

ANALYSIS AND COMPARISON OF FACTORS DETERMINING THE PROFESSIONAL ORIENTATION OF SCHOOLCHILDREN WITH PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS AT SECONDARY SCHOOLS IN THE SOUTH MORAVIAN REGION

Ilona FIALOVÁ

Abstract: *The subject of this article is the analysis of factors that influence students' decision-making and their expected successful entry into the job market, acceptance to university or to other schools. The students on which this article is focused are those students with special educational needs (with a focus on students with physical disabilities and health impairments) and nondisabled students at secondary schools in the South Moravian Region. A study, carried out in the 2007/2008 school year at selected secondary schools in the monitored region, is presented in the article. Furthermore, this article also presents some evaluated hypotheses, selected results and formulated conclusions of the study, as well as recommendations for practice in special education.*

Keywords: *student with special educational needs, nondisabled student, adolescence, school-leaving exam, description of physical disability, factors influencing the successful school-career transition, continuing education, pre-career and career training, integrative and inclusive education*

Current state of the issues discussed

The Czech word *Maturita*, which stands for a school-leaving exam—according to *Akademický Slovník Cizích Sloví* (Petráčeková, Kraus and collective, 2000) “is an exam representing the passage to adulthood, the final exam at secondary school, a condition for attending university” – it is an important milestone in life for every student who has decided to pass this school-leaving examination. It is also the beginning of the next very important stage in the life of a young person. It is the key to the gate that leads to the unknown world of adulthood. It is not only healthy young people that will or have already passed their school-leaving exam, but also ones with health impairments. They have exactly the same desire and need to live according to their own vision despite

the fact that various health impairments, disabilities and other handicaps make their lives more complicated. Our society has been functioning under so-called “democratic conditions” for twenty years. Therefore, one of the aims of this research work was to map the current situation at secondary schools as well as the analysis of predictions that influence the decision-making process of students preparing for their final exams. The main focus here was given to students with health impairments and disabilities. The analysis included in particular the factors that affect their decision-making process when considering what type of school, career or other successive activity to choose. Every day we meet young people in the school environment with their own problems, successes and life stories that all have a significant impact on the further decisions they make in their lives. Concepts like the fact that there are people with disabilities, there is a right to an education for everyone and the other positive trends we can see (such as encouraging integration and that things are leading towards inclusion), all represent a prediction influencing the decisions young people make. The perspective of individual students who were preparing for the school-leaving exam and that had dealt with the question on which direction their subsequent career will take has been analysed in a separate research study. Other issues such as how students were facilitated to prepare properly for their future occupations or for getting accepted to universities and other schools, how they dealt with the problems encountered, who was helpful in these difficult situations, have been dealt with in another study. Students who took part in the study included those with physical disabilities, health impairments and nondisabled students. When preparing the study and stated goals to fulfil, we had to start from the following underlying fact. Students with physical disabilities are largely integrated today at ordinary secondary schools – in some cases they study without integration. This fact has also been confirmed by a pilot study carried out at ordinary secondary schools and at secondary schools for the physically disabled. Students at schools for the physically disabled, for the most part, have more serious forms of physical disabilities and their numbers are very few.

The results of the study served to compare and evaluate possible differences between disabled and nondisabled students in the area of the issues studied.

Theoretical starting point

Among the basic rights of every individual, and thus even individuals with physical disabilities or other impairments, is the right to an education, which is guaranteed here in the Constitution of the Czech Republic. In today’s world an achieved education is a very significant factor and it is therefore a goal of the school system in our country to offer an equality of opportunity, to create an environment that enables all individuals to reach a commensurate level of education. An analysis of the needs of society shows the knowledge and skills an individual needs to acquire to successfully integrate into society. Learning and its diffusion among people and the resultant increase of its level is perceived as a condition for a free and nonmanipulable life that enables the social participation of individuals in social events, is a basic prerequisite for prosperity in one’s personal life, and therefore for the prosperity of society as a whole (Rabušicová, 2002). It

