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The outline of educational and vocational counselling diagnosis in schools of Tarnów County

Key words: Inner School Vocational Guidance System, school centre of professional advisory, school carrier counsellor, job orientation process

S u m m a r y: The amendment to the Education Act extended the mandatory tasks of school to the obligation of providing support in preparing students to enter the profession together with the area of future study. This article is an attempt of diagnosis of the school career counselling based on the research conducted in secondary schools and upper-secondary schools of Tarnów County. The purpose of the article, addressed mainly to the teachers, is to draw attention to the problems connected with the students school support (in the phase of career planning and further education) and effectiveness evaluation of the school career counselling in the context of students expectations. The first, theoretical part of the article presents an overview of formation of the decision making entity. In the second part of the paper, beginning with the sixth chapter, the results of research conducted in the last ten years in secondary and upper-secondary schools of Tarnów County are presented. The first secondary school studies confirmed the dramatic demand for advisory assistance, which was one of the essential prerequisites to create a network of school guidance centres at secondary schools. A recent study showed the progression of advisory activities. Also, the structure of support expected by the students has changed. Online students, unlike their older colleagues, do not expect help in planning but support in understanding their personality. At the end of the article, apart from the conclusions, a recommendation for widespread school career counselling is included.

1. Introduction

This article is addressed to teachers and school career counsellors. It comes from the belief that once they read the article they would look more broadly at their own

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profession in the context of preparing students to choose the profession and the area of further education.

The intention of the study was to gather empirical data to evaluate the implementation of the statutory obligation to prepare students to choose the profession and the further education through secondary and upper-secondary schools located in the area of Tarnów County.

The study was conducted in the school year 2003/2004 and 2005/2006 (panel study) on a group of 616 students and in the school year 2012/2013 on a group of 220 first and final year students in the Tarnów County upper-secondary schools. The research sample was selected at the level of 10% by the systematic sampling at the interval of 10. Its representativeness reinforced the need to participate in the research a sample of students from each upper-secondary school in the number proportional to the total number of youth.

2. Development of the decision-making body

The shaping of professional career starts very early in life. Parents are the first group providing a child with specific patterns of attitudes towards each other. Mieczysław Loboeki writes that the most optimal conditions to fulfil the educative function has a complete family consisting of two parents and children joined by strong emotional bonds that complies with the universally recognized principles, norms, values and ideals. In all other types of families it is much harder to build appropriate models based on reliable and accurate self-assessment and on the real basis (1, p. 311).

Children and then young people anticipate their future education and career in their creative and innovative thinking. Outward signs of changes taking place in the child's personality are the first choices of their professional career. In the period of primary socialization the child plans to be a fireman, a policeman, a priest or he/ she plans to have other socially significant profession. However, this is a one-dimension image based on the attractive external attributes assigned to certain professions. In the pre-selection phase, children generally do not take into account their own suitability or the needs of the labour market, they do not take into consideration the practical possibilities of performing chosen profession. It is not, fortunately, the constant state. 'Few children, says Stanisław Szajek, keep for a long time their career wishes expressed too early under the influence of the family environment' (2, p. 51).

Young people replace the original infantile images, through their development and wider access to information, with more and more mature perception of the world. They enrich their knowledge and experience different contradictions of the reality surrounding them under the influence of social contacts. They also correct their earlier vision of life. As a result, the image appears as complicated, requiring continuous confrontation with the richness of the reality including the postmodern rhetoric of broader surroundings.

3. Post-modern fears, concerns and opportunities for youth

The early 21st-century man lives in the world in which law and order has been demolished. Future which could not be predicted made them feel lost and helpless. A modern man is accompanied by overwhelming anxiety about their future. Such state, as Zygmunt Bauman writes, has been recorded in the biography of each individual (3, pp. 43–44).

