

quality at all levels of the educational system. If the introduction of changes is a priority for the school, then the entire team must be activated to identify the needs for changes, the pressures and resistances that will appear in relation to the changes, the content of the changes and the implementation process in their own work and in the work of everyone a member of the collective.

In addition to the mentioned changes in the macro context (institutional and personal changes), requests for changes in the approach to education and for teacher training are also being initiated. Since the teacher's roles are changing and expanding it is necessary that he be ready to become familiar with those roles and accept them. Considering that the quality of the school is imperative to the reforms in education, it is necessary through the policy of education, as well as through the improvement of the specific conditions in the schools, to enable the teachers to develop professionally, learn and improve.

Literature

- Alibabić, Š, Šegrt, B. (2010). Ponuda i potražnja u (pod) sistemu usavršavanja nastavnika. *Pedagogija*, 65(2), 280-294.
- Avramović, Z., Vujačić, M. (2010). *Nastavnik između teorije i nastavne prakse*. Beograd: Institut za pedagoška istraživanja.
- Beara, M., i Okanović, P. (2010). Spremnost na profesionalni razvoj nastavnika-kako je izmeriti. *Andragoške studije*, 1, 47-60.
- Deci, E.L., & Ryan, R.M. (2000). The What and Why of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268
- Kostović, S., Oljača, M. (2012). *Pedagog i pedagoške dimenzije menadžmenta*. Filozofski fakultet. Novi Sad.
- Lieberman, A. & Miller, L. (2011). Learning Communities, The Starting Point for Professional Learning is in Schools and Classrooms. *Standards for Professional Learning*, 32 (4), 16-20.
- Marušić, M., & Pejatović, A. (2013). Factors of teacher participation in professional development. *Andragoške studije*, (1), 117-130.
- Pešikan, A. (2002). *Profesionalni razvoj nastavnika – šta je tu novo?* <https://www.scribd.com/document/365368548/A-Pesikan-Profesionalni-razvojnastavnika-pdf>
- Stamatović, J. (2006). Usavršavanje nastavnika- Programi i oblici stručnog usavršavanja nastavnika, Institut za pedagogiju i andragogiju, Beograd
- Stanković, D., i Vujačić, M. (2011). *Praćenje i vrednovanje programa stručnog usavršavanja nastavnika*, Priručnik za autore i realizatore programa. Beograd: Institut za pedagoška istraživanja.
- Šarčević, D. (2017). *Činioci akademske motivacije učenika–efekti učeničke percepcije motivacionih stilova nastavnika*. Doktorska disertacija. Novi Sad: Filozofski fakultet
- Velki, T. (2011). The correlation considering the degree of autonomous motivation, academic achievement and mental health. *Croatian Journal of Education*, 13(3), 56-87.
- Vuković, D. (2016). *Značaj crta ličnosti i structure radne motivacije za nivo zadovoljstva karijerom*. Doktorska disertacija. Novi Sad: Filozofski fakultet

SESAR Mara

Elementary school “Fran Galović” in Zagreb / Associate at the Faculty of Humanities and Social Sciences in Zagreb (Department of pedagogy)

THE IMPORTANCE OF EARLY CAREER GUIDANCE IN ELEMENTARY SCHOOL

Abstract: The process of career guidance helps the individual to know the requirements of the market (society) and includes awareness of student's interests, abilities and competencies. In Croatia, career guidance is also known as professional orientation and the importance of it is

unquestionable in the lower levels of education also, which is the focus of the empirical part of this paper. As part of the project Pedagogy of relationships in educational institutions in the (post) pandemic period (Department of Pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb), a research was conducted to determine different criteria for choosing a profession and differentiate students interests, opportunities and potential. The goal of the research was approached from students' and teachers' perspectives. The methodological approach of the empirical part is quantitative-qualitative (mixed methods research). The student's perspective was examined through a questionnaire that contains questions of the student's perception of future career path. Qualitative methodology refers to interviews with teachers about professional orientation. The questionnaire and interviews followed after all participants read the didactic material „What will I be when I grow up?“ and after conducting pedagogical workshops designed for this research. The experiences of students and teachers in this research prompted further reflections on the potential and importance of early professional orientation as well as the challenges that arise from it. The student's interests should be followed with appropriate guidelines from the existing curriculum, but also with parental support, all so that professional orientation in the final grades is just a stamp on the entire process of professional orientation.

