



EduSol
ISSN: 1789-8091
edusol@cug.co.cu
Centro Universitario de Guantánamo
Cuba

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EduSol, vol. 17, no. 60, 2017, -March, pp. 104-113
Centro Universitario de Guantánamo
Cuba

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Crítica al trabajo de orientación profesional vocacional en el segundo año de la carrera de Agronomía

Criticizing the work of professional and vocational orientation in second year of the Agronomy major

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Recibido: 23 de octubre de 2016

Aceptado: 20 de marzo de 2017

Resumen: Teniendo en cuenta la importancia de orientar profesional y vocacionalmente en los primeros años de las carreras universitarias, se determinan los problemas existentes en el trabajo realizado por el colectivo de segundo año de la carrera Agronomía. Para ello se parte de un resultado contradictorio en el Índice de Satisfacción Grupal en los estudiantes hacia la orientación recibida en el curso 2015-2016. Fueron analizadas las preguntas abiertas empleadas en la técnica de V.A. Iadov y revisados varios documentos de la facultad y del año. Como resultado se aprecia que la contradicción de los estudiantes es fundamentada principalmente en debilidades en la esfera docente.

Palabras clave: Orientación profesional – vocacional; Formación y desempeño profesional; Estrategia educativa; Carrera Agronomía

Abstract: Taking into account the importance of guiding professionally and vocationally the students of the first years of the university majors, we determined a series of problems in the work carried out by the teaching staff of Agronomy. We took as a starting point the contradictory results of the Index of Group Satisfaction of the students regarding the orientation received during the academic year 2015-2016. Using the technique of V.A. Iadov, a series of open questions were analyzed, as well as a corpus of documents related to the faculty and year studied. As a result, it can be appreciated that the dissatisfaction of the students has to do, mainly with weaknesses in teaching.

Keywords: Professional and vocational orientation; Training and professional performance; Educational strategy; Agronomy major

Introduction

The human being, throughout history, has needed guidance to solve different complex situations that occur daily, both in the internal and in the environmental aspects, according to the characteristics of the time, and the social and economic development that he has to live.

The orientation can be approached from the educational point of view because in the stage of personality formation, the man will always have difficulties in some areas that require attention and guidance. Humans will feel the need to be oriented to achieve their integral development.

Analyzed from the educational point of view, orientation is understood as a continuous process, dynamic, planned, that empowers human capacities; it is feasible to achieve in the individual thanks to the compatibility of personal aspirations and social needs. (Carpio and Guerra, 2007) In the history of man, one of the areas that has demanded more guidance is related to the profession, since with the social division of labor this has been the means of obtaining the economic sustenance of families and, therefore, the society.

The beginnings of vocational guidance were traced to Boston in 1908 with the creation of the First Bureau of Vocational Guidance by F. Parsons, who coined the term vocational guidance. In a historical moment of deep social reforms, with the development of industrial technology, which generated the need to teach new professions (Alfonso, 2013).

The nature of vocational guidance has varied through the different stages of development of humanity, being closely related to social changes, the role of work in society and the way in which men perceive the different professions.

From the theoretical point of view, there are different approaches to this process, reflecting the different conceptions of their authors about motivation and their expression in professional activity.

The professional orientation in Cuba has been approached by different authors in their investigations as González, V., (2007); González, D., (1995); Gómez, (2010); Carpio and Guerra, (2007); Llerena, (2009); Recarey, Del Pino and Rodríguez, (2011), among others. Terms such as vocational guidance, vocational orientation and professional guidance have been conceptualized. In this work the term Vocational - Professional Orientation (VPO) is assumed, defining it as a multifactorial process of personality education aimed at self - determination of the subject in the process of training and professional performance, in accordance with social needs. In which there is a close relationship in the development of the subject's motivational and cognitive sphere (Ymas, 2014).

Only from a historical-cultural perspective of human development is it possible to recognize the socio-historical conditioning of the subject-profession relationship. In addition, guidance cannot be considered as an isolated aspect of a moment of personality development but a process that goes through several stages.

Most of the studies carried out in Cuba have dealt with the problem of professional orientation linked to professional motivation, following the line of the personal approach of Dr. Fernando González Rey, which means, above all, to understand the active role of the subject in the selection process, training and professional performance.

In these moments of implementation of the "Guidelines for the Economic and Social Policy of the Party and the Revolution," the VPO is particularly interesting, since it is now evident the need for the training of professionals competent and ideologically committed to the political, ethical and moral perspectives, for which it is necessary to educate the main social professional motivations, in order to establish a close relationship between these and those careers considered as social priorities, because of their importance in the socioeconomic development of the country.

Many efforts have been made by the government to ensure that the University fulfills its social function of graduating professionals capable of solving problems in all spheres.

