PSYCHOLOGICAL IMPLICATIONS OF CHOOSING A PROFESSION FOR GRADUATES OF TECHNOLOGICAL HIGH SCHOOL, AS SEEN THROUGH THE HOLLAND TEST

Floarea-Diana Sălăgean [1]

[1]"Matei Corvin" Technical College of Hunedoara, Hunedoara, Romania; The Association of Integrative Research, Counselling and Psychotherapy, Timisoara, Romania

Corresponding author: Floarea-Diana Sălăgean, diana_slgn@yahoo.com

ABSTRACT: Society evolves, and its requirements are more numerous and changeable, so young people need to be well prepared to meet the high demands. The situation of young high school graduates appears to be increasingly problematic as they represent a segment of increased vulnerability to unemployment in all labour markets that are specific to the free economy markets. It is perceived as a painful and serious problem, having a negative effect not only economically, but also socially and psychologically speaking.

This paper proposes a theoretical and practical approach that will help high school graduates take a correct decision regarding their future profession supposedly being that these students have little information about professions, occupations, jobs, about the work content, they may enumerate a relatively small number of professions and make poor choices that are not in accordance with their personality.

This study aims to identify occupational preferences of graduates, to determine the compatibility between the profile they are enrolled and future occupations of their choice at the end of pre-university and the analysis of the psychological implications of their choice for a profession through the Holland Test.

KEYWORDS: career, occupational preferences, psychological implications, patterns, compatibility.

1. INTRODUCTION

1.1. Theories on career

"Career represents the professional personal trajectory characterised by an ascension moment, by stagnation, regressions etc., each person interested in his/her becoming wished to know him/herself though personal efforts" (Drobot et al, 2009).

A career is sustained the persons in the self-management process and by the company in the career management process (Papuc et al., 2008), but the personality of each employee has a great contribution in the development of a career type.

There are two major theories regarding career types. The first is John L. Holland's theory that identifies six distinct patterns of career guidance: conventional, artistic, realistic, social, enterprising and investigative (Holland, 2009).

Each of these patterns is described in detail, as follows:

1. A person belonging to the conventional type generally prefers methodical activities that have rules. There are activities that require organizing, written or numerical information, analyzing algorithms and generally using standard procedures established in advance.

This type involves conformist, orderly, effective and practical people; these being the positive aspects (Lemeni & Miclea, 2004).

The other aspect of this type that complements the first part involves a lack of imagination, inhibition, inflexibility. The profession is probably related to accounting and finance (Dumitru, 2004).

2. The person described as belonging to an artistic type is completely the opposite of the conventional type as personality.

Thus, these people prefer activities that involve ambiguous and unsystematic expressive forms of writing and verbal or visual expression.

Most times people are imaginative, intuitive, and independent; at the same time they are sloppy, emotional, and impractical. Most likely their profession is related to graphics and advertising (Bocsa & Munteanu, 2010).

3. The realistic type person engages in activities that involve physical manipulation of objects. Their positive qualities are: spontaneity, stability, practicality.

The parts that are less good: shyness, conformism, lack of intuition. Areas compatible with this type of person are those which require fewer social benefits, negotiation, and persuasion.

4. The type opposed to the realistic one is the social type. People belonging to this gender are involved in

activities associated with information, assistance, and the development of others.

People are sociable, friendly, courteous, diplomatic, therefore unlikely to feel good in professions that require ordered, systematic, structured activities with rigid rules and that are predictable.

The areas, most suitable for such persons are: marketing, sales, training (Dumitru, 2004).

5. The persons belonging to the entrepreneurial type are people who prefer working with other people, but tend to control and direct them - without help and understanding - focus is on organizational and business objectives (Papuc et at., 2008).

Looking at the positive characteristics, one could find: self-confidence, ambition, energy, extroversion. The less pleasant aspects are: dominance, lust for power and impulsivity (Hawkins, 2007).

6. The opposite type is the investigative one. People like this are oriented towards activities of observation and analysis.

They generally aim to develop their own knowledge and understanding. The two aspects of this type are: originality and independence on the one hand, disorder, lack of practical sense, impulsiveness on the other hand.

It is totally inappropriate for this type of person to turn to repetitive activities or to activities related to the sales type.

The most suitable activities for this type are research, development and consultancy (Hawkins, 1995).

The six patterns are ideal types, all attributes fitting to eliminating the tensions between them, dualities of any kind, and the individual orientation is very clear.

A second theory is Schein's theory regarding career anchors; five distinct patterns of talents, goals, needs and values are identified (Bocsa & Munteanu, 2010).

These are arising from the initial work experience: technical competence/operational, managerial competence, safety, autonomy and creativity.

