ORIGINAL ARTICLES

The effect of educational and employment programming procedure on job selection in high school and preuniversity students

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ABSTRACT

The effect of educational and occupational programming procedure on job selection in high school and preuniversity students – Alimardan Rafiee Liavoli- with Dr. Abbas Sadeghi's Guidance, the Research Deputy Dean of the Faculty of Literature and Humanities, the University of Guillan. The aim of this research is the realization of access to effective factors in scheduling procedure and its effect on future job selection of high school and preuniversity students. The manner of this research is of correlation type, its statistical population is 2332 people, and its sample size is 350 people which have been selected by random sampling. The questionnaire was data collection tool of which credibility has been verified by way of induction coefficient of Kronbach and of which admissibility has been verified by control. And in its analysis, descriptive (Frequency and Diagram) and inferential (Periphery r test) statistics have been used. This test has 6 hypotheses in which the effect of adviser, course, educational and occupational scheduling, family, classmates, course teachers and high school principal was studied and were verified with the induction of 1% and 5%, and 99 and 95 confidence percent; and in the end some suggestions were submitted to the authorities.

Key words: educational and occupational scheduling, Job selection, employment

Introduction

We know that occupational preparation is needed for the young. Job often changes all parts of one’s life and even specifies the manner of one’s speaking, dressing, and also their role and social situation.

Job selection and gaining on occupational data is one of the main and basic problems of the students. One of the aims of occupational and educational programming is to prepare them to participate in economic life, country industrialization, mechanization of agriculture and economic development in general.

With the view to students’ personal and personality differences and the variety of their favorites, and also bearing in mind that in today’s world industries and occupations are complex and specialized, the necessity of educational and occupational scheduling will be more and more obvious than before; so that by means of this process the students could firstly recognize their own abilities and secondly be informed of their own values, talents and tendencies and recognize the occupations available in the society and select their jobs with perfect knowledge so as to have the willingness and efficacy on their jobs at the largest scale. The process of educational and occupational scheduling helps the person to be partially friendly with his or her job, so that the society would be able to use him or her as an effective human force to improve the economic state. If the process of educational and occupational scheduling is done in its most ideal form the problems of work, human force, personal work output and their searching for job will be all solved. In each country, the adolescent population is in fact the largest capital of it, and education also is a type of human force investment; therefore, by means of programming, this capital and this investment could be directed in a special manner so that maximum amount of output could be achieved.

2- Theoretical essentials:

We live in a world which is changing rapidly and in such a world the winner is the one who is able to adapt himself with these changes and the loser is the one who is not able to adapt and schedule for himself and is not able to make a decision. Until several years ago, those who left the school were able to find a job with only a few skills and with only a little education. But now, unemployment is a serious problem. Graduates from some university courses have serious problems in finding work.

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Meanwhile, foresight on the basis of an effective educational and occupational programming could prevent from lots of these problems. The main value of scheduling is to be able to predict the future, but the most useful subject that today’s world teaches us is that development is the result of scheduling. Guitz burg and co studied the primary hypotheses of job selection. Then they interviewed with 64 students in New York and the results of this study showed that an effective job selection should be based on one’s values and aims, because this is the factor which enables the person to arrange his or her current activities in accordance with the future. The major element during making a decision about job selection is the connection between one’s current activity and their future aims. Certainly, one’s skills and favorites should be taken into account, but one is not able to make an effective selection, unless to be supported and encouraged in submitting one’s values.

In 1953, Super studied the occupational growth in students of grade three of high school and the results were as the following:

Job selection is one of the stages of life in which one shows one’s own understanding of oneself. But it is not obvious to the extent that one says definitely: I am such a person. In the same way, adaption and maintenance in a job for a beginner is a process in which he will find firstly, if the job would let him to perform the role he intends to, and secondly, whether the role which is let to be performed by the job, conforms to the illustration one has from oneself in one’s mind. And finally it is the manner of testing oneself against the facts, so that it would become clear whether one lives practically with the illustration of oneself or not.

Ahmady (2000) studied the role of advisers on the manner of educational and occupational guidance of high school students and concluded that in courses of humanities, consultation is effective in job selection, but in courses of mathematics and physics it is ineffective.

In 1999, Muhammad Reza Abedi made a research concerning the relation between occupational tendencies in high school students and their jobs on 600 students and concluded that the occupational tendencies in some children regarding the occupational types of their parents are predictable.

