

## EXPECTS OF INFORMING STUDENTS ABOUT FUTURE STUDY

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### **Abstract:**

There is no doubt that education is very important which reinforces the tendency to start the process of education in the early years and extended into the third decade of someone's life. Today, individuals even with higher education do not have a guarantee to get a job and this is why it is much more meaningful and important to talk about transitions of individuals from the primary to secondary school and later from high school to university. This change can be very stressful for young people and that is why it is important to place greater care on action and cooperation of various institutions in the provision of assistance to primary and secondary school students in their decision making when they are choosing the next school. However, it is necessary to consider whether such cooperation with the institutions is effective and how can it be made even more effective. Some secondary schools in addition of standard information days also offered students special days at their school, which are designed to introduce students to the various programs of the faculties. Through research, we prepared a model of effective cooperation between these institutions.

*Keywords: education, cooperation, secondary school, higher education, faculty.*

## 1. INTRODUCTION

The right to education is one of the fundamental rights wrote down in the United Nation Convention on the Rights of the Child (Krek, 1995, pp. 13–16). The signing countries are committed to provide compulsory and free primary education for all participants, to promote various forms of secondary education (general and vocational), to provide children, if necessary, financial assistance. General secondary, vocational and higher education should be accessible to every child or adolescent within the reach of their personal capacity. Even in the 57th article of the Constitution of the Republic of Slovenia (2006) it is stated that education is free and that the state creates opportunities for citizens to obtain a proper education.

The reason why young people consider the education of great importance is due to their belief in the possibility for an open passage from one social class to another, which among school-age youth raises expectations for their own educational attainment. An important factor in the labor market is education, since it is one of the factors that determines the position of the individual in society and with higher education the individual is provided with the better chance to succeed in life. However recently most job seekers are exposed to more significant market forces of supply and demand and since education is both consumption and investment, and can not be mapped, which ends the personal meaning and social significance of education begins (Černetič, 1999).

In March 2010 European Commission (Lautar & Poljak, 2010) accepted the European development strategy to 2020 for Growth and Jobs, in which the European Council agreed on five key objectives, which should also guide the activities of the Member States and the Commission. One of the goals of education is to increase the proportion of residents with at least a college degree among the population aged 30–34 years to 40 %. Slovenia is already part of this achieved objective; it has at least a college education, 41.5 % of women at this age and it was just half the proportion of men with at least a college education (22.9 %). Nevertheless, Slovenia is on track to achieve this goal before 2020, because in January 2011, the total proportion of people with such qualifications was 31.7 %, but if we consider only the citizens of Slovenia, it is 33.5 % (SURS, 2012).

The educational structure in Slovenia from 1991 to 2011 has improved. The proportion of adults aged 15 years or more, with incomplete primary education decreased from 16.7 % to 2.05 %. The share of individuals with primary education decreased from 29.8 % to 12.37 %. The data shows that the proportion of individuals with lower education decreases. According to gender data shows that the proportion of women with no education, incomplete primary school and primary school is higher than the Slovenian average, but from year to year declines since decreasing the overall proportion of individuals with lower education. The proportion of women with incomplete primary education decreases from 17.9 % in 1991 (Slovenian average is 16.7 %) to 2.46 % in 2011 (Slovenian average is 2.05 %). Interesting is the fact that women are above average, according to complete higher education. For example, a college education had 2.63 % of women in 2011 (Slovenian average is 2.39 %), university degree 2.06 % of women (Slovenian average is 1.65 %). According to complete secondary education on average men have higher education than women. In 2002, a high school degree had 60.6 % men and 47.9 % of women among age 15 years or more, with incomplete primary education decreased from 16.7 % to 2.05 %. (Table 1) (SURS).

**Table 1:** Population in Slovenia, 15 years old or more by education and gender, in 2011

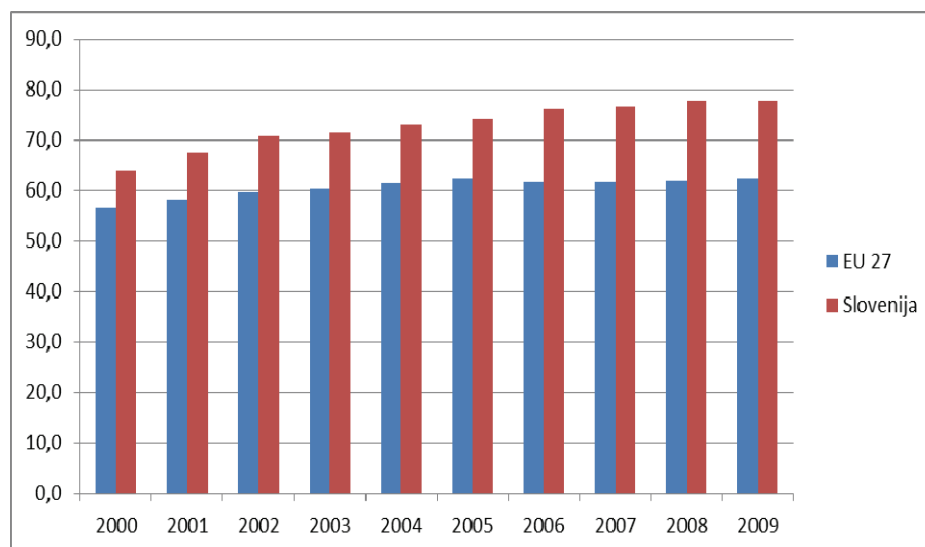
	2011		
	Total	Male	Female
No education	0.17	0.12	0.21
Incomplete primary school	2.05	1.62	2.46
Primary school	12.37	10.59	14.08
Lower occupational	0.72	0.77	0.66
Secondary vocational	10.84	14.24	7.56
Secondary, general	15.11	15.01	15.21
Higher professional	2.39	2.15	2.63
Higher professional	1.65	1.24	2.06
University High	4.06	3.54	4.57
MSc	0.41	0.43	0.4
Ph.D.	0.22	0,28	0.16