is therefore very important to ensure that people with disabilities can also develop their individual prerequisites. Nowadays there is a large effort to integrate children, pupils and students with special educational needs in schools and common types of educational institutions. The principle of this type of education is to respect the special educational needs of every individual. A new law passed in the Czech Republic in 2004 brought certain changes to the education of pupils and students with special educational needs. The principles and goals of education are: Equal access to education, taking into consideration the educational needs of individuals, free primary and secondary education and, not least, the opportunity for lifelong learning. Legislatively the education of individuals with special needs is guaranteed on the basis of School Law no. 561/2004 Coll. at pre-school, primary, secondary, higher technical and other education. An amendment to Law no. 561/2004 Coll. is Law no. 58/2008 Coll., which changes Law no. 561/2004 Coll. in the wording of subsequent revisions. Another legal provision passed in the area of educating the health impaired is regulation no. 73/2005 Coll. from the Ministry of Education, Youth and Sports which deals with the education of children, pupils and students with special needs and children, pupils and students who are exceptionally talented. Among other things this provision also specifies the forms of special education for children, pupils and students with health impairments (Vítková, 2006). Most of the respondents participating in the study can be found in the developmental stage of adolescence. This stage begins with the ending of puberty and ends with the transition to adulthood. The journey to adulthood among most children starts at a lower limit of 15 to 16 years of age and ends at an upper limit of 18 to 21 years of age. Adolescents differ from children in that they are capable of formulating theories and engaging themselves in choices concerning the career that would correspond to their specialization and that would allow them to satisfy their needs and reform society, in addition to forming new opinions (Kuric, J., 2001). We can also characterize the completion of secondary school with the school-leaving exam as a “transition” from one of life’s stages to the next; representing a bridge between two periods distinguished by change and movement. What notions and resolutions the study’s respondents had, whether they decided to continue in their studies at university and other schools, whether they wanted to enter the job market, or even considered other activities, these were all the subject of the conducted research. Their decision-making was influenced by many factors, realities and circumstances. Due to the extensiveness of the issues studied, only some of them were selected. For example, a student’s interest in continuing their studies at university and other schools, the influence of family and school in choosing either further education or entering professional life, the student’s own performance, healthy life style, interests and likes that form the prerequisites for further studies or employment. It was also assumed that teachers or counsellors within the school environment have an important influence on the choice of either further studies or entering the work force. A large significance was attributed to the factor of self-image and the assessment of their educational results.

Determining research objectives and research questions

The objectives of the research were divided into two parts. The main objective in the theoretical part was to define determinant predictions during the transition

from school to occupation or further studies and the like for secondary school graduates with special educational needs when compared to non-disabled students. A special focus was given to individuals with a physical disability and health impairment. Factors influencing the passage of students in their fourth year of secondary school in the South Moravian Region into employment or into studying at university or other schools are described and analysed here. Detailed and empirically certified knowledge of predictions that significantly influence the decision-making of students in their last year of secondary school while choosing between further education or entering into employment can help future graduating secondary students prepare more effectively for this school–occupation transition, further studies, etc. The second objective of the study was to propose measures for special pedagogical preparation on the basis of the facts learned. The objective at the methodological level was to assess possibilities of the utilized research methods for investigating the factors influencing the students' decisions so that their transition from school to career or further studies is successful. The research questions that were asked in respect to the stipulated objectives were formulated thusly: Which factors influence students-graduates most when deciding on how to apply themselves further in life; what options the quantitative method produces while researching the successfulness of secondary school graduates with special educational needs to transit from school to career or to further education, with a focus on the physically disabled and health impaired; whether there are any fundamental differences among students with physical disabilities, health impairments and nondisabled students.

Methodology of the research and the method for collecting data

A statistical procedure was used within the scope of the research study. A quantitative approach was chosen for researching the given issues that, by using a quantitative method, enabled the carrying out of analysis on a numerous sample and the description of the current state of the researched problem.

Firstly, in September 2007 a pilot study with the objective of detailing and verifying the research strategy for a smaller target group was carried out in the first phase. It had the basic characteristics consistent with the sample on which the further study itself was carried out (Pelikán, 2004). It took place at selected secondary schools, with students, future secondary school graduates. An interview was carried out with selected students who answered questions included in a questionnaire. On the basis of the analysis of the answers and reactions obtained from the addressed prospective respondents, the wording of some of the questions was changed and one question was completely excluded from the questionnaire due to insignificant information. With the knowledge of these comments, the final version of the questionnaire for the respondents was conducted. Some secondary school directors were approached with the request to fill out the questionnaire. They were also asked if they had any comments about the formulation of the questions given. All of the given questions were evaluated by the directors as comprehensible, and gave no additional remarks. The directors, however, did point out the lack of time and large workload that would certainly influence the return time of the completed questionnaires. This fact was confirmed while

the study was being carried out. Twenty secondary schools in the South Moravian Region were randomly chosen for the research and the management of those schools were contacted during November of 2007. Letters were sent to the schools in which the directors were explained the essence of the research, its objective and method of execution. These directors had previously received a form to fill out whose aim was, aside from others, to find out the approximate number of students at their schools who were in their final year in school year of 2007/2008. In the end only fifteen secondary schools were interested in taking part in this study. In the research study concerning students, a questionnaire of special construction was used. The questions were also constructed on the basis of a study of technical literature (according to the methodology of Gavora, 2000) and on the basis of practical experience. The questionnaire was anonymous and contained 33 questions. It was accompanied by a letter explaining the objective of the research, the significance of the respondent's answers and also contained instructions for filling out the questionnaire. The return of the completed questionnaires was guaranteed by the secondary school directors who had been interviewed in the first part of the study.

