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DECISION-MAKING IN THE POAP FOR THE TRANSITION FROM HIGH SCHOOL TO UNIVERSITY IN PUBLIC SECONDARY SCHOOLS IN CASTILLA Y LEÓN, SPAIN

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Abstract: The objective of this research is focused on studying the treatment of decision-making in the POAP, with Baccalaureate students, in public Secondary Education centers in Castilla y León, Spain. For this, an analysis of the content of the POAP of each of the centers is carried out. The research has a quantitative design and for the collection of information, the questionnaire in on-line format was used as an instrument. This was sent to a sample of 200 secondary schools and a response was obtained from 121 of all of them.

The questionnaire focuses on 3 descriptors: internal factors, external factors and the decision-making process. The results show that 53% of the centers develop aspects related to the decision-making process, that 76% work on internal factors such as self-knowledge, self-completion, abilities and interests, external factors such as information from higher education treat it. 96% of the centers.

The treatment of the decision-making process with the Baccalaureate students is relegated to the background, developing to a greater extent, the information of academic and professional opportunities and self-knowledge. We have been able to detect that, up to now, aspects such as the updating of the instruments used, the inclusion of non-sexist labor orientation, are not given importance, data that open up a wide range of possibilities for new proposals and future approaches.

Keywords: Decision making, transit, academic and vocational guidance, POAP

INTRODUCTION

The current educational offer in Spain is characterized by its capacity for optionality in the different educational stages such as Secondary Education, Baccalaureate, Vocational Training and University. This is the basis for the existence of a Vocational

and Professional Educational Guidance System that facilitates vocational maturity for students, so that, in moments of transition, adequate and autonomous decision-making processes are favored in a space marked by insecurity.

With this perspective, in Secondary Education Institutes (IES), Vocational and Professional Guidance must act from a proactive nature, in which a continuous process of accompaniment and mediation is developed. The orientation must accompany them in the identification of the changes that are forged in their cultural, social, economic and natural environment; must mediate so that they become aware of their own identity and; advise them so that they, as active agents of their own change, develop their professional and life projects.

If all the moments through which people's lives pass are important, this is so, in order to accompany, "on the way to the University", the students who need advice and guidance to finally take coherently one of the more complex decisions and, at the same time, less considered and valued in its fair terms: choosing a profession, training in and for it, and developing it satisfactorily in the social sphere.

We start, on the one hand, with the regulations that structure the orientation in the Spanish Educational System, The Organic Law of Modification of the LOE 3/2020, of December 29, (Chapter III, Articles 21, 22, 25, 26 and 29), explains the principles that affect Compulsory Secondary Education, in terms of Educational and Professional Guidance.

However, as Cano and Casado commented in 2011, it is in Baccalaureate, despite not having tutoring time, when we have to invest more and with greater effort and interest, from our role as Counselors and/or Tutors, through Programs of Academic and Professional Guidance (POAP) in favor of our students

so that they can be trained in making real personalized academic decisions, consistent with their interests and aptitudes and that are objectively valid with respect to the profile of the profession they have chosen.

All decision-making, and those of an academic-professional nature, even more so because of their complexity, affect the whole person and in all their dimensions, since a multitude of variables or factors are involved that can influence, in one way or another, each decision. For this reason, the final decision must be based on and based on the deep knowledge that the students have of themselves, yes, always with the help of the Counselor and/or Tutor and, obviously, the family.

Consequently, and as Álvarez, M. et, (2011) support, it is not enough for students to be well informed, they must know, based on their own interests, what, with a projection for the professional future, they really like. They must know, from their own capacities, their abilities and skills, their strengths and weaknesses. They must recognize, from their own personalities, what defines them as people, what makes them who they really are. They must know and value what their parents think of them by presenting their advice. They must know and value the image and opinion of those who are close to them (teachers, parents, classmates and friends).

The University and its teachers are not and must not be exempt from this task, because guidance is permanent. Its purpose is none other than to guide the adaptation and integration into the university system, facilitating and enhancing their academic achievement, helping in their personal and human development and advising them in their transition to the professional and labor world.

