same time, in which case the span of expertise required for this or that area is very high, i.e. the pupil is simultaneously making a choice

between doctor and programmer, athlete and mechanic.

We shall provide you with a few highly controversial answers: engineer and doctor, builder and translator; biologist and manager, athlete, etc.

Very few of the respondents choose between allied professions. Their choice is likely to be determined by extracurricular activities. However, there are times when a pupil says that he has chosen a profession, but at the same time he mentions a place of work or specialty at a University, i.e. such respondents choose the following professions: company, factory, KAMAZ, computer applications, Ministry of Internal Affairs. It is, therefore, very

important for the pupil to have a go in many areas: different afterschool clubs, sports clubs, centres for technical creativity, etc. (Safargaliev, 2016). Only in this case can they know all the advantages and disadvantages of each profession they try.

The question “How well do you know where you’ll be able to work upon graduation?” was answered in the following way. Most respondents said that they vaguely knew (54.2%). 16.9% of the respondents knew almost nothing. And only every sixth pupil (15.3%) said that they knew very well where they could work in future. More detailed information is given in Figure 3.

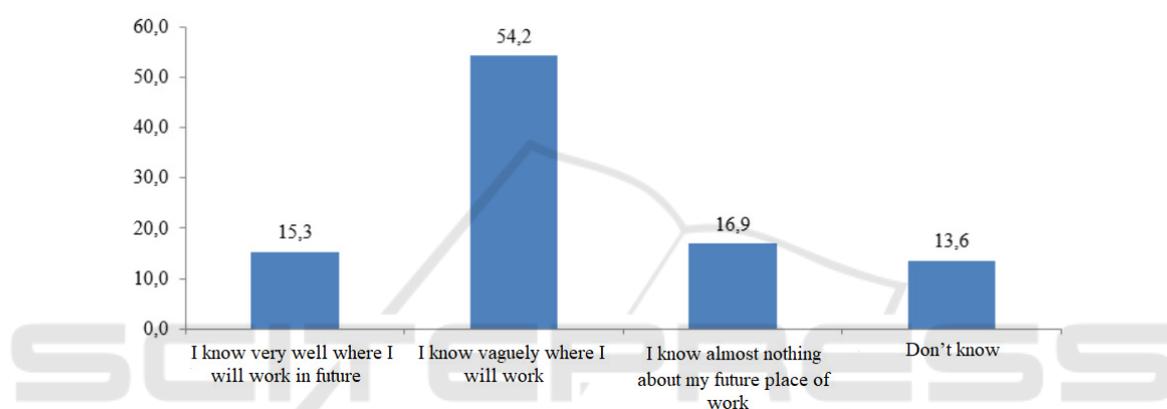


Figure 3: Pupils' self-determination of future workplace, %.

4 DISCUSSION

Career guidance in a modern school is a system of identifying the pupil's capabilities and aptitudes for certain professions, preparing them for work and helping them with their decisions about their future career. It is directly implemented during the teaching and educational process and during extracurricular activities (Safargaliev and Nikolaeva, 2017; Safargaliev et al., 2015).

As our President, V.V.Putin, said: “The choice of profession defines future”. The new-generation Federal State Standard of Basic General Education says the same defining the importance of career guidance.

Federal State Educational Standard defines “the portrait of the basic school leaver” as a person, who “finds their way around in the world of professions, understands the significance of work and career for the benefit of the steady development of society and nature” (Decree of the Ministry of Science and Education of the Russian Federation dated December the 17th N 1897, 2010).

According to the research carried out among children of different ages and their parents, the parents are most worried when their child is moving into adulthood, between the age of 10 and 14. It stems from the fact that children become more interested in professions at this age. Adults become anxious because they lack information about the professions that will be in demand within 10 to 15 years and because their child lacks any obvious capabilities. Every fifth parent admits that they can't help their child with the choice of profession as they don't have sufficient information about the present and future job market. The most paradoxical thing is that 60% of the parents of teenagers over 14 years old consider it necessary for the children to early familiarize themselves with work and, probably, with their future profession – before they are 10 years old (How to Survive Universal State Exam and Choose a Career. Recruitment Officers' Advice).

The right choice of career brings enormous psychic income to a person because they get more opportunities for personal fulfilment. Indeed, one can only make great achievements in a job they love.