Description of the surveyed group

The principal target group of the research was formed up of students who graduated from secondary school in the 2007/08 school year from selected secondary schools in the South Moravian Region. From the principal target group a representative sample (pupils with special educational needs with a focus on pupils with physical disabilities and health impairments) was obtained from the available selection. Due to their locality, their focus and their interest in taking part in the research study, 16 secondary schools in the South Moravian Region ultimately took part in the research study. The management of one of the secondary schools gave written notice that there were no students with special needs at their school and therefore their school would not take part. So 15 secondary schools in total took part in the study. 474 respondents (graduating students) participated, $n = 474$, from which $N = 25$ respondents with physical disabilities and health impairments made up the sampling unit. With respect to the way in which the sample was chosen (deliberate, respective to the available selection) it was not the point of the survey to make generalisations on the findings for the principle target group. All of the participating schools were located in towns. Of the total number of respondents $n = 474$, 327 (68.98%) were women, (31.01%) were men. Among respondents the 19-year-old age category was represented most often (294 of those addressed), 118 were 18 years of age, 38 were 20-year-olds, 11 respondents were 21, 4 were 22, 3 were 24, 2 were 33, and then 25-, 26- and 35-year-old categories claimed one respondent each.

Table 1: Composition of secondary schools whose students took part in the study

Types of secondary schools represented in the study:	Total number of students in their final year: with PD:		
01. Ecclesiastical Secondary School	27	5.69 %	1 0.21 %
02. Secondary School and Pedagogical Secondary School	36	7.59 %	
03. State Secondary School	47	9.91 %	2 0.44 %
04. Private Secondary School	15	3.16 %	
05. Secondary School for Information Technology	115	24.26 %	4 0.84 %
06. Vocational School – Social Services	8	1.68 %	
07. Secondary School for Social Administration	4	0.84 %	6 1.26 %
08. Business Academy and Economic Lyceum (also for those with PD)	75	15.82 %	6 1.26 %
09. Pedagogical School	38	6.96 %	
10. Secondary School-Educational and Humanitarian Activity	66	13.92 %	6 1.26 %
11. Nondisclosed Type of Secondary School	43	9.07 %	
Total:	474	100 %	5 5.27 %

From the total of **474** (100 %) respondents, **46** (9.70 %) stated that they are students with special educational needs and **428** (90.29 %) respondents stated that they are nondisabled. Furthermore, **25** (5.27 %) respondents indicated that they have physical disabilities, **8** (1.68 %) of them admitted chronic illness, **5** (1.05 %) were visually impaired, **2** (0.42 %) were hearing impaired, **2** (0.42 %) had dyslexia, **1** (0.21 %) respondent stated that they had ADHD and **2** (0.42 %) students admitted multiple impairments (physically and visually impaired, and physically, visually and hearing impaired). Of the total number of 46 (100%) students with special educational, 29 (63.04 %) were integrated, 17 (36.95 %) were not integrated. Just 14 (30.43 %) of them studied according to an individual education plan (here on just IEP), 31 (67.39 %) did not have an IEP and 1 (2.17 %) respondent stated that he did not know whether he studied following an IEP. To the question of whether the students were satisfied with the special educational support provided, 36 (78.26 %) of the respondents answered favourably, 7 (15.21 %) respondents negatively and 3 respondents (6.52 %) did not express an opinion. Also notable was the fact that on the question of whether they would have chosen the same secondary school, from the total number of 474 students, 283 (59.70 %) of the respondents answered favourably, 152 respondents (32.06 %) negatively and 39 (8.22 %) responded that they did not know if they would choose the same school again. 75 (15.82 %) students stated that it was only during the course of their studies that they realized that their chosen school did not satisfy them. 63 (13.29 %) students answered that their school did not fulfil their expectations. Among other reasons for not choosing the same school for a second time, respondents gave answers such as that they did not originally want to study at their school, that their school did not prepare them for university, the selected field did not interest them, a low level of education, unqualified teachers taught them, dissatisfaction with the administration of the school, etc. It is interesting that when the students themselves evaluated their average school performance, just 51 (10.75 %) students evaluated their school performance as excellent. 160 (33.71 %) students evaluated their school performance as very good. The largest number of respond-

ents, 195 (41.13 %), evaluated their performance as good. 25 (5.27 %) students evaluated their performance as poor and 4 students (0.84 %) as very poor. 41 (8.64 %) respondents did not manage to answer this question. An important fact is that from the total number of 474 respondents, 382 applied to study at university, which represents 80.59 %. Just 24 (5.06 %) of students considered employment. From the representative sample of N 25 (students with physical disabilities), only 3 (12 %) considered entering the work force. Only some facts are shown here that emerged from the research (table 1).

Hypotheses

The hypotheses were set on two different levels. The first level, explored with the univariate analysis method (H1-H3), concerned all participating respondents - group N 474, on the second level the hypotheses (H4-H7) were evaluated with the bivariate analysis with respect to the students with physical disabilities and health impairments that make up the representative sample N 25.

