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SATISFACTION INDEX OF THE STUDENT TEACHERS WITH RESPECT TO THE SERVICES OF PROFESSIONAL ORIENTATION

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Abstract: This article consists of describing the context that frames pedagogy as a discipline, the graduate profile, its professional field and the areas of performance for insertion in the labor field. For this purpose, a descriptive analysis is made of some publications that address the concept, perspectives from different authors with the purpose of providing professional guidance to students in training to contribute to their life and career projects that contemplate the diversity of occupational scenarios of Pedagogy. The methodology contemplates an exploratory research, under the survey technique and the application of a questionnaire applied to a sample of 344 Pedagogy students of the Veracruz region of the Universidad Veracruzana. The results reflect that the professional orientation service has been provided with good acceptance, however, the approach to the real context is requested through professional practices and visits to institutions, as well as the approach of topics related to professional competencies and emerging fields of pedagogy. It is suggested to integrate into the annual program of activities, the aforementioned topics and to transversalize in the educational programs of professional practices, pedagogical intervention and social service, methodological strategies of professional orientation that strengthen their professional work and make possible the opening of the occupational field.

Keywords: pedagogy, competencies, professional profile, professional orientation.

INTRODUCTION

This is a theoretical and methodological diagnostic study to argue the participation of the Pedagogical discipline and its work in various educational fields. Higher education faces great challenges, as it is a fundamental pillar for the formation and growth of society, making possible the opportunities to meet the expectations for a better life, access to the labor field and participation in new profes-

sionalizing levels. A commitment of quality education is to form better human beings, in the cognitive areas, development of skills and with a conviction of respect for others, their rights and healthy coexistence, from this perspective of integrality, the task of universities and institutes is to form professionals. Vocational training, according to Casanova 2003, is an educational activity aimed at providing the knowledge, skills and abilities necessary to perform in the labor market, whether in a specific position, occupation or professional area. It acts in turn complementary to other forms of education, training people not only as workers but also as citizens. (p.8) A fundamental task within the student's training process is Career Guidance considered as a necessary service in the comprehensive training of higher education students, this process includes an action plan that is developed through educational counseling, through which information and professional counseling is provided to students to channel their life projects and professional career, taking as a reference their aptitudes and interests that are strengthened throughout their school career.

Hernández (2018) Pedagogical Professional Guidance as a specific type of Professional Guidance, is a process through which a system of influences is exercised with a planned, organized and continuous character that subjects receive, who show inclination or not towards professions with a pedagogical profile, with the objective of familiarizing, introducing and identifying them with the pedagogical professional world, so that they propitiate the emergence, development and consolidation of a positive emotional attitude towards competent pedagogical work (Hernández, 1985). As a result of the above, the present study has the purpose of providing essential information from a diagnosis that allows to set the guidelines for an adequate professional orientation that contributes to favor labor performance in the various sectors and areas of pedagogi-

cal work. The research contemplates aspects related to the Pedagogy career, the graduate profile, the professional field of pedagogy, the professional competencies, the background of professional orientation, in general. The document is made up of the presentation of studies carried out on the research topic, the statement of the problem and the research objectives. The relevance of this diagnosis lies in obtaining indicators to guide the work of those responsible for providing the professional guidance service, in order to meet the requirements and expectations of students to apply them in their professional career projects.

METHODOLOGY

The present research is framed in the quantitative approach, the study takes as population the students of the Bachelor's Degree in Pedagogy of the Universidad Veracruzana in the Veracruz region, taking as a sample 344 of them 82.6% belong to the female sex, 16% to the male sex and 1.4% prefer not to say. A 21.2% corresponds to the 2020 generation and in the same percentage participated the 2022 generation, 20.1% comes from the 2016 generation, 16.6% to the 2019 generation and 15.7% belongs to the 2018 generation. The data collection technique was the survey and the instrument was the questionnaire, whose objective was to investigate the degree of satisfaction of the students in relation to the professional orientation activities carried out in the psychopedagogy department of the Pedagogy faculty of the Veracruz region of the Universidad Veracruzana during the 2021 - 2023 course. The instrument was composed of eight ITEMS in a 5-point LIKERT type scale based on the following equivalence: 1) Very dissatisfied, 2) Dissatisfied, 3) Indifferent, 4) Satisfied, 5) Very satisfied. Where each of the questions is aimed at finding out the students' satisfaction with a specific aspect of the activity.

