

Determination Of The Vocational Orientation Of The 11th Grade Students In The Bosques De León Educational Institution In The Year 2022

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Abstract: The lack of vocational orientation is usually a problem for students who are about to graduate as high school graduates in the different educational institutions of Colombia. In this article, a vocational guidance test (CHASIDE Test) is presented, with the respective analysis of its results. For the experimental program or application of said test, a sample of 30 individuals was taken, who at the time of the survey, were students close to graduating as high school graduates at the Bosques De León educational institution, located in the city of Sincelejo. The results made it possible to identify the sciences and professional fields that are most compatible with the interests of the students, according to their aptitudes, attitudes and behavior in their daily lives.

Keywords: vocational orientation, education, students, CHASIDE Test

1. INTRODUCTION

As Rojas and Rubio (2017) mention, "Decision-making for the student population represents one of the greatest obstacles when building the foundations of their future" [1]. One of the most important decisions in the lives of high school seniors is to choose the career they will study, knowing that it is what they are possibly going to earn their livelihood for the rest of their lives. This decision is becoming a problem for today's students, which can be due to different reasons: not preparing with time, lack of information, lack of motivation in the subject and in other cases, ignorance of the true vocation. , the latter being a worrying factor since it must be made clear from an early age.

This project seeks to determine the vocational trends in the students of the upper grades of the Bosques de León Educational Institution, providing information that can help students decide on their professional future, through the analysis of trends and information obtained after applying the

CHASIDE vocational orientation test. The information was analyzed through statistical measurements and the proper instructions provided by the test, which allow carrying out an adequate interpretation of the results.

With the purpose of developing an optimal professional guidance program, it is important to define concepts, explore the theoretical background regarding this problem, and know the profile of the counselor and of the young people, which allow the development of adequate strategies for the contribution in the construction of the professional profile of each student. Hence the importance of carrying out a theoretical review process.

As a starting point, Matos (2003) can be taken as a reference, who developed an integrative methodology that reveals a scientific path structured by phases, so that educational institutions can successfully conduct the professional-vocational orientation process, which allows the interrelation of the significant action contexts that act on the student, in order to achieve self-determination and conscious choice of the profession, considered as a social priority of the territory [2].

On the other hand, the factorial theory of Parsons & Fingermann, cited in Sierra 2019, should be taken into consideration, in which it is stated that the professional choice is not an act determined by the subject, but is the result of the correspondence between the natural attitudes of man and experiences of the profession, which is determined by psychological tests [3].

In recent times, there have been mechanisms such as the CHASIDE vocational guidance test, which basically consists of a questionnaire, created by the American psychologist John Lewis Holland, through which it is possible to identify the most appropriate decision on the profession, according to the inclinations and/or preferences that the person has in their daily life [4], [5]. To classify the results of this test, seven areas of knowledge are taken into consideration, corresponding to the letters that form its name: C (Administrative and accounting); H (Humanistics, legal sciences and social sciences); A (Artistic); S (health sciences); I (Engineers, technical careers and computing); D (Defense and security); E (Agrarian and natural sciences) [6].

The work presented in this study focuses on the determination of the vocations of the students of the Bosques de León Institution, regarding the choice of their future professional career. In relation to this objective, part of the students of the higher degrees of the institution; have stated that they are not clear about the decision of which professional program to follow. Therefore, it is necessary to look for strategies that define the most pleasant careers for them, and here the vocational orientation that they are given plays a fundamental role, based on what Mihaela (2015) affirms, who considers that today's young people day, they show a need for a guide to discover their abilities and shape their futures [7].

In accordance with the different strategies that will be carried out, it will be possible to determine which are the areas within the academic curriculum that are most preferred by the students; which may allow obtaining the vocational profile of the Bosques de León educational institution in the

year 2022, which will provide information to it, on the professional programs with which the students show greater affinity. This, in turn, may allow the educational institution to have a source of data when developing studies, research, analysis and other activities in the field of career guidance.