For all this, the importance of developing actions related to these aspects from the

POAP in the IES, and leads us to the objective of this research, to study the treatment of the decision-making process through the POAP in Baccalaureate in the IES of Castilla and Lion.

MATERIALS AND METHODS

The research assumes a quantitative methodology, a cross-sectional descriptive and non-experimental relational design, data collection was structured and sequential in a given period and a defined study population.

The sample size was calculated with the database of the census of educational institutions of the Castilla y León education portal, for the 2019-2020 school year with a confidence level of 95% and 3% error.

The results reported that the minimum necessary sample size was 113 centers, we received the response of 121. For the selection of educational institutions, an accidental or causal non-probabilistic method was used; setting an optimal number of 200 institutions as the maximum number of existing centers; Subsequently, the selection was based on the responses received. Contemplating the procedures, the authorization of the directors of the 200 educational institutions was requested; Subsequently, the information was collected, already focused on the Guidance Department.

In the execution of the research, the ethical aspects of educational research were considered, guaranteeing confidentiality in the handling of information, and responsibility to comply with and enforce compliance with national and international bioethical standards throughout the development process of the work.

The research instrument was applied to counselors of the HEIs that are taught Baccalaureate in Castilla y León. The responses received varied, with the final participation being: Ávila 61.15%, Burgos 54.1%, León

68.8%, Palencia 60%, Salamanca 56%, Segovia 56.2%, Soria 54.5%, Valladolid 65, 6% and Zamora 52.6%.

To identify the dimensions of the decision-making process, the 2018 Self-authorship Scale was used, validated by experts and piloted, made up of 50 items that evaluate 3 categories: external factors, internal factors and decision-making, and variables. such as self-concept, self-knowledge, professional academic outlets, links between studies, influence of external agents, New Technologies, personal and adjusted decision, actions that contemplate the existence of stereotypes, etc. The scale has 6 items per dimension with a Likert scale. The reliability of the instrument was determined with the analysis of internal consistency, Cronbach's alpha, with an overall reliability of $\alpha=.815$.

The analysis of the data was carried out in the statistical program SPSS 25. The general results of the applied scale are shown by measures of central tendency and dispersion, because the data does not follow a normal distribution, non-parametric tests were applied: Kruskal and Wallis. for more than two groups; Spearman's rho correlation coefficient was used, all with a significance of 6%.

RESULTS

The dimensions of the development of the decision-making theme in Programs with Baccalaureate are average, considering that the distribution point is the 50th percentile, with self-knowledge and professional academic opportunities being the highest score ($M=64$; $DT=30$).; family ($M=62$; $DT=33$) and personal and adjusted decision ($M=51$; $DT=33$), while external agents and their influence ($M=45$; $DT=32$) presented the lowest.

DIMENSIONS OF DECISION MAKING ACCORDING TO THE TREATMENT IN THE EDUCATIONAL CENTERS OF THE DIFFERENT PROVINCES

The dimensions of decision-making that are developed with the Baccalaureate students in the POAP are analyzed. Variability is observed in the dimensions considering the province of origin, thus, León presents scores: search for information ($M\text{ León}=62$; $DT=29$), identify alternatives ($M\text{ León}=66^*$; $DT=31$), and the choice ($M\text{ León}=63$; $SD=31$), in Zamora ($M\text{ Zamora}=48^*$; $SD=32$). In general, the search for information and the choice are the dimensions that are most developed in all the provinces ($M=54$; $DT=32$), while external and internal agents and decisions present ($M=48$; $DT=32$). See Table 1.

Regarding the provincial variables: Palencia, Segovia and Soria have a similar behavior, the dimensions: search for information, identify alternatives and the choice, are above the average and the dimension generate alternatives, below.

When relating the dimensions of decision-making with the aforementioned provincial variables, it was observed that adolescents sought academic and professional information, showing a significant relationship with compliance with the regulations, scoring ($M=71^*$; $SD=28$), the choice of options, is associated with the provincial variable, being León the one that presents ($M=48^*$; $DT=32$). The Identification of academic and professional alternatives, highlights Valladolid ($M=68^*$; $DT=29$), it can be highlighted that the decisions present an association with external agents such as family typology, being, in this descriptor, the variable that presents a higher score ($M=64.3^*$; $SD=32$), and does not obtain any relationship with the provincial characteristics or the decision-making process.