The term "anchor" is used to refer to specific individual cores that are consistent part of the identity of the individual occupational and in time they manifests as anchors. We shall see which involves each of these "anchors" (Holland, 2009)

1.2. The Holland test (self-directed search)

The famous Holland test (Self-Directed Search) is a tool used in self-evaluation, which means that it is a tool that can be used in self-administration, self-scoring and self-interpretation. Its main purpose is to assess for professional counselling (Mitrofan, 2009).

SDS (Self-Directed Search, Holland) is a tool for self-generated, self-scoring and self-interpretation, which is used in career counselling (Tudoran, 2002).

At this point in the literature there are over 500 articles, books, papers and reviews examining how the Holland typology manages to prove experimentally its assumptions, but also focuses on the value of this typology in organizing personal data or occupational and in actual practice, making SDS one of the most known and documented vocational questionnaires (Mitrofan, 2009).

SDS can be used in vocational guidance; it is suited both for individual application and for the group. In individual counselling, SDS can be given to the client to be filled in at home, but it is recommended that this form of assessment to be used only after a short initial interview with the client (Eels, 2011).

In group counselling, SDS can be used among others in determining training needs.

Students and adults are happy to discuss the results of the SDS; they immediately learn the classification scheme, they contribute with information about their personal lives and often have a positive attitude with regard to exploring the possibilities of vocational future and solving problems.

SDS can be very helpful for people experiencing a wide range of uncertainties about their own career.

Among them are people who have doubts about their career choices, people who want to try something different and people who want to be sure that they have not failed to look for alternative interests, which they could take into account (Zlate, 2000).

Additionally, it can be used by people looking for an alternative to the current career, returning to education after a break or who question the suitability functions, positions or the roles they occupy.

SDS can be used to explore the relationship involving activities, occupational skills and self-assessment with broader occupational classes.

Following the administration of SDS, its results can be reviewed to see how the activities, skills and self-assessments match certain occupational groups.

Cultural adaptation of SDS in Romania has been a long process, which extended over a period of 18 months.

For the calibration of the test a sample of 1519 participants was considered, balanced by gender and occupational category.

SDS has been developed with two main objectives:
(a) to increase the number of persons observed by an advisor, and
(b) to provide professional advice based on their own experience to people who do not have access to a vocational counsellor.

SDS is used in schools, high schools, colleges, adult centres, correctional institutions, centres and offices

recruiting women for professional education, vocational guidance and placement.

Business and industry, is used for selection, placement and staff development (Holland, 2009)

2. OBJECTIVES AND HYPOTHESES

This paper proposes a theoretical and practical approach that will help high school graduates take a correct decision regarding their future profession.

It is supposed that these students have little information about professions, occupations, professions, about work content, thus the may include a relatively small number of professions in their choices and make poor choices that are not in accordance to their personalities.

Thus the identifying of occupational preferences belonging to twelfth grade graduates from the "Matei Corvin" Technical College of Hunedoara represents the theme of the study presented.

The objectives of this research are:

1. Identification of occupational preferences of twelfth grade graduates from the "Matei Corvin" Technical College of Hunedoara.
2. Establishing the degree of compatibility between the profile of pupils enrolled and their future occupations, their choices after graduation.
3. Analysis of psychological implications in choosing a profession through the Holland Test for graduates of the "Matei Corvin" Technical College of Hunedoara.

Through the research the following hypothesis will also be verified:

1. If students attend a school in an area deprived of technology, then their options are limited in number.
2. If students have chosen a technological or vocational school, the test results have the largest share in the same occupational profile.
3. If there are more boys registered in a technological or vocational profile, schoolgirls (girl graduates) of a technological or vocational school have more professional options to test different profile school than the boys.
4. If the labour market demand is not so good, the number of options is small, the summary code and the similarity between the occupational and aspirations codes is lower.

3. RESEARCH DESCRIPTION

The research was applied in Hunedoara, at the County Technical College "Matei Corvin", on a sample of 36 students from the 12th grades: A, B, E, with the following study profiles:

- Electronics and automation, 12 pupils
- Technician in transport, 10 pupils
- Sports Instructor, 14 pupils.

Student ages are between 18 and 20 years. Most pupils are male, with the exception of 4 female from the Electronics and Automation profile.

Data collection was conducted during communication classes: guidance and school counselling.

The test applied included two notebooks: one assessment and one that contained an occupational classification, helpful for the person who was self-assessed during the selection process for further development.

SDS, the test used, is already applied in schools, high schools, colleges, adult centres, correctional institutions, centres and offices recruiting women for professional education, vocational guidance and placement. In business and industry, is used for selection, placement and staff development.