These hypotheses were constructed

- H1** The secondary school environment of the respondents has greater influence on their considered choice of occupation or subsequent study at university than their family environment.
- H2** The majority of respondents will confirm the fact that their choice of secondary school was correct, than that their choice of school was incorrect.
- H3** The opinion of the respondents that they will be successful in the labour market prevails over a negative opinion.
- H4** The opinion of respondents that individuals with health disabilities are discriminated against in our labour market will prevail over a positive attitude to discriminating against the disabled.
- H5** Respondents predominately have a positive attitude towards adhering to the principles of a healthy lifestyle, over a negative attitude.
- H6** Respondents with physical disabilities and health impairments prefer continuing their education at university or other schools after finishing secondary school more than nondisabled respondents.
- H7** Respondents with physical disabilities and health impairments ask for advice teachers and other experts at secondary school when deciding whether to continue their studies or enter the work force more often than non-disabled respondents.

Evaluation of selected hypotheses

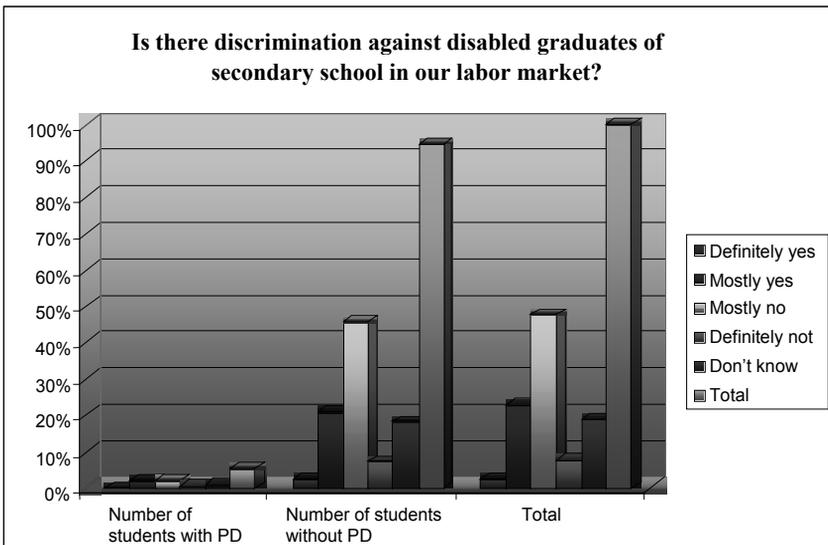
With respect to the large amount of collected data and information, only selected hypotheses are shown here:

- H4 The opinion of respondents with physical disabilities and health impairments that individuals with health disabilities are discriminated against**

in our labour market will prevail over a positive attitude to discriminating against the disabled among the nondisabled.

Table 2: Discrimination against the disabled in the labour market

Is there discrimination against disabled graduates of secondary school in our labor market?	Number of students with PD	%	Number of students without PD	%	Total	%
Definitely yes	0	0.0	12	2.5	12	2.5
Mostly yes	9	1.9	100	21.1	109	23.0
Mostly no	9	1.9	217	45.8	226	47.7
Definitely not	3	0.6	34	7.2	37	7.8
Don't know	4	0.9	86	18.2	90	19.0
Total	25	5.3	449	94.7	474	100.0



Graph 1: Discrimination against the disabled in the labour market

The table above shows the nature of the answers to the question of whether respondents believe that individuals with health disabilities face discrimination in our labour market. The hypothesis assumed that in most cases respondents would answer “mostly yes”. As is shown in table 2 and in graph 1, from the total number of 474 (100,0 %) respondents only 109 (23.0 %) of them answered “mostly yes” - 9 (1.9 %) of them with PD. Only 12 (2.5 %) of those asked chose “definitely yes”, of them no a single respondent with a physical disability chose this answer. “Mostly no” was chosen by 226 (47.7 %) respondents, only 9 (1.9%) of them with a PD. “Definitely no” was chosen as an answer by 37 (7.8 %) respondents, of which 3 (0.6 %) respondents had a PD. The “don't know” answer was chosen by 90 (19.0 %) respondents, of which 4