Another research by the title of the effect of the course of educational and occupational programming was made by Naser Rashad Manesh on 400 students and concluded that the course of educational and occupational scheduling does not have any effect on the view point of girl students but is effective on view point of boy students.

In 1995, Gholamhussein Najafi studied the relation between the affective atmosphere of the family with tendency to specific jobs and concluded that the students trained in families with the ground of kindness, friendship, love and support have tendency to humanities field jobs; and the students trained in families with ground of coldness, often have tendency to jobs applying instruments and appliances.

3- Matters and manners:

This research is of correlation type of which statistical population is 2332 students from both boys and girls, from grade one to grade three of high school in all courses of study and also from preuniversity students. Through this population, 350 people were selected by random sampling and the research was made on them. The tool for data collection was questionnaire of which permanence has been measured by means of Induction Coefficient of Kronbach, and the permanence coefficient of it was 0.71. The permissibility of the tool was verified via control and was verified by: Dr. Abbas Sadeghi Doctorate degree of training, Mr. Ali Akbar Jamshidi Master’s degree of educational management, Mr. Mansour Varasteh Master’s degree of general Psychology, Mr. Hamid Bagheri bachelor’s degree of literature and also by the department of advisers of education office.

This research has six hypotheses, all of them having the induction coefficient of more than 60. It was evaluated by means of SPSS software and had a high statistical coefficient. Thus, it is defensible and the Pearson’s Test of CorrelationCoefficient of r for analysis was selected by the view of consultant professor of statistics Dr. Nader Ofoghi, professor of the University of Guillan.

Results and discussion

Hypothesis number (1):

Hypothesis: High school consultation is effective in job selection.

Pearson’s correlation coefficient of r between the effect of high school consultation on job selection in students with the induction of 1% is 0.328. Therefore it could be said with 99% confidence that there is a medium relationship between high school consultation and job selection in students.
Hypothesis number (2):

Hypothesis: Educational and occupational programming course is effective in job selection.

<table>
<thead>
<tr>
<th>Educational and occupational programming course</th>
<th>a = 1%</th>
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<tbody>
<tr>
<td>0.325</td>
<td>Job selection</td>
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</table>

Pearson’s correlation coefficient of r between the effect of educational and occupational programming course with the induction of 1% is 0.325. Therefore it could be said with 99% confidence that there is a medium relationship between educational and occupational programming course and job selection in students.

Hypothesis number (3):

Hypothesis: Family is effective in job selection.

<table>
<thead>
<tr>
<th>Family</th>
<th>a = 1%</th>
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<tbody>
<tr>
<td>0.208</td>
<td>Job selection</td>
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</table>

Pearson’s correlation coefficient of r between the effect of the family on job selection of the students with the induction of 1% is 208%. Therefore, it could be said with 99% confidence that there is a medium relationship between the family and job selection in students.

Hypothesis number (4):

Hypothesis: Classmates are effective in job selection.

<table>
<thead>
<tr>
<th>Classmates</th>
<th>a = 5%</th>
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<tbody>
<tr>
<td>0.109</td>
<td>Job selection</td>
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Pearson’s correlation coefficient of r between the effect of the classmates on job selection with the induction of 5% is 0.109. Therefore, it could be said with 95% confidence that there is a medium relationship between the classmates and job selection in students.

Hypothesis number (5):

Hypothesis: High school principal is effective in job selection.

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<thead>
<tr>
<th>Principal of high school</th>
<th>a = 1%</th>
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<tr>
<td>0.162</td>
<td>Job selection</td>
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Pearson’s correlation coefficient of r between the effect of the principal of high school on job selection with the induction of 1% is 0.162. Therefore, it could be said with 99% confidence that there is a medium relationship between the principal of high school and job selection in students.

Hypothesis number (6):

Hypothesis: Teachers of courses (at high school) are effective in job selection.

<table>
<thead>
<tr>
<th>Teachers of courses</th>
<th>a = 1%</th>
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<tr>
<td>0.217</td>
<td>Job selection</td>
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</table>

Pearson’s correlation coefficient of r between the effect of the teachers of courses (at high school) on job selection with the induction of 1% is 0.217. Therefore, it could be said with 99% confidence that there is a medium relationship between the teachers of courses at high school and job selection in students.