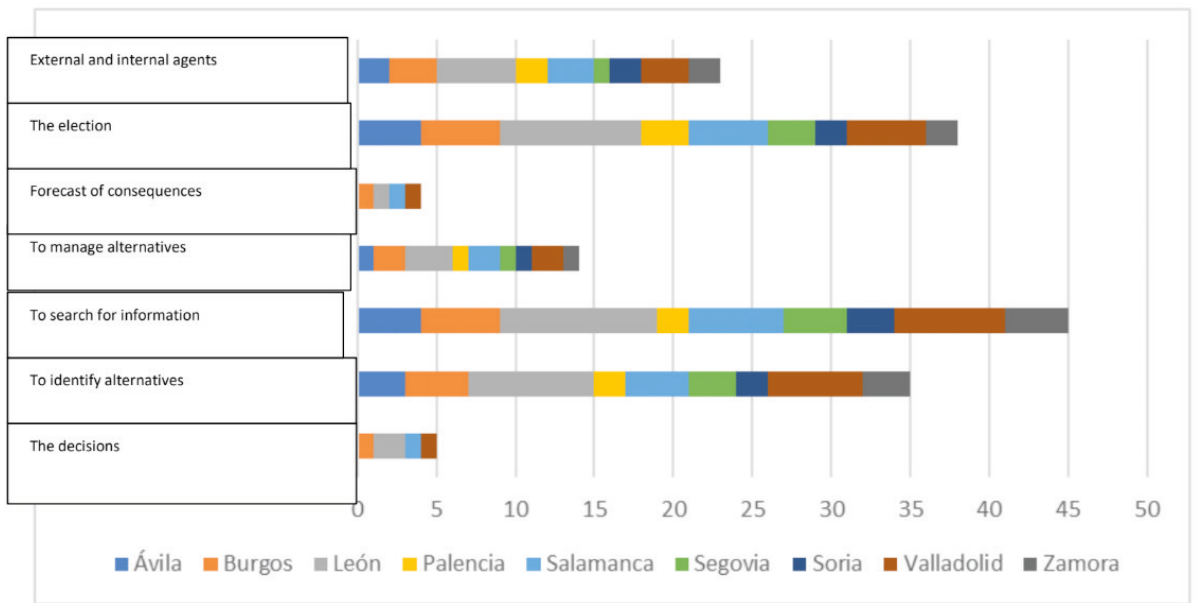


Table 1. Decision-making according to the treatment of its variables in educational centers.