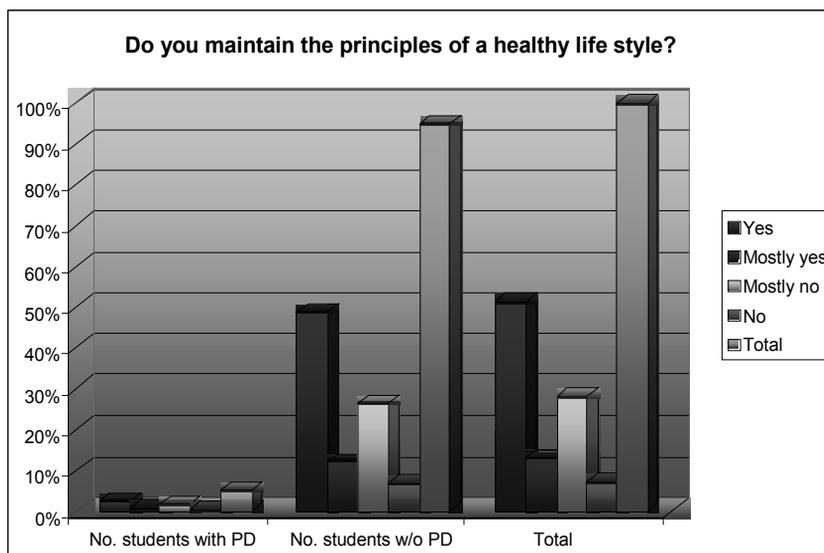
(0.9 %) of those respondents had a PD. In conclusion it is possible to establish that from the total number of 25 (100.0 %) respondents with a PD, only 9 (36 %) of them stated that the disabled face discrimination in our labour market. From the total number of 449 (100.0 %) nondisabled respondents, 121 (26.9 %) of them stated that they believe that the disabled face discrimination in our labour market.

Hypothesis H4 was validated.

H5 Respondents with physical disabilities and health impairments maintain the principles of a healthy lifestyle more than nondisabled respondents.

Table 3: Maintaining a healthy lifestyle

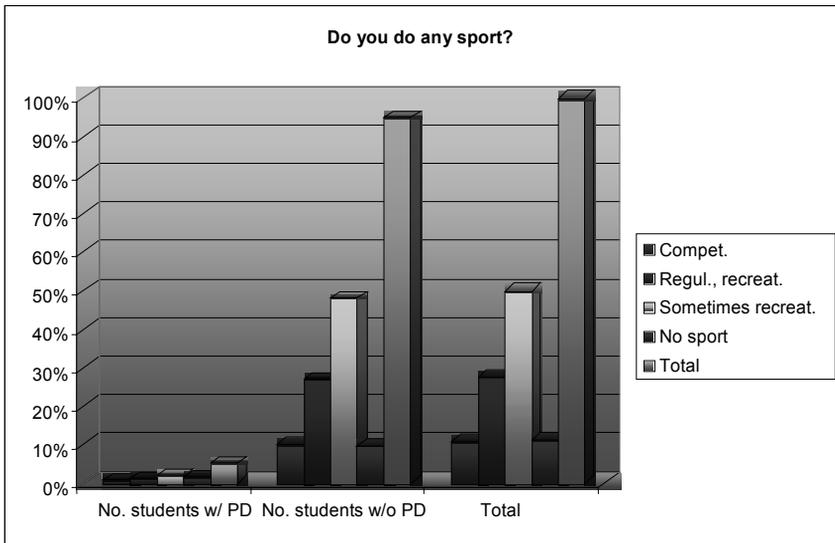
Do you maintain a healthy lifestyle?	Number of students with PD	%	Number of students without PD	%	Total	%
Yes	11	2.4	233	49.1	244	51.4
Mostly yes	4	0.9	58	12.2	62	13.1
Mostly no	8	1.7	125	26.4	133	28.1
No	2	0.4	33	7.0	35	7.4
Total	25	5.3	449	94.7	474	100.0



Graph 2: Maintaining the principles of a healthy lifestyle

Table 4: Engaging in sport activities

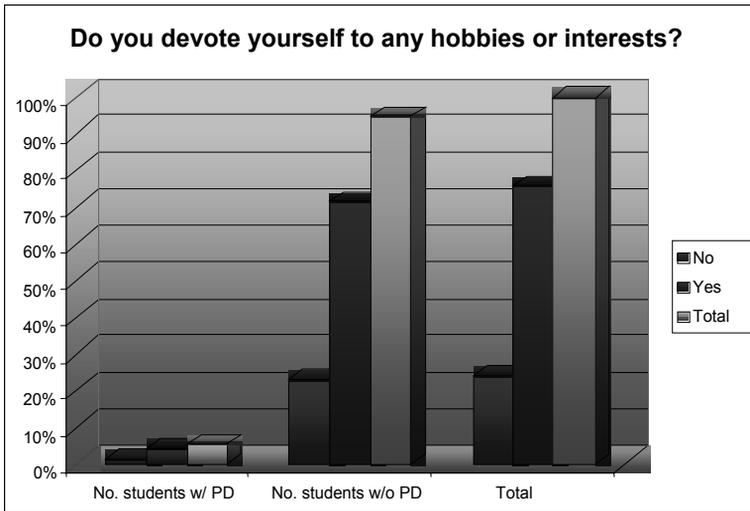
You do sport:	Number of students with PD	%	Number of students without PD	%	Total	%
Competitively	4	0.8	48	10.1	52	11.0
Regularly, recreationally	5	1.1	127	26.8	132	27.8
Only sometimes recreationally	9	1.9	228	48.1	237	50.0
I don't do any sport	7	1.5	46	9.7	53	11,2
Total	25	5.3	449	94.7	474	100.0