Keywords: Career guidance, Professional orientation, Interests

Introduction

The process of career guidance helps the individual to know the requirements of the market (society) and includes awareness of student's interests, abilities and competencies. In Croatia, for career guidance it is used the term *professional orientation* and the importance of it is unquestionable in the lower levels of education as well. Most activities for career guidance are carried out in the 8th grade in the elementary school, possibly in 7th grade. This is also one of the shortcomings of it and it should have been applied much earlier in school age because the process of preparing for some future occupations begins in early childhood, i.e. from preschool age and does not end in 8th grade, but continues in a one's life for as long as one requires the process of career development/guidance (Strugar and Ćorak, 2016).

Perry and VanZandt (1999, as cited in Raković, 2015) distinguish two basic types of career guidance/development theories, namely structural and developmental theories. Structural theories of professional development are based on the understanding that the individual seeks to find an occupation most similar to his characteristics, abilities, values and interests. Developmental theories view the choice of occupation as a process that extends through different developmental stages in an individual's life. Accordingly, the choice of occupation is not a fateful decision, but part of a lifelong process. Furthermore, it is as important in the early stage of one's life as in one's adulthood. Among the developmental theories of career guidance/development, the most famous are Ginzberg's theory of career choice and Super's theory of career development. In the mid-20th century, Ginzberg was the first to view professional development as a process that spans various developmental stages in an individual's life. Pajević (1985, as cited in Raković, 2015) states that in Ginzberg's theory of career choice, there are three main periods of the career choice process – the period of fantasy, the period of “rehearsal” and the period of realism. The basic criteria for distinguishing these periods is the way in which the individual turns his needs and interests into the choice of occupation. The first period, the fantasy period, covers the age of 6 to 11 years and it is highlighted due to the needs of this paper. During this period, children's interests are focused on occupations in which there are elements of play and which are in accordance with their wishes. It is characteristic of this period that children choose their future jobs from their internal motives only.

Career guidance helps students to understand and to know self-understanding and self-direction. It helps in understanding one's strengths and limitations. Furthermore, it is needed for

academic and both society growth and for social and personal development of one's life (Roy, 2020). Career guidance is a process that is very important because the decisions about choice occupations or further education are very important in the life of an individual (Šverko, 2012). It can refer to students in the final grades of elementary or high school and in both cases greatly affects students. However, career guidance is important from an early age. In this paper, the emphasis is placed on 3rd grade elementary school students because there are many extracurricular activities, hobbies and electives in elementary school that shape decisions for high school. Counseling students on the choice of school is, first of all, the responsibility of the schools themselves, e.g. when students move to high schools or faculty or job market.

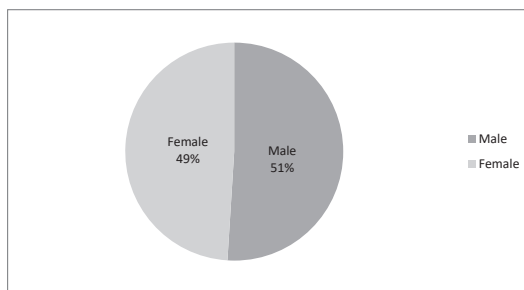
Career guidance is important in the Republic of Croatia and it is necessary that every educational institution enables its students to have a process of career guidance or as it is called in Croatia, *professional orientation* (Dubravac Šigir, 2011). Career guidance in elementary schools in Croatia often generally starts in the final grades (7th and 8th grade) and includes various workshops by pedagogue or psychologist and/or class teachers. It also includes education of students and parents on further educational opportunities and individual counseling for students. Elementary schools cooperate with employment services and other institutions, all with the aim of timely and valid information and career guidance of students. Elementary school often invites employees and high school students to present their school for interested students. Career guidance is often just mentioned in the beginning of one's education, from 1st to 4th grade of elementary school. Perin (2012) indicates that most activities related to career guidance are institutionalized and organized. However, the task of organized career guidance also represents the responsibility of the school because the school is the institution where the formal education starts and in which the foundations are laid for lifelong professional development.