A sense of insecurity appears in many dimensions and the status of the work is among them definitely the most perceived. Young people, on the basis of the relationship of their parents or friends, know that the human rights of their current terms do not include the acquisition of rights to work even the best-performed one. Means of subsistence, social position, a sense of usefulness as well as their own dignity—all can be lost overnight and without notice. The second source of information are older colleagues. From them young people can learn, for example, about the mounting difficulties in obtaining work. These problems are associated with permanent imbalance in the labour market which is accompanied by high and persistent unemployment. Young people are subjected to the pressure of diverse information about the contraction of the labour market due to accumulation of unfavourable social and economic phenomena. Portals present unfavourable for young professionals rankings which show that the work in their dream profession is not and will not be possible soon.

Man, however, according to Józef Koziński, is neither entirely a puppet controlled by the external environment, nor a poor actor. He or she is rather a separate entity (a person who largely determines their fate) who usually deliberately and intentionally operates in an increasingly complex maze of modern times (4, p. 170).

Young people operate in a world that is becoming increasingly diverse and complex, contradictory and dynamic and constantly open. They expect changes and have got the illusory sense of authorship and control over reality. They take matters into their own hands. They replace a typical attitude of the modern era based on the imperative: 'you have to be such and such' with the rule assigned to the postmodern era: 'You can be anyone'.

The presented here optimistic image of youth is not entirely clear. This same youth becomes helpless and lost in the process of making important decisions about their future life and career.

4. Orientation phase—an integral part of the education process

The success of achieving the stated goal is not born spontaneously. First draft and then plan require support on foundation of reliable information converted into a regular knowledge. The following in the direction of success occurs within the three major processes: orientation, decision-making and post-decision making (5, p. 89).

Józef Kozielecki recognizes decision-making process, similarly to Alicja Kargulowa, in the form of a three-phase model: a pre-decision making process, the process of decision-making and a strictly post-decision making process (6, p. 23). Each phase in the model action is planned in an orderly sequence and it follows the time. The first, orientation phase, in psychological terms is the stage associated with confronting by the individual incoming information with internalized information in the process of socialization. The same stage in terms of pedagogy and educational activities has generally aimed at making optimal decisions on the life and career choice made by the individual. In sociological terms, similar to the pedagogical, it is a process of educative orientation, extended on the groups, which takes into account social relations of choice.

Regardless of the adopted perspective, the essence of the orientation process is to prepare for the decision making which should be based at least on the relationship of two areas: the decision maker and knowledge of the career characteristics. Everyone agrees, says Bożena Wojtasik, that it is essential to get to know oneself, learn about different professions and adjust oneself to the certain profession (7, p. 68).

Vocational orientation is an integral part of the educational process designed to assist in the acceleration of the students' maturity in choosing the profession. It should accompany the individual at all stages of his/ her career choice, because in each of them there are difficulties (8, p. 30). This stage is seen as the most important, the most difficult and the longest in the process of decision making. The quantity and quality of information, knowledge and pre-professional experience collected during the process should provide a strong foundation for students' individual decisions on the following stages of education.

5. The school career counselling outline description

5.1. Career counselling as a normative task of school

The amendment to the Education Act of the 7th September 1991 increased the number of tasks assigned to the schools. The obligation to prepare students to choose the profession and the area of further education is one of them. Implemented regulations define tasks which change obviously along with the further steps preparing children and young people to the choice of profession.

Schools, which sometimes with difficulty deal with the implementation of the tasks related to teaching and education, are also required to create Inner School Vocational Guidance System. The activities related to the professional school counselling which can easily be deduced from the numerous reports were among the priority tasks of secondary and upper-secondary schools (9, p. 30).

5.2. The uncertainty of the decision about the selection of profession and school

First and the most important professional decision young people ending upper-secondary school have to make is often taken with uncertainty and lack of information. Parents and teachers, contrary to pragmatic advisory services, in many cases accept the decisions of the students' choosing the school 'they have a chance to finish' and 'postpone a career choice'.