Graph 3: Engaging in sport activities

Table 5: Interests, hobbies

Do you devote yourself to any hobbies, interests?	Number of students with PD	%	Number of students without PD	%	Total	%
No	5	1.1	109	23.0	114	24.0
Yes	20	4.2	340	71.7	360	76.0
Total	25	5.3	449	94.7	474	100.0



Graph 4: Interests, hobbies

To evaluate hypothesis H5 the responses from tables 3, 4, 5 and graphs 2, 3, 4 were analysed. Respondents' answers concerning how they adhere to the principles of healthy lifestyle are quoted in the corresponding item. From the total number of 474 respondents 133 (28.1 %) stated "mostly no", out of which 8 (1.7 %) were respondents with physical disabilities. "Definitely no" was chosen as an answer by 35 (7.4%) respondents, of which 2 (0.4 %) respondents had a PD. "Mostly yes" was chosen as an answer by the total of 62 (13.1 %) respondents, of which 4 (0.9 %) respondents have a physical disability. "Definitely yes" was chosen by 244 (51.4 %) respondents, of which 11 (2.4 %) were respondents with a PD. It is then possible to state that from the total of 25 (100.0 %) respondents with a PD 15 (60.0 %) of them adhere to the principles of a healthy lifestyle. From the total of 449 (100.0%) non-disabled respondents 306 of them (68.2 %) claimed that they adhere to the principles of healthy lifestyle. Based on the data further collected the following statements were selected: The total of 52 (11.0 %) respondents do sport competitively, out of which 4 (0.8 %) respondents had a physical disability. 132 (27.8 %) respondents do sport for leisure on a regular basis, out of which 5 (1.1 %) with a physical disability. Doing sport occasionally was quoted by 237 (50.0 %) respondents, of which 9 (1.9 %) have a physical disability. To conclude, 53 (11.2 %) respondents, of which 7 (1.5 %) were with a physical disability, claimed that they never do sport. 360 (76.0 %) respondents spend some time doing a hobby or leisure time activity, of which 20 (4.2 %) respondents were with a physical disability. 114 (24.0 %) respondents claimed not to have a hobby or leisure time activity, out of which 5 (1.1 %) respondents were with a physical disability.

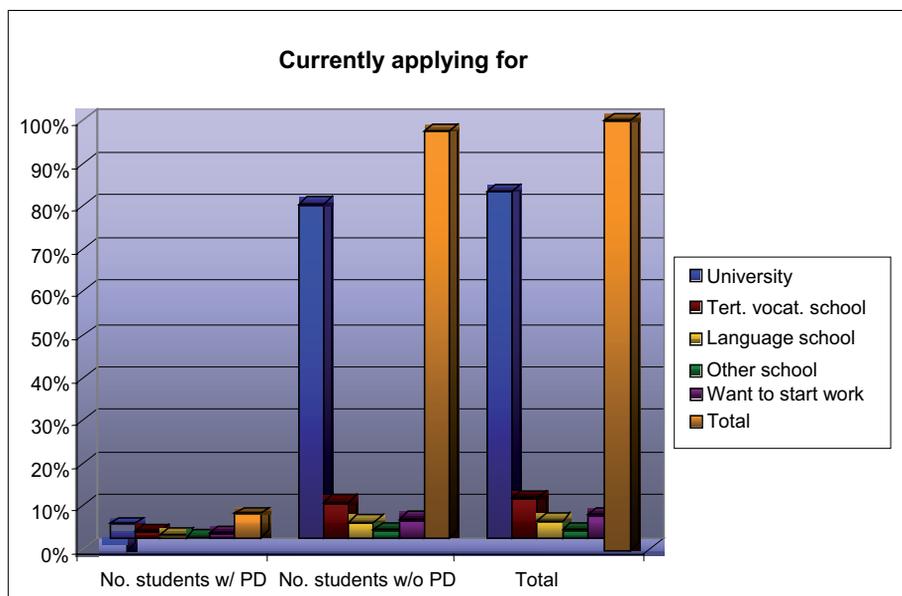
It is then possible to state that from the total of 25 (100.0 %) respondents with a PD only 2 (8.0 %) of them do not adhere to the principles of healthy lifestyle. From the total of 449 (100.0 %) non-disabled respondents only 33 (7.3 %) do not adhere to the principles of healthy lifestyle.

Hypothesis H5 has been disproved.

H6 Respondents with physical disabilities and health impairments prefer, after they finish secondary school, going to university or college more than non-disabled respondents.

