

**Social and professional
readiness of bachelor's degree
holders to work activities**

SOCIAL AND PROFESSIONAL READINESS OF BACHELOR'S DEGREE HOLDERS TO WORK ACTIVITIES

PREPARACIÓN SOCIAL Y PROFESIONAL DE LOS BACHILLERES PARA ACTIVIDADES LABORALES

ABSTRACT

The paper presents the results of the empirical study of the social and professional readiness of the bachelor. The main sources were on academic progress and students 'learning experience, diagnostic results of social integration and ability to cope with stress, and also graduates' subjective perception of their educational background for professional engagement. The questionnaire was developed in the course of the process of employment and adaptation in the process of employment in the work of collectives.

KEY WORDS: readiness to professional activity, subjective perception of the educational background, social and occupational adaptation.

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RESUMEN

El artículo presenta los resultados del estudio empírico de la preparación social y profesional del bachiller. Las principales fuentes fueron sobre el progreso académico y la experiencia de aprendizaje de los estudiantes, se elaboró un diagnóstico sobre la integración social y la capacidad para hacer frente al estrés, y se valoró la percepción subjetiva de los graduados sobre su formación educativa y el compromiso profesional. El cuestionario fue elaborado en el transcurso del proceso de empleo y adaptación al trabajo colectivo.

PALABRAS CLAVE: disposición a la actividad profesional, percepción subjetiva de los antecedentes educativos, adaptación social y laboral.

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NINA V. SHITOVA



Belgorod State National Research University,
Russian Federation



shitova@bsu.edu.ru



TAMARA P. BELIKOVA



Belgorod State National Research University,
Russian Federation



TATIANA A. SYROVATSKAYA



Belgorod State National Research University,
Russian Federation



SERGEY I. MASLAKOV



Belgorod State National Research University,
Russian Federation

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1. INTRODUCTION

One of the priority directions on modernization of the current educational system is introduction of the competency building approach, the essence of which is that graduates should have a set of such competences that will help them to adapt in the labor market in the future. These competences can be a reference point in the system of managing key competencies of the university. Equally important is the degree of subjective awareness and confidence in readiness for professional activity by graduates-holders of bachelor's degree themselves.

In the last decade, a large number of studies have appeared devoted to various aspects of the professional training of undergraduate students. So, the studies of V. G. Bocharova, V. A. Slastenina, E. I. Kholostov analyzed important aspects of vocational training and formation of a professional culture of graduates. Such psychologists as I. A. Zimniaya and B. Yu. Shapiro have analyzed the person-centered nature of professional activities of a graduate. The study of conditions and means for the formation of individual components of students' readiness for professional work was carried out by A. A. Verbitsky, V. V. Gorshkova, M. V. Klarin, N. V. Kulyutkin, M. I. Lisina, V. Ya. Liaudis, D. Shales.

In the light of recent changes in the system of higher education, it is logical to introduce the concept of "social and professional readiness of a graduate" which means the measure and quality of a graduate's overall readiness to practical activities. The measure of a graduate's professional readiness for work can be defined as a quantitative value formed from a set of professional competencies demanded by employers. Formation of students' readiness for professional activity is one of the central tasks of the activity of leaders and teachers from educational organizations. And it is solved more successfully if not only the compe-

tencies that have been formed are evaluated in a complex manner, but also the social and psychological characteristics of readiness for work are taken into account [Bogdan, N. N. 2004. Caballero, C.L., Walker, A., 2010. Ham-bur, S., Rowe, K., Luc, L.T., 2012.].

Readiness of a bachelor's degree holder is an essential precondition for the effectiveness of their professional activity after graduation. Readiness helps a young specialist to successfully fulfill his/her duties, use knowledge and experience correctly, maintain self-control and rebuild themselves when unforeseen circumstances arise. Readiness is a decisive condition for rapid adaptation to working conditions, further professional development and advanced training.

In the capacity of a professionally important quality of a person, a student's readiness is a complex psychological formation; it includes: a) a positive attitude to his/her profession, sustainable motives of activity; b) adequate requirements of the professional activity for his/her abilities, character traits, manifestations of higher nervous activity; c) the necessary competences; d) stable professionally important features of cognitive and emotional-volitional processes, etc. [Yemelyanova, O. Ya. 2015, Shemyatikhina, L. Yu. 2005 Casner-Lotto, J., Barrington, L., Wright, M., 2006.].

The emergence and formation of the state of readiness is determined by the understanding of professional tasks, awareness of responsibility, the desire to succeed in the chosen field of activity. Its deployment and functioning in the course of training, and then in the course of work activity are determined both by the conditions and tasks of training and labor, and also the personality, personal motivation and experience. Readiness for work should be maintained and improved not only by students themselves, but also by a whole system of extra-curricular activities conducted during the entire educational process at the university.