Method and Goal of the Research

The goal of the research was approached from students' and teachers' perspectives. The methodological approach of the empirical part is quantitative-qualitative (mixed methods research) because the phenomenon is better and more accurate if it is observed from different points of view (Mužić, 2004, as cited in Kušević, 2013). The participants in the research are 3rd grade students from three elementary schools from Zagreb and Pula. A total of 132 students participated, 67 male and 65 female students (Graph 1).

Graph 1

Participants (male and female students)



Given the findings of previous research similar or with the same topic, this paper will try to expand the knowledge of early career guidance in elementary school. A research was conducted to differentiate students' interests, opportunities and potential. The goal of the research was approached from students' perspectives. The methodological approach of the empirical part is

quantitative-qualitative. The student's perspective was examined through a questionnaire about student's perception of future occupation. The questionnaire followed after all participants read the didactic material "What will I be when I grow up?". The questionnaire is a reliable method that helps students to express their intuitive information (Mužić, 2004) that can help in major decisions regarding education and student well-fare. It contains nine questions about their interests, opportunities and potential. Furthermore, it examines with whom they talked the most about their future occupation, what are their hobbies and what they want to be when they grow up.

In order to achieve the goal of the research, the following hypotheses were set:

H₁: Students show a positive direction of attitudes towards personal positive potential.

H₂: The participants in the research can see the consistency of peer and personal assessment.

H₃: The most frequent conversations about future occupation are with someone from the family.

H₄: The alignment of students' hobbies and their choice of future potential occupation is visible.

Independent variable is the sex of the students.

Qualitative methodology refers to semi-structured interviews with six teachers about professional orientation. The research questions are:

Q₁: What is the importance of early career guidance?

Q₂: Are the students aware of their potential for future career development?

Results and Discussion

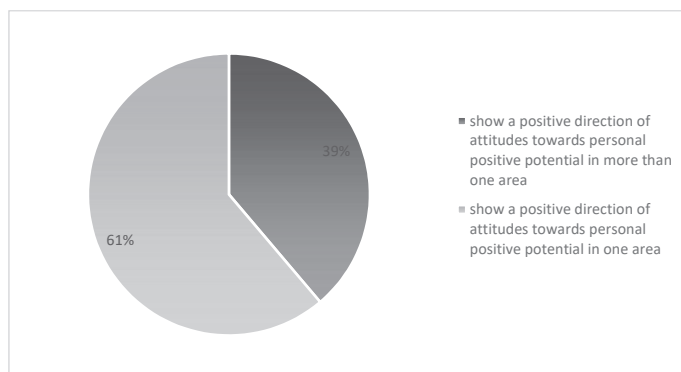
H₁: Students show a positive direction of attitudes towards personal positive potential

All 132 students, 67 male students and all 65 female students, show a positive direction of attitudes towards personal positive potential by stating what they are good at. Every student recognizes their potential in at least one area (sports, art, ...), while some recognize it in more than one area. Out of a total of 67 male students, 41 students show a positive direction of attitudes towards personal positive potential in one area, while the other 26 male students recognize their potential in more than one area (Graph 2). On the other hand, out of a total of 65 female students, 26 of them show a positive direction of attitudes towards personal positive potential in one area, while the other 39 female students recognize their potential in more than one area (Graph 3).

Overall, all students show a positive direction of attitude towards personal positive potential, so the 1st hypotheses is confirmed.

