

Grammar School Graduates' Professional Decision-Making and Higher Education Orientation

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Abstract: *Professional orientation is a continuous lifelong process and is tasked with helping and directing young people to better understand their own aspirations and the opportunities provided. The paper presents an overview of the results from the empirical research in gymnasiums in Čačak and Gornji Milanovac, as well as a review of the motives and reasons that have the biggest influence on the professional decision of the graduates.*

Keywords: *professional development; professional/vocational orientation, professional maturity; factors of professional development; grammar school graduates*

1. INTRODUCTION

The choice of occupation represents a significant part of the personal development of an individual and is inseparable from other developmental processes. Professional development is a complex and time-consuming process, and the making of a professional decision is only one of the manifestations of this process [1]. Professional development, as a continuous process of maturing professional decisions based on understanding their own characteristics, getting to know the tasks and requirements of various occupations, and the social conditions that determine the possibility of achieving success, is an important area of school functioning.

1.1. Professional development

In the course of professional development, an individual brings a number of professional decisions - from those that influence the choice of a school, to those that determine direct work engagement. One of the important professional decisions is made at the end of high school. By enrolling in a secondary vocational school students are already defined for a specific field of activity (which they can change), while students of the gymnasium postpone their explicit professional orientation for the end of high school. Completion of secondary education is a significant turning point in the life of young people who, independently or in cooperation with others, decide on continuing education, choosing a type of study and future occupation. This decision is very important for the future life of an individual. Satisfaction and performance in the workplace greatly affect the general life satisfaction

of the individual, which arises from meeting the need for biological maintenance, recognition of the environment, self-esteem and self-regulation [2]. The selection of studies basically determines the further course of graduate development in a professional sense.

Choosing a profession is a decision-making process where the following three components of making a professional decision are different in different stages: knowledge of one's own characteristics, opportunities and constraints, knowledge of the characteristics and demands of different occupations and jobs, familiarity with the objective situation in society - needs for particular occupations, opportunities and availability of education and employment [2].

And of the many factors influencing the choice of occupation, these are especially recognizable [3,4]: intrinsic motivation, behavioral motivation, specific extrinsic motivational factors, among which the possibility of achieving a good social position, then assessment of self-efficacy, probability of success, attraction of activities within a particular profession, the influence of parents and the environment, in the adolescent period, the opinion of parents or peers is particularly emphasized [3], but also the general attitudes of pupils towards school and teaching. On the basis of the perception of self-efficacy, students can create attitudes towards their future work and life, accordingly set goals, direct their behavior and action [5]; By comparing the motivation of pupils of social and technical schools, the results of this research have shown that students of social orientation have a stronger intrinsic motivation, as well as motivation

for the achievement of students in the technical field.

The choice of profession is, according to Super Development Theory [6] the process of realizing the image of oneself. It can be understood as an assessment that, through a preferred choice of faculties and future professions, individuals can achieve important life goals, seen by the individual as essential elements of an ideal image of themselves. Accepting the thesis on professional development as a continuous process of maturing a professional decision based on the understanding of personal and situational factors, this paper examines the connection of these factors with the professional definition of grammar school graduates (with a choice of type of study, study program, faculty or college).

1.2. Review of local research

Professional development at the end of high school was examined from different angles, and at least two are of particular significance for this work: examinations of professional development at the end of secondary school as a decision-making process on the choice of field of work and occupation, and examination of professional development as a decision - making process education at higher education institutions.

In the socio - psychological researches of the choice of profession and the choice of further education, the value expectations of young people were also studied. Havelka (1994) started from the thesis that students already have formed values at the end of elementary education and that value expectations play important role in their decision - making on the future profession [7,8].

Gymnasium students defer their decision for occupations rather than students who have selected secondary vocational schools after compulsory primary education. Gymnasium students postpone their more explicit professional definition for the end of high school [9].

In the research of professional orientation and preferences of occupation and education of Grammar School graduates in Čačak, conducted from 2002 to 2017, the effects of social circumstances and values on professional determination were analyzed.

In the research of the professional value orientation of the Grammar School graduates in Čačak and their expectations from future occupations, conducted in 2002 and 2014 [10], it was established that there are some differences between two generations of graduates: the security of employment for every other graduate in 2004. were more significant than their 2002 peers; Graduates from 2004. were more concerned about the possibility of temporary departure abroad than their peers in 2002.