5- Conclusion of hypotheses:

Based on the statistical data derived by way of Pearson’s correlation test of r which is related to the effect of programming procedure on job selection, the results of the six hypotheses of this research are stated below:

5-1- The result of this research concerning its first hypothesis is that there is a meaningful relationship between high school consultation and job selection in students and the amount of its Pearson’s correlation coefficient is 0.328.

The questions from 7 to 12 in the questionnaire are related to the first hypothesis.
5-2- The result of this research concerning its second hypothesis is that there is a meaningful relationship between the educational and occupational programming course and job selection in students and the amount of its Pearson’s correlation coefficient is 0.325. The questions from 13 to 18 in the questionnaire are related to the 2nd hypothesis.

5-3- The result of this research concerning its third hypothesis is that there is a meaningful relationship between the family and job selection in students and the amount of its Pearson’s correlation coefficient is 0.208. The questions from 19 to 24 in the questionnaire are related to the 3rd hypothesis.

5-4- The result of this research concerning its fourth hypothesis is that there is a meaningful relationship between the classmates and job selection in students and the amount of its Pearson’s correlation coefficient at the level of $\alpha=5\%$ is 0.109. The questions from 25 to 29 in the questionnaire are related to the 4th hypothesis.

5-5- The result of this research concerning its fifth hypothesis is that there is a meaningful relationship between the high school principal and job selection in students and the amount of its Pearson’s correlation coefficient is 0.162. The questions from 35 to 40 in the questionnaire are related to the 5th hypothesis.

5-6- The result of this research concerning its sixth hypothesis is that there is a meaningful relationship between the teachers of courses (at high school) and job selection in students and the amount of its Pearson’s correlation coefficient is 0.217. The questions from 30 to 34 in the questionnaire are related to the 6th hypothesis.

6- suggestions:

6-1- Suggestions for the authorities of education:

1- With the view to the importance of job and work in forming the future of the students, equip the schools with occupational data bank and provide the information needed about the jobs such as: types of educations required for jobs, rules of employment, the skills needed to do the jobs, advantages, welfare potentialities, and job limitations, for all the students.

2- With the view to the teachers’ effectiveness in job selection, it is emphasized that the teachers become informed of the importance of the matter, and the matter be inserted in the design of their courses, so that the relation between the courses and the future jobs and also the selection of the course of study and types of jobs related to them could be explained to the students.

3- On duty classes for the colleagues are formed to acquaint them with the jobs.

4- With the view to the parents’ role in job selection, try to form family classes at the schools and tell the tutors to emphasize the importance of the family role in job selection of the students.

6-2- Suggestions for the principals of high schools:

With the view to the effectiveness of all educational factors on job selection and with the view to the importance of job selection, the following suggestions are made:

1- School principals try to form family classes and provide the families with the information needed for the jobs.

2- Put visiting the occupational centers in their programs so that the students could become acquainted with occupational facts from near.

3- Seek help from the parents and tutors’ society to have a better connection with the families and to receive occupational data.

4- With the view to the effectiveness of the classmates, they could seek help from the students’ council to introduce the native jobs and recognizing the jobs available in the region to introduce them to the students.

5- They could ask the families and the students’ parents with different types of jobs to submit the information about their own jobs to be used for introduction to the students.

6- Tell the teachers at the teachers’ council meetings to speak about the importance of courses and their connections with the jobs.

7- Information services concerning the society needs and the work market become active and all the students are provided with the information.

8- The schools are equipped with occupational information resources.

9- A specified board is devoted to jobs and all the educational colleagues introduce the information concerning the job and courses of study related to these jobs to the students.

11- Use student groups for recognition of jobs in the township, city or village.
6-3- Suggestions for the parents:

Parents are advised not to force their own ideas of jobs to their children strictly. They should introduce the information, advantages, disadvantages and guidances needed for the jobs to their children and let their children to decide about their own future jobs by themselves with an eye to their own tendencies and abilities. They should act only as a guide for their children by introducing the information needed for their suitable decision making, and they should not decide for them.

6-4- Suggestions for the next researcher:

1- Make a research by the title of the role of family in job selection, so that the role of each of the members of the family in job selection could be identified.
2- Make a research concerning the relation between the work market and the society needs and their effects on the selection of the course of study at high school.

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