In Cuba, in the twenty-first century, important changes have been made in Higher Education, which have allowed the highest enrollment in history to be achieved in recent years. The University is responsible for working to ensure levels of permanence and egress corresponding to the levels of access already achieved (Horruitiner, 2006). However, in the early years of career for a considerable group of students it is complex to stay in the university, because many are looking for better opportunities for development in sectors that do not require a university education and also, the ideal profession often does not correspond with reality, because it was built from the image that in the infantile stage was formed on the different professions. The academic backup staff is the structural cell of the vocational guidance process in universities. It is the only organization able to articulate during the course and in a continuous way the diagnosis - orientation relationship and thus give life to the system of professional orientation. It can involve all teachers and counselors in the process. (Recarey et al., 2011)

It is the academic backup staff that designs the Educational Strategy, it is approved by the students, who can propose changes in any of the three spheres: teaching- learning process, socio-politic activities, and university cultural life.

Based on the above, it can be affirmed that the university VPO should be a reference to improve the level of motivation for the profession. It is no longer considered as an isolated activity in the

process.

In the professional field of Agricultural Sciences, specifically the Agronomy career studied at the Agrarian University of Havana (UNAH) has been affected for many years by a poor VPO in the stage of selection of the major, which does not contribute to the self-determination of students by it. It is remarkable that most students do not list for this profession in their first three options, instead, many take it as a chance to enter Higher Education after they have lost the opportunity to be admitted to their main choice majors. In addition, it is seen in the loss of enrollment in the early years and in the low academic performance of the groups.

Considering the above, the author, who performs the role of primary teacher of the second year of the Agronomy career, considered it necessary to analyze the satisfaction of these students. This result showed that individual students tend to satisfaction in a general way, although not all reflect satisfaction, while the index of group satisfaction is contradictory.

In order to raise the satisfaction of the VPO in the second year students of the Agronomy career for later courses, we proceed to criticize the work of VPO carried out, and thus to determine the weaknesses for which the group satisfaction index is not satisfactory, and the strengths of the work performed so that the individual students tend to satisfaction.

There are several methodologies commonly used in the field of VPO to achieve the research objectives. This is based fundamentally on the qualitative methodology, since it allows a naturalistic and interpretative approach to the subject under study.

Theoretical methods are used as the historical-logical in the analysis of the theoretical referents of the VPO. Techniques and procedures are used for the empirical analysis as the documentary study during the revision of curricular documents such as the: Agenda Report of the Faculty, Educational Strategy of the Year and the subject programs, which allow to evaluate how the VPO is conceived in the education of the sophomores of Agronomy.

In addition, the Iadov technique is applied, which is the starting point for this research, and the open-ended questions are analyzed to know the opinions of the students about the VPO actions they receive during the year.

Development

The first open question was aimed at determining the level of relationship between the content of the subjects and the profession. Students were presented with a scale from 1 to 10 where from lowest to highest the level of relationship that they consider is expressed. They were evaluated from low (L) those that were in the range between 1 and 3; medium (M) between 4 and 6; High (H) those in the range between 7 and 10. While the second question was directed to identify the activities carried out in the year that contributed to its VPO.

In this research, a triangulation between techniques and documentary results is performed, which allows the comparison of the data obtained and raise the objectivity of its analysis in the study. The mathematical-statistical method is used when descriptive statistics are performed by means of the percentage analysis of the grouped data.

The sample was formed by students who completed the second year of the Agronomy career in the academic year 2015 - 2016 and continued studies in the academic year 2016 - 2017 (45 students). So the sample coincides with the population.

Once the research methods and techniques have been applied, the results obtained in the revised documents are analyzed.

Collected in the Agenda Report of the Faculty of the academic year 2015-2016, the educational results are shown below.

Chart 1. Teaching results achieved in 2015-2016

Results	Students	%
Total enrollment for the year	63	100
Medical Leave	4	6,35
Loss for other causes	8	12,69
Fraud	0	0
Approved without trouble	29	46,03
Approved with subjects pendant	10	15,87

Repeat the 2nd year	12	19,05
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Source: The author

This group started with 63 students, of whom 51 finished, six did not continue studies, they were part of the 12 that would repeat the year. As a result, at the beginning of the 2016-2017 school year, the population was 45 students.

This group started the course with a total of three reincorporated students who were on medical license, one for sanction, 10 repeaters, and 24 students with pendant freshman subjects. This indicates that 38.1% of the initial enrollment in the second year, in addition to attending the subjects of the year, had to overcome others in the first year. This shows a low level of professional interest of the students.

González (2007) assures that students who do not have professional motivations tend to have lower academic performance, and require more VPO to achieve graduation and meet society's expectations.

The subjects with the most teaching problems of the year are shown in Chart 2.