Changes in the direction of the professional orientation of graduates from different generations of the Grammar School in Čačak have been studied in the following years [11]: the highest number of Grammar School graduates in Čačak enrolls basic academic studies of the state faculties within the technical and technological group from Belgrade (Faculty of Transportation, Faculty of Electrical Engineering, Faculty of Electrical Engineering , Faculty of Mechanical Engineering, Faculty of Technology and Metallurgy) and social - humanistic sciences (Faculty of Law and Faculty of Philology); In recent years, state economic faculties are no longer so interesting to graduates, as opposed to 2004, when they were in the group of the most desirable [10]. Differences in study preferences regarding the course in gymnasium were also determined; Defining the direction, the students were somewhat focused on the type of future studies - students from the natural-mathematical direction are more determined for technical-technological faculties, while students from social-linguistic direction are more determined for socio-humanistic sciences.

The monitoring of professional preferences in two different periods - in 2006 and 2016 and 2017 [11,12] showed that the technical faculties are at the price for the graduates of the Gymnasium in Čačak. Graduates of the Gymnasium in Čačak mainly choose state faculties as institutions where they want to continue their education [11,12].

According to the enrollment results at the end of the school year 2016/2017. [13], the highest number of graduates of the Gymnasium in Čačak enrolled the first year of study programs, primarily basic academic, then integrated academic, and basic vocational studies financed from the budget of the Republic of Serbia. Belgrade is a city where the most of the Čačak Grammar School students want to continue their education. In the context of other studies, it has been established that Čačak Grammar School students mostly do not see the future in the city of their birth - as many as 77%, and only 15% would like their future to be in Čačak [14].

Given the general educational character of gymnasium education, students of these schools were allowed to professionally choose at the end of high school, that is, after an important developmental period that entails achieving maturity, but the question is, what impacts the maturity of their choices and the type of further education.

2. RESEARCH METHODOLOGY

The topic of the research: factors (motives, reasons and incentives) of the gymnasium graduates' decisions on their future professional engagement and tertiary education.

Research goals: to investigate and describe the gymnasium graduates' reasons and motives of professional orientation and selection of tertiary education, and to compare professional decisions between students from different gymnasium courses.

Variables

Sociodemographic variables: gender (female and male).

Educational variables:

- types/courses of general education (grammar school): general course, socio-linguistics course, scientific course (science and mathematics) and bilingual course;
- school achievement at the end of third class;
- the field of tertiary education: technics and technology (engineering), socio - humanistic field, philological sciences, medical and biomedical field, arts, interdisciplinary and multidisciplinary field;
- the types of the tertiary education: bachelor academic level, bachelor vocational level, integrated academic level,
- tertiary education institutions: universities and faculties in Serbia, universities and faculties in the other countries, vocational higher educational institutions in Serbia, the other educational institutions.

Motivational variables – motives/factors of the grammar school graduates' professional decision-making and selection of the types of tertiary education and tertiary education institutions: social factors, material-financial factors, professional status, status of the educational institutions, students' personal characteristics and their expectancy from themselves etc.

The basic hypothesis: Most of the grammar school graduates make decisions to continue their education on the university level, but there are differences between the grammar school graduates based on the types of general education (types of classes).

Specific hypotheses:

- The most of the grammar school graduates make decisions to continue their education on the same field of education (like grammar school departments).
- Most important factors of professional decision-making are material-financial situation, support of the most important persons in private life (family, parents, older brother and sisters, classmates), and students' personal characteristics (abilities, capacities, wishes).

Nonexperimental methodology based on survey is implemented.

Research instrument: POMIS survey consists of the several parts – (a) questionnaire of the demographic and educational variables and information of potential future education, and (b)

two (self)assessment scales on the factors of professional decision (some items are presented in the part Results). POMIS is developed as a part of research project of the Department of education sciences and technology, Faculty of technical sciences in Čačak, University of Kragujevac, and Department of mathematics and computational sciences, Faculty of science, University of Novi Sad. Cronbach's alpha for Likert - type items was 0.89.

Data processing is realized by SPSS; descriptive and comparative statistical procedures are used.

Sample: 257 students of the fourth grade of gymnasium/grammar school from two grammar school: Gymnasium in Čačak and Gymnasium "Takovski ustanak" in Gornji Milanovac, Serbia. The structure of the sample:

- 39 students of general courses/classes (24 female and 15 male),
- 118 students of socio - linguistics courses (88 female and 30 male),
- 92 students of science - mathematics courses (53 female and 39 male),
- 7 students of bilingual class (4 female and 3 male).