Almost every third student who attends the last grade of secondary school is not prepared to make a binding decision on the selection of their future school (10, p. 138). Continuous complication of everyday life causes that the teachers, parents and students do not have full knowledge about the professions and all possible ways of getting them. This problem was accurately recognized by Stefan M. Kwiatkowski, who writes: 'Despite the undeniable progress in terms of the access to information, many students select the post-primary school without a specific self-knowledge about their own abilities and knowledge of employment opportunities at the local labour market' (11, p. 17).

Young people willingly use the suggestions, advice and guidance of their parents, older siblings and other family members. They do so especially at the stage of the early adolescence. More rarely it happens to upper-secondary students or students of secondary vocational schools, but in these cases a little more than one-third of graduates admitted the use of their family support. Apart from the informal support obtained from the family (this includes the third part to half of different groups of respondents families) students look for professional psychological and pedagogical help mostly in schools they attend. However, these expectations are rarely met because, as Magdalena Piorunek concludes in her research, traditionally called professional counselling is rarely present in the selection process carried out at the stage of adolescence. Small number of students registered their existence in such centres and that is why mostly sporadic information meetings do not help the decision-making situation of young people. Less than one in ten respondents mention them (12, p. 229).

5.3. Categorization of students and schools

For many secondary schools the basic student selection criteria are the results of studying and behaviour at previously attended school. They are quite clear and simple criteria that do not require the in-depth knowledge of interests and abilities of the students. The choices made by students and the survey on the graduates fate generally confirm the school predictions about their careers. Students reaching the highest educational results are traditionally categorized into the group which should continue their education in upper-secondary schools. The weaker students, with the average educational achievement, should follow their educational aspirations for technical training. The weakest students, having low educational results and additionally causing educative troubles, are predicted to training at basic vocational schools with

a short path of career advancement. Selection of students according to the adopted criterion can cause many mistakes especially in relation to the group assessed as 'satisfactory—good grade'. It should be noted, however, that many teachers revise their approach towards plans and educational aspirations of students. Teachers see more factors and interdependencies that occur between them so the future of the students is projected with greater caution.

The second area of categorizing are upper-secondary schools. Interviews conducted with teachers recognize the tendency to prioritize the upper secondary school reality according to the criterion of the degree of difficulty and prestige. The basic premises are the most subjective experiences of educational and professional experiences, the prospect of their own workplace or the insufficient knowledge about the specificities of different types of schools.

Vocational training now gets a lower rank as well as less demanding educational cycle. Schools of technical type are also seen through the prism of 'domino effect'. The opening of the general education meant that places released in technical schools were occupied by the students who, in many cases, should continue their education in basic vocational schools. This phenomenon, indeed accepted by the upper-secondary schools, can be defined as a negative recruitment to technical schools.

Presented in brief changes perpetuate in educational and social consciousness the false impression that a technical school is easier to graduate from. Such an inadequate to the reality image transmitted in the counselling process may contribute to the development of students' unobtainable career plans and making wrong decisions.

6. Outline of school career counselling in the Tarnów County schools

6.1. Educational and career plans of students

Serious, but not the only, drawback in secondary counselling is the intensification of the professional orientation process conducted in the final year. A false belief that students in the final year of study, just before crossing upper-secondary educational threshold, construct their educational plans functions in school environment. My own research confirmed that in the third secondary school year, nearly two-thirds of the students have formed plans for their further study taking into consideration the type of school. A comparable proportion of rural students has stable plans for education in urban schools (10, p. 138). These are the students who can be described as determined to achieve vocational and educational objective.

Panel study conducted in the school year 2005/2006 confirmed that three-quarters of the students have a clearly defined strategy. Alternative choices (second place) in case of failure in the selection of the first chosen upper-secondary school are not random. It is usually a school of the same type but lower in the rankings and education environment. Only a small group of students changed the type of school, rarely it occurred

among the students who planned their further education in upper-secondary schools. The other students, under the pressure of passing time and the approaching deadline for recruitment, found for themselves the right school. In many cases, this was done on the basis of unstructured information and under the strong influence of parents.