RESULTS AND DISCUSSION

As initial data, 65.4% of the students consider the pedagogy career in first place and 31.4% in second place when they receive their professional orientation.

As can be seen in the graph above, 218 students report having received professional orientation through events with professionals such as conferences or congresses.

It can be seen in this graph that 143 students say they are satisfied with all the career guidance services offered, followed by time and space dedicated with 64 choices and by the commitment assumed with a total of 61 choices.

The present graph can be associated with the previous one considering the response of not being satisfied with any service, expressed by 46 students and the most representative indicator with 94 choices where the reasons for not knowing the services and 63 choices where it is assumed that it was due to lack of time.

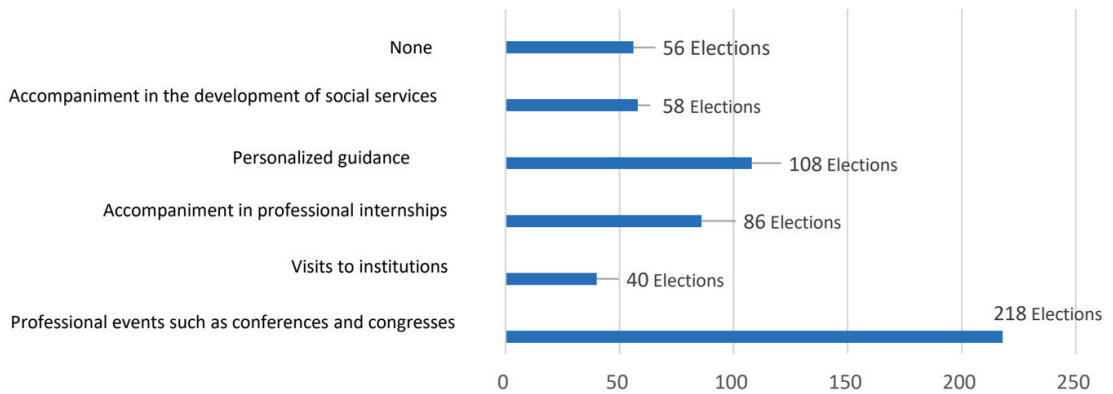
This graph shows that the highest percentage reported having received professional orientation 1 to 2 times and 28.8% reported not having received it.

In the previous graph, most of the indicators reflect a high percentage, however, the highest percentage is inclined towards the available internship spaces with 192 choices, followed by visits to companies and schools with 186 choices, as well as job fairs and job fairs with 170 choices.

Regarding the index of satisfaction with the topics addressed on career guidance, almost half of the respondents said they were somewhat satisfied (49.7%), followed by 23.8% who said they were very satisfied.

