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Autoconocimiento vocacional y proyecto de vida en estudiantes de un instituto de la región Ica, Perú-2024

Vocational self-knowledge and life project in students of a high school in the Ica region, Peru-2024

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RESUMEN: El objetivo fue determinar la correlación entre autoconocimiento vocacional y proyecto de vida en alumnos de un instituto de Ica, Perú, en 2024. La investigación cuantitativa, correlacional y no experimental empleó cuestionarios de autoconocimiento vocacional y proyecto de vida en 24 estudiantes. Se aplicó R de Spearman para asociación. Se encontró una correlación positiva y significativa entre autoconocimiento vocacional y proyecto de vida (Rho = 0.555, p = 0.003). En conclusión, se confirman correlaciones positivas y significativas entre autoconocimiento vocacional y capacidad de estructurar un proyecto de vida en los estudiantes.

Palabras clave: Autoconocimiento; Vocación; Proyecto de vida; Voluntad; Responsabilidad

ABSTRACT: The objective was to determine the correlation between vocational self-knowledge and life project in students of a high school in Ica, Peru, in 2024. The quantitative, correlational and non-experimental research used questionnaires of vocational self-knowledge and life project in 24 students. Spearman's R was applied for association. A positive and significant correlation was found between vocational self-knowledge and life project (Rho = 0.555, p = 0.003). In conclusion, positive and significant correlations were confirmed between vocational self-knowledge and the ability to structure a life project in students.

Keywords: Self-knowledge; Vocation; Life project; Will; Responsibility.

Introduction

The development of an adequate vocational self-knowledge is a central element in the construction of the life project in the formative stage of every student. As Spranger (2022) points out, the lack of clarity regarding personal interests, values and skills has a direct impact on the ability to set goals, make decisions and plan the educational and employment trajectory. Likewise, Gericke (2022) notes negative effects on motivation and academic performance. Consequently, deficits in self-knowledge competencies during the school stage can trigger orientation problems, uncertainty about the future and even cases of dropout in

young people. Therefore, the theoretical and practical relevance of addressing the relationship between these variables in students of technical high schools, since it provides scientific knowledge while offering guidelines to improve the educational praxis of these institutions for the benefit of the students' welfare.

Vocational self-knowledge is approached from various theoretical perspectives related to educational and occupational guidance. Thus, Samiee & Naghavi (2021) conceptualize it as a person's ability to realistically assess his or her characteristics, interests, values and skills in relation to different occupational fields. For their part, Picard *et al.* (2015) emphasized that it involves not only the recognition of strengths and weaknesses, but also how they are managed. In Super's (1963) career development theory cited in Ormaza-Mejía (2019), self-knowledge is fundamental in the initial exploration of preferences. While Holland (1997) places self-knowledge of interests and preferences as a previous step to the identification of a particular vocational type -Personal knowledge; work environment and self-concept-. As can be seen, various specialists agree on the importance of building an adequate sense of individual motivations and attributes before determining a specific vocational orientation or decision, which will later allow a realistic training or work project to be drawn up.

The concept of life project has been defined by different authors in the field of education and vocational guidance. Thus, Romero & Juárez (2006) characterized it as the goals that a person sets for his or her personal, educational and professional life. Brumshtein *et al.* (2010) associated it with the vision of the future and the expression of a vocational identity. From the perspective of Molea *et al.* (2000) it implies a direction, a set of aspirations and the route to achieve it. While for Schnettler *et al.* (2023) it also entails making choices on the basis of prior personal self-knowledge. As can be seen in these conceptualizations, the life project represents the projection of the future image of oneself and the decisions to materialize this vision, based on individual motivations and attributes. Its development during the formative stage makes it possible to give meaning to the academic and occupational itinerary of students.

One of the most influential models for evaluating vocational self-knowledge is that of Holland (1997), which distinguishes between realistic, research, artistic, social, entrepreneurial and conventional vocational orientations. As warned by Zamanillo *et al.* (2023), an adequate clarity of people about their interests and preferences in these areas makes it easier to make academic and work decisions for their life project. Along these lines, (de Abreu *et al.,* 2019) found that young people with profiles defined according to the RIASEC model exhibit a greater capacity to set goals, as well as a willingness to make sense of, choose and take responsibility for their future. Thus, the mediating role of self-knowledge of vocational traits in realistic, research, artistic, social, entrepreneurial and conventional areas is evidenced, between the initial exploration and the subsequent construction of the students' life project.

Beyond its role in individual well-being, the adequate development of vocational self-knowledge and life project in students also has a collective impact on society. As Tonon (2021) points out, it influences a better insertion and future labor performance of young people, positively impacting the productivity of organizations. Also Gomez & Royo (2015) evidenced less psychosocial conflict and better school coexistence in adolescents with clear goals and visions of themselves. Lanuza *et al.* (2022) even found correlations between structured life projects in students and lower crime rates. As can be seen from this background, research into the phenomenon transcends the individual and acquires a socio-community dimension, insofar as it has repercussions on a variety of aspects of life in society.