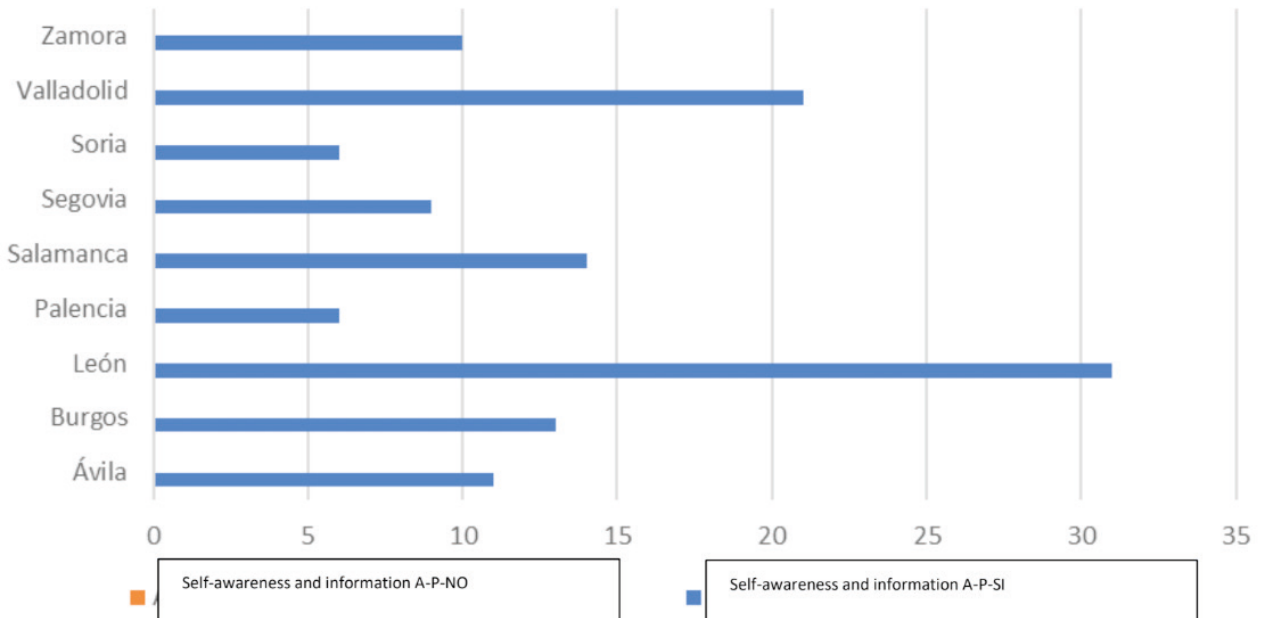


Table 2. Internal Factors in Decision Making: Self-Knowledge

DIMENSIONS OF THE INTERNAL FACTORS OF ADOLESCENTS IN RELATION TO THE POAP OF THE CENTERS OF THE DIFFERENT PROVINCES

The analysis of the results of the relationship between the dimensions of the internal factors and the contents of the POAP of the centers, see Tables 2 and 3.

Regarding self-knowledge and professional academic information, it is observed that the centers of León and Valladolid present scores ($M=65.5$; $DT=29.3$; $M=64.9$; $DT=28.5$), in Salamanca ($M=52.2$; $DT=32.2$), Burgos ($M=61.5$; $SD=32.8$) and Ávila ($M=64.9$; $SD=29.7$). The results in the social, below the 50th percentile; the centers of Palencia, Soria and Segovia show ($M=46.1$; $DT=29.8$; $M=46.1$; $DT=29.5$, $M=35.5$; $DT=28.6$). Regarding the crossing of the variable of the province and the dimensions of self-knowledge, the results inform that the POAP of the centers with the largest population number, present high scores, in self-knowledge and academic and professional information. The findings show that the provinces with the most varied universities obtain Valladolid ($M=65.7$; $DT=29.3$), León ($M=62.8$; $DT=32.8$;) and Salamanca ($M=65.5$; $DT=29.5$).

In addition, the centers of the Provinces with Affiliated Universities show a low score, standing out those of Soria and Palencia ($M=47.0$; $DT=31.5$) and in Segovia ($M=41.7$; $DT=30.3$).

Regarding the dimension of self-concept, the level of development in the centers with the Baccalaureate students, the results indicate that, in the Professional Academic Guidance Documents of the Guidance Departments, they do not deal with this dimension, obtaining scores ($M=72.4^*$; $SD=24.3$, $M=68.2$; $SD=31.0$, $M=60.6^*$; $SD=34.5$). However, lower scores stand out in the planned yes variable in the POAP. The dimension scored highest in

Valladolid and León. Additionally, the results report that Soria and Palencia present a low score in the treatment of self-knowledge with high school students ($M=30.8$; $DT=28.1$).

Finally, when relating the dimensions of self-knowledge and self-concept with the Provincial variables, it was found that the self-concept developed in the centers with the adolescents showed a significant relationship between the province, scoring ($M=72.4^*$; $SD=24.3$) and with the existence of a university ($M=65.7^*$; $SD=29.3$).

Self-knowledge, for its part, is associated with being a basic line of development in Professional Academic Guidance by state and regional regulations, with 100% of the centers and their respective documents presenting the highest average. Both present an association with the level of population, obtaining scores ($M=60.6^*$; $DT=34.5$), so that the larger the provincial population, the greater the planning in the POAP.

DIMENSIONS OF THE EXTERNAL FACTORS OF ADOLESCENTS IN RELATION TO THE POAP OF THE CENTERS OF THE DIFFERENT PROVINCES

The analysis of the results of the relationship between the dimensions of the external factors and the contents of the POAP of the centers according to Provinces, are shown in the following tables.

