THE FACULTY OF ENVIRONMENTAL PROTECTION – THE RIGHT PATH FOR OUR STUDENTS?!

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Abstract
The present study is focused on the identification of those major impact factors in counselling the young graduate in making a decision of following a certain career, respectively to pass an admission exam in a certain faculty. The way these factors influence these teenagers according to their gender and origin was also studied. The study is also intended to highlight the extent to which the option upon the professional orientation of the high school graduates correlates with the parent's influence and satisfaction degree from the position of being students.

Key words**: Three Scenes Storyboarding, students, factors of influence**

INTRODUCTION

In the current economic crisis, the labour market has suffered greatly. The particular way of structuring and combining economic, social, cultural, educational and historical realities gives in each country a certain characteristic to the Informational, Counselling and Guidance Services.

In Romania, in the first trimester of 2011, the employment rate of working population (age: 15-64 years) was 58%. In 2008 the employment rate was set around 63%.

This situation requires a reassessment of: working capital, quality training and professional counselling and guidance.

MATERIAL AND METHOD

The study took place within the University of Oradea, Faculty of Environmental Protection during the period 2011-2012. A number of 181 students studying Engineering and Management in Public Alimentation and Agritourism, Control and Expertise of Food Products, Processing Technique of Food Products, Environmental Engineering and Forestry took part in the study.

The research was conducted using Bill Law's Three Scene Storyboarding. The Three Scene Storyboarding is a narrative-based technique for setting down career-management experience. Its primary task is usefully to link reflective talk to recalled experience. It is a cost-effective way of achieving depth-and-range in understanding ways-of-seeing career management:

-       through recounted experience;
-       eliciting thought and feeling;
-       using words and images;
-       showing individual and social events; and
-       setting out bases for action.

People set all of this down in a filmic account of what is going on in their lives. They recall an episode in terms of the 'who?', 'what?', 'where?', 'how?', when?, and 'why?' of a narrative. In filmic terms this is 'characters', 'dialogue', 'location', 'plot', 'sequence' and 'motivation' - all key features in career-management.

Storyboarding focuses on 'turning-points' - episodes in a life when a possible change-of direction comes into view. It therefore asks people to recall a time when:
-       'you make up your mind about what to do', or
-       'you change your mind', or
-       'you know you might change your mind - but don't'.

That experience becomes the middle scene in a three-scene episode. It is the 'big scene', and is preceded by an 'opening' scene - which portrays how things were before the turning point - and is succeeded by a 'following' scene - which shows how things then are. Focus on a turning-point is useful because it seeks out emotional-and-social as well as rational and planful influences on career management. And this is important because it highlights anything that might bring readiness for a change-of-direction - a requirement for flexibility.

The format (fig.1.) has three areas, so that a single narrative is set down and reviewed in three stages:
- area 1. remembering - recollections the person gathers, enabling the assembly of what might be jumbled memories into useful sequence;
- area 2. showing - how the person wants to set down what needs to be understood by anybody who is going to understand why this person acts in this way;
- area 3. futuring - what that episode, on reflection, means for new action to be taken, now and soon, by the person.

Each student was asked to fill in such a template. The time for filling it was 30 minutes (excluding the explanations necessary to fill in the template). Groups of maximum 10 students were organized so that proper attention could be paid to each individual. The statistic interpretation of the recorded data was accomplished with the help of square hi test, Fisher and ANOVA.
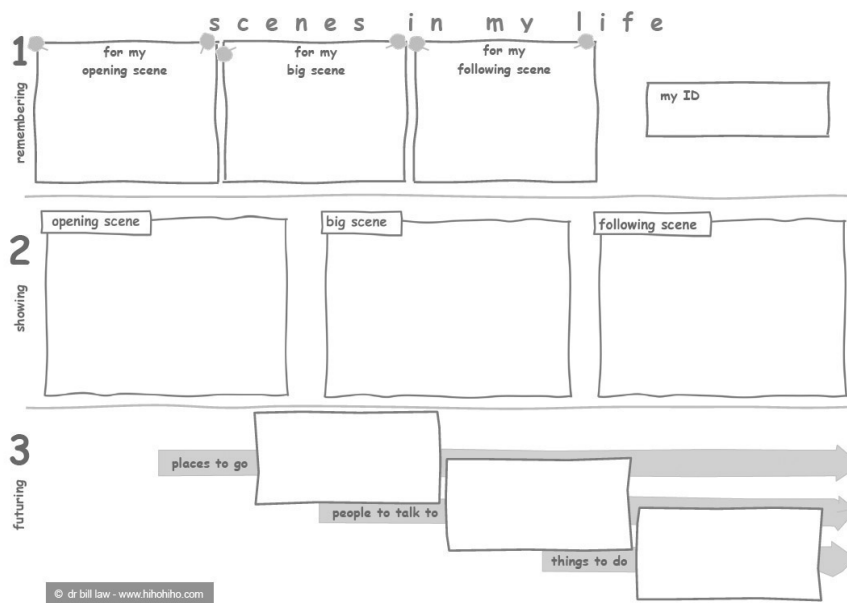
Fig.1. The Three Scene Storyboarding template