Teaching experience annually confirms that the students' choices are not definitive. Each student in the next stage of education can correct an inaccurate decision. In the school year 2003/2004 about 110 students corrected their choice (changing school, changing the type of school, changing profession), while in the school year 2012/2013 there were no more than 20 students who did the same. Most often it was the vertical change from technical or upper-secondary school to basic vocational school. Students generally blamed an overestimation of its intellectual capacity for this, too much learning, inadequate effort for the end result or the possibility 'to achieve the same' through the education in complementary types of schools.

6.2. The school career counselling forms of support

Carl R. Rogers writes that 'you need the courage, when you made the choice to take the first, tentative step towards the unknown' (13, p. 296).

The institutions supporting consultative process in schools are the District and Municipal Pedagogical and Psychological Councillors in Tarnów and the Centre for Education and Youth Employment called OHP in Tarnów which is assisted by counsellors from Mobile Centre of Vocational Information. In each school year, on average, every third student (31.1%) receives pedagogical, psychological and counselling support. The basic purpose of the action taken by the institutions is to enable young people to acquire the skills of active, flexible, professional development planning and the acquisition of knowledge together with the skills necessary to smooth transition from education to the labour market. These tasks have been realized by the advisors through conducting group classes, individual counselling and providing professional information. The basic method of operation is the advisory conversation conducted according to strictly defined phases and using certain techniques. Methods and techniques used by counsellors enable the students to learn through future professional positions in the context of the changing needs of the labour market.

The school counsellors, employed in the county schools, are the natural partners of the upper-secondary schools in the advisory process. The network of school counselling centres, set up in upper-secondary schools as an initiative of the Department of Education in Tarnów County, fulfils the expectations of students in secondary and upper-secondary schools. In the years 2003–2005 five school guidance centres were created as pilot project (SzOK). The equipment for such centres was purchased with funds from the Ministry of Economy and Labour grant. In subsequent years another four centres were created.

A special ally in the advisory activities is the offer of training and vocational courses offered to students of upper-secondary schools in the frames of the systemic

project 'The modernization of vocational education in Lesser Poland' financed by the European Union under the European Social Fund (2010–2014). The main objective of the project was to upgrade teaching and systematic improvement of the quality and attractiveness of vocational education in Lesser Poland. The objectives are realized through the forms of support in order to obtain additional ('hard' and 'soft') skills, to acquire the pre-professional experience, the participation of pupils in get-to-know profession visits, additional practices and internships. Activities such as the organization of educational fairs in the formula of promoting different professions, the competition: 'I have profession. I have fantasy', or trips abroad in the framework of transnational component, fit perfectly in advisory activities.

Despite the activities taken to support the students of upper-secondary schools, they are in a more difficult counselling situation. In extreme cases, the counselling process is considered to be unnecessary and the employment of counsellors in schools as economically unjustified. Few people are aware of the fact that a large group of students put off the moment of career decision, choosing upper-secondary schools or vocational schools under the pressure of external factors. In upper-secondary schools properly maintained professional orientation is often underestimated. Teachers assume that students with the support of their family or relatives made a prudent choice. They forget also that the orientation process is an inherent component of the professional development of each individual and the goal of the school professional counselling is to support young people in making career decisions.

Final year students, under the pressure of administratively defined terms are forced to overcome barriers and declare the selection of future school or university. In many cases, the tactical choice is made towards gaining the objective. The selection decision is based on a small amount of information needed, taken without deepened reflection and in a hurry. This may be inaccurate and inadequate for general plans. In extreme cases, the choice may be made due to different superficial information, heard or under the influence of colleagues. Thus taken decisions carry a high risk. There are also diametrically different situations when the student has got all the necessary information, systematizes it skilfully and turns into the frames of his or her knowledge and yet does not have the courage to make the decision. Students look for support or acceptance even though the risk of failure is minimized.