2. MATERIALS AND METHODS

The result of this work corresponds to a qualitative field investigation. The study sample is made up of a group of 11th grade students from the Bosques de León educational institution, located in the city of Sincelejo.

The technique used to collect field data was based on the application of a CHASIDE vocational orientation test, which, as briefly defined by Céspedes, López and Valencia (2018), "is a questionnaire made up of 98 questions, where the student you must circle only the numbers of the questions that you answer affirmatively" [8].

Prior to the delivery of the material, an approach was carried out with the students, in order to explain the objective of the research and check their position in terms of knowledge on the subject of vocational guidance and decision-making about it a future college career.

To determine the results of each individual, the process that must be carried out is as follows:

- 1) For each question answered affirmatively, the corresponding number must be marked with a cross in the work box.
- 2) Each number marked is worth one point. They are added vertically and the result is placed in the empty boxes below each column.
- 3) A letter corresponds to each area formed by a group of related careers.
- 4) After making the sums by columns, the highest scores obtained in CHASIDE – Interests and CHASIDE – Aptitudes are considered.
- 5) Finally, in each of the boxes that represent each letter of the word CHASIDE, the areas with the most representative interests and aptitudes of each one are searched, taking into account that the interests are to the left of each box and skills on the right side.

Table 1. Scores for Interests and Skills (in Spanish)

C	H	A	S	I	D	E							
98	9	21	33	75	84	77	INTERESES						
12	34	45	92	6	31	42							
64	80	96	70	19	48	88							
53	25	57	8	38	73	17							
85	95	28	87	60	5	93	APTITUDES						
1	67	11	62	27	65	32	C	H	A	S	I	D	E
78	41	5	23	83	14	68	15	63	22	69	26	13	94
20	74	3	44	54	37	49	51	30	39	40	59	66	7
71	56	81	16	47	58	35	2	72	76	29	90	18	79
91	89	36	52	97	24	61	46	86	82	4	10	43	55

Source: Google Form with Test CHASIDE

The tables generated are the following:

Table 2. Interpretation of the CHASIDE Test by Careers (in Spanish)

C - Administrativas y Contables		H - Humanidades y Sociales	
Intereses	Aptitudes	Intereses	Aptitudes
Organizativo	Persuasivo	Precisión Verbal	Responsable
Supervisión	Objetivo	Organización	Justo
Orden	Practico	Relación de Hechos	Conciliador
Análisis y síntesis	Tolerante	Lingüística	Persuasivo
colaboración	Responsable	Orden	Sagaz
Calculo	ambicioso	Justicia	Imaginativo
Liderazgo	Dinámico	El hombre analítico	Comprensivo
Participación Activa	Resolutivo		Estabilidad Emocional
A - Artística		S - Medicina y Ciencias de la Salud	
Intereses	Aptitudes	Intereses	Aptitudes
Estético	Sensible	Asistir	Altruista
Armónico	Imaginativo	Investigativo	Solidario
Manual	Creativo	Precisión	Paciente
Visual	Detallista	Senso-Perceptivo	comprensivo
Auditivo	Innovador	Analítico	Respetoso
Observación y Análisis	Intuitivo	Ayudar	Persuasivo
Senso-Perceptivo	Paciente	Curar	Servicial
	Espontaneo	Rehabilitar	Observador
I - Ingeniería y Computación		D - Defensa y Seguridad	
Intereses	Aptitudes	Intereses	Aptitudes
Calculo	Preciso	Justicia	Arriesgado
científico	Practico	Equidad	Solidario
Manual	Crítico	Colaboración	Valiente
Exacto	Analítico	Espíritu de Equipo	Agresivo
Planificar	Rígido	Liderazgo	Persuasivo
Organizar	Racional	Coordinación	Aventurero
Controlar	Independiente	Destreza Física	Equilibrio Psíquico
E - Ciencias Exactas y Agrarias			
Intereses	Aptitudes		
Investigación	Metódico		
Orden	Analítico		
Organización	Observador		
Análisis y Síntesis	Introverso		
Númérico	Paciente		
Clasificar	Seguro		
Precisión	Independiente		
Exacto	Intuitivo		

Source: Google Form with Test CHASIDE

3. RESULTS AND DISCUSSION

After corresponding analysis of the information, the following results were found:

In the first place, it was observed that all the students who participated in the study had aptitudes equal to the interests that they manifested in the vocational test, being able to notice for the majority of the respondents, that the interest corresponded to the first or second aptitude that the test showed.