Besides, doing something you were born for one can be of great benefit to people. However, it is impossible to make this choice, if the pupil hasn't got the slightest idea about what people of this or that profession do.

What happens in reality. 30 to 35% of University year 2 or 3 students realize that they have made the wrong choice and that they study at the wrong place. "A third of University students is dead weight! And that is only the ones, who openly admit that they've made the wrong career choice..." – these are the data of Frans Shergi, the director of the Centre for Social Forecasting, professor of the National Research Nuclear University MePhi (Konyukhova, 2014). Notice that a third of students drops out of University, another third completely changes their profession. The number is even higher for humanitarians - half of them.

The choice of profession is a serious decision, which should be made considering the objective information about the conditions of enrollment and study and the prospects of future employment. The wrong decision made by a pupil leaves them, as a result, with a specialty they don't like and, consequently, with a diploma of no use (Lyubova et al., 2015). Further education courses and retraining are there for the newly qualified. Within five years after graduation 60% of the newly qualified retrain or go into further education (Konyukhova, 2014).

Currently, there are many career guidance organizations, which involve networking (Figure 4).

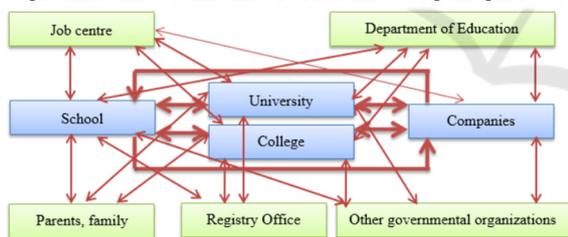


Figure 4: Model of career guidance in educational organizations.

Such an approach provides for networking that involves the maximum number of connections and includes any number of places, the work being carried out on many uncoordinated projects. Such an approach provides for networking that involves the maximum number of connections and includes any number of places, the work being carried out on many uncoordinated projects.

In such a case, it is Universities that employ the staff qualified to work in the new information and education space based on digital educational resources and distance educational technologies.

Consequently, when it comes to choosing a career, a higher education institution must undertake the coordinating role by opening a career guidance laboratory. With the help of a career guidance laboratory a University develops a model, a roadmap of a person's development. The roadmap is developed for a pupil, specified for a student and is corrected for a working specialist; it is adjusted when the employee faces a burn-out crisis, growth (career staircase), change of employment.

This model of networking is presented in Figure 5.

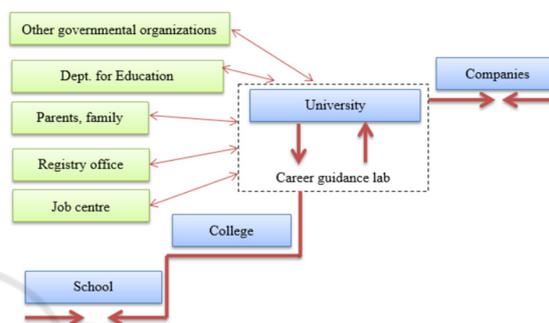


Figure 5: Management Model of Career Guidance Laboratory at University.

Career guidance laboratory organizes networking among all the chain links: school – college – University – employer, etc. Depending on the job market demand, University develops further education programs for certain groups of people, enabling it to form its non-publicly funded scheme, which means additional income for the University.

5 CONCLUSIONS

Dozens of surveys are regularly conducted in Russia and their outcomes show that school leavers haven't got a good idea about their own possibilities, job requirements and labour market requirements. Given the current situation, we present the model of a career guidance laboratory, which embraces all the participants of the chain: school – college – University – employer, etc.

1. University must undertake the coordinating role through opening a career guidance laboratory for the following people:

- pupils, who take a career guidance test and choose a universal state exam as per their preferences; the ones that choose their final exams in specialties suitable for the University become their potential clients;

- students, who have the opportunity to select the company they are interested in through career guidance laboratories while they are at University;
 - working specialists, who take tests at University; later on, the University helps such employees in their burn-out crisis, growth (career staircase), change of employment.
2. University develops further education programs for a certain group of people, expanding its non-publicly funded scheme, having additional income.
3. University works out a model, a roadmap of a person's development through career guidance laboratory.

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