THE EXPECTANCIES OF ROMANIAN HIGHSCHOOL STUDENTS REGARDING THE RELATION BETWEEN EDUCATION AND PROFESSION

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Abstract: *Expectations of Romanian High School students report to the relation between education and profession.* It is a reality, both for education professionals and the general public interested in society that students' attitude towards the education from the formal environment and the school is in a continuous decline, in recent decades. In our research, conducted on a sample of High School students, we have identified four levels of school`s valorization for the following statements: (1) The school is not a priority for me, because you can earn money without graduating different level of education; (2) I want to go to school only to have a certificate/a degree; (3) I want to attend a school that would offer me a profession/job at the end, not just a degree; (4) I think education offered by school will help me fulfil my ideals. The research results show that the highest percentages of respondents` choices record the high level of valuation; students prefer to attend the education offered by a school that offers a profession, not only a certificate. The maximum level of education desired by students is higher among girls and for High School students with high level of training results without missing those with medium or low training results. The highest expectations towards school training are recorded on the specializations such as: natural sciences, mathematics - computer science, philology and teaching.

Keywords: expectation, the highest level of education, profession, students

1. THE INTEREST FOR EDUCATION AND SCHOOL REVELANCE IN SOCIOLOGICAL RESEARCH FROM ROMANIA

Expressions such as: "In recent years there has been a low valuation of the school, in Romania" or "For today's students, the school is no longer a value" appear as a leitmotif not only in discussions of persons interested by educational phenomenon, but also as sure information for the public provided by media. The common knowledge of a phenomenon, found in all historical periods, beyond causing questions and raising issues, has imposed some limits, noticeable through the comparative analysis of statements that it supports and the results of some scientific complex research which investigate various side of that phenomenon.

The importance of the school is outlined by the growing interest of researchers in areas related to educational phenomenon, such as sociology or psychology. We offer some of the data of research conducted by Euro <26 Association from Romania, on aspects relating to the value of school[1]. The selection of the samples, in all given examples, includes young people being on holiday in Costinesti. In 2006, the conducted research aims to find answers of

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[1] The data was offered by Mr. Mugurel Stan, the main header of Euro<26 Association://www.euro26.ro/e26

the life, needs and expectations of students from Romania. The data shows that 57% of the 808 surveyed students value the education, their expectations being related to the fact that, in the future, by practicing the profession for which they prepare, they can influence the city life where they live. At a rate of 10 percentage points higher than the previous one, the students (68%) believe they will hold a job in the field for which they prepare. The importance of their future profession is evidenced by the fact that 80% of students considered mandatory the state involvement in consulting the professional orientation of pupils and students. The valorization of education and attended school is emphasized by the high percentage of students (70%) who believe that university prepare them for the future, given the professionalism of teachers and the relevance of attended courses.

Another study, whose aim was to find out the values, hopes and expectations of young people, conducted in 2010 on a sample of 1455 young people aged under 26 years old, shows that half of the respondents (51.6%) chose the education from a list of 8 values as the value that helps them to open a path in life. A higher percentage of young people (87.9%), to the question "What is school for you," chose the positive course of answer "An aid for the path of my life."

These research data, together with those made by specialists in the field of educational sciences and psychology, reflect a need for reviews of educational policies, made from the needs and expectations that future adults have for the school that will provide them a future, the majority wants it in this country.

2. THE STUDENTS`EXPECTATIONS FROM FORMAL EDUCATION

The sociological research have suggested us making a pedagogical research in Alba County, on a representative sample of 1127 High School students[2], which wanted to identify their values, patterns and expectations in relation to themselves, family, friends, different institutions. This paper aims to present the most relevant data on the value of school given by students enrolled in research, on the highest level of training they desired. The results will be analyzed by different variables, gender, residence, students` class and their education level.

The valorization of school was focused on four issues, on four levels, placed in ascending order of intensity: very low - (1) The school is not a priority for me, because you can earn money without graduating different level of education; low - (2) I want to go to school just to have a certificate or a degree; high - (3) I want to attend a school that would offer me a profession/job at the end, not just a degree; very high - (4) I think education offered by school will help me fulfill my ideals. The results are summarized in Table 1.

**Table 1** School`s valorization by students, on four levels of intensity

Statements	No.	%
1. The school is not a priority for me, because you can earn money without	84	**7,5**

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[2] Both the questionnaire and the sample of students were confirmed by Education Sciences Institute from Bucharest

graduating different level of education.		
2. I want to go to school just to have a certificate or a degree.	48	**4,3**
3. I want to attend a school that would offer me a profession/job at the end, not just a degree.	599	**53,1**
4. I think the education offered by school will help me fulfill my ideals.	381	**33,8**
NO	15	**1,3**
Total	**1127**	**100**

The results from Table 1 show the high percentage values for positive levels of school`s valorization: high (53.1%) and very high (33.8%). If we sum up the two percent, the result 86.9% obtained by our sample is from a difference of 1 percentage point (not statistically significant) under the value obtained in research conducted by the Association of Euro <26 Romania, in 2010, for the question "What is school for you? ".