Source: SURS, 2012.

In European countries, the average length of schooling has increased. More and more people have a high school degree, so it might appear that this factor is almost no longer relevant. In fact, those who do not have at least secondary education are in a much worse situation than they were decades ago. Individuals with higher levels of education do not have assurance that they will get a job, but they have more opportunities to get one (Barle & Bezenšek, 2006, p. 215). Young people often decide for further studies in order to avoid possible unemployment.

Analysis of the data (Eurostat, 2012) shows that the proportion of young people involved in education is higher than the European average (comparison between Slovenia and the EU 27 countries). Women's participation in the educational process has larger discrepancy between the Slovenian and European average. Women involved in education in Slovenia (Figure 1), is more and more diverse than men's European average. Namely, in Slovenia in 2009 was included in the education 77.7 % of women, while the European average in 2009 was 62.4 %. In 2009, education was included 63.6 % Slovenian men, while the European average for the same year is 57.9 %.

**Figure 1:** Women (15–24 years) involved in education. Comparison of the EU-27 and Slovenia



Source: EUROSTAT, 2012.

In 2001 and 2003 the number of graduates increased by 20.3 % between year 1995 and 2003 as much as 191.7 %. It is worth drawing attention to the fact that the largest increase is in the number of graduates in the field of social and business sciences and law, while in engineering, manufacturing and construction and in the field of natural sciences, mathematics and computer science have been reducing the proportion of students (although the demand for labor is high) (Verša & Spruk 2004; Harapin, 2009).

On the basis of statistical data we should consider how and when to focus on individuals in educational work. Preparation for educational work starts in the nursery school and some elementary schools are already involved with the nursery school in a way to join meetings to discuss how to inform parents of children with slightly different ways of working and how to involve a child to school. In fact if all students are treated equally, we must offer them a stimulating environment so that they can all achieve their goals. All teachers should be aware of how important is a good preparation for learning. For students it is very important that they know how to find their own information, conduct research, perform critical thinking, work in groups to observe others and so on, and that is why it is important to connect schools among each other (Košir & Kolenko, 2010). Cooperation between primary and secondary education is confined to the information days, open days, where in primary school it is in a slightly different, where there is more possibilities to learn about work and life at school. Our main research problem was the importance of the transition of individual/student from high school to higher education.

In last grade of high school students can attend the information days, where they obtain information about the desired school, but reality is that there are still many students who do not know where to enroll. This is a very stressful period for students and they know that this decision is very important. They also attend other activities related to enrollment for example: classroom hours devoted to specific curriculum, special days devoted to presentations by faculty, participation with other institutions (homes for the elderly, kindergartens, factories ...) and others. It is important to note that all these "other" activities are planned in school's annual working plan.

By analyzing the documents in secondary schools we found that there are no detailed or perceived involvements, planning assistance to students in the choice of further education. We have detected that the program guidelines for counselors in secondary education states that they have to work with external experts. Support Service (Čačinovič Vogrinčič et al., 2008) is in addition to all other tasks performed by students and career guidance which means that students should have the opportunity to find out more about the possibilities of continuing education in the last year in high school and counseling service has to offer them at least one individual interview and to provide them with information related to career guidance, etc.

## 2. METHODOLOGY

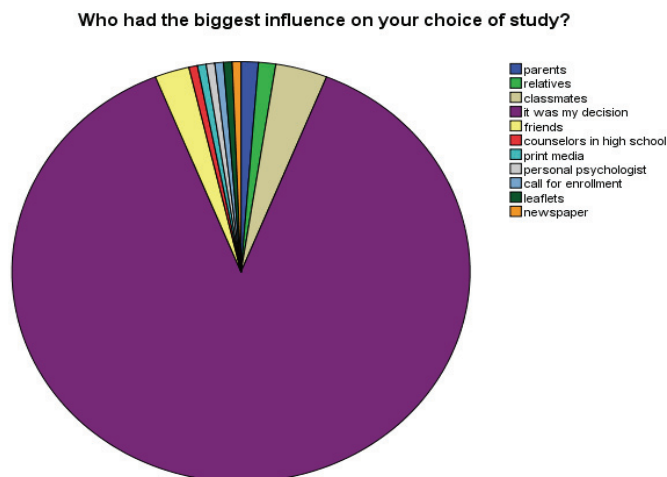
For the empirical part of the paper we collected, analysed and synthesized primary and secondary data sources. Primary data were collected through questionnaires in secondary/high schools and faculties, secondary sources of data were collected by literature and resources. In research are taken into account the principles of descriptive and causal non-experimental methods of empirical research. For the processing of empirical data SPSS program was used.