7. Diagnosis of advisory support in choosing a secondary school and university

7.1. Progression of advisory activities

Conducted in the school year 2003/2004 research confirmed the dramatic lack of school support in terms of educational and vocational guidance. On a very low level did students assess school activities in such an important for them area as fu-

ture career. Support from the school was rather incidental. There were no structured activities, and above all, lack of professional staff. School Information about schools and universities students acquired on their own. Almost half of the students (49.2%) thought that they were not sufficiently prepared to choose the future school.

The results of the survey carried out in autumn, in the school year 2005/2006 are consistent with those obtained by other researchers. Only 13.6% of students confirmed that they benefited from any counselling assistance related to career choice. In spring the percentage of young people has risen to 21.6% which means that every fifth student of the final year of secondary school received professional advice and counselling.

Another study in the school year 2012/2013 confirmed significant progress. One-third of the students (33.3%) confirmed getting help from a teacher or vocational counsellor. Also, the percentage of students (33.3%) who are not sufficiently prepared to make decisions about the choice of secondary school decreased.

The biggest deficit of information traditionally occurred in the field of vocational training both on the threshold of upper-secondary education and higher education. Parents help and peer environment seemed to be invaluable during that period. The problem was not lack of information but the fact that the students themselves showed limited skills or determination in searching for such information. The lack of complementary knowledge obviously was not a barrier in designing and making career plans as well as further education. Doubts frequently articulated by the students concerned fitting for the profession. Students expected to have their selection confirmed due to the psychophysical predispositions.

Progression in the advisory activities can be explained by several factors. Firstly, the schools and local authorities realized the seriousness of the problem. The student who made the incorrect choice and did not know how to integrate into the local labour market (due to the qualifications and low mobility) at one point became a client of the municipal social care. Secondly, commune and county policymakers noticed that the problem of unemployment starts at the stage of school. Generally, the first period of transition a barrier was not the fact that the vocational school programmes did not correlate with the realities of the local environment or education in traditional large-scale event but the low awareness of the changes. Mirosław J. Szymański writes: 'The social consciousness transformations belong to those vertebrae issues that are equally as important and interesting as the economic reforms. Since no changes taking place in people's mind were set, their attitudes and aspirations, it is impossible to imagine more effective changes in the economics and politics' (15, p. 13).

7.2. Expectations of the students

Analyses of the data, regardless of the period of the study, systematically confirmed the students' demand for professional advisory support. Systematic assistance while choosing the educational path is expected by two-thirds of rural students

(66.8%) and one-third of urban students (33.6%). Every fourth student (24.4%) in urban and rural secondary schools expects the ad hoc assistance. Half of the students clearly indicate that they are supported mainly by their family environment (parents and older siblings—49.6%) when it comes to choose the future profession. Despite the fact that parents with higher education are more efficient in terms of support in career planning and their children appreciate their influence over the career education, the analysis confirmed the bigger interest in using the vocational advisory than in children from families with lower education. They expect the first confirmation of chosen life path and career correctness in order to minimize the risk of failure.

In the rural, as in urban, environment the expected level of support for advisory is related mainly to the knowledge about one's own personality through learning about the strengths and weaknesses, the degree of correlation to choose an occupation and interests (autumn: 42.2%, spring: 35.3%) and to obtain information about the type and specificity of upper-secondary schools and universities (autumn: 42.2%, spring: 38.3%). An expectation to read the characteristics of different professions predominated among the students who declared vocational training on the upper-secondary and higher level. Students wanted to learn about the structure of school subjects and activities as well as required professional skills and psychomotor qualities necessary in selected occupations (autumn: 9.7%, spring: 13.6%). Pending attitude of a large group of students may indicate a reliable approach to planning their future. A change in the structure of the expectations of the students can also be noted. While a few years ago their older colleagues expected help in constructing professional plans, the present students expect help in understanding their own personality.

Preparing students for education programmes does not correlate with analysis of the local labour market. Only a small group (8.2%) require information about the local labour market and expressed the desire to understand the mechanisms regulating the demand and supply of labour.

