

DR EMILIA PALANKIEWICZ-MITRUT
Warsaw University of Life Sciences (Poland)

Research interests: working with people with special educational needs, activation methods in pedagogical work, andragogy (especially formal adult education), vocational education in secondary schools and reforms of the education system.

ORCID: <https://orcid.org/0000-0001-7586-3562>
E-mail: emilia_palankiewicz-mitrut@sggw.edu.pl

CC-BY-NC-ND 4.0 Deed

WORK, EDUCATION AND COUNSELING - THE ROLE OF CAREER COUNSELING IN SHAPING THE FUTURE OF YOUNG PEOPLE

Praca, edukacja i doradztwo - rola doradztwa edukacyjno-zawodowego w kształtowaniu przyszłości młodych ludzi

DOI: <https://doi.org/10.62266/PK.1898-3685.2024.36.12>

Introduction

Work has been an integral part of human life since the earliest times. Its importance is undeniable, especially when considered from a spiritual perspective. The moral value of work was explored before its economic aspects, as it places humans at the core of all activity, making them accountable for their decisions, behaviors, and choices. This imbues work with a personal dimension, allowing individuals to see a part of themselves in the products they create¹. Work is universal, present in various cultures and civilizations at every stage of human development. It plays a crucial role in shaping personality, nurturing skills and attitudes, and uncovering the potential (or lack thereof) for aesthetic and creative expression².

1. The Educational Value of Work in Human Development Throughout the Centuries

Historically, work, particularly manual, was seen as both a necessary and educational part of human life, though it was not always equally valued. At times, it was regarded as a burdensome force that hindered personal growth and self-improvement. In certain societies, professional work was often reserved for individuals from lower social classes, as it was looked down upon by the elite. In ancient Greece, views on work varied, influenced by social structures and the specific conditions of different city-states. For some, agricultural work was among the most esteemed, as it was believed that farmers, through their labour, participated in the act of creation alongside gods or nature. However, Plato had little regard for productive labour, considering craftsmen and farmers to be at the bottom of the social hierarchy. He believed that governance should be entrusted to philosopher-aristocrats, not to those engaged in manual labour. In contrast, Democritus held a more positive view of work, recognizing its important educational value. Diogenes Laertius and the Cynics shared this perspective, believing that work is inherently valuable. In Roman philosophy, there was a shift in how work was regarded. Craftsmen were often seen as sorcerers, evoking both admiration and disdain. While their skill

¹ B. Baraniak, *Człowiek pracujący w kręgu pracy i jej uniwersum*, Edukacja Ustawiczna Dorosłych, 2009:106(3), s.7–15.

² U. Jeruszka, *Nie można bez pracy wychować człowieka kreatywnego i odpowiedzialnego*, R. Gerlach (Ed.), *Praca człowieka w XXI wieku. Konteksty – wyzwania – zagrożenia*, Wyd. Uniwersytetu Kazimierza Wielkiego, (pp. 378–385). ISBN 83-7096-654-3

was acknowledged, it was often likened to magical practices. Cicero (1960) drawing on Homeric traditions, argued that craftsmen, by the nature of their work, could not engage in anything noble, viewing such professions as inherently dishonorable.

In the Bible, we can observe a diverse perspective on work, which significantly influenced later concepts. One view saw work as a punishment for original sin, a consequence of the curse that befell humanity after its expulsion from paradise. On the other hand, the New Testament introduced the idea that work represents the continuation of God's creative work. Before becoming an apostle, Paul of Tarsus was a traveling tentmaker, and his views on labour were later reflected in the teachings of St. Augustine. Paul preached that God endowed humans with abilities and strength so that through their activity, they could continue the work of creation³. The concept of *Homo artifex* (the human as an artist refining both the world and himself in collaboration with the Creator) also found its place in contemporary theological thought. One of the leading figures in work pedagogy⁴, argued that human work is a natural need that accompanies individuals in various aspects of life and development. His approach to work, rooted in Christian values, has a universal and humanistic dimension, making a significant contribution to both educational theory and practice. An example of a work based on this philosophy is the encyclical "Laborem Exercens" by Pope John Paul II, which serves as a source of wisdom for the study of labour, where the human being is seen not only as a theoretical subject of work but also in the context of practical inspiration⁵. Cardinal Wyszyński (1957) emphasized the social aspect of labour, expressing this through the idea that, through work, a social bond is created among people. This suggests that labour can be analyzed from an axiological perspective, considering values such as truth, goodness, beauty, dignity, freedom, and responsibility. The value system of the individual permeates all aspects of their life, and this is reflected in the fact that through work, a person not only creates material goods and consciously changes their environment but also builds community with others, shares their skills, develops moral aspects, and perfects themselves mentally and spiritually⁶.