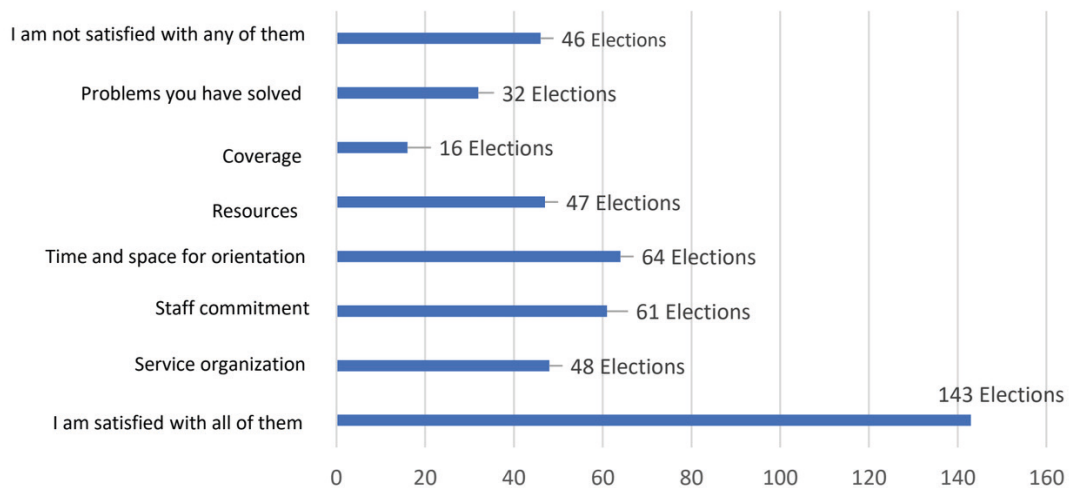
The axiological formation plays a key role in the integral formation of the student, as regulated in the code of ethics of the Universidad Veracruzana, so that in this indicator the highest percentages reflect being somewhat satisfied in 39.8% and very satisfied in 36%.

What career guidance service has the Educational Program staff offered you during your training? (You can check several options) (344 answers)



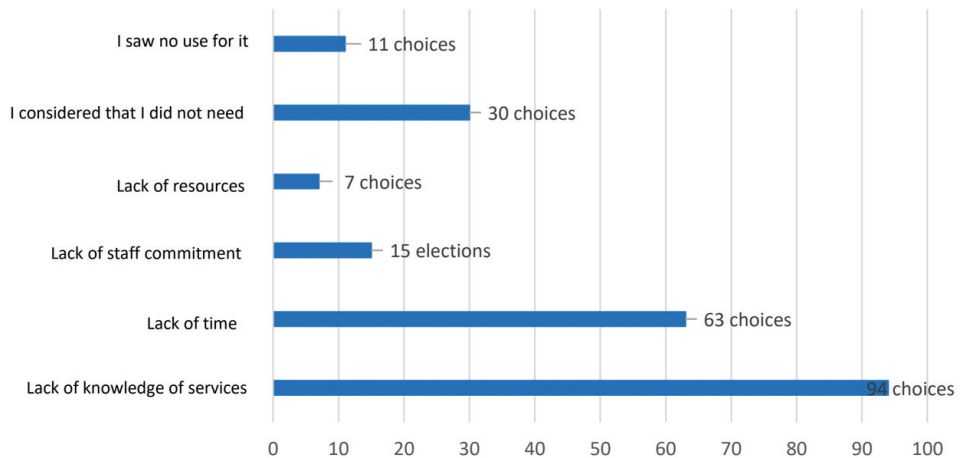
Graph 1

With which item of the career counseling services provided by the Educational Program staff are you satisfied? (344 replies)



Graph 2

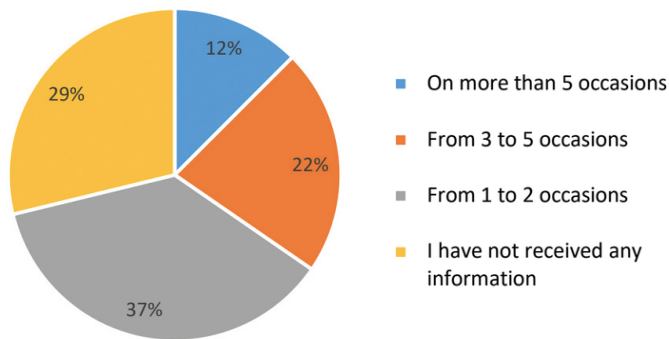
If you did not receive any type of professional orientation service, what were the reasons why you did not receive it? (185 answers)