The research was realized in December 2017.

3. RESULTS

Examination of professional and educational preferences of grammar school graduates shows that most of the high school graduates want to continue their education (add a percentage), which is consistent with their previous school success: at the end of the third year, almost half had excellent school success (48, 9%), very good was 40.8%, and good 10.2%. Natural-mathematical graduates were the most successful in the third grade - they had 58% of excellent students.

The intention of the graduates is to continue their education at a faculty or high school in Serbia after graduation (94.55%), while only a small number of students plan to continue their education at some faculty outside Serbia - 5.05%, and only 0.38 % said he wanted to start his own business. Future students marked the potential areas of study (Table 1). A large number of students are defined for the technical and technological area (about 48%), while a great interest in the socio-humanistic, as well as in the natural-mathematical field of studies is of great interest.

About 42% of students have chosen this area as one of the most attractive ones in the field of information technology, information technology and computing. However, there are a number of undecided graduates (3.89%), who still have not decided what to study. As the first option, as many as 92.07% of the graduates choose to study at the University of Belgrade. In order to enroll in faculties belonging to the University of Kragujevac, 3.52% of respondents defined themselves.

Table 1. Grammar school graduates' preferences of the field of tertiary education

The field of the tertiary education	First choice	Second	Third choice
Technics and technology / engineering	15,95%	14,39%	17,89%
Science and mathematics	13,61%	17,50%	16,34%
Socio-humanistic	18,67%	12,06%	9,72%
Medical and biomedical	9,72%	3,50%	3,50%
Information technology, informatics and computer sciences	14,78%	14,39%	12,84%
Management	8,17%	12,06%	11,67%
Philology and linguistics	9,72%	16,34%	7,39%
Arts	5,83%	2,33%	9,72%
Something else	3,11%	0,38%	0,38%

The interest of the governments for the high schools in Belgrade, as well as for the education at universities abroad. Graduation grammar school students mentioned the following faculties (university departments) as the first option: Faculty of Philology, Faculty of Organizational Sciences, Faculty of Electrical Engineering, Faculty of Law and Faculty of Mechanics (in Belgrade). They most often opt for the following study program: information technology, law, management, security and criminology, as well as studies in the field of language learning.

Only 26.8% of respondents listed the third option for studies. There is still interest in mechanical engineering, traffic, psychology, information science and computer science, but also for sociology and Germanism.

As much as 91.4% of the respondents stated that it is more important for them to enroll in appropriate studies, than where they will study,

8.6% of respondents are more important for studying because of the size of the city, the cultural events and the numerous opportunities that the desired city can provide.

The influence of social motives and factors on the making of professional decisions (selection of types of studies), as well as similarities and differences in this among gymnasiums of different gymnasium directions was examined (Table 2).

The young people's decision is largely influenced by the positive experience of older students, and they find important information about student life and the various opportunities that they provide for socializing. The selection of studies selected by their best friend / friend almost no effect on their choice, nor the recommendations of teachers from the school. Their choice is not affected by the similarity of studies with the profession of older family members.

Table 2. Comparison of the social motives and factors of professional decision between different grammar school courses

Reasons ...	Courses of grammar school/ gymnasium education					F	Sig.
	All M	G M	SM M	SL M	BL M		
Parents' or family members' recommendations	2.42	2,37	2,58	2,32	2,43	.690	.559
University programmes similarity with the family members' professions	1.70	1,46	1,79	1,68	2,29	1.242	.295
Teachers' recommendations	1.60	1,55	1,70	1,53	1,71	.524	.666
The same profession is selected by the friends	1.31	1,13	1,36	1,35	1,00	1.072	.362
I like a city where is location of the tertiary education institutions	2.70	2,66	2,58	2,79	3,00	.484	.694
Positive experience of the older students of the same institutions	3.91	3,82	3,91	3,92	4,14	.251	.860
Family's opinion about the university curriculum	2.70	2,58	2,75	2,73	2,43	.268	.849
Family's opinion about the tertiary education institutions	2.71	2,74	2,70	2,71	2,57	.036	.991
Information about the students' life	3.26	3,24	3,14	3,34	3,71	.839	.474
Characteristics of the city for the gymnasium graduates' future education	3.04	3,11	3,02	3,03	3,00	.047	.986
	N=	257	F-Fisher coefficient, **p<0.01, *p<0.05				

All – all gymnasium students; G – general gymnasium course; SM – science and mathematics gymnasium course; SL – socio-linguistics course; BL – bilingual course. F – Fisher coefficient, Sig. – significance.

