

Type of contribution: Paper

Title: The role and practise of lifelong guidance in Hungarian public educational institutions - Teachers' perceptions about the role of lifelong guidance in high schools

The main goal of the research is, on the one hand, to gain a better understanding of the practice of career guidance in Hungarian secondary schools, and on the other hand, to explore what teachers think about the role of career guidance in schools, about their own related tasks and preparedness.

Author: Hegyi-Halmos Nóra, PhD., Institute of Research on Adult Education and Knowledge Management, Eötvös Loránd University (Budapest) hegyi.halmos@ppk.elte.hu

keywords: lifong guidance, career development, career management skills, career guidance activities

Fitting into the concept of lifelong learning, career guidance in schools is only one stage in the system of lifelong guidance; however, it has an important and definitive role in the foundation and development of career building competences. An individual's life and career is influenced by a number of independent factors: the structural transformation of the economy, the rise of the capital market, the decline in employment, the polarization of salaries, and the generally instable labour market environment make adjustment more and more difficult not only for the individual but for society as well. An individual's career is hardly plannable, the fast changes in circumstances and the need to perform well in multiple roles results in uncertainty and puzzlement. In such a social and economic environment it is important to prepare the individual – taking their opportunities into consideration – to be able to take advantage of arising opportunities, be able to react to circumstances adequately, to be able to change and make changes, and manage their own learning and career paths. Career building competences, that is, the ability to find one's way in the world of work, knowledge of professions, job search skills, knowledge of learning paths and training opportunities, and self-knowledge development can help individuals overcome difficulties even if we know that career paths have an objective economic definiteness that individuals cannot change. Career guidance in schools can be one of the pillars of founding and developing the above described competences.

In order to successfully achieve the research goals I have formed the following research questions and hypotheses:

1. What Hungarian documents regulate and define the practice and system of career guidance in schools? Do these conform to the spirit of international and European Union documents?

H1 Career guidance and career counselling appears in Hungarian educational policy documents as the emphasized task of the teacher, but its appearance in the pedagogical practice of the studied schools is not consistent and self-evident, it depends on the type of institution and whether the teachers working there have met with the concept and topic of career guidance during their teacher training and further education.

2. How does the career-approach appear in connection with the concept of career guidance in the thoughts of those teachers who participate in the research?

H2 My hypothesis is that the interviewed teachers associate career guidance with helping their students to make decisions about their further education, and their thoughts on career guidance are influenced by the concept of the career-approach to a lesser degree.

3. What knowledge, and competences are considered important by the interviewed teachers in order for them to be able to successfully and effectively help their students' career guidance? Do they consider themselves to be prepared for these tasks, and what would they consider to be of help in their career guidance work?

H3 My hypothesis is that teachers, based on their practice and opinions, can outline knowledge and competences necessary for career guidance activities, but do not consider themselves to be prepared for the task.

Methods/methodology:

I sought answers for my questions with the analysis of documents and questionnaires.

As part of the *analysis of documents* I reviewed how the concept and content of career guidance developed, the development of Hungarian and international theories on career choice, and studied the most recent appearance of career guidance in the legislation on public education, and whether these conform to European trends. After this, I identified the components of the content of career guidance and the teacher competences necessary for supporting career guidance, and then discussed the roles and opportunities of teachers in career guidance in schools.

My *questionnaire* contained both open-ended and closed-ended questions, the closed-ended questions included both single choice and multiple choice questions, and the questionnaire included rate and scale type of questions. The majority of my research is based on the descriptive analysis of the questionnaire results and the mathematical statistical analysis of the data. During the analysis of the data, I explored the connections between variables and explored cause-and-effects. After recording the basic data characteristic of the samples, the questionnaire focused on the following four blocks of themes:

1. The concept and content of career guidance – the first part of the questionnaire measures teachers' knowledge, opinions, assumptions and attitudes regarding career guidance with open-ended questions and scales.
2. The role and practice of teachers in career guidance activities – the third part of the questionnaire measures the career guidance practice and activity of teachers with open-ended and closed-ended questions.
3. Knowledge necessary for career guidance activities and its development – the finishing part of the questionnaire measures the opinions of teachers in connection with competences and knowledge necessary for career guidance activities, their opinion on the degree of their own preparedness with open-ended and closed-ended questions and scales.