Graph 3

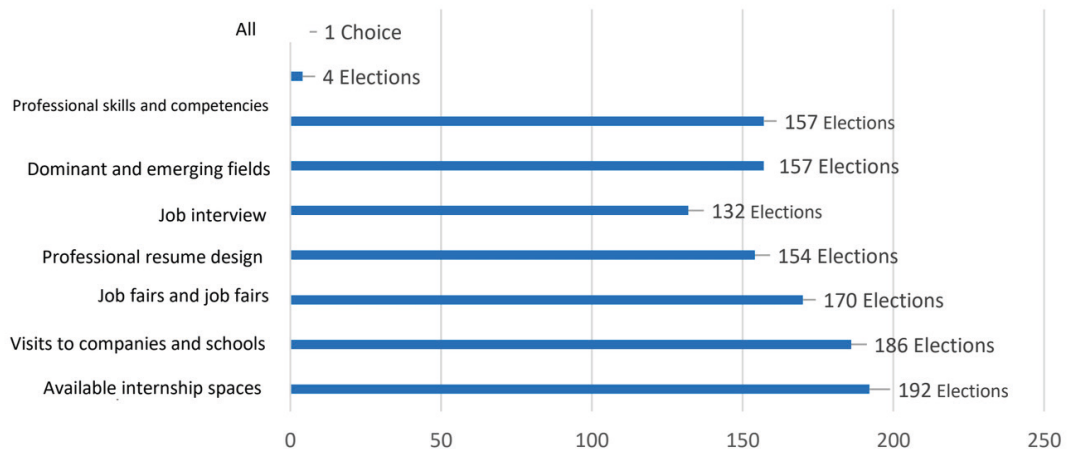
In the last three periods, how many times have you received information about Career Counseling from the Psychoped...sional department in real scenarios, workshops or fairs?

(344 replies)



Graph 4

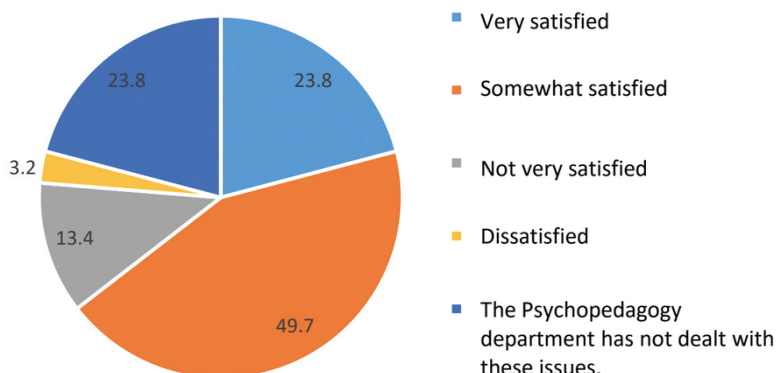
On what topic of career guidance do you consider that the psychopedagogy department of our faculty should carry out and disseminate activities? (you can mark several options) (344 answers)



Graph 5

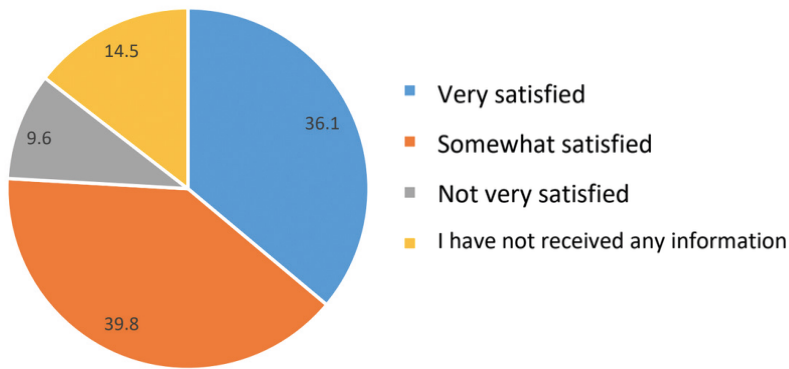
How satisfied do you feel with the topics covered by the Psychopedagogy Department in relation to Professional Orientation?