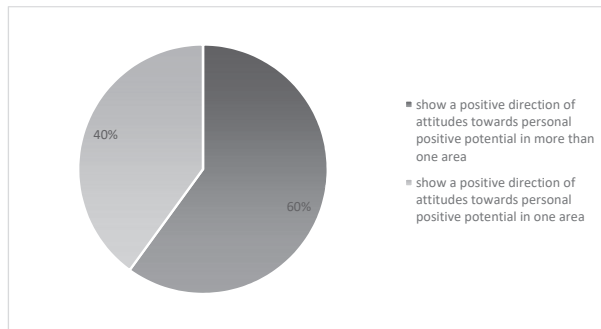
Graph 2

Male students recognizing their potential



Graph 3

Female students recognizing their potential

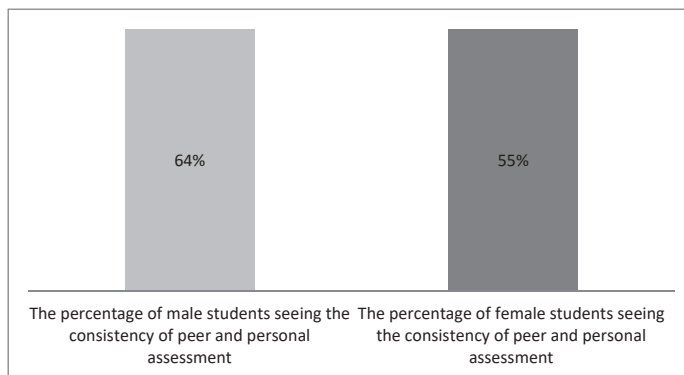


H₂: The participants in the research can see the consistency of peer and personal assessment

Out of a total of 132 students, 79 of them see the consistency of peer and personal assessment by stating the potential in the same area or areas. Out of total 67 male students, 43 students see the consistency of peer and personal assessment and out of 65 female students, 36 of them see the consistency of peer and personal assessment (Graph 4). Overall, the second hypothesis is partially confirmed.

Graph 4

The consistency of peer and personal assessment

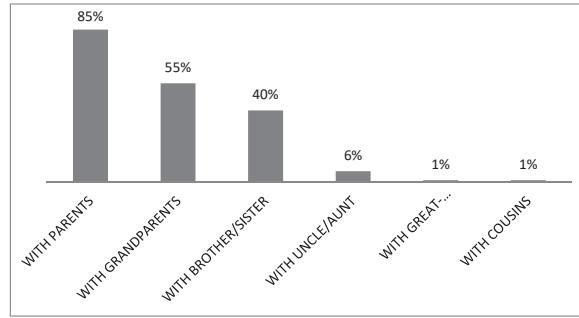


H₃: The most frequent conversations about future occupation are with someone from the family

In this question, students could choose and/or write more than one answer. The results show that students talk about their future occupation mostly with members of their family. Specifically, out of a total of 67 male students, 57 of them talked to their parents about their future occupation. Of the 65 female students, 56 of them talked to their parents about their future occupation. Next, 37 male and 37 female students selected both grandparents when asked who they were talking to about future occupations. 27 male students and 29 female students discuss this topic with their brother and/or sister. In addition to the offered answers, students could choose if they talked to someone else about their future occupation and 4 male students wrote uncle/aunt, 1 male student wrote great-grandmother. 1 male and 2 female students also mentioned their cousins as someone with whom they talked about their future occupation (Graph 5 and Graph 6). All in all, this hypothesis is confirmed because students really did choose someone from their family as someone whom they talk to about future occupation, instead of choosing other ones like teachers, pedagogue and/or friends.