Regarding the interests of the students, it was possible to establish, according to Figure 1, that the majority are inclined towards careers in applied exact sciences and technology, with the category of engineering and computing being the most desirable by students.

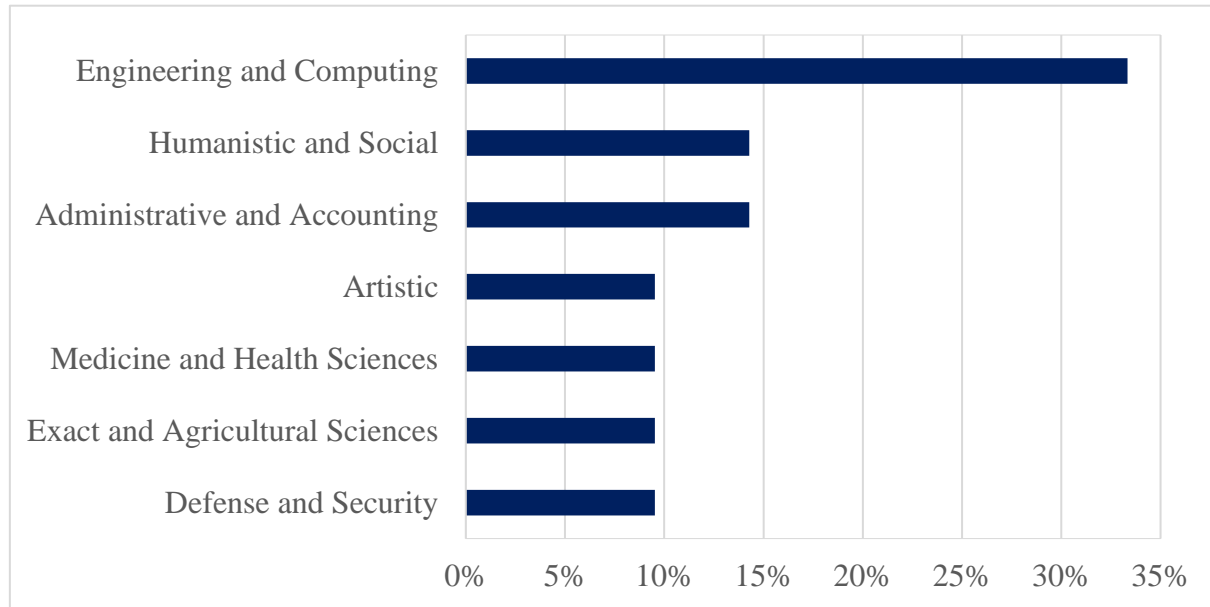


Figure 1. Student interests

Source: self made

On the other hand, although the results of the CHASIDE Test show that students have a certain affinity for the subjects of interest, findings were also found that there are other areas that could have a good relationship for students. In Figure 2 it can be observed in general that the areas most related to the students are Humanities and Social Sciences, followed by the administrative and accounting areas and in third place are engineering and computing.