At the moment you are applying for:	Number of students with PD	%	Number of students without PD	%	Total	%
University	14	3.0	368	77.6	382	80.6
Tertiary vocational school	5	1.1	38	8.0	43	9.1
Language school	2	0.4	16	3.4	18	3.8
Other type of school	0	0.0	7	1.5	7	1.5
I want to start working	4	0.8	20	4.2	24	5.0
Total	25	5.3	449	94.7	474	100.0

Table 6: Prospective studies at university, tertiary vocational school, and other types of schools.



Graph 5: Prospective studies at university, tertiary vocational school, and other type of schools.

The evaluation of hypothesis H6 was carried out by analysing the respondents' answers shown in table 6 and graph 5. To the question of whether the respondent is applying to continue their studies at university, a tertiary vocational school, language school or other schools, 382 (80.6 %) respondents answered that they are applying to study at university, 14 (3.0 %) of them being students with a PD. 43 (9.1 %) respondents

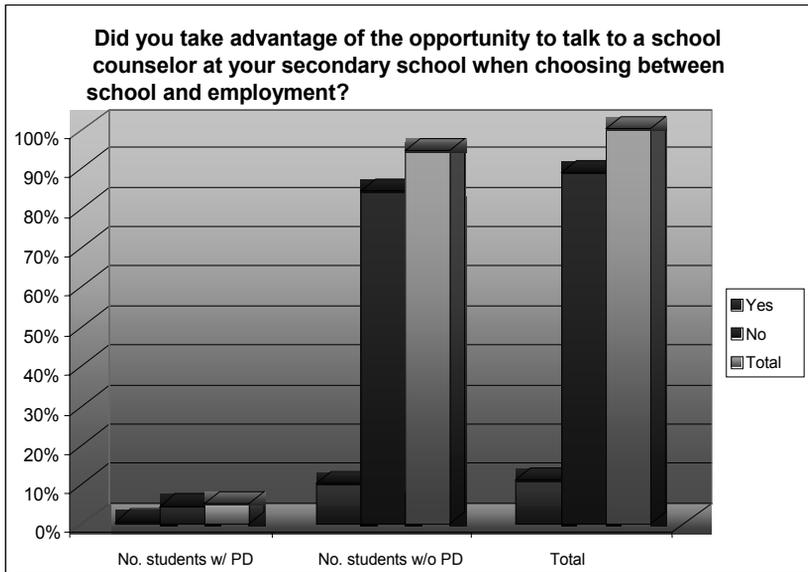
stated that they are applying to a tertiary vocational school, 5 (1.1 %) of them being students with a PD. 18 (3.8 %) respondents preferred to study at a language school, 2 (0.4 %) with a PD. 7 (1.5%) respondents stated a preference for another type of school, none of them with a PD. Here respondents listed, among other different types of schools, examples such as police academy, law enforcement course, and private tertiary vocational school. 24 (5.0 %) of those surveyed said that they would like to start work, 4 (0.8 %) of them respondents with a PD. Only 24 (5.0 %) respondents from the total number of 474 (100.0 %) considered entering the job market. From the selective sample of N 25 (100.0 %) students with physical disabilities, just 4 (16%) considered entering the job market. 14 (56.0 %) respondents with a PD wanted to study at university, 6 (24.0 %) of them want to study at a tertiary vocational school, 2 (8.0 %) at a language school. From the total number of 449 (100.0%) nondisabled respondents, 368 (82.0 %) wanted to study at university, and just 20 (4.5 %) wanted to start working. While analysing the respondents' answers, it could be established that non-disabled respondents also prefer to continue their studies at university or other educational facility over entering into employment.

Hypothesis H6 has been disproved.

H7 Respondents with physical disabilities and health impairments ask the advice of their pedagogues and other experts at secondary school when deciding whether to continue their studies or enter the work force more often than nondisabled respondents.

Table 7: Opportunity to talk to a school counsellor

Did you take advantage of the opportunity to talk to a school counsellor at your secondary school when choosing between school and employment?	Number of students with a PD	%	Number of students without a PD	%	Total	%
Yes	4	0.8	49	10.3	53	11.2
No	21	4.4	400	84.4	421	88.8
Total	25	5.3	449	94.7	474	100.0



Graph 6: Opportunity to talk to a school counsellor

In order to verify the determined hypothesis, the answers of the physically disabled respondents and nondisabled respondents were compared and the results of the research study were analysed. In this case the respondents' answers shown in table 7 and graph 6 were taken into account. To the question on whether the respondents had ever taken advantage of the opportunity to talk to a school counsellor at their secondary school in regard to choosing between continuing their studies or becoming employed, from the total number of 25 (100.0 %) respondents with physical disabilities, 4 (16.0 %) answered "yes" and 21 (84.0 %) answered "no". With respect to their physical disability, it was assumed that these students would ask for advice their school guidance counsellor more than nondisabled students would. The latter mentioned answered as follows: From the total number of 449 (100.0 %) nondisabled respondents, 49 (10.3 %) answered that they took advantage of such an opportunity. 400 (84.4%) nondisabled respondents stated that they did not take advantage of the opportunity to meet with a school guidance counsellor. It is clear from the acquired data that the results are different than expected. It was shown that 84.4% of respondents with physical disabilities did not meet with a school guidance counsellor, as well as 89 % of nondisabled respondents.