Complexity of the preparedness problem lies in the fact that success in professional activity is not guaranteed by simply transferring the skills developed earlier to a new situation. Along with actualization of the qualities and experience in a new situation, there is a process of entering into it. Therefore, an impor-

tant indicator of students' readiness is both the process of acquiring professional independence during their studies at the university, and the process of adapting them as graduates to a successful professional activity. A level of preparedness can be judged from the results of theoretical training, acquired skills in the course of production practices, as well as subjective assessments of graduates themselves [Kansuzian, L. V. 2009; Hager, P., Holland, S., 2006. ; O'Banion, T., 2011].

In the fourth year of education, when students receive the most complete picture of their future activities in the process of passing a work experience internship and pre-graduation practical training, a final assessment of their social and professional readiness takes place. The level of their professional preparedness can be also judged by the way the young specialists assess their vocational independence, the degree of stability of professional motivation, the prospect of professional growth and qualification.

2. MATERIALS AND METHODS

An empirical study of the social and professional readiness of graduates which hold bachelors' degree to work was conducted in the Sary Oskol branch of the FSAEI HE (Federal State Autonomous Educational Institution for Higher Education) "Belgorod State National Research University". Respondents were the students of the full-time education graduate courses of the School of education (SE) in the number of 79 people and students of the Economics and Management Department (EMD) in the number of 48 persons. The age of participants in the empirical study was 21 to 22 years, of which 29 were young men and 98 were girls.

A comprehensive assessment of social and professional readiness of the graduates was provided by statistical data from the reports of the departments on the progress and quality of training for undergraduate students, the standardized methodology for diagnosing social adaptation and stress resistance (R. Kh. Rage, T. H. Holmes), and the projective test on directive behaviour in activity (S. Dellinger) [2001]. In order to study the subjective perception of the social and professional readiness of graduates to work, a questionnaire has been developed that includes questions

about attitudes toward the chosen profession, assessment of training at the university and competitiveness in the labor market, availability of job skills and communicative competence, the estimated time of adaptation in the work collective, as well as on the problem aspects of preparedness and career prospects.

3. RESULTS AND THEIR DISCUSSION

Social and professional adaptation of graduates which hold bachelors' degree is divided into professional adaptation which means adaptation to the nature, content, conditions and organization of work, development of skills of independence in work; socio-psychological adaptation of an individual to a group and to relationships with it, the development of their own style of behavior. In other words, adaptability is understood as the ability of a person to adapt to various environmental requirements (both social and physical) without feeling internal discomfort and without conflict with the environment [Qenani, E., MacDougall, N., Sexton, C., 2014]. The results of the study of stress resistance and social adaptation are listed in Table 1. (See Annexes)

Analysis of social adaptation and stress resistance of graduates which hold bachelors' degree showed that the students of the school of education have high (21 people) and optimal (58 people) levels of adaptation. This demonstrates the adaptive abilities of students developed in the process of training and interning. 6 students of the Economics and Management Department demonstrated a high level of adaptation and 38 people have the optimal level of adaptation. Four students have the low (deficit) level of stress resistance and social adaptation.

Comparative analysis showed a slight difference in formation of stress-resistance and adaptive qualities in graduate students of the School of education and the Economics and Management Department. This may speak for a different content of curricula and training programs for bachelors. Students of the School of education are focused from the very beginning of training on social interaction, where they act as coordinators of the communicative process. The students of the Economics and Management Department primarily develop analytical skills in the process of training.

Studying the direction of behavior in professional activity, we saw that almost all students have constructive attitudes of sociability, efficiency, aspiration for leadership and creativity, only one student of the Economics and Management Department has an undetermined direction. A comparative analysis for the results of the behavior direction indicators for the graduates which hold bachelors' degree concerning their work activity in the School of education and in the Economics and Management Department are presented in Table 2 and in the figure. (See Annexes)

Projective express diagnostics of the activity orientation for the graduates which hold bachelors' degree showed that 78.5% of the students of the school of education and 58.24% of the students of the Economics and Management Department are interested in constructive interpersonal relations. These students have developed empathic abilities, are friendly, have the skills of effective dialogue.

89. 9% of the students of the School of education and 79. 04% of the students of the Economics and Management Departments-how demonstrated their high performance. This group of holders of a bachelor's degree demonstrated analytical skills, practicality and organization. Activity of the subjects was marked by activity, accuracy, methodicalness, diligence, endurance and perseverance. The listed qualities are necessary for graduates-holders of a bachelor's degree in the process of employment and forthcoming professional activities.