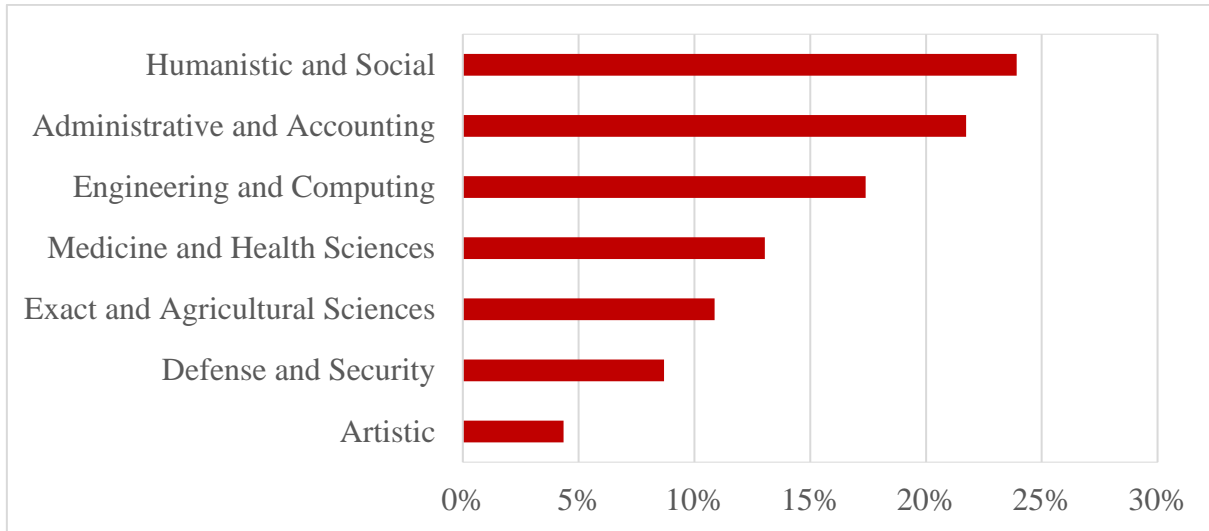


Figure 2. Student skills

Source: self made

If the results obtained for interests and aptitudes are compared relatively, for each of the areas of knowledge, certain relationships can be observed that can guide students to decide on possible careers related to their aspirations. In figure 3, the aforementioned relationship is presented, being able to observe that the areas of engineering and computing and that of Artistic, present almost a balance between the interested people and the people who have a vocation to study these careers. And for the rest of the areas such as Administrative and Accounting, Humanistic and Social, Exact and Agricultural Sciences, Medicine and Health Sciences and Defense and Security, it is observed that the majority of the students are not inclined towards them, they are not their favorites, but there are many students who have a vocation for them; so that this type of test can help guide them in choosing their professional career based on the characteristic vocation of each student.