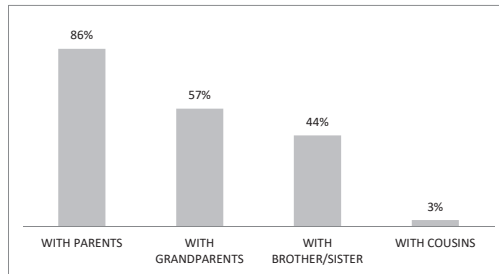
Graph 5

The most frequent conversations about future occupation for male students



Graph 6

The most frequent conversations about future occupation for female students

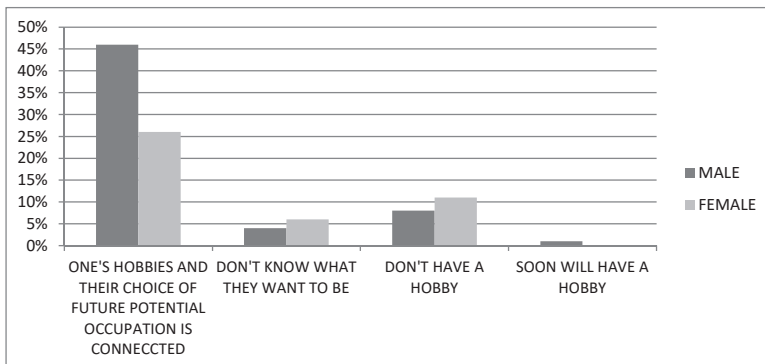


H4: The alignment of students' hobbies and their choice of future potential occupation is visible

Out of a total of 67 male students, 31 students show the alignment of one's hobbies and their choice of future potential occupation. 3 students do not know what they want to be when they grow up, 6 students do not have a hobby so it is not possible to determine the required and 1 student stated that he will soon have a hobby, so it is not possible to determine the compatibility of hobbies and future potential occupations either. Out of a total of 65 female students, 17 female students show the alignment of one's hobbies and their choice of future potential occupation. 4 students do not know what they want to be when they grow up, and 7 of them did not mention any hobby, so it is not possible to determine the required. Overall, the hypothesis is partially confirmed (Graph 7).

Graph 7

Matching of students' hobbies and future potential occupation



Regarding the research questions, the interviews showed the following results:

Q₁: What is the importance of early career guidance?

According to the first teacher interviewed, children should recognize their potential from an early age and direct themselves in a certain direction according to the potential and tendencies of what they love, even though they are not yet profiled. The second one highlights the importance of early career development due to importance of seeing and realizing what are children's real abilities because now they are oriented only according to their desires that often are not corresponding to their real abilities. Next teacher points out that it is up to school to teach students to discover new worlds and then guide them with more detail towards higher education and future occupation. This teacher also points out that it is necessary to keep up with the everyday changes because there will also be new professions, so it is a complex process and it may happen that the needs for career guidance will be different. Interviews further show that career guidance is important due to recognizing students' interests so that it does not happen that parents live their dreams through their children (and neglect their real potential). The last teacher in the interview says that the early career guidance is important, but in the 3rd or 4th grade in elementary school, not sooner. The reason for this is that the younger don't have so much focus on their real potential.

Q₂: Are the students aware of their potential for future career development?

All six teachers say that there are students that are aware, and some that are not. They mostly struggle to decide just upon one area they are good at.

Overall, this paper shows different criteria for choosing a profession and differentiates students' interests, opportunities and potential. All students show a positive direction of attitude towards personal positive potential. Almost 60% of the students see the consistency of peer and personal assessment. Furthermore, students talk to someone from their family about future occupation, instead of ones like teachers, pedagogue and/or friends. The connection between their hobbies and future potential occupation partially exists. The teachers' statements about the students' recognition of potential coincide with the previously mentioned data and teachers do recognize the importance of early career guidance.

Conclusion

The labor market has never been as competitive as it is today with the global market. In order for students to contribute to their society one day, it is important that they find their niche of action in accordance with their own possibilities and potentials. This research raises awareness of the importance of an early onset of career guidance. The hypotheses show that students talk and think about their potentials and future occupation. It is evident that students themselves are aware of their potentials and strengths, and the role of the school would be to help the student discover some potential that one may not be aware of. Interestingly, in most cases, family members are a source of information about potential future occupations, while certain knowledge and skills they need for these occupations are acquired mainly in schools. Given that the school, as a large consumer of the average student's time, has an educational role, it should take responsibility for providing support and guidance to students. Moreover, according to today's conditions for enrolment in secondary school, it is crucial to have good grades already in the fifth grade, so it is important to encourage career development even before that. One of the biggest objections to modern schooling is that it is not in line with the needs of society and it values knowledge that is not useful to the student for the future. The future of the student, as well as his future employment, should be the main area of interest of every school. In order to know how to stimulate the potential of an individual student, it is necessary to first recognize him, and then direct him. It is in this place that the idea of early career guidance builds its foundation.