487 teachers working in public secondary schools, teaching in 9th to 12th grade classes, filled out the questionnaire. The questionnaire was queried in three regions: Northeast Hungary, West Hungary and Budapest, the capital city, between 2015 May and July while the data was analysed between September and December in 2015.

The incoming data was analysed with SPSS after coding, the open-ended questions were analysed with qualitative content analysis and with the aid of word-frequency analysis.

Results:

One of the goals of the questionnaire was to map out how career guidance happens in Hungarian secondary schools. However, we did not study the schools as institutions in the questionnaire, we considered the schools' activities to be researchable based on the answers of the teachers working there. Whether the teacher has met the concept of career guidance during his or her teacher training is in close connection with how career guidance activities appear in the schools' practice. Those teachers who have been familiarized with the concept of career guidance in their teacher training or further training report the presence of career guidance activities in their school in bigger numbers, and mention more types of activities both regarding school practice and as part of their own career guidance activities as well.

The career approach appears more markedly in the European and Hungarian educational policy documents reviewed in the theoretical framework of this research, which influences the issue of career guidance as well. In Hungarian practice the interviewed teachers rarely connect the career-approach to career guidance during free association tasks. It is more characteristic that teachers understand career guidance as helping further education-related decisions and choosing a career. A similar number of respondents consider the identification of students' skills, talents and interests to be important in choosing a career.

The majority of the teachers who participated in the research felt that they need special, well defined knowledge and information to perform career guidance activities. By this they primarily meant following the changes in the labour market, the economic situation, changes in the structure of professions, further education, and changes in the educational system. They also feel the need to have information related to developing students' self-knowledge and skills. The majority of the teachers does not consider the Hungarian teacher society in general to be prepared for career guidance activities, and as such, they underrate their own level of preparedness (e.g. in relation to career knowledge, understanding training structures, developing job search skills, or related to the content of career guidance).

References:

- 110/2012. (VI.4.) Kormányrendelet a Nemzeti alaptanterv kiadásáról, bevezetéséről és alkalmazásáról.
- 130/1995. (X.26.) Kormányrendelet a Nemzeti alaptanterv kiadásáról.
1993. évi LXXIX. törvény a közoktatásról.
2011. évi CXC. törvény a nemzeti köznevelésről.
- 202/2007. (VII.31.) Kormányrendelet Nemzeti alaptanterv kiadásáról, bevezetéséről és alkalmazásáról szóló 243/2003.(XII.17.) Korm. rendelet módosításáról.
- 243/2003. (XII.17.) Kormányrendelet a Nemzeti alaptanterv kiadásáról, bevezetéséről és alkalmazásáról.
- Birher Nándor – Szántó Zoltán (2009): Milyen szervezetektől kaphatsz segítséget? Foglalkoztatási és Szociális Hivatal, Budapest.