(344 answers)



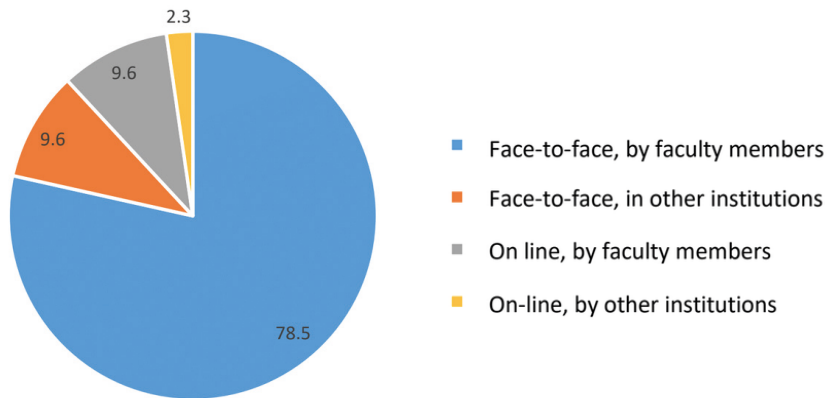
Graph 6

How satisfied do you feel about the information provided on the pedagogue's code of ethics (344 responses)?



Graph 7

By what means would you like career counseling to be provided? (344 responses)



Graph 8

The last graph explores the means by which the student would like to receive professional orientation, the highest indicator reports that 78.5% of the students would like to receive it in person from faculty professors and a minimum percentage of 9.6% of the students would also like to receive it in person, but in other institutions.

DISCUSSION

Based on the results obtained in this diagnosis, it can be seen that the majority of students have received professional orientation in conferences and congresses, and they also state that they are satisfied with the services provided, attributing it to the dedication, time and space allocated for orientation, as well as

the commitment assumed, also arguing that, if they have not received professional orientation, it was due to lack of knowledge of the service. Likewise, in graph four, they state that they have received orientation from one to two occasions, but also 34% of those interviewed in graph three indicate that they did not attend due to lack of time. It is requested that professional orientation be linked to internships, visits to schools and companies where more contextualized information is provided, and this is reinforced in the last graph when expressing that the information is provided in person and in other institutions. Even though a high percentage of the respondents say they are very or somewhat satisfied with the topics addressed, 13.4% indicate that

they are not very satisfied or that some topics have not been addressed, it is worth highlighting the information provided in the previous graph where they indicate that the dominant and emerging fields, as well as skills and competencies, are discussed.

CONCLUSIONS

The central theme of this study was career guidance. Over the years, research and actions have been carried out to provide information on occupations for the development of professional choice, to inquire about people's aptitudes from their individual differences to increase their human potentialities that contribute to decision making, in this sense, personality diagnoses arise through the application of psychometric tests, talks, lecture series and support centers are formalized to provide guidance in life and career projects as an aid to benefit human quality. For the above mentioned, it is argued that the professional orientation service is a fundamental and necessary process in the student's trajectory that, linked to the professional practice and expert lectures, will be of great support to cement the decisions in the occupational performance of any profession, in this case we refer to the

Bachelor in Pedagogy. The indicators provided by this research show that the School of Pedagogy has been carrying out actions related to professional orientation; however, it is important to disseminate information about the service offered by the psychopedagogy department by initiating within the institution, in addition to linking it with external institutions that provide the opportunity for experiential learning through professional practices and social service. The organization of forums, seminars, lecture series with experts who from their experience share their successes, mistakes and decision making for the resolution of problems with which the student has to face, in the reality of a changing world. Finally, it is important to make very clear to students the importance of mastering their professional competencies and knowing the emerging fields of pedagogy in which they can work. In addition to meeting needs, they represent an opportunity to enter the labor market.

After analyzing the above-mentioned topics, it is suggested to carry out studies on the occupational market, life and career projects, and trends in educational guidance in emerging fields.

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