Social motives are almost equally represented in all courses in gymnasium education. Almost all examined courses as the most important social factor highlight the positive experience of older students, as well as information on student life and

socializing opportunities. It is the least important for graduates to choose the profession chosen by their best friend or companion, as well as the recommendation by teachers.

The study examined the influence of material and financial factors on decision-making on the selection of graduation students. Future students expect that they can easily get hired after graduation.

The most important factors are the possibility that

they can work in different business environments with a degree in the faculties and that they acquire diplomas, knowledge and skills to secure employment in Serbia or other countries.

The results of the Comparative Analysis according to the courses are shown in Table 3.

Table 3. Comparison of material and financial identification motives for studies, faculty, of graduates in grammar school

Reasons ...	Courses of gymnasium education					F	Sig.
	All M	GM M	SM M	SL M	BL M		
Starting your own business in that area.	3,24	3,29	3,47	3,07	2,71	1.770	.154
I think that I can easily recruit at the end of the chosen faculty.	3,93	4,24	4,10	3,75	3,14	3.433	.018**
Possibility to work with a faculty / college degree in different business environments.	4,41	4,37	4,42	4,38	4,71	.337	.799
The opportunity to get employment in Serbia and other countries with diploma, knowledge and skills you acquire.	4,62	4,65	4,62	4,61	4,71	.056	.982
N=257 F-Fisher coefficient, **p<0.01, *p<0.05							
All – all gymnasium students; G – general gymnasium course; SM – science and mathematics gymnasium course; SL – socio-linguistics course; BL – bilingual course. F – Fisher coefficient, Sig. – significance.							

Table 4 Comparison of the characteristics and reputation / status of the profession for decision making of graduates from grammar schools in relation to the education course

Reasons ...	Courses of gymnasium education					F	Sig.
	All M	GM M	SM M	SL M	BL M		
I've always been attracted to this area.	4.19	4,16	4,16	4,22	4,29	.102	.959
I am particularly interested in the study program for which I apply.	4.16	3,97	4,10	4,26	4,29	1.103	.348
Possibility of practice in companies during studies.	3.34	3,78	3,63	3,00	3,00	5.660	.001**
The ability to learn about new technologies and apply it in your future work.	4.14	4,21	4,45	3,88	4,14	5.066	.002**
Names and contents of the object.	3.93	3,92	3,82	4,03	4,00	.763	.516
The status of the profession in our country.	4.11	4,03	4,11	4,13	4,29	.154	.927
Possibility to gain specialized knowledge and skills.	4.54	4,53	4,64	4,47	4,57	.866	.459
Possibility to acquire widely applicable knowledge and skills.	4.53	4,58	4,53	4,51	4,57	.076	.973
Studying the latest achievements in IT, IT and computing.	3.00	2,92	3,51	2,62	2,86	7.716	.000**
The challenge is to learn the latest achievements of technical engineering disciplines.	2.80	3,08	3,40	2,20	3,57	15.768	.000**
The challenge is to study the latest developments in the field of biomedical science.	2.35	2,66	2,74	1,91	3,14	8.386	.000**
The challenge is to learn the latest achievements in the socio-humanistic field.	2.89	2,97	2,25	3,38	2,57	12.415	.000**
The challenge is to learn the latest achievements in the field of language and literature.	2.81	2,82	2,10	3,38	2,57	14.859	.000**
The challenge is to learn the latest achievements in the field of natural sciences.	2.96	3,34	3,80	2,16	3,29	27.561	.000**
The challenge is to study the chosen artistic area.	2.27	2,66	1,88	2,38	3,29	4.903	.003
Contents of subjects that you can continue to perfect your skills.	4.18	4,11	4,21	4,15	4,71	1.014	.387
Relation of theoretical and practical knowledge in studies that enables you to acquire good prof. knowledge and skills.	4.24	4,13	4,36	4,16	4,57	1.360	.256
The challenge and the interest of the profession for which you will be preparing for the studies.	4.33	4,16	4,30	4,39	4,71	1.090	.354
The opportunity to engage in practice in quality companies or institutions during the course of studies.	4.16	4,34	4,17	4,09	4,14	.587	.624
N= 257 F-Fisher coefficient, **p<0.01, *p<0.05							
All – all gymnasium students; G – general gymnasium course; SM – science and mathematics gymnasium course; SL – socio-linguistics course; BL – bilingual course. F – Fisher coefficient, Sig. – significance.							