The analysis by gender[3] for the four statements shows significant differences (less than 5%) for all four statements, as shown in the figure 1.
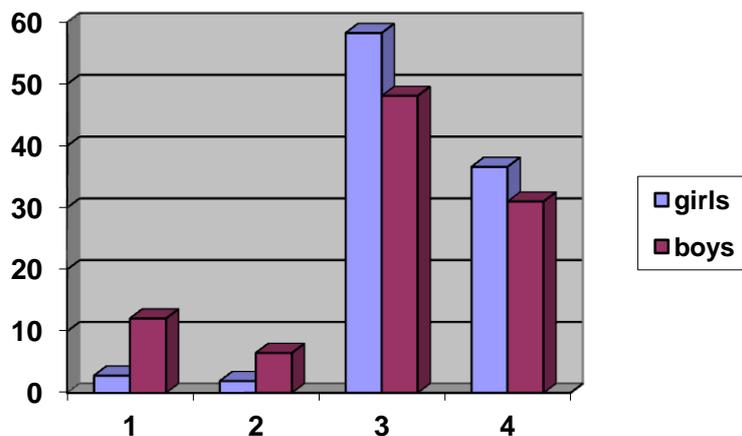

Figure 1 Comparison charts on students` responses for the claims relating to the value of school, by gender

For statements that emphasize positively the school, the differences are in favor of girls, more than 10 percentage points for the high level of valuation (d_{f-b} = 58.27% - 48.1% = 10.17%) and less over 5 percentage points for the highest level (d_{f-b} = 36.61% - 30.99% = 5.62%). The lower value of school given by the boys, for the differences almost equal: 10 points for the lowest valuation (d_{b-f} = 12.07% - 2.81% = 9.26%) and 5 percentage points for next level (d_{f-b} = 6.48% - 1.93% = 4.55%).

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[3] Our sample was compound from 568 girls (50,39%) and 555 boys (49,61%), being representative on the country level for the population`s distribution by gender in Romania

The data`s analysis according to the residence of the students` parents reflects differences of about 5 percentage points only for the claim *4) I think that the education offered by the school will help me fulfill my ideals*, for students in rural areas. These data reflect a balancing of options and leveling of rural-urban differences.

Data analysis for the students` class reveals the differences of more than five percentage points for three from the four levels of school`s valorization, as shown in Figure 2.
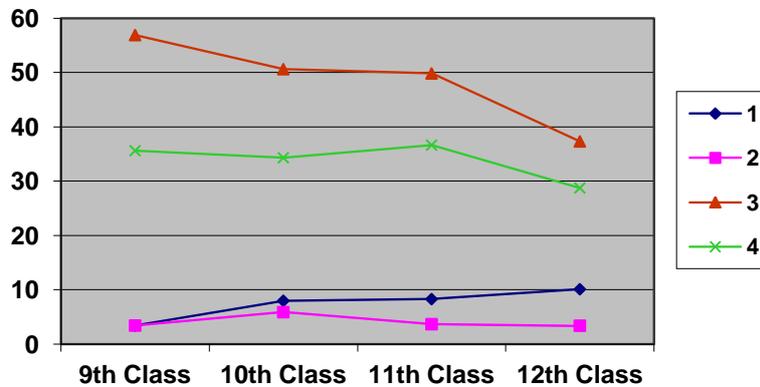
Figure 2 Distribution curves on students` responses for claims relating to the value of school, according to the students` class

Figure 2 reveals the close forms of the three distribution curves: linear ascending (1) or downward (3) and (4), percentage values increased slightly to 11th class. For statement (1) *The school is not a priority for me, because you can earn money without graduating different level of education*, the curve shows a low slope, the difference between the extreme values being (d = 10.08% - 3.39% = 6.69%). A value close to differences we have for the assertion that emphasize school at the highest level (4) *I think that the education offered by school will help me fulfill my ideals* (d = 36.63 % - 28.73% = 7.9 %). The biggest difference that shows a devaluation in time occurs for the claims (3) *I want to attend a school that would offer me a profession/job at the end, not just a degree* (d = 56.9 % - 37.31 % = 19.59 %). All three curves shows axiological changes related to school, being more pronounced towards the end of High School. This can be related to the immediate reality, given by the option for a certain faculty. In addition the research data shows the existence of a crisis in many aspects for the students of 10th class, which shows the need for a complex educational intervention to support High School students in relation to nearing the main values: family, faith, education, etc.