RESULTS AND DISCUSSIONS

According to the concept, the template offers space (My ID) where the student can introduce his/her name. Taking into account the fact that it was the student's decision to write or not his/her name, we collected a number of 154 templates with a name (85.08%) and 27 templates with no name (14.92%), fact that can reflect the confidence degree of the student when speaking/writing about his/her option on career and faculty that he/she attends.

At the beginning, the study had in view a stratified sampling according to the two variables of origin and gender. Out of the 154 students, 105 students (68.18%) are from the urban area and 49 students (31.82%) are from the rural area; the total number of female students is 90 (58. 44%), and that of male students 64 (41.56%). The precise distribution of students according to their origin and gender is shown in Figure 2.

The results and statistic interpretation were analyzed only in the case of the templates that had the names of students (154 templates).

As regards the main factors that influenced the students' decision on their own professional development – especially their admission in the faculty – they are reflected in the Opening scene and Big scene. Figure 3 shows their share.
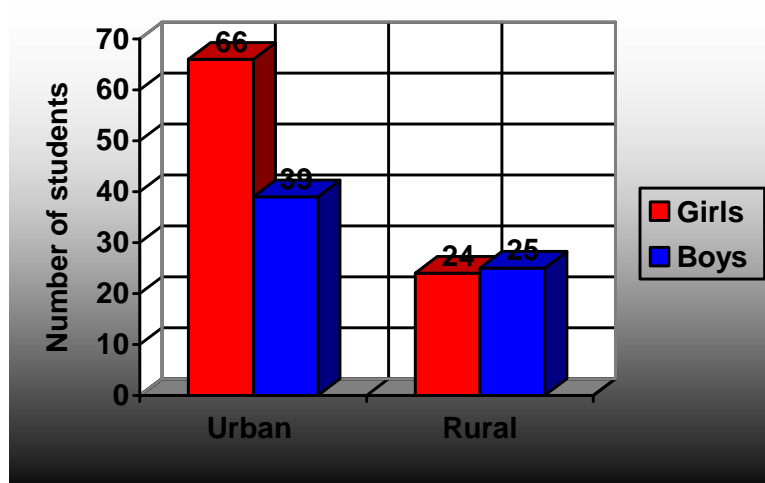
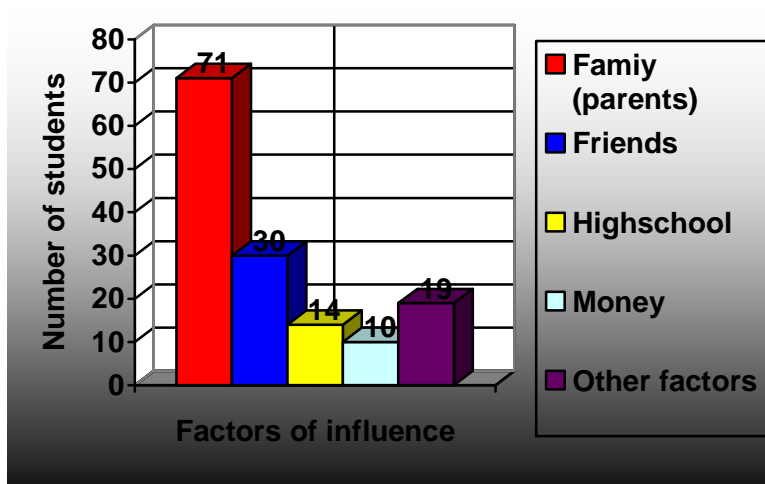*Fig.2.* **Distribution of students on origin and gender**

Fig.3. **Factors of influence**

Our study reveals a diversity of factors that interfere with the orientation of high school students when they must make a decision upon their professional orientation. The involvement of the family seems to be very important, especially that of parents, when their children make the decision what University / faculty / specialization to attend (71 students – 46.10%). Family succeeds to impose through different ways and means its own concepts and aspirations when the teenagers must chose the studies and professions. Its influence starts early during childhood and is characterized by permanence, being based on convincing emotional or economic arguments that can easily counteract the school's influence.