The graduates of the general, natural and mathematical and socio-linguistic course, as the most important material and financial factor, indicate the possibility to employ graduates, knowledge and skills acquired by attending specific studies in Serbia and other countries. As a less important factor, the graduates of these three

courses singled out the start of their own work in the area they are studying, which also applies to the bidding classes. In them, the most important material and financial motives are the possibility of employment in Serbia and other countries, as well as the opportunity to work in different business environments, equally represented.

It was examined how the graduates are affected by the reputation and status of the chosen profession (Table 4.).

A large number of students said that is important for them to be attracted to the area they would study, as well as the interest in a particular study program they are applying for. It is important for graduates to acquire specialized and applicable knowledge and skills, as well as the opportunity to practice in quality companies through education. As motives for choosing the future profession, the least important were the challenges for them to study the chosen artistic area, the latest achievements in the field of natural sciences and in the field of biomedical science. The results of the comparisons by courses are shown in Table 4.

On the basis of the data processed, results that graduates who attend bilingual teaching as very important reasons for the selection of certain studies emphasize the challenges of studying the latest achievements of technical engineering disciplines and biomedical sciences, while the students of social-linguistic direction marked it as less important reasons. Students attending socially-linguistic direction as important reasons cite challenges to study the latest achievements in the socio-humanistic field and in the field of language and literature science, which are equally

represented. Graduates of the general and natural-mathematical course as an important reason for the selection of studies emphasize the possibility to learn about new technologies and apply them in their future work. Graduates of natural-mathematical orientation have singled out the study of the latest achievements in the field of IT, informatics and computing as an important reason for choosing future studies. Also, they are challenged with achievements in the field of natural sciences, which is not the case in students of social-language course, which is negligible for this reason. The possibility of practice in companies during study is equally represented among pupils of socio-linguistic and bilingual direction.

The study included examining the impact of reputation and the status of an educational institution. It is extremely important for graduates that the selected study program is of high quality and that the professors are kind and ready to cooperate with students. Graduates point out as a very important factor conditions for studying at a particular faculty / high school. For graduates less important is to study at distance, as well as the weight of the entrance examination. These factors are compared to existing courses in gymnasiums. The results are shown in Table 5.

Table 5. Comparison of the impact of the educational institution's reputation on studying students of grammar school in relation to the education course

Reasons ...	Courses of gymnasium education					F	Sig.
	All M	GM M	SM M	SL M	BL M		
Weight of the entrance exam.	2.70	3.19	2.62	2.59	3.00	1.903	.130
Good study conditions (classrooms, laboratories).	3.31	3.34	3.41	3.19	3.86	1.050	.371
Professors are overwhelming and cooperative.	3.12	3.29	3.16	3.03	3.14	.424	.736
Education is free (on the budget).	3.06	3.24	3.21	2.88	3.00	1.096	.352
The reputation of faculty / college.	3.87	3.55	4.01	3.86	4.00	1.878	.134
Quality of the study program.	4.62	4.47	4.73	4.58	4.86	1.898	.130
Study conditions.	4.02	4.03	3.99	4.02	4.29	.158	.952
Possibility of studying at a distance.	2.70	2.47	2.85	2.68	2.14	.992	.397
Possibility to study in a small study group where it is possible to learn more and cooperate more directly.	3.38	3.08	3.45	3.46	2.86	1.342	.261
Pre-availability and willingness of professors to cooperate.	3.98	3.84	4.02	3.98	4.00	.232	.874
Faculty / college equipment.	3.64	3.74	3.64	3.61	3.43	.221	.882
	N=	257		F-Fisher coefficient, **p<0.01, *p<0.05			

All – all gymnasium students; G – general gymnasium course; SM – science and mathematics gymnasium course; SL – socio-linguistics course; BL – bilingual course. F – Fisher coefficient, Sig. – significance.