### 3. RESULTS

The analysis included 164 questionnaires filled out by high school students 75 % of the fourth grade and 25 % first cycle students of first grade, among which was 18 % male and 72 % female.

The research results were based on empirical quantitative research and the theoretical results. On question who had the greatest influence on their choice of study? 87.8 % of respondents said that it was their choice (Figure 2). Interesting was the fact that almost 8 % of information days, which are organized every year in February at all higher education institutions, are not attended by respondents, among those who have attended them, it was 62, 8 % of respondents and they attended only one information day. When asked how many higher education institutions they have visited on information days, more than one third (39 %) of respondents stated that during the information days they visited two higher education institutions, which suggests that they have decided about HE institution are interested in before information days, which partially resolved their choice of study.

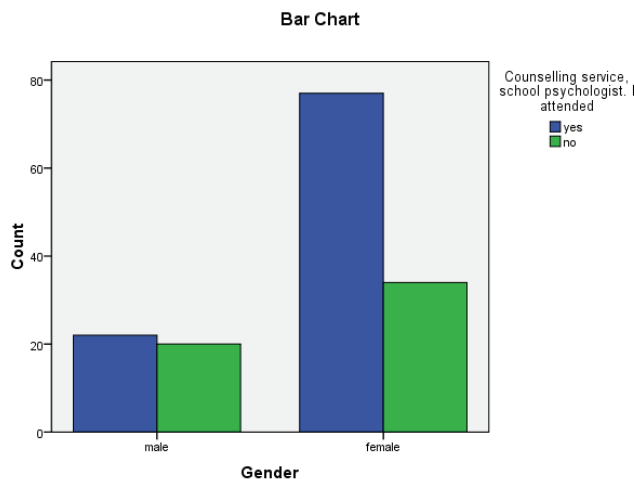
**Figure 2:** Who has had the greatest influence on the selection of respondents study



We were also interested in the organization of information about studying for prospective students. The data show that in secondary schools special days devoted to presentations by faculty were organized and was also often attended by the respondents (76.2 %). Regarding satisfaction with these presentations of faculty in high school, 38.4 % of respondents indicated that these activities are nothing special, 23.8 % of respondents were satisfied with these activities which are helpful in the choice of study, and 10.4 % respondents feel that these activities at the school are really helpful in the choice of studies. The data show that 34.2 % of respondents believe that these organized special days, which are devoted to the presentation of the study, are very useful.

Among the options of information for the study are indicated: class lessons, Centre for information and vocational counselling, consulting school psychologist and / or school counsellors, professional presentation of work in organizations and clubs designed for career planning. The most outstanding fact is that most, 60.4 %, respondents are looking for help at counselling service or at the school psychologist. Using crosstabs (Figure 3) show us that 69.4 % women are mostly attending the organized forms of information for the study or on further studies.

**Figure 3:** Acquisition of information for further studies in counselling service by gender



On the question, when do you find most convenient time for the presentation of higher education institutions and enrolment in the faculty, 64.6 % of respondents said that they find most appropriate time is in the fourth grade. Also, respondents indicated that they would be an appropriate form of participation in the study or presentation to talk with students and professors of faculties, in which they are interested.

## 4. DISCUSSION

Students in fourth grade finishing high school are a very vulnerable group, because they are under severe pressure to choose their further study path. This is a stressful period for the student, and although today's students are considered to be TV and Internet generation, in most of the cases students themselves are still taking decisions on further study path on their own, and their decisions are not directly affect by media, friends or parents.

At the high school, many activities are offered to inform students about further studies. After reviewing the annual work plans of some high schools, we see that schools actually offer students a wide range of activities associated with the choice of study, such as circles, intended career guidance, organize courses to prepare for the entrance exams at some faculties, offering professional presentation of organizations and so on. They are also implementing special days, which are designed for faculty presentations, and even though this activity is entirely in the domain of individual high schools, many students decide for this offering. Very important advice to the school psychologist and / or counselling services is that it would be reasonable for counsellor to be informed about the various study programs and other school activities. After an interview with the students in the classroom, we also came to the conclusion that some students are very well informed about the study programs and job opportunities, others may lack this information. The fact is that everything depends on each individual, while ones are more interested in further education and they try to obtain the relevant information, others are not.

The question should also be made whether it would be sensible to begin with the presentation of higher education in the third year of high school, while many students/respondents think this seems reasonable. Based on the survey, we see that institutions should offer students more possibilities for a direct contact between students and professors. Students also want to hear from students, talking with them, listen to an hour or two of lectures at the faculty. And

as we mentioned at the beginning that even individuals with high levels of education do not have assurance that they will get a job, young people want to hear what their job opportunities are after completing his studies, in which they are interested in.

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