A study conducted in the school year 2012/2013 confirmed earlier attitudes of secondary school students. Recognition of the local labour market on the verge of the upper-secondary school is, according to the students, an irrational action. A comment of one of them is representative for a large group of students: 'Once I have a profession I will always find the job.' The opinion expressed in such a way confirms a great optimism in causative power of education. In rural areas the belief in prestige and power of education is still functioning.

Of course, diametrically opposed position is represented by the students of the final year of upper-secondary schools who intend to start their first job. They express comprehensible concern about their future professional position. Analysis of the fate of graduates confirms that statistically only one in four or five graduates of an upper-secondary technical school finds job in line with their learned profession. Employment opportunities are increased if they have additional qualifications which, however, students do not obtain during the vocational training at school.

7.3. Sources of information

Traditionally, sources of information for students about the local labour market are parents (family) (29.2%), media: newspapers and the Internet (27.6%) and school peer environment (17%). Diversification of sources allows confronting the information and creates an image of the labour market which is the closest to reality.

The parents (family) provide their children with the information resulting from their professional experience. From the perspective of counselling support, many parents may be evaluated negatively because it is rather a process of discouragement. Emphasizing the negative traits can produce the image of the profession of limited social value which from the pedagogical and social point of view is a reprehensible action. A society, to last and develop, needs people performing different social and professional roles such as intellectuals, scientists, artists and managers but also locksmiths, bricklayers, bakers, butchers as well as non-qualified workers.

The school staff: teachers or school counsellors to a greater extent are listened to by upper-secondary school students than secondary school students and they are more credible for them. They are the source of information for every tenth student on average.

7.4. Persons influencing the choice of school

The students asked in the school year 2005/2006 about the people influencing the choice of school in autumn, pointed mostly their parents and family environment (49.3%), less numerous group noted that 'it was only my own choice' (31.2%) and least frequently they indicated their peers (12.3%). The study repeated in spring did not confirm the primacy of parents and family environment (28.6%). The increase was noted in a group of students independently choosing schools (40.2%), choosing under the peer influence (14.9%) and outside school (9.1%). Reducing the impact of parents and family environment on school choice correlates with the lack of parents' approval on school choice. Students, in the absence of approval from the parents, decided alone on the selection of the school. Most dispute between parents and their secondary school children concerned the choice of the upper-secondary school. Parents in rural areas more than in urban ones do not approve of the choice of general upper-secondary school. The tradition of learning at technical schools due to the vocational qualifications in rural areas is still ongoing. In case of 'Matura' school students, parents did not question the aspirations of studying, but they would not accept the chosen way to continue education at university.

Studies repeated (by interview method) in the school year 2012/2013 confirmed the changes. Young people are given greater autonomy in planning their future career and life.

Together with the weakening of parents influence on the school selection, the professional orientation process of acquiring information sources that influence the career plans and education has also changed. A smaller group of students in spring

(18.8%) than in autumn (23.9%) benefited from the knowledge and experience of parents while constructing their professional future plans. Also the value of their older colleagues experience decreased as a source of information (autumn: 27.6%, spring: 15.2%). On the other hand, the importance of objective sources of information such as trips to high schools, information and professional fairs, staff meetings with employers organized within the framework of vocational offer have increased. The position of the school has also been strengthened.

7.5. Self-assessment of knowledge as the basis for creating professional plans

In the context of the students' questions about self-assessment of knowledge as the basis for creation of educational and professional plans, obtained responses explain the lack of interest in some issues which are important from the perspective of counselling. Almost every fifth student (18.5%) highly regards their knowledge (based on the detailed information), and three-quarters of the students (73.7%) estimate their knowledge at the average level (ordered, but without detailed information). This entitles to conclude that students are honestly prepared to make a decision on the selection of profession and a field of study.