Chart 2. Subjects with low educational outcomes

#	Subjects	Promotion %	Index of quality
1	Physics II	77,36	3,19
2	Organic Chemistry	84,91	3,28
3	Research Methodology	96,15	3,19
4	Biochemistry	57,14	2,94
5	Microbiology	73,58	3,27
6	Animal Morphophysiology	81,25	3,08
7	Agricultural Practice II	97,96	3,22

Source: The author

As it can be seen, although subjects such as Organic Chemistry, Research Methodology, Animal Morphology and Agricultural Practice II have a promotion higher than 80%, their quality indexes are less than 3.5.

When analyzing the educational strategy of the year it was determined that there are several activities in the sociopolitical sphere and university cultural life aimed at the VPO of students with the aim of enhancing professional interests. However, no methodological activity is declared with the teachers referred to the topic.

In the review of the programs of all subjects of the year is found as weakness that only in the subjects Physics II, Biochemistry, Social Problems of Science and Technology (PSCT), and Animal Morphology, is explicitly stated in the program: the need to link the contents of subjects with those of the profession to motivate students for the career Agronomy.

The results of one of the open questions of the Iadov technique are shown in Chart 3. It refers to the linking of subject content to the profession.

Chart 3. Student's criteria for the relationship between content of subjects and profession

Subjects	% of students with low ratio criterion.	% of students with average ratio criterion	% of students with high ratio criterion
Organic Chemistry	17,78	22,22	60
Physics II	13,33	64,4	22,22
Ecology	0	48,89	51,11
National Security	15,56	53,33	33,33
Language III	22,22	31,11	46,67
Language IV	0	22,22	77,78
Political Theory (TSP in Spanish)	15,56	28,89	55,56
Political Economy of the Construction of Socialism (EPCS in Spanish)	6,67	22,22	71,11

Social Problems of Science and Technology (PSCT in Spanish)	0	13,33	86,67
Microbiology	13,33	33,33	53,33
History of Cuba	13,33	22,22	64,4
Biochemistry	17,78	31,11	51,11
National Defense	31,11	33,33	35,56
Agricultural Practice II	0	46,67	53,33
Research Methodology	33,33	28,89	37,78
Animal Morphophysiology	6,67	22,22	71,11
Agricultural Chemistry (elective)	0	0	100
Zootechnical Ecology (elective)	0	0	100

Source: The author

The subjects that most identify the students (above 60%) that establish high (H) relation between contents and the profession are:

1. Agricultural Chemistry
2. Zootechnical Ecology
3. Social Problems of Science and Technology
4. Animal Morphophysiology
5. Language IV
6. Organic Chemistry
7. EPCS
8. History of Cuba

Establishing a relationship between the teaching results, the analysis of the analytical programs, and the results of Iadov's first open question, the triangulation is carried out.

In Animal Morphophysiology there is a correspondence between what is proposed in the analytical program and the opinion of the students referred to the VPO, however, the teaching results do not correspond with what was expected.

In Organic Chemistry contradictions are expressed in terms of not declaring in the program the link between content of the subject and profession, and be recognized by students as a subject in which that relationship is established. However, the educational results are low.

The PSCT course presents a complete correspondence between what was planned in the analytical program, the students' answers regarding the level of relation between the content of the subject and the profession, and satisfactory teaching results.

There are other subjects such as Ecology, Zootechnical Ecology, Agricultural Chemistry and Language that, although they do not express the necessary link in their programs, obtain satisfactory teaching results and are recognized by 100% of the students who carry out this work.

In Physics II and Biochemistry, the relationship between content and profession is evident in the analytical program. However, they are not recognized by high-bound students and their teaching outcomes are low.

Microbiology does not express contradictions because its analytical program does not refer to the relationship between content and profession, it is not notable for the recognition of students in this aspect, and its teaching results are low.

There is another group of subjects that do not establish the relation in the program, do not have the negative criteria of the students, and their results are satisfactory.

Analyzing the results of the second open question of the Iadov technique, the following activities were identified during the year that contributed to the VPO:

- Conversations with the scientific groups MABIOP and BIOTEC of the Faculty of Agronomy.
- Conversations with the scientific groups FITOPLANT and MOBI of the Faculty of Agronomy.
- Conversations with the scientific group Vegetable Production of the Faculty of Agronomy.
- Visit to the INCA (Research Center).

Conclusions

The contradictory group satisfaction index for the VPO received by the students is based mainly on the teaching area. Although most subjects do not deliver their contents outside the profession, this is not an intentional work because only in three subjects it has been planned from the analytical program.

The sphere of university cultural life is highlighted in the contribution to the VPO because it has a remarkable and recognized task carrying out the different activities conceived in the educational strategy of the year.

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