References

- Akos, P. (2020). *Starting early: Career Development in the Early Grades*. ACTE. <https://files.eric.ed.gov/full-text/ED610366.pdf>
- Barbarović, T. & Šverko, I. (2017). *Profesionalno usmjeravanje u osnovnim i srednjim školama iz perspektive učenika*. Program Erasmus+ (2014. – 2020.). https://www.mobilnost.hr/cms_files/2018/02/1519740980_izvjestaj-eg-fin-web.pdf
- Dubravac Šigir, M. (2011). *Profesionalno usmjeravanje u obrazovnom sustavu*. 80 godina cjeloživotnog profesionalnog usmjeravanja u Republici Hrvatskoj: Novi izazovi i pristupi. <https://cisok.hr/wp-content/uploads/2019/05/Zbornik-radova-konferencije-%CB%9D80-godina-cjeloz%CC%8Civotnog-profesionalnog-usmjeravanja-u-HZZ-u%CB%9D.pdf>
- Kušević, B. (2013). *Odgodne implikacije odgođenoga roditeljstva* [Doctoral dissertation, Faculty of Humanities and Social Sciences in Zagreb].
- Mužić, V. (2004). *Uvod u metodologiju istraživanja odgoja i obrazovanja*. Educa.
- Perin, V. (2012). Profesionalno usmjeravanje – uloga i odgovornost škole. *Školski vjesnik*, 61(4), 511-524.
- Petani, R., Iveljić, A.M. & Sikirić, P. (2020). Profesionalna orijentacija kao dio poslova stručnog suradnika pedagoga. *Acta Iadertina*, 17(2), 121-146.
- Raković, M. (2015). *Uloga pedagoga u profesionalnoj orijentaciji učenika i njihovo zadovoljstvo izborom studija* [Master's thesis, Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences].
- Roy, P. (2020). Career Guidance: A Way of Life. *Tathapi (UGC Care Journal)*, 19(39), 22-31.
- Strugar, V. & Čorak, T. (2016). *Odgajem do profesionalne zrelosti*. Alfa.
- Šverko, B. (2012). *Ljudski potencijali: usmjeravanje, odabir i osposobljavanje*. Hrvatska sveučilišna naklada.

SHEHU Florina

*Faculty of Pedagogy “St. Kliment Ohridski”, Skopje,
Ss.Cyril and Methodius University in Skopje, R.N.Macedonia*

THE TEACHER THROUGH THE PRISM OF EFFECTIVE PEDAGOGY

Abstract: The role of the teacher today is changing diametrically, especially if viewed through the prism of effective pedagogy that includes a number of aspects such as understanding, comprehension, belief, ability to act, manage, achieve various long-term and short-term goals, strategies, techniques, design of the curriculum, but also taking care of inclusiveness, motivation, innovation, consistency, transparency and quality assurance, and the like.

The aim of the paper is to understand the interdependence of the teacher as a person and a professional with the assumptions for achieving effective realization of upbringing and education. The research is a combination of theoretical and practical basis, through the application of qualitative and quantitative approach and appropriate research techniques and instruments. The obtained results indicate the importance and connection of the professionalism and personality of the teacher with the assumptions, principles, elements and approaches of effective pedagogy, as well as the success and quality of the stated approach.

The conclusions, among other things, refer to certain important aspects that presuppose a responsible and conscientious approach of the teacher, but also of the students and other stakeholders in learning, teaching and education.

Keywords: Professionalism, Personality, Teacher, Effective pedagogy.

Introduction

In various countries, a series of research related to the success and quality of education and the educational system have been carried out, taking into account various aspects (in accordance