The results of the relationship between the dimensions of the external factors and the academic information report the following: regarding the University and Higher Vocational Training degrees, it was found that the Guidance Departments present scores above the 50th percentile in León and Valladolid ($M=65.2$; $SD=29.9$; $M=64.8$; $SD=28.9$); the weights ($M=63.6$; $DT=31.8$; $M=61.9$; $DT=33.7$; $M=63.5$; $DT=31.4$) and cut-off marks ($M=64.6$; $DT=29.9$; $M=63.7$;

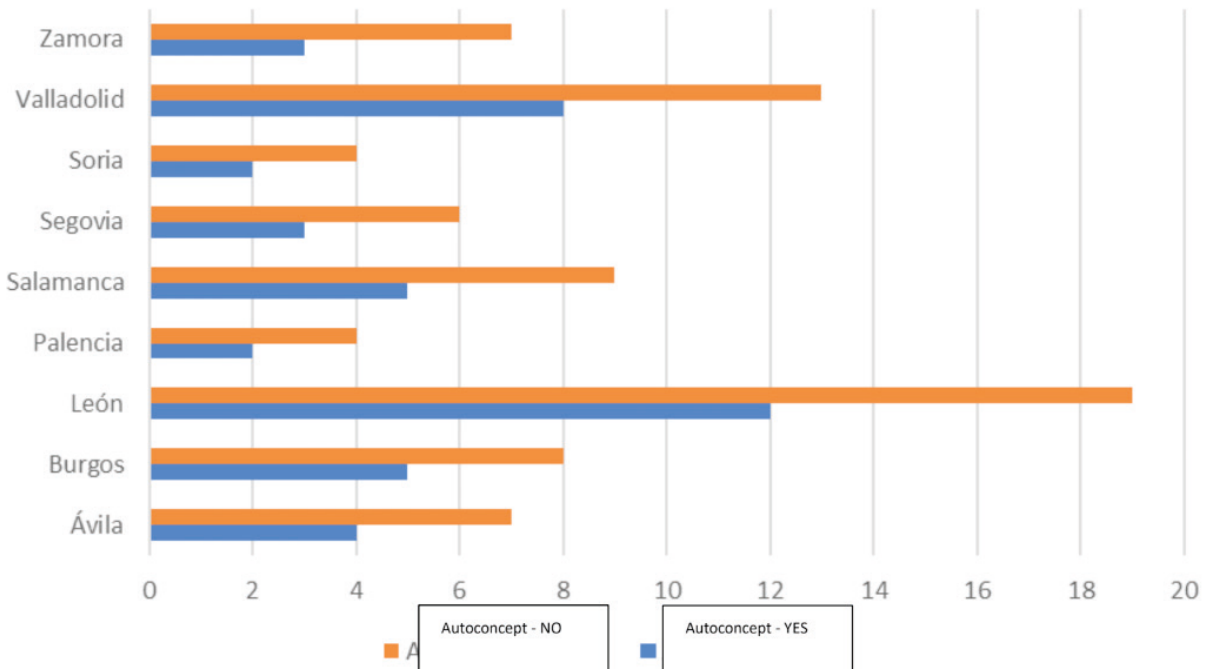


Table 3. Internal Factors in Decision Making: Self-concept

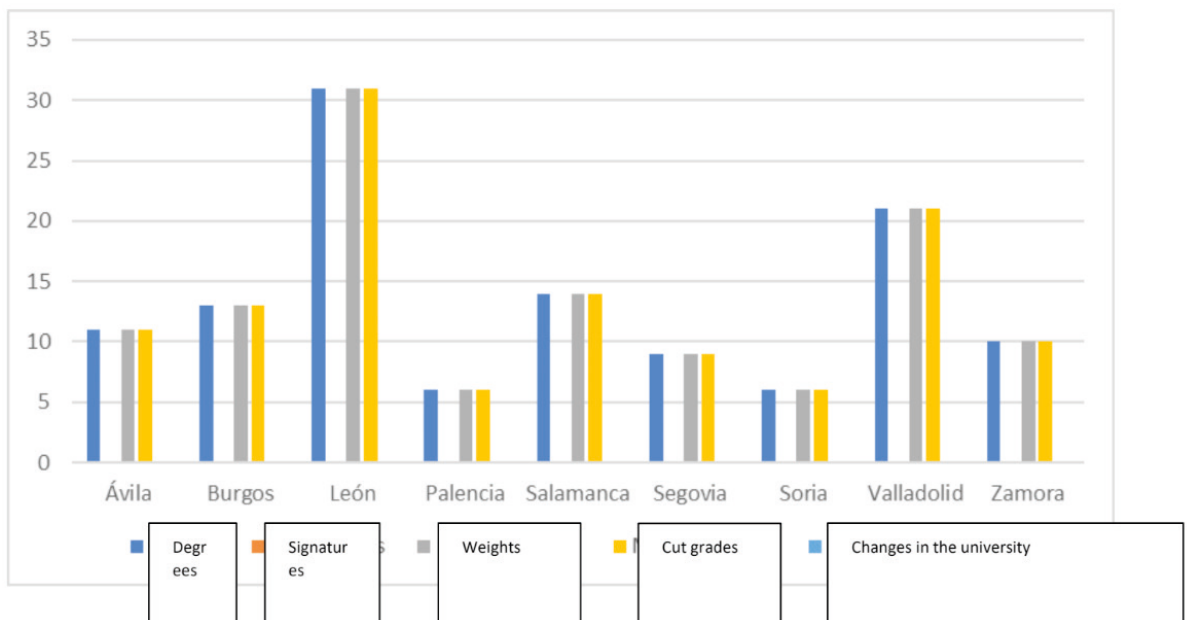


Table .4 External factors in Decision Making: Academic information

DT=30.3 M=66.8 ; SD=34.4). On the other hand, the subjects of the degrees and changes in the University, show a score well below the 50th percentile in all the variables, their development with the students is not considered or raised in any of the Provinces. See Table 4.

Regarding the crossing of the professional opportunities dimension with the provincial variables, the results inform that the centers in whose province there is a University present scores above the 50th percentile in exits, other professional opportunities, information on university open doors.

It must be noted that León and Valladolid present the scores (M=68.3; DT=33.3), in professional opportunities and open door information, León and Salamanca for other professional opportunities (M=63.6*; DT=32.7) and, Burgos, Salamanca and Valladolid in actions with the University (M=65.7; SD=29.5).

In addition, Ávila, Segovia and Burgos show a very low score in other outings, with lower scores standing out in Zamora and Palencia in other professional outings (M=43.3; DT=44.5), as well as performances with the University (M=20.0 ; SD=15.5). See Table 5.