During the Middle Ages, as Western civilization developed under the influence of Christianity, a contemplative and prayerful model, grounded in the Holy Scriptures, was promoted. Work was seen as a moral duty and a means of cultivating virtues, serving to sustain life, guarding against laziness and addiction, and glorifying God. A significant phrase that placed work on an equal footing with prayer was "ora et labora" (pray and work), proclaimed by St. Benedict of Nursia, the founder of the first Catholic monastic order. In the Benedictine tradition, work was associated with meticulousness, precision, perseverance, and patience, in line with the prevailing ideal of "ordo et pax" (order and peace)⁷.

In the early modern period, the concept of education through work became a subject of exploration for many thinkers. Work was viewed in a multifaceted way, not only as a means of livelihood but also as a central purpose in human life⁸. Utopian philosophical movements, such as those by Thomas More and Tommaso Campanella, embodied this approach. More, often

³ J. Sztumski, *Praca ludzka jako wartość moralna*, Annales Universitatis Mariae Curie-Skłodowska, 2017:30(2), s.7–27. <https://doi.org/10.17951/j.2017.30.2.7>

⁴ Z. Wiatrowski, *Podstawy pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2005. ISBN 83-7096-524-5

⁵ A. Solak, *Człowiek jako podmiot pracy w Laborem exercens Jana Pawła II*, Forum Pedagogiczne, 2011:1(1), s. 73–80. <https://doi.org/10.21697/fp.2011.1.04>

⁶ W. Furmanek, *Etyczne wymiary współczesnej pracy człowieka*, Labor et Educatio, 2013:1, s.45–60.

⁷ U. Ostrowska, *Fenomen pracy ludzkiej z perspektywy aksjologicznej*, R. Gerlach, R. Tomaszewska-Lipiec (Eds.), *Wokół podstawowych zagadnień pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, 2017, (pp. 138–155). ISBN 978-83-8018-128-1

⁸ K. Jakubiak, *Od idei pracy w wychowaniu człowieka, poprzez wiedzę o pracy, do pedagogiki pracy w dziejach polskiej myśli naukowej*, R. Gerlach, R. Tomaszewska-Lipiec (Eds.), *Wokół podstawowych zagadnień pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, (pp. 38–60). ISBN 978-83-8018-128-1

regarded as the founder of the idea of education through work, praised labour and its associated benefits in his work *Utopia*, considering it equally important as education in tolerance and equality. He proposed that both boys and girls should first engage in agricultural work, and later choose other occupations⁹. Campanella, an advocate of experiential knowledge of nature, believed that human work activity carried a moral message. Other Renaissance thinkers, such as Francis Bacon and François Rabelais, while not enthusiastic about labour, acknowledged its value and condemned a life of idleness. Meanwhile, Michel de Montaigne appreciated work for its educational aspects, emphasizing its crucial role in shaping the individual. The topic of work and education through work was also addressed by Jan Amos Comenius, Samuel Hartlib, William Petty, John Bellers, John Locke, Jean-Jacques Rousseau, as well as the Encyclopédistes, Lutherans, and Calvinists. Jan Amos Comenius, regarded as a precursor of modern pedagogy, argued that work was a means to effectively activate children and eliminate boredom. For this reason, he advocated for directing young children toward practical activities while familiarizing them with household chores. This approach, combined with a natural rhythm of activity and rest, would lead to the well-rounded development of children¹⁰.

During the Enlightenment in Poland, work, particularly the preparation for it, which we now refer to as vocational education, was considered to have low social value. This was due to the fact that the educational system of the time focused primarily on general knowledge about the world, understanding the principles of good manners and social etiquette, as well as learning the native and foreign languages, mainly Latin or French, basic knowledge of the arts, and the ability to play a musical instrument, especially the piano. As a result, the ideas of Enlightenment thinkers, who advocated for education through work, became particularly prominent. Among them were the activists of the Commission of National Education, including Grzegorz Piramowicz, Antoni Popławski, Adolf Kamieński, and Hugo Kołłątaj. The implementation of these ideas was carried out by Stanisław Staszic, who is regarded as the father of Polish vocational education. He argued that the education of young people should be aligned with the needs of the country's economy. Therefore, on his initiative, numerous vocational schools were established to educate young people in craftsmanship, agriculture, and handicrafts¹¹.

In the 19th century, new concepts emerged concerning the education of children and youth through work. The development of vocational education during this period was influenced by the views of the leaders of the proletariat, particularly Karl Marx and Friedrich Engels, who believed that work led to the separation of humans from the animal world. The American representative of instrumentalism, Dewey (1972), the creator of the “school of work”, considered the purpose of education to be preparing children for participation in social life, where through thinking, the natural world and the ideal world could form a unity. In Germany, the promoter of the “school of work” was Georg Kerschensteiner, who implemented his ideas in an experimental school in Munich, organizing a network of vocational schools and continuing education schools that addressed the needs of the contemporary cultural life¹². The Polish “New Education” movement emphasized the “school of work” concept, promoted by Adolfina Gorzyckia-Wieleżyńska, Henryk Rowid, and Jerzy Ostrowski, which focused on shaping children's personalities to support their development.