Hypothesis H7 has been disproved.

Conclusion of the study and recommendations for pedagogical practice

The study into predictions influencing the decision-making processes of graduating secondary students at the transition from secondary school to professional life or

to continuing their studies at university and tertiary school verified or disproved the constructed hypotheses. With respect to the range and selection of the sample it is not possible to make generalizations on a wider number of physically disabled and non-disabled graduating students, even though the results indicate certain tendencies. The executed study was focused on physically disabled, health impaired and nondisabled graduating secondary school students in the South Moravian Region. The main objective was to obtain certain data, based on the answers given by the respondents in the survey about the factors that significantly influence the decisions they make during the process of transition from school to career or to further education. An important role in the preparation and elaboration of this survey must be also attributed to the conclusions that were brought by the “2007 Hearing” in Lisbon during September 16 – 17 2007. The presented suggestions and findings led to a document called the “Lisbon Declaration”. The contents of this declaration implies that the problem the survey studied in the conditions of secondary schools in the South Moravian Region are similar to the situation of secondary schools of other EU member countries. A total of 474 (100 %) respondents took part in the research survey. 46 (9.70 %) of them stated that they were students with special educational needs and 428 (90.29 %) respondents claimed not to have any disability. Out of 46 (9.70 %) respondents stated that 25 (5.27 %) of them had a physical disability. The obtained data have shown that special needs provided have not always been properly executed. To the question on whether students are satisfied with the special educational support provided, from the total number of 46 respondents 36 (78.26 %) answered favourably, 7 (15.21 %) respondents negatively and 3 (6.52 %) respondents did not express an opinion. This fact makes clear that it is necessary to focus attention on further educating pedagogues in the area of educating students with special educational needs at secondary schools. In addition, it has not been confirmed that a large influence on the decision-making process on further studies or a professional path after graduating is the secondary school environment, consultation with pedagogues and other guidance workers. Such a fact was confirmed with both graduates with special needs and the non-disabled. It was shown that the family environment has a fundamental influence when graduates are deciding on their future. However, from interviews with the directors of participating secondary schools it is clear that there are advisory workers at schools such as guidance counsellors, school psychologists, special pedagogues and others, and they provide enough opportunities to their students to talk about future occupations or study at university or other type of school. From the data gathered so far it is possible to elicit the following suggestions for pedagogical practice. First and foremost it is indispensably necessary make sure that there is quality guidance throughout the entire period of secondary school education. The study has shown that this is not often the case. Further, the special needs of students should be sufficiently assured and pedagogues should be acquainted with them sufficiently and with proper time beforehand. Teachers should be sufficiently qualified, sufficiently motivated, should have good knowledge about the special educational needs of their students. At regular secondary schools greater attention should be given to the problem of “disabilities” and more information should be provided to teachers, students and parents. One positive fact is that a large number of students with physical disabilities and health impairments study at regular secondary schools; students with more serious forms of disabilities remain in schools for the physi-

cally disabled. Integrated and inclusive education of individuals with physical disabilities and health impairments is the best preparation for higher education or preparation for professional life. An advantage to this form of education is the fact that students gain more social skills and experience – they learn to control situations they encounter in the real adult world.

ANALÝZA A KOMPARACE FAKTORŮ DETERMINUJÍCÍCH PROFESNÍ ORIENTACI ŽÁKŮ S TĚLESNÝM POSTIŽENÍM A ZDRAVOTNÍM ZNEVÝHODNĚNÍM NA STŘEDNÍCH ŠKOLÁCH V JIHMORAVSKÉM KRAJI

Abstrakt: Tématem článku je analýza faktorů, které ovlivňují rozhodování a předpokládaný úspěšný vstup na trh práce, přijetí ke studiu na vysokou popř. jinou školu u žáků se speciálními vzdělávacími potřebami (se zaměřením na jedince s tělesným postižením a zdravotním znevýhodněním) a žáků intaktních, na středních školách v Jihomoravském kraji. V článku je představen výzkum, který byl realizován ve školním roce 2007/2008 na vybraných středních školách ve sledovaném regionu. Dále jsou zde vyhodnoceny některé hypotézy, prezentovány vybrané výsledky, formulovány závěry šetření a doporučení pro speciálně pedagogickou praxi.

Klíčová slova: student se speciálními vzdělávacími potřebami, student intaktní, adolescence, maturita, charakteristika tělesného postižení, faktory ovlivňující úspěšný přechod škola – povolání, následné studium, předprofesní a profesní příprava, integrativní a inkluzivní vzdělávání