Regarding external influences, the results suggest that the provinces of Valladolid, León and Salamanca present high scores in: employment situation and professions most in demand, highlighting the province of Salamanca with higher scores in influence of relatives (M=74.3*; SD =26.5), and peer influence (M=57.1*; SD=34.2). However, in the province of Valladolid it has a high score in employment situation (M=71.8; DT=27.0) and the most demanded professions (M=77.4; DT=19.5), secondarily, the results establish that the influence between equals presents a lower score in all the variables present (M=34.4; DT=38.3). See Table 6.

DISCUSSION

The results report that the total sample of the external factors dimension presents identical scores, which are higher than the other dimensions of decision-making in the POAP.

Regarding the differences in the province of Castilla y León, it is León, Salamanca and Valladolid that present a higher score in decision-making, external factors and internal factors, while Palencia, Segovia and Soria show a high score in situation labor.

The not-so-high score on the influence of family members on students when making decisions in Baccalaureate is weakened by the results of Cortés and Conchados (2012), who found that the influence of parents was high and that it is strongly related with the decision made. Likewise, another approach by Rodríguez et al., 2016, points out glimpses that adolescents who receive good information in the decision-making process is the result of feedback from parents and teacher-tutors, which favors the development of a successful decision.

In this line, Bernardo, Galve and others (2020), point out that the vocational orientation directed towards the success of the decisions made by adolescents also depends on the influence of other factors such as the social, economic and educational situation of the family. This argument supports the objectives of this study by considering the need to work with high school students on the decision-making process, as well as the external and internal factors that influence it.