The audit question did not confirm the adequacy of such a high self-esteem students actual knowledge of the future school and profession. The students were not able to identify the future profession extent necessary qualifications, skills and aptitudes to. They used the general concepts, pointed out commonly known features. The deepened analysis confirmed the high level of intentionality in choosing a career related to its prestige (20.1%), economic position (27.9%) or the desire to achieve their dreams and interests (33.1%).

8. Conclusions

- 1) Young people during the socialization process increasingly internalize the postmodern culture. High self-esteem of their own knowledge facilitates the implementation of the post-modern principle that 'you can be anyone'.
- 2) In the last decade there has been a significant evolution of quantitative and qualitative guidance in decision-making process while making a career choice and direction of education in the Tarnów County schools. Systematic counselling assistance is expected by nearly two-thirds of the rural students and one-third of urban students. Every fourth student expects occasional vocational assistance.
- 3) Students do not expect support in the construction of educational and career plans, but the psychological and educational assistance in exploring their own interests and if they personally suit the specific professions.

- 4) Youth diversified the sources of information about occupations and the labour market. Emancipation processes occurring rapidly in the postmodern culture weakened the influence of parents (family) on the educational development and career plans of young people.
- 5) Self-assessment of students' knowledge as the basis for constructing their career and educational plans is inadequate to the realities of school and work. Preparing students to vocational education does not correlate with the recognition of the labour market and occupational characteristics.

Recommendation

Despite the clear progression of the school career counselling in the area of Tarnów County, deepened analysis shows that currently functioning point and spread forms of support demonstrate considerable inconsistency in the context of the expectations of students and do not provide the expected effectiveness. It is necessary to ensure the systematic and obligatory advisory support in schools, especially in secondary schools, based on uniform standards. Advisory system at school should take into account the cooperation with psycho-pedagogical counselling, OHP and other institutions providing advisory support and also with parents.

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Zarys diagnozy doradztwa edukacyjno-zawodowego w szkołach powiatu tarnowskiego

Streszczenie: Nowelizacja Ustawy o systemie oświaty poszerzyła obowiązkowe zadania szkoły o obowiązek udzielania wsparcia w zakresie przygotowania uczniów do wyboru zawodu i kierunku kształcenia. Artykuł jest próbą diagnozy szkolnego doradztwa zawodowego przeprowadzonej na podstawie badań w gimnazjach i w szkołach ponadgimnazjalnych powiatu tarnowskiego. Celem artykułu – kierowanego głównie do nauczycieli – jest zwrócenie uwagi na problemy związane z udzielaniem uczniom wsparcia przez szkoły (pojawiające się w fazie konstruowania planów zawodowych i edukacyjnych) oraz ocena skuteczności funkcjonowania szkolnego doradztwa zawodowego w kontekście oczekiwań uczniów. W pierwszej, teoretycznej części artykułu zaprezentowano w zarysie zagadnienie kształtowania się podmiotu decyzyjnego. W kolejnych przedstawiono wyniki badań prowadzonych w szkołach gimnazjalnych i ponadgimnazjalnych powiatu tarnowskiego w okresie ostatnich dziesięciu lat. Pierwsze badania gimnazjalistów potwierdziły zapotrzebowanie na pomoc doradcą, co stanowiło jedną z istotnych przesłanek do utworzenia sieci szkolnych ośrodków doradztwa zawodowego w szkołach ponadgimnazjalnych. Wyniki ostatnich badań wykazały progresję działań doradczych. Zmieniła się też struktura oczekiwanej pomocy ze strony uczniów. Obecni uczniowie – w przeciwieństwie do swoich starszych kolegów – nie oczekują pomocy w planowaniu, ale wsparcia w poznawaniu swojej osobowości. W zakończeniu artykułu – oprócz wniosków – zamieszczono rekomendację upowszechnienia szkolnego doradztwa zawodowego.

Słowa kluczowe: Wewnątrzszkolny System Doradztwa Zawodowego, szkolny ośrodek doradztwa zawodowego, szkolny doradca zawodowy, proces orientacji zawodowej