In the review of previous related research, it is possible to distinguish some lines that have addressed specific dimensions of vocational self-knowledge under Holland's model (1997) such as realistic (R), researcher (I), artistic (A), social (S), entrepreneurial (E) and conventional (C) vocational interests; while other studies have focused on components of the personal life project, freedom of choice and willingness to take responsibility. Works such as those of Schnettler *et al.* (2015) and Otero-Lopez *et al.* (2021) are framed in the first line on RIASEC profiles; and those of Li *et al.* (2020) and Palfai *et al.* (2011) in the second regarding dimensions of vital meaning based on Frankl cited in de Carvalho & Moreira-Almeida (2023). This categorization allows us to orient the discussion of findings around specific topics of the variables of interest addressed in previous literature.

The present study aims to determine the level of correlation between the variables vocational self-knowledge and life project in students of a high school in the Ica region, Peru, during the year 2024. The question guiding the research is: What is the relationship between the vocational self-knowledge of the Holland types and Frankl's life meaning dimensions in the sample of technical students? It is appropriate to study this association due to the repercussions that both constructs have on the future academic and work trajectories of young people. It is hypothesized that the clearer the students are about their vocational interests and preferences, the greater their capacity to develop a structured life project.

Development

The research approach was basic quantitative with a correlational scope (Gonzáles *et al.*, 2020), using a hypothetico-deductive method and a non-experimental design (Hurtado *et al.*, 2023). The population was 170 students, from which a non-probabilistic sample of 24 students was drawn. Data collection was carried out by means of the survey technique, using two validated questionnaires as instruments, one on vocational self-knowledge of 30 questions with a Likert scale -1 minimum to 5 maximum-, and another on Life Project of 26 Likert questions with the same scale (Cisneros-Caicedo et al., 2022). Non-parametric statistics were used for data analysis, calculating the Spearman's R Correlation Coefficient between the variables measured

in the sample of 13 students (Alban *et al.*, 2020). Determining the existing correlation will contribute to establish to what extent the level of self-knowledge of vocational interests is related to the ability to structure a life project by students of the technical high school.

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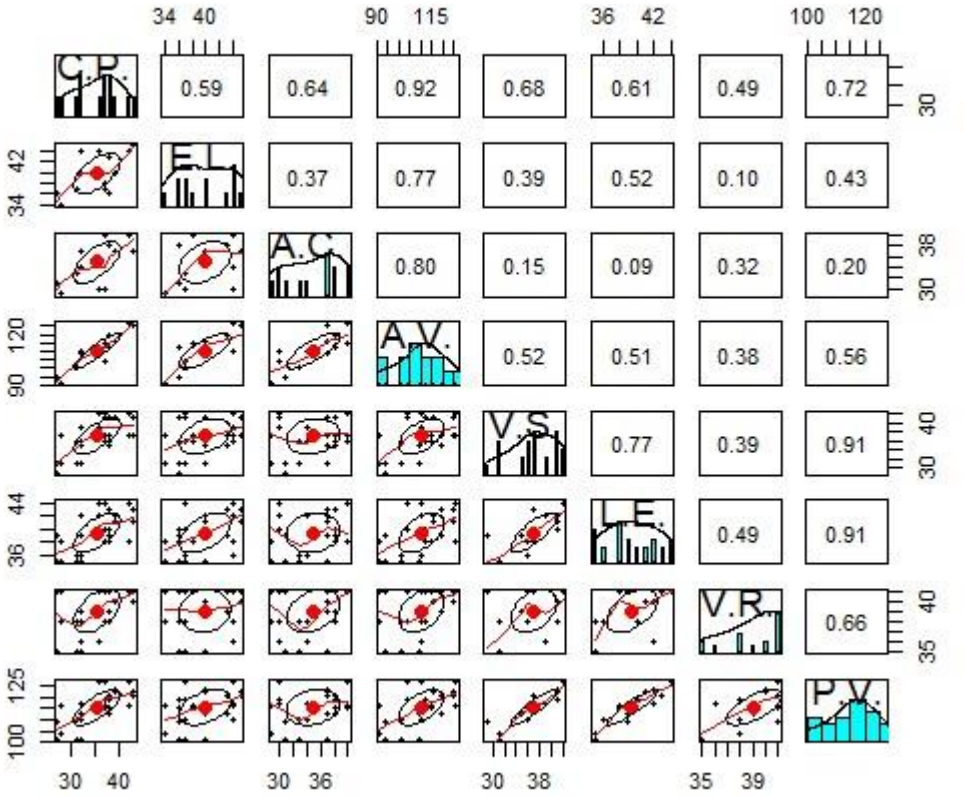
Table