Based on the data analysis it can be concluded that the obtained results are similar regardless of direction and that there are no major deviations. The graduates were the kindness of the professor. Students of bilingual education, in addition to the above mentioned important conditions of study, as well as the reputation of the educational institution, for which the graduates of natural and mathematical orientation decided to a great extent. The least important factor for students in general direction is the possibility of distance studies. Graduates of social-language and natural-

mathematical direction are least concerned about the weight of the entrance examination.

By examining the availability of information on studies, it was found that graduates are primarily informed on social networks and from faculty web sites, and less in other ways. Data processing has led to the conclusion that any of the ways in which college / high school is presented to the public or information at fairs and the Internet is almost irrelevant to most of the students who participated in this research. The results of the comparative analysis are shown in Table 6.

Table 6. Comparison of the influence of information accessibility for decision-making of graduates from grammar School in relation to the education course

Reasons ...	Courses of gymnasium education					F	Sig.
	All M	GM M	SM M	SL M	BL M		
Advertising by faculty / college.	1.83	1.66	1.74	1.97	1.43	1.510	.212
Information at the education fair.	1.94	1.87	1.82	2.06	1.71	.952	.416
Information on social networks.	2.09	1.82	1.99	2.22	2.71	2.220	.086
Information obtained at college / high school during a visit to the "Open Doors Day"	2.03	1.89	2.07	2.03	2.43	.365	.776
Presentation of faculty in my school.	1.94	1.87	2.04	1.90	1.86	.308	.819
Faculty website / high school	2.63	3.00	2.38	2.74	2.00	2.826	.039
Information I got during additional classes, sections or preparations for competitions	2.13	2.08	2.21	2.09	2.29	.210	.890
Information within courses and workshops outside the school (Petnica Research Station, research camps, tribunues).	1.81	1.89	2.05	1.59	1.86	2.654	.047
The way the college / college advertises and publicizes.	2.91	2.71	2.98	2.93	2.71	.532	.661
	N= 257		F-Fisher coefficient, **p<0.01, *p<0.05				

All – all gymnasium students; G – general gymnasium course; SM – science and mathematics gymnasium course; SL – socio-linguistics course; BL – bilingual course. F – Fisher coefficient, Sig. – significance.

The main influence of graduates on the general course is the website of the faculty / college, while the graduates of the natural-mathematical course find important the way in which the educational institution is presented to the public, as well as the social-language course. Graduates who attend bilingual education find important information on social networks, as well as public presentation of faculties. However, the smallest impression on high school graduates leaves faculty advertisements.

It was examined how the personal characteristics of graduates and the expectations they have in their professional orientation are influenced. The obtained data show that it is most important for

graduates to continue to improve their skills in selected studies. It is important for them to develop the skills they possess for certain types of studies, as well as previous experience and knowledge in the field of future studies. As for the slightest influence on the decision making process, the graduates listed the inability to enroll something else because of school success and the impact of information on which studies are chosen by their friends and peers. It is interesting that for most of them expectations that others have from them are not important. In the following table, a comparison of these factors according to existing courses in gymnasiums is presented (Table 7).

Table 7. Comparison of personal characteristics and expectations for decision making on of grammar school graduates in relation to the education course

Reasons ...	Courses of gymnasium education					F	Sig.
	All M	GM M	SM M	SL M	BL M		
In these studies, I can continue to improve my skills.	4.12	4.24	4.02	4.12	4.86	1.763	.155
Inability to write something else for the success of high school.	1.43	1.66	1.34	1.44	1.00	1.516	.211
Information on which studies your peers choose, friends.	2.16	1.89	2.22	2.21	2.14	.770	.512
Expectations that others have of you.	2.39	2.08	2.45	2.48	2.00	1.200	.310
Special skills or skills you have for specific studies.	3.88	3.74	3.86	3.94	3.86	.385	.764
My interest in secondary education is related to the field of further education.	2.94	3.00	3.01	2.87	2.71	.298	.827
Previous experience and knowledge in the field of future studies.	3.69	3.66	3.72	3.63	4.29	.898	.443
Connectivity of your high school education with a type of study.	3.14	2.89	3.34	3.09	2.71	1.310	.272
	N= 257		F-Fisher coefficient, **p<0.01, *p<0.05				

All – all gymnasium students; G – general gymnasium course; SM – science and mathematics gymnasium course; SL – socio-linguistics course; BL – bilingual course. F – Fisher coefficient, Sig. – significance.