The questionnaire was applied in agreement with pupils, them being previously informed on the use of data obtained from this investigation. The results obtained through the questionnaire will help pupils move towards a future in education or towards a new qualification.

4. RESULTS

A total of 68 items of occupational preferences were identified in twelfth grade graduates, which is a relatively small number in comparison to occupational groups and the number of pupils. Still the first hypothesis was confirmed.

From the number of the 12 pupils, 4 girls chose Occupational Aspirations (first letters) in Realistic, Conventional, Social and Enterprising, which are areas that include occupations involving Electronics and automation profiles, but job positions are different.

The pupils from the Electronics and automation profile, most of them chose Occupational Aspirations (first letters) in Realistic, Conventional, Social and Enterprising, the same as in the previous case.

Pupils from other grades, most of them chose Occupational Aspirations (first letters) with high degree of compatibility between pupils' areas of specialization and their future occupations of choice after graduation.

Compatibility is 3, 2 and 1 point, but none of them is incompatible.

The denominations received during the test were: Same = I, arranged differently = A, and 2 or 1 compatible, part = P.

5. CONCLUSIONS

In the present study, objectives were achieved and hypotheses can be summarized as follows:

1. The occupational preferences of the twelfth grade graduates represent a relatively small number, compared to job possibilities and the number of pupils who are come from poor areas. The first hypothesis is confirmed.

In order to determine the compatibility between the pupils' study profile they and their future occupations:

2. In the Electronics and automation classroom, the majority chose Occupational Aspirations (first letters) in Realistic, Conventional, Social and Enterprising, which are areas that include occupations from the Profile Electronics and automation, but with different occupations.

Most pupils from other classrooms chose Occupational Aspirations (first letters) with a high degree of compatibility between both areas of specialization belonging to listed and future occupations of their choice after graduation.

Compatibility was set between points 3, 2 and 1, but none was incompatible, thus confirming the second hypothesis.

3. Male subjects choose a technological, vocational profile, while females from a technological high school, from the same profile, possessed different professional options to test different school profiles, in higher shares than in the case of male pupils.

From the number of 12 pupils, 4 female pupils have chosen Occupational Aspirations (first letters) in Realistic, Conventional, Social and Enterprising, which are areas that include occupations Profile Electronics and automation, but as occupations are different.

Pupils from the Electronics and automation profile classroom, most of them chose Occupational Aspirations (first letters) in Realistic, Conventional, Social and Enterprising, which are areas that include occupations Profile Electronics and automation, but as occupations are different. In conclusion hypothesis 3 is not confirmed.

4. From the profile of Electronics and automation, most pupils chose Occupational Aspirations (first letters) in Realistic, Conventional, Social and Enterprising, which are areas that include the occupations Profile Electronics and automation, but as occupations are different.

In other profiles, the majority chose Occupational Aspirations (first letters) with a high degree of compatibility between the profile grade where they are enrolled and future occupations of their choice after graduation.

Compatibility is made between points 3, 2 and 1, but with no incompatibility.

Hypothesis 4 not confirmed: The labour market demand is lower; the options are scarce, the summary code and the similarity between the codes is lower for occupational aspirations.

The strong point of this research refer to the fact that the test used highlights many aspects of personality differences between people of the same group, between different groups, and different genders. It can be applied to a large number of people in a short period of time (group).

Career guidance can be drawn next, or organizing counselling sessions.

It can be seen during training and can be correlated with labour market demand.

Weaknesses of this research are expressed as follows: one cannot identify whether the small number of Occupational Aspirations is connected to a poor are or not.

In order to be able to define career one must take into consideration the following factors:

- Individual contributions in the development of their careers;
- Contributions in developing organizations;
- Contexts of intersection;
- Quality of specific legislation and the manner in which this is applied.

Social implications for professional successes are highly complex, such as economic development, the large number of jobs, taxes to help the economic, financial and appreciative retention of employees, etc., which are captured by the present test.

The Holland Test cannot be used to realize a psychological analysis of all implications of choosing a profession, for all pupils from the 12th grade of the class "Matei Corvin" Technical College of Hunedoara.

The pupils marital status, their family structure, housing, health, and motivation, degree of physical and mental development, other options and preferences were not take into consideration together with: payroll, travelling distance, passion for the job, the degree of reflection of the wishes of parents, etc.

Rogers believes that there is a better part of human personality, which is manifested by continuous striving for growth and development in which people are employed permanently (if not disturbed or tensed) (Rogers & Wallen, 1946).

He argues that human beings have a fundamental need to develop their full potential, in clinical work, neurotic or psychotic problems deduce that develops when this aspect of the personality of a human being is consistently suppressed. Rogers refers to this need using the term self-actualization - the need to update or to achieve their potential (Drobot & Popescu, 2013).