This dependence on parents' opinions and decisions can have positive and negative consequences upon the student and its future career. For this reason, our study is focused on recording the degree of satisfaction that the students may have towards the chosen faculty and specialization (table 1). This analysis is based on the written and drawn elements in the "Following Scene".

Table 1

Student's degree of satisfaction

Degree of satisfaction	Satisfied				Unsatisfied			
Gender	Females		Males		Females		Males	
Parent's involvement	Yes	No	Yes	No	Yes	No	Yes	No
Urban	35	21	6	23	7	3	4	6
Rural	12	7	6	15	1	4	1	3

The result analysis (table 2) shows that there is no degree of satisfaction differentiated on gender or origin, that is significant from a statistical point of view (p>0.05).

Table 2

Statistic analysis of satisfaction degree on gender

Indicator	χ^2	p	Odds Ratio	95% confidence range	
				Inferior limit	Superior limit
Satisfaction degree					
Females/ Males	0.663	0.53	1.4	0.6219	3.1518
Urban / Rural	0.010	1	0.95	0.3999	2.2869

Being aware that almost half of the students that took part in the study admitted the involvement of their parents in their professional orientation, we tried to identify the correlation between the satisfaction degree of students and involvement of parents in the decisions upon career/ faculty to attend.

Thus, 63.63% of the female students in the urban area were influenced by their parents in their professional orientation while the percent for the female students in the rural area was 54.16%. As regards the male students from the urban area, 25.64% were influenced by their parents. The male students in the rural area were influenced by their parents in an extent of 28%. It is obvious that the influence of the family is more significant upon the female students than to the male students.

The statistic assessment of the results according to the gender and origin was performed.

Table 3

Statistic analysis of the satisfaction degree according to parents' involvement

Indicator	χ^2	p	Odds	95% confidence range

			Ratio	Inferior limit	Superior limit
Satisfaction degree F/M	17.99	0.00002	5.3155	2.3882	11.8311
Lack of satisfaction F/M	0.908	0.4621	2.0571	0.463	9.14
Satisfaction degree U/R	0.005	1	1.0299	0.4853	2.1856
Lack of satisfaction U/R	2.696	0.4621	4.2778	0.706	25.92

According to the statistic calculi (table 3), a 5.3 times higher satisfaction degree of the female students that followed the advice of their parents was noticed in comparison with that of male students, which is very significant from a statistic viewpoint. ($p<0.001$).

As for the lack of satisfaction in the case of female students versus male students due to the parents' influence, there is no significant correlation from a statistical viewpoint ($p=1$). Generally, the students are not more or less content about the involvement of their parents according to their origin. Our study recorded the fact that the impact and influence of parents is satisfactory in the case of female students. By a deepen analysis, we intended to assess if there are differences between the satisfaction degree from the urban area, respectively from the rural area (table 4).

Table 4.
Statistic analysis of the satisfaction degree in case of female students according to the involvement of their parents and origin

Indicator	χ^2	p	Odds Ratio	95% confidence range	
				Inferior limit	Superior limit
Satisfaction degree in female students urban/rural	0.002	1	0.9722	0.3309	2.8565

The obtained data ($p=1$) shows that the origin doesn't influence the degree of satisfaction of female students as regards their professional orientation and the influence of their parents.

CONCLUSIONS

This study reflects the fact that students are not reticent to speaking about their choices on professional orientation.

Due to the fact that there is no well structured and compact service of professional orientation in Romania that can take part in the orientation of the high school students to some certain professions/faculties that are adequate to their skills, other factors interfere with their orientation.

The main influencing factors in the students' orientation are the family. The parents have the greatest influence upon the female students from the urban area. This influence is better accepted by female students that are more satisfied by their choice in comparison with the male students

that followed their parents' advice. Their origin doesn't influence the students' satisfaction degree.

The decision to attend a faculty and the selection of one or more of the existent specializations represent a process that undergoes other factors of influence: social factors (friend group-19.48%), specialization of the attended high school (9.09%), financial aspects (6.49%), etc.

We may conclude that the young persons' options for a certain profession / faculty are the result of some emotional processes, more influenced by the desire, and for this reason being greatly influenced by the parents.

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