Correlation Matrix

		Vocational self-knowledge	Life Project	Willingness to Make Sense	Free Choice	Willingness to be Responsible
Vocational self-knowledge	Rho de Spearman	—				
	gl	—				
	valor p	—				
Life Project	Rho de Spearman	0.555 **	—			
	valor p	0.003	—			
Willingness to Make Sense	Rho de Spearman	0.447 *	0.947 ***	—		
	valor p	0.022	< .001	—		
Free Choice	Rho de Spearman	0.488 *	0.907 ***	0.797 ***	—	
	valor p	0.011	< .001	< .001	—	
Willingness to be Responsible	Rho de Spearman	0.419 *	0.508 **	0.327	0.446 *	—

In Table 1, the correlation matrix reveals significant associations between the variables of vocational self-knowledge, life project, and willingness to make sense, freedom of choice and will to responsibility. In particular, a positive and significant correlation between vocational self-knowledge and life project stands out (Rho = 0.555, p = 0.003), suggesting that those with higher vocational self-knowledge tend to have a stronger connection with their life projects. In addition, significant correlations are observed between the will to meaning and freedom of choice (Rho = 0.947, p < 0.001) and between freedom of choice and the will to responsibility (Rho = 0.797, p < 0.001). These relationships highlight the interconnectedness between the search for meaning, freedom of choice, and willingness to take responsibility. Overall, the correlation matrix provides a comprehensive view of how these variables relate to each other, highlighting significant patterns that could be fundamental to understanding important aspects of personal development and decision making.

Figure **1**: Studio correlation Vocational self-knowledge and life plan



Note: Vocational self-knowledge (VA) Personal knowledge (C.P.); work environment (E.L) and self-concept (A.C); life project (P.V); willingness to make sense (V.S.); Free Choice (L.E.); Will to Responsibility (V.R.).

In Figure 1, the correlations it has provided, I make the following analysis: Personal Knowledge (P.K.) has a strong positive correlation with Vocational Self-knowledge (0.92) and Life Project (0.72), which indicates

that the greater the personal knowledge, the better the vocational self-knowledge and clarity in the life project. Personal Knowledge also correlates positively with willingness to make sense (0.68), Free Choice (0.61) and Will to Responsibility (0.49). This suggests that self-knowledge facilitates finding meaning in life, making free choices and assuming responsibility. Work Environment has its strongest correlation with Vocational Self-Knowledge (0.80) and willingness to make sense (0.77). A good work environment seems to favor vocational discovery and to give meaning to work. Self-Concept correlates strongly with Personal Knowledge (0.64) and Vocational Self-Knowledge (0.80), indicating that one's self-image is linked to personal and vocational knowledge. Likewise, there seems to be an interrelation between several personal factors (self-knowledge, self-concept, vocational orientation) with existential dimensions (meaning, freedom, responsibility) and the influence of the work context. Promoting self-knowledge would help personal and professional fulfillment.

In the studies reviewed, various topics related to the, evaluation of instruments, development of data records, influence of teachers in professional projects of university students, and the association between eating habits and quality of life in university students were addressed. Picard *et al.* (2015) engaged in the validation of an instrument to measure problems related to indecisiveness in French-speaking college students. Although a specific instrument is not presented, it shares a concern for variables such as vocational self-knowledge and life project, providing a broader perspective of personal development. Similarly, Romero & Juárez (2006) developed a record of this more clinical approach, the correlation matrix delves into variables related to decision making and personal development, providing a perspective more oriented towards psychological aspects. Both studies address aspects of well-being, but with different approaches and contexts. Likewise, de Abreu *et al.* (2019) investigated the influence of teachers on professional projects of university students. To this end, Tonon (2021) identified a positive relationship between university access and quality of life. The correlation matrix, although also addressing quality of life, focuses on variables such as vocational self-knowledge and life project, offering a more individualized perspective of well-being. Lanuza *et al.* (2022) estimated the association between eating habits and quality of life in Chilean university students. Although there is some convergence in the subject of well-being, the correlation matrix goes into more abstract variables related to decision-making and personal development.

Conclusions

There is a positive and statistically significant correlation between vocational self-knowledge and the development of a structured life project in students. The dimensions that make up the notion of life project - willingness to make sense, free choice and will to responsibility - are closely linked

to each other in students. Vocational self-knowledge is also directly and significantly related to each of the life project dimensions analyzed.

Recommendations, implement educational interventions that promote vocational self-knowledge, to strengthen students' clarity and conviction about their life project. Develop programs of vocational orientation and construction of life project, considering the interrelation between its various components of vital meaning. Encourage from early stages the exploration of interests, values and skills in students, to lay the foundations that facilitate their projection and future decision making.

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