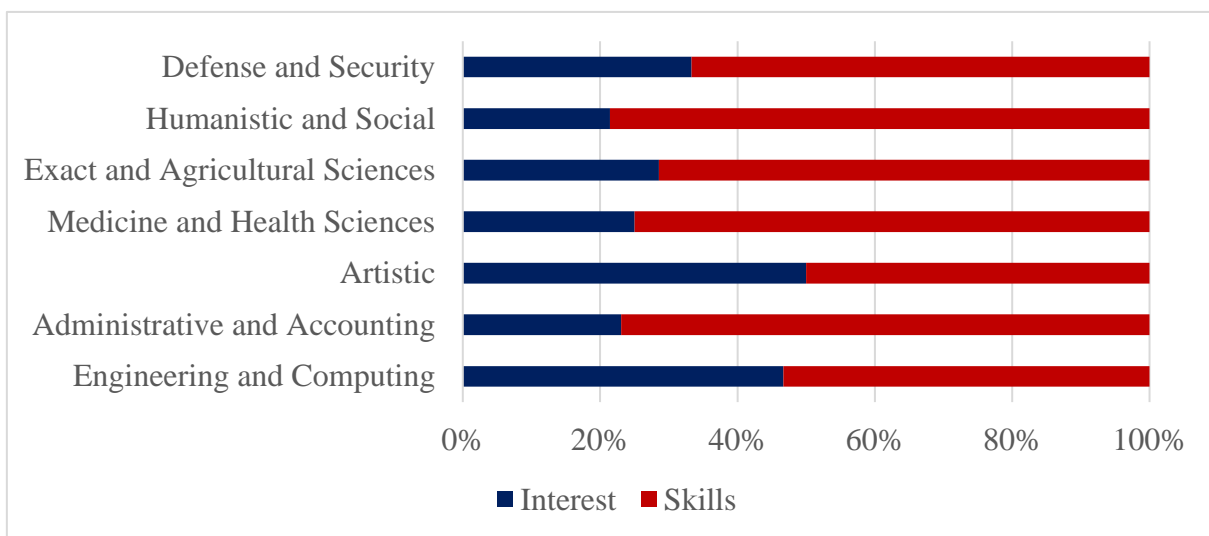


Figure 3. Relationship Areas of Interest with Skills

Source: self made

Additionally, an analysis was made of the number of areas for which the students had vocational aptitudes; These results are shown in Figure 4. As can be seen, almost 90% of the students have two or more aptitudes; being able to observe that 44% have aptitudes for two different areas of knowledge and another 44% of the students, show aptitudes for three areas.

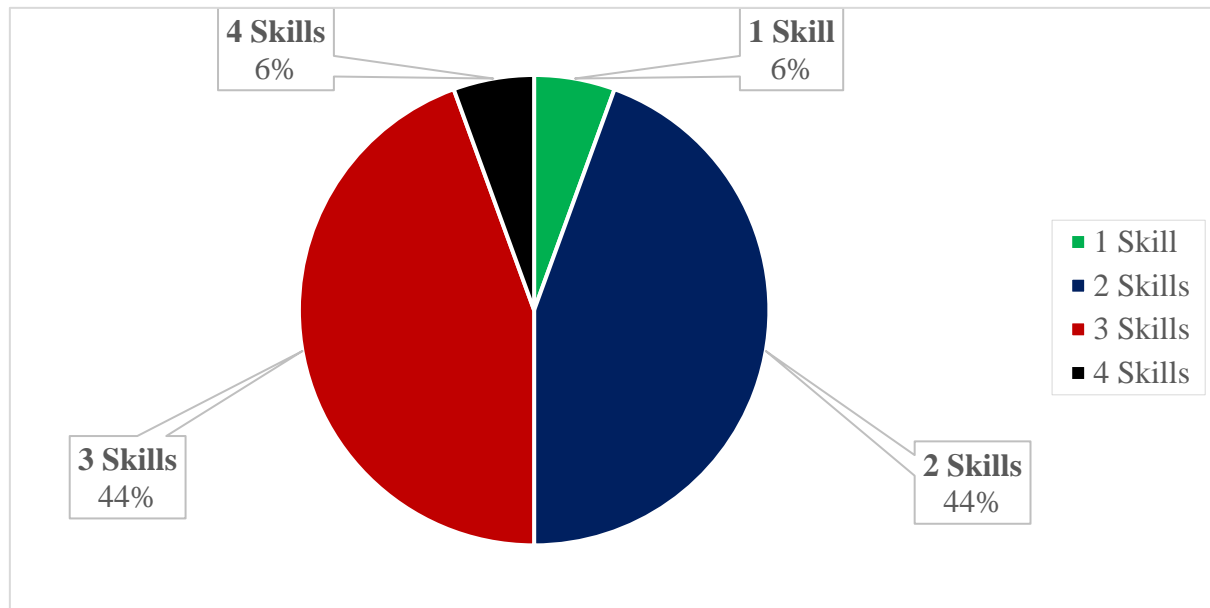


Figure 4. Number of skills per student

Source: self made

4. CONCLUSIONS

From the results of this investigation, it was possible to observe the benefits offered by the application of the CHASIDE test, because through this tool, important guidance can be provided to students who are completing their high school, for the choice of a professional career. For the particular case of the students of the Bosques De León Educational Institution, it was possible to determine the interests and aptitudes, through the application of the survey, and with the socialization of the results to the interested parties, it was possible to enlighten the students about topics such as vocation, vocational guidance, professional interests, as well as skills in the workplace; In addition, students were helped to sow the first seed in the search for their professional future. On the other hand, important information was provided to the educational institution, related to its future graduates, constituting this information, in a very useful pillar to reinforce and encourage young students towards their vocations, so that they have more solid foundations and a more stable step in choosing their future professionals.

ACKNOWLEDGMENTS

The authors thank the directives and students of the last year of the Bosques De León Educational

Institution, for participating in this scientific research.

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