Based on the analysis of the results in Table 7, it can be concluded that it is important for graduates to improve their skills at the studies, and to use previous experience and knowledge in the field of future studies. There is almost no doubt that they will enroll in the desired studies for their achievements in schooling, and they do not have exceptional information about the choice of friends and peer studies.

4. DISCUSSION AND EDUCATIONAL IMPLICATION

On the basis of the obtained results, teachers and professional associates who work with high school students should achieve their advisory role through informal meetings with students, discussing future profession and exchanging critical opinions and

attitudes. In this way, mutual trust is created, teacher learns the students' interests and they are teaching each other.

The school should more often organize presentations of various occupations needed by the economy, promote them through educational visits to companies or organized practices. By organizing creative workshops or virtual businesses, they can also further interest students. Students should be informed about available free trainings organized by highly educated institutions or firms, also recommending them going to fairs or indicating when the Open Doors Day is planned is a good way to inform them. One of the creative ways to inform students about the demands of different professions is organizing a costume ball of professional orientation, which has found application in some schools. The school has a great role to guide students to make the right decision, to introduce them to less popular occupations that students have not heard and to encourage them to make a decision more mature.

The counselor should be familiar with the basic principles of using professional information and integrating them into a comprehensive advisory process, with a special emphasis on creating the opportunity for a candidate to express his or her views and opinions. Teaching and extracurricular activities in the school and contacts with parents can significantly contribute to professional development [6].

A large percentage of high school students (94.55%) chooses to continue their education and enrollment at faculties or colleges. This result is not surprising, since students at the end of high school education in gymnasiums prefer to continue their education. The areas of interest are different, as well as the choice of a particular type of study according to gender.

Also, we can conclude that the great interest is for the enrollment of faculties belonging to the University of Belgrade. The capital attracts them because of numerous cultural events. However, the higher the number of students, on the question of whether they find more important the place of study or study itself, decided on the importance of the study.

The reasons why a large number of students are still interested in the technical and technological area can be numerous, starting from the constant technical and technological progress, innovations and inventions in this area. A great deal of interest in technical faculties has also been shown in the results of the previous study [12]. Taking into account the courses that exist in gymnasiums, the results obtained are not surprising, especially the existence of great interest in the areas of natural-mathematical and social-language disciplines. This leads to the conclusion that when they were enrolled in the appropriate course in gymnasium,

they were aware of their knowledge and abilities and are directed further towards their affinities.

The evidence of this is the previous study which showed the differences in the professional preferences of gymnasiums of different orientations, with a clear orientation towards social and natural sciences depending on the course in the gymnasium [11].

Their teachers, class officers, professional associates, as well as their family play a major role in their decision-making and direction.

5. CONCLUSION

According to a survey conducted in gymnasiums, regarding the professional orientation of graduates and the degree of representation of factors influencing the final decision on the selection of future studies, the result is that most students plan to continue their education at faculties and colleges, as well as that the majority is defined for studies in the technical and technological field. We can assume that this is due to the increasing popularity of this area, as well as the rapid development of the past years. Also, we can conclude that the great interest is for the enrollment of faculties belonging to the University of Belgrade. The capital attracts them because of numerous cultural events. However, the higher the number of students on the question of whether they have a more important place of study or study have just identified the importance of the study. Of all the factors examined, it turned out that the students most emphasize their personal preferences, the most important thing is that they enter what they want without the material and financial situation being over-influenced. Study conditions are important for them, as well as the possibilities for employment after graduation. Graduates are not so much interested in studies related to their high school course. The reason may be the nature of their age, when they are prone to changing the decision. The need for improving skills in a particular area, as a motive, strongly influences graduates when choosing a course. The results confirmed the assumption that the key motives of graduates in selecting studies are desire, possibilities and abilities, but the availability of study information as a factor is not absolutely negligible.

The development of a professional orientation should follow a step with modern science and knowledge, it should be ensured that it is adaptable to constant changes and monitors socio-economic changes. The choice of profession is the development process, so it is expected that professional orientation and counseling follow the developmental path of the society. The development of professional orientation has a lot of positive effects on society in general. It also has a significant impact on the reduction of the positive

and negative professions in the labor market, as well as on future employment. Therefore, the role and responsibility of parents, teachers, pedagogues and psychologists, as well as other institutions and institutions dealing with this issue, is of great importance.

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