3. THE EDUCATION LEVEL EXPECTED BY STUDENTS

Directly related to the value of school, there are their expectations regarding the maximum level of education desired by High School students. The questionnaire proposed by us has included five levels: 1) school; 2) post-secondary school; 3) faculty; 4) master; 5) doctorate. The data were summarized in Table 2.

Table 2 The maximum level of education desired by students

Levels of education	No.	%
1. High School (HS)	196	**17,4**
2. Post-secondary School (PS)	31	**2,7**
3. faculty (F)	518	**46**
4. master (M)	230	**20,4**
5. doctorate (D)	139	**12,3**
No	13	**1,2**

The data from Table 2 show that there is a maximum of choices for the "faculty" level, in a proportion of about 50%. A fifth of students want to continue their studies during the academic masters and over 10% want to get the Doctor title in a particular field. There is a percentage of 17.4% of students who don`t wish to attend another school after High School. The differences by gender are highlighted by Figure 3, where we use upper case letters for each level of school from the list proposed by us.
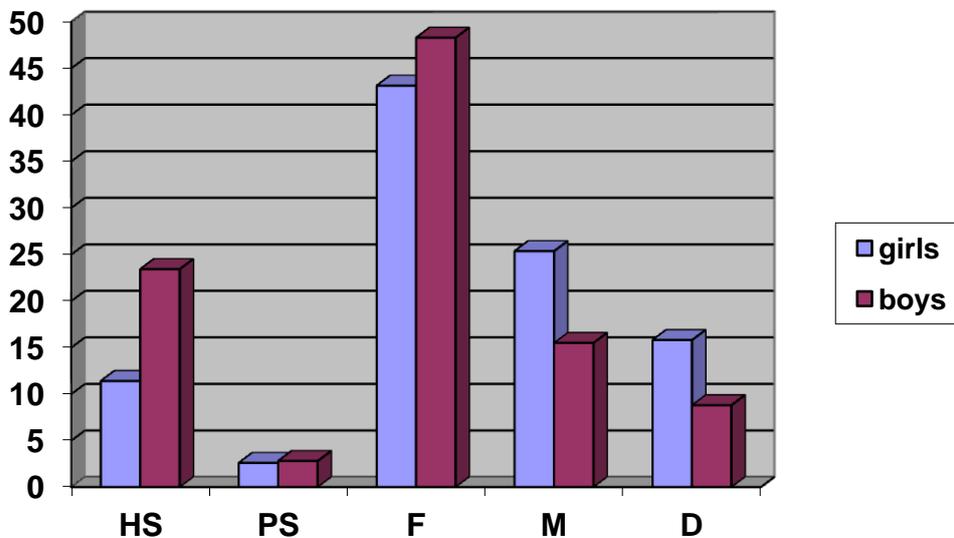
Figure 3 Comparison charts on students' responses for claims
relating to the maximum level of education desired by students, according to gender

Differences according to gender more than 5 percentage points were recorded for all four levels with values of more than 5%. As shown in Figure 3, to the lower levels of education, "High School" and "Faculty", the differences are in favor of boys, and to higher levels, "Master" and "Doctorate", in favor of girls. For the four levels, the differences are within the range (5.15% - 12.02%).

The trend of leveling of the rural-urban differences, seen to the above item can be found also in this case, the differences between the values of the four levels of education being included in the range (0.9 - 8.11%). Particularly we note here that students who come from rural areas want a lower education level compared to their urban peers. The largest expectations towards school training are registered by the specializations: natural sciences, mathematics - computer science, philology and teaching.

Being close by the time of graduated studies leads to increased expectations on the attended school, the higher levels of education receiving more choices by students in the final years, this fact being due to the more precise information according to the approach of the opinion`s moment to continue the academic studies.

4. CONCLUSIONS

The positive valorization of school by most students is the proof of teachers` effort into educative activities, so the coverage and the emphasis of the so-called successful models that have succeeded in life without a high education level affects a low percentage of students.

The high valorization of school by female population who attend High School proves a better understanding of the status offered by the high level of education, and the desire of joining the workforce in occupations that require intellectual effort, and not physically. Hence, the higher percentage values for the maximum desired level of education (Master and Doctorate).

The cancelation of vocational schools and the lack of a diversified offer of post-secondary schools have led to a percentage of students, mostly boys, for whom High School is the highest level of education desired.

The educational offer of the universities for the current High School`s students are required to be doubled by the guidance actions to those faculties that can provide them a viable profession after graduation and according to their potentials, so that the school facilitates the fulfillment of their ideals on personal plan, not only on professional one.

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