During the interwar period, which was marked by the struggle to adapt vocational education to the needs of the economic life of the time, Władysław Przanowski, the creator of

⁹ Z. Wiatrowski, *Podstawy pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2005. ISBN 83-7096-524-5

¹⁰ A. Klim-Klimaszewska, E. Wyczółkowska, *Edukacja przedszkolna w koncepcji Jana Amosa Komeńskiego*. Siedleckie Zeszyty Komeniologiczne seria Pedagogika, 2014:1, s.175 - 181.

¹¹ F. Szlosek, *Kształcenie zawodowe w Polsce na początku XXI wieku*, Szkoła-Zawód-Praca, 2012:4, s.36–43.

¹² W. G. Gacki, *Kerschensteiner i Ad. Ferriere jako twórcy nowej szkoły*, Nakładem Drukarni Państwowej w Łodzi, Łódź 1931..

the State Institute of Handicraft (Państwowy Instytut Robót Ręcznych), was a leading advocate for developing practical skills. Along with other educators such as Wiktor Ambroziewicz, Władysław Spasowski, Stanisław Karpowicz, and the previously mentioned Henryk Rowid, he promoted the concept of education through work, encouraging young Poles to pursue polytechnic training¹³.

In the postwar years, Tadeusz Nowacki played a key role in shaping vocational education systems and published *Szkolnictwo zawodowe w nowej Polsce* (Vocational Education in New Poland) in 1947. In the 1970s, he published *Podstawy dydaktyki zawodowej* (The Basics of Vocational Didactics), laying the groundwork for the emerging field of work pedagogy. During the first decade of the political transformation (1989-1999), many vocational schools were closed, and factory-based schools were completely eliminated. Since then, the number of students enrolling in vocational schools has significantly decreased, with fewer students pursuing technical fields, which led to the marginalization of vocational education and a decline in the prestige of institutions providing vocational education¹⁴.

2. The Role of Vocational Education and Career Counseling in Meeting Labour Market Challenges

The attitude of society toward work, including physical labor, has evolved over the centuries. Although it has not always been appreciated, its outcomes have consistently been crucial for the development of civilization. Today, professional work—especially when aligned with industrial demands—plays a significant role in the economy. In this context, preparing young people for vocational work has become one of the most important tasks of education systems. Vocational schools are responsible for educating graduates who are capable of meeting the dynamically changing demands of the employment sector¹⁵.

The connection between work and vocational education is evident in how the process of learning and preparing for a profession shapes an individual's ability to carry out valuable activities in their professional life¹⁶. High-quality training can protect individuals from unemployment by preparing them not only to perform specific tasks effectively but also to consciously engage in social and cultural processes in which work plays a central role¹⁷. In this context, career counseling plays an invaluable role by helping students and young people make informed educational and career decisions that align with their abilities, values, and life goals. By supporting them in choosing the right career path, counseling enables the effective alignment of personal aspirations with labor market demands, ensuring the harmonious development of both individuals and society¹⁸. As Kwiatkowski (2022) argues, schools play a particularly important role in career counseling—especially following the changes introduced by the 2017 education reform, where the process of identifying students' talents and interests should be initiated in a professionally guided manner.

¹³ Z. Wiatrowski, *Podstawy pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2005. ISBN 83-7096-524-5.

¹⁴ J. Kozielska, *Szkoła Branżowa w opalach. Rzecz o kondycji szkolnictwa zawodowego w kontekście wyborów edukacyjnych młodzieży*, Zeszyty Naukowe Wyższej Szkoły Humanitas. Pedagogika, 2019:20, s.105–119. <https://doi.org/10.5604/01.3001.0013.2291>.

¹⁵ H. Rosina, V. Virgantina, Y. Ayyash, V. Dwiyanti, S. Boonsong, *Vocational education curriculum. Between vocational education and industrial needs*, Journal of Science and Engineering Education, 2012:1(2), s.105-110. <https://doi.org/10.17509/ajsee.v1i2.33400>.

¹⁶ L. Clarke, C. Winch, *Vocational education. International approaches, developments, and systems*, Routledge, 2012.

¹⁷ A. Fuller, *Vocational education*, International Encyclopedia of the Social & Behavioral Sciences, 2015:25, s.232–238. <https://doi.org/10.1016/B978-0-08-097086-8.92091-9>.

¹⁸ M. Dobrzyniak, *Rola i kompetencje doradcy edukacyjno-zawodowego w świetle teorii naukowych i europejskich standardów*