Regarding decision-making, the results obtained are similar to what was observed in previous studies that reached a high score for the dimensions of professional opportunities and university open doors (Rodríguez et al., 2016). These authors observe that the high score for professional opportunities could be related to the perspective and importance

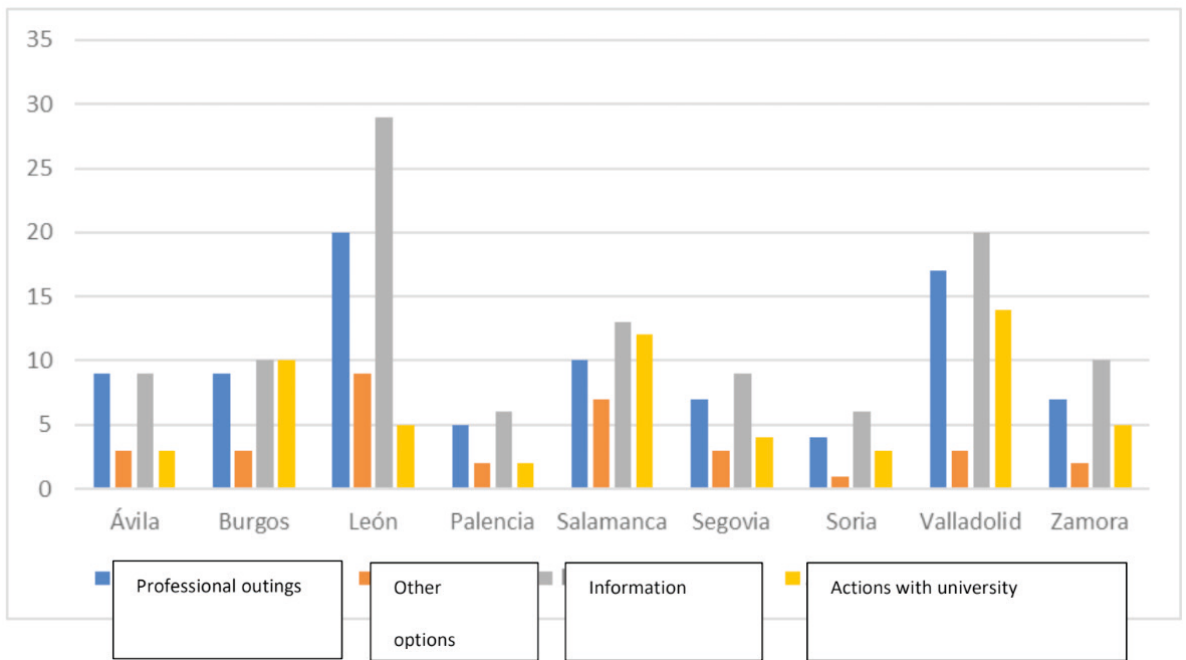


Table .5 External factors in Decision Making: professional opportunities

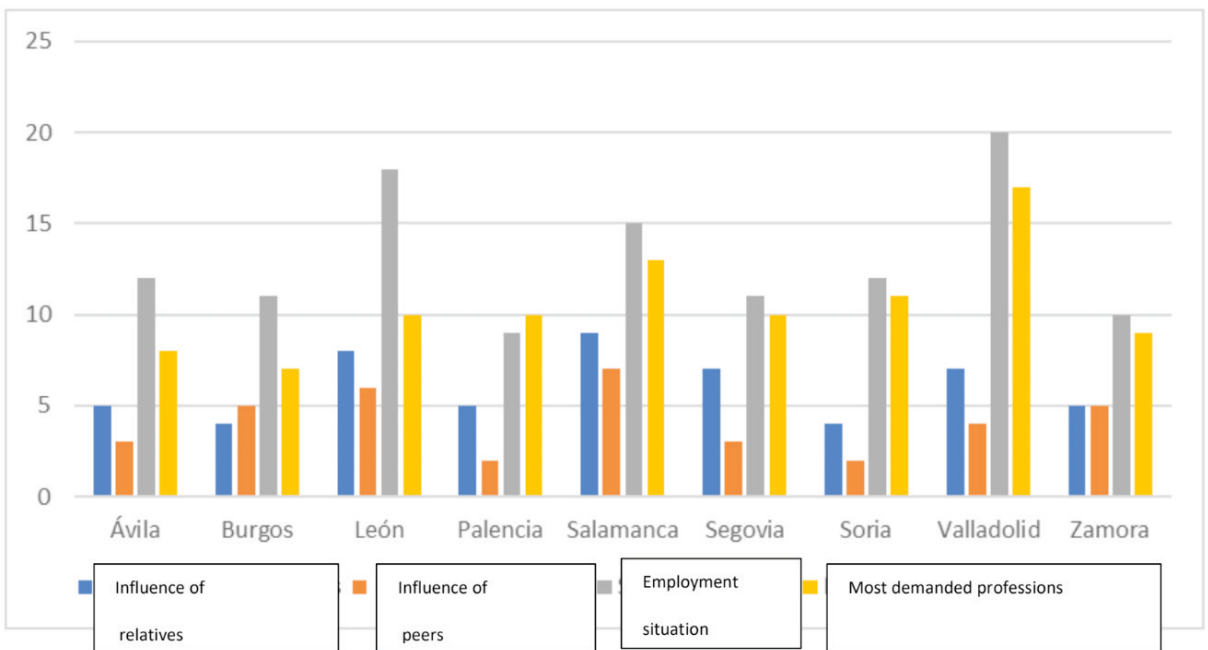


Table .6 External Factors in Decision Making: External Influences

that adolescent students give to their possible economic and work future, they consider it as an influential factor when establishing relationships of the academic options that are presented to you at a certain time.

The internal factors report slightly lower scores than the average and Palencia, Soria and Zamora are the ones that show the least work with students regarding self-concept and self-knowledge of the total sample. These data are similar to the study by Santana and García et al. (2009) who evidenced in the case of high school adolescent students that the internal dimension shows the lowest score. These authors observe that they value other factors such as academics and external factors, losing the sense of identity of the decision-making process itself.

Regarding the relationship of external factors, a better score was found in all the variables in general, specifically, if they develop these factors with the students. These results are similar to the study by Santana and García et al. (2009), where they achieve that these external factors are significantly associated with the success of the decision made by the students.

Another reason that explains high scores in external factors, as added by Martínez, P. (2021), responds to the fact that various regulatory and educational fields would also have an impact on the decisions made by students, on academic and professional information, employment situation Current and other possible non-university professional opportunities

Finally, regarding the provinces with the treatment of decision-making in their centers, the results show that those provinces whose contexts have higher education institutions, presented higher scores in all its dimensions, with the particularity that a significant relationship is presented. between the population index of the provinces and