Because of this need is great, Rogers argues that they keep referring back to them during all of their life experiences. It encourages the development experiences are those perceived as positive or useful, while those that inhibit or suppress our self-actualization are perceived as negative or unpleasant (Drobot & Popescu, 2013). Because each individual has different abilities and tendencies, each develops its own specific set of values that are often similar to others, even if not perfectly identical.

The other necessity of the human personality that Rogers has highlighted is the need for appreciation.

He argues that every human being should be cherished by others, appreciation to manifest love, affection or even respect. For it is, indeed, a necessity, not an element without which we can do, is very important for the human to find this appreciation and, in some cases this can become so important that interfere with the need for self-actualization (Hall, & Linzey, 1957).

In general, others tend to make the estimation of appropriate behaviour. In other words they admired personality if it behaves in a certain way. This means that each person knows which types of behaviour that can and cannot win the esteem of others. These ideas are known as value and conditions are very important in guiding individual behaviour, because they lead one toward the types of conduct approved by the company.

When these conditions require valuable individual to act in ways completely opposite behaviour appreciated by the individual self-actualization, then there is a threat, because the need for self-actualization of the individual is threatened (Zlate, 2000).

This produces anxiety because human becomes aware (even if this is not clear) that there is an inconsistency between actions and values.

Because of this disparity, the individual develops defence mechanisms that protect him from confronting the real situation. These defence mechanisms are of two types: denial (i.e. refusing to admit that there is a mismatch) and distortion (i.e. falsification or alteration unpleasant experience, to become less threatening) (Zlate, 2000).

Thus people can sometimes develop serious mental problems, although most use these defence mechanisms less every day.

According to Rogers developing a healthy personality implies the absence of conflict between inner urge terms of value and self-actualization because for most individuals have at least one or two people in the course of life, which give them unconditional appreciation (Rogers, 1980).

In other words, the individual knows there is someone, or there was someone in the past that kept him regardless of his behaviour.

Unconditional appreciation is particularly valuable because it frees the individual from the need to seek social approval all the time, instead giving him the freedom to explore his talents, inclinations and capabilities.

In other words, people can express their need for self-actualization without being interested in the social disapproval that might occur.

Rogers insisted that most, if not all of his neurotic patients, haven't had parents that gave them as children a strong feeling of being loved and appreciated absolutely, instead, conditioning always love in exchange of good behaviour (Rogers, 1980).

This sent the message that the child was not loved at all times and that parents would have liked, in fact, another child, an ideal that is never naughty.

Therefore, these children grew ambition to be admired by others, neglecting this time self-actualization. Such people tend to have high standards of behaviour, very unrealistic, i.e., their self concept is no longer ideal correlate at all with the real self.

In this analysis of personality theories, we see that psychoanalytic, psychometric and personality approaches are very different and both lead to very different practical procedures for the successful treatment of patients with personal problems.

Many psychologists use a combination of different theories - known as eclectic approach - taking from each part what they consider most valuable (Drobot & Popescu, 2013)..

Rogers observed strengths and weaknesses analysis can outline methods for combining information from multiple methods of investigation, observation, testing for finer discrimination of the causes of the current situation, to improve their methods.

Psychological implications of research in practice offers more variety in terms of continuation of high school and constantly changing requirements of the labour market, we consider as being of major importance to support youth in making the right decision regarding career guidance. Summarizing

based on theoretical and practical aspects of the work, one can conclude on a pedagogical role in career guidance, counselling pupils, as follows:

- Support those undecided about their professional future;
- Supporting young pupils to adapt easily to the present social and economic dynamics;
- Self-knowledge and personal development in terms of intellectual, personality development;
- Teaching pupils how to choose themselves and be responsible of the future career;
- Reduce the distance between the school and the labour market.

For high school pupils to take the correct decision as much information as possible is needed, both about the labour market and the possibilities of further education and counselling pedagogical group and individual, through the knowledge of personal resources, optimizing decisions over career choice.

Career orientation should be seen as a component of human resources management (Papuc L., 2008). Career guidance activities are an active preventive measure and should partial settle the imbalances in the labour market.

The main mechanisms that enable prevention of these imbalances are related to the ability to choose school and profession according to ones interests, skills and personal values, but also taking into account the realities of the labour market.

Closely linked to career guidance, career development is a process that extends throughout life. This process is translated into jobs, occupations, leisure activities opts for an individual (Papuc L., 2008).

It is a process that is influenced largely by the family environment, the family and school education, religious orientation and other social factors (Palos, & Drobot, 2010).

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