- Borbély-Pecze Tibor Bors (2010): Életút-támogató pályaeorientáció. PhD értekezés, kézirat ELTE PPK, Budapest.
- Borbély-Pecze Tibor Bors – Gyöngyösi Katalin – Juhász Ágnes (2013a): Az életút-támogató pályaeorientáció a köznevelésben (1. rész). Új Pedagógiai Szemle 5-6. 32-50.
- Borbély-Pecze Tibor Bors – Gyöngyösi Katalin, - Juhász Ágnes (2013b): Az életút-támogató pályaeorientáció a köznevelésben (2. rész) Új Pedagógiai Szemle 7-8. 32-48.
- Budavári-Takács Ildikó (2009): Az önismeret és a döntések szerepe a pályaeépítésben. In: Szilágyi Klára (szerk.): A pályaeorientáció szerepe a társadalmi integrációban. ELTE TáTK, Budapest. 12-18.
- Európa 2020 Stratégia http://ec.europa.eu/europe2020/index_hu.htm (last retrieved: 18 December 2015)
- Európai Unió Tanácsa (2008): Az Európai Unió Tanácsa és a tagállamok kormányainak a Tanács keretében ülésező képviselői által kialakított állásfoglalás a pályaeorientációnak az egész életen át tartó tanulás stratégiáiba való fokozottabb integrálásáról (2008/C 319/02), 2008. november 21. <http://eur-lex.europa.eu/legal-content/HU/TXT/?uri=OJ:C:2008:319:TOC> (last retrieved: 12 December 2015)
- Falus Iván – Ollé János (2008): Az empirikus kutatások gyakorlata. Nemzeti Tankönyvkiadó, Budapest
- Halász Gábor (2012): Az oktatás az Európai Unióban. Új Mandátum Kiadó. Budapest.
- Jackson, Charles (szerk.) (2013): Az Európai Pályaeorientációs Szakpolitikai Hálózat (ELPGN) Szakszótára: ELGPN Glossary. Európai Pályaeorientációs Szakpolitikai Hálózat, Budapest
- Karner Orsolya (2010a): Karrier tanácsadói kompetenciák nemzetközi összehasonlítása. Alkalmazott Pszichológia 3-4. 87-105.
- Kenderfi Miklós (2011): Pályaeorientáció. (digitálistankönyv) Szent István Egyetem, Gödöllő. http://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010-0019_palyaeorientacio/ch01s02.html (last retrieved: 12 December 2015)
- Memorandum az egész életen át tartó tanulásról. (2000) Európai Közösségek Bizottsága. Brüsszel. <http://www.nefmi.gov.hu/europai-unio-oktatas/egesz-eleten-at-tarto/memorandum-tanulas> (last retrieved: 13 December 2015)
- OECD (2004) Career guidance and public policy; Bridging the gap, Paris <http://www.oecd.org/education/educationeconomyandsociety/34050171.pdf> (last retrieved: 4 December 2015)
- OECD (2011): Towards an OECD Skills Strategy. Paris. www.oecd.org/edu/47769000.pdf (last retrieved: 8 December 2015)
- Oktatás és képzés 2010 – EU Oktatásimunkaprogram.<http://www.nefmi.gov.hu/europai-unio-oktatas/oktatas-kepzes-2010/oktatas-kepzes-2010-eu> (last retrieved: 8 December 2015)
- Oktatás és képzés 2020. <http://eur-lex.europa.eu/legal-content/HU/TXT/HTML/?uri=URISERV:ef0016&from=HU> (last retrieved: 10 December 2015)

- Ritoók Pálné (1986): Személyiségfejlesztés és pályaválasztás. Tankönyvkiadó, Budapest.
- Rókusfalvy Pál (1969): Pályaválasztás, pályaválasztási érettség. Tankönyvkiadó, Budapest.
- Savickas, Mark (2002): Career construction. A development theory of vocational behaviour. In: Brown, Duane (szerk.): Career choice and development. Jossey-Bass, San Francisco. 149-206. <http://www.borbelytiborbors.extra.hu/ZSKF/CareerDevelopment.pdf> (last retrieved: 20 December 2015)
- Sultana, Ronald (2011): Learning career management skills in Europe: a critical review, Journal of Education and Work 1-24. https://www.um.edu.mt/_data/assets/pdf_file/0020/144119/CMS_in_Europe-JE_and_W.pdf (last retrieved: 8 December 2015)
- Szilágyi Klára (1993): A tanácsadási elméletek. GATE Tanárképző Intézet, Gödöllő.
- Szilágyi Klára (2004): Pályaorientáció tanári kézikönyv. Budapest. http://www.afsz.hu/engine.aspx?page=afsz_tamop222_szak-anyag (last retrieved: 23 January 2016)
- Szilágyi Klára, Völgyesy Pál (1996): Pályaorientáció (egyetemi jegyzet). GATE Tanárképző Intézet, Gödöllő.
- Völgyesy Pál (1976): A pályaválasztási döntés előkészítése. Tankönyvkiadó, Budapest.
- Zakar András (1988): Pályaválasztási elméletek. Tankönyvkiadó, Budapest.