the existing university institutions. The results obtained agree with the study by Santana, which states that the decisions of the students at the end of the Baccalaureate are closely related to the perceived assessments of parents and teachers about their academic performance.

CONCLUSION

The development of this study allows us to conclude in general terms that the POAP present high scores, which embodies a stable development in external factors; professional and academic opportunities; while internal factors with self-concept and self-awareness report a lower score.

Regarding the relationship between the dimensions of decision-making with the provinces of Castilla y León, the results show significant relationships: between the academic and emotional with the level of postgraduate studies of the parents, marital status, type of family and with the particular institutions that adolescents attend; the family was related to the particular institutions, the nuclear family and parental marital status; the physical, with the schooling of the adolescents and the marital status of the father; and the social one presented a significant relationship with the mother's working day.

It must be noted that the emotional dimension of adolescents in relation to the sociodemographic characteristics of the parents presents low scores in both widowed mothers and fathers. The findings found in the study allow us to confirm the characteristics of self-concept, the ability to remain stable and changeable at the same time. Thus, the identification of the general dimensions of the Cuenca adolescent's self-concept responds to the stability and variability of self-concept is explained by context-dependent factors such as the sociodemographic characteristics of adolescents and their parents.

This investigation had as a limitation, the few investigations interested in this relationship, which allow an adequate contrast of the results obtained in this study.

The study carried out has educational implications and contributes to the enrichment

of psychopedagogical intervention programs in the educational and family environment, so that parents support and reinforce the self-concept of adolescent students, paying attention to achieving the highest probability of success in the final decision.

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