The trend towards leadership was revealed in 48.1% of the students of the School of education and 31.2% of the students in the Economics and Management Department. Graduates-bachelors of this group are distinguished by resoluteness and inclination to competition. They show activity and communication skills to concentrate on the main thing without being distracted by the details. The dominant orientation of these students is the orientation towards victory and success.

Creative thinking and the desire for creativity are characteristic of 44.3% of the students of the school of education and 24.96% of the students of the Economics and Management Department. Students of this group are characterized by the generation of various ideas, intuition in communication and activities,

the propensity to create original material and intellectual products. These subjects do not accept restrictions, they work better alone.

Among the graduates which are holders of a bachelor's degree, only one person experienced difficulties in determining the direction of the work activity. Usually this condition occurs during the crisis periods of life and is manifested by a feeling of uncertainty, confusion, resulting in internal tension and anxiety.

Turning to the analysis of students' perception of final courses of their readiness for professional work, we note that 93% of respondents are satisfied with the chosen direction of preparation. The majority (89%) of students note competence in the upcoming types of professional activity and the ability to establish friendly relations with others. 76% of students would like to continue their education in the chosen direction of preparation in the magistracy. When asked about the necessary time for adaptation in the workplace, the students noted that they would need from 1 to 6 months for this process.

Answering questions about the shortcomings of social and vocational training in the university, the respondents noted the following problematic aspects:

1. I do not know how to write a resume (21%);
2. There is no skill in interviewing an employer when finding a job (36%);
3. I have no work experience (24%).

Thus, it can be concluded that the undergrads have an optimal level of social and professional preparedness for work, however, the problematic aspects of training pointed at indicate the difficulties of the graduate's job search process, rather than their competence. Taking into account the shortcomings noted by the students, we consider it necessary to develop specialized information resources aimed at eliminating the problems associated with the transition of a graduand from an educational environment to a professional one.

4. CONCLUSION

Training in SOF NIU "BelGU" (Stary Oskol branch of "Belgorod State Research University") is subject to the main goal - to create conditions for the self-development of students and acquisition of professionally important skills and personal qualities. The main direction in solving the problem of social and professional readiness of graduates can be the organization of such training of stu-

dents when, in connection with changes in their working conditions and technical base, they could quickly retrain and acquire new knowledge and skills for successful work. Automated information resources will provide comprehensive training of graduates which hold bachelor's degree to work in changing conditions of the socio-economic environment of the modern Russian state. 

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ANNEXES

Levels of social adaptation and stress resistance	School of education,%	Economics and Management Department,%
High level	26.34	12.48
Threshold (optimal) level	73.66	79.2
Low level of adaptation and stress resistance (vulnerability)	-	8.32

Table 1. Stress resistance and social adaptation levels .

Index	School of education		Economics and Management Department	
	persons	%	persons	%
Number of students	79	100	48	100
Sociability	62	78.5	28	58.24
Working capacity	71	89.9	38	79.04
Striving for Leadership	38	48.1	15	31.2
Creative work	35	44.3	12	24.96
Uncertainty	-	-	1	2.08

Table 2. Directivity of behavior in work activity

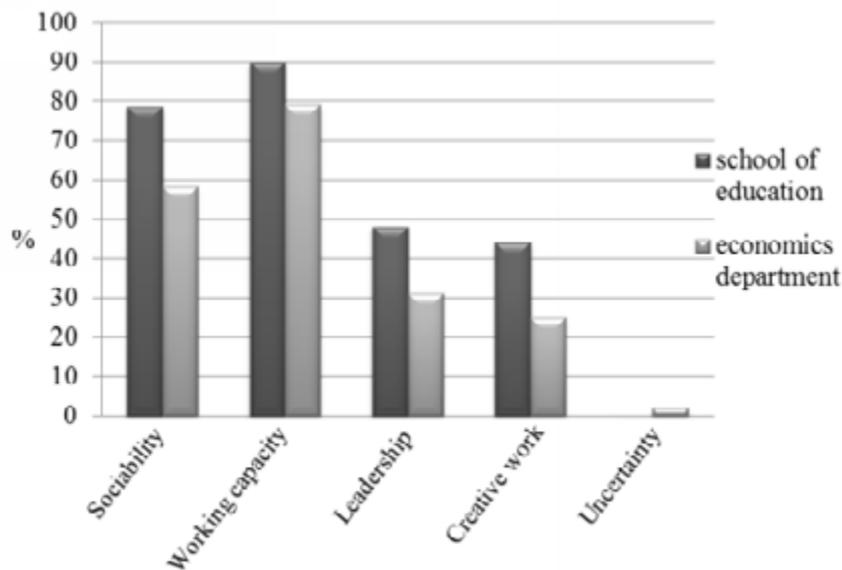


Fig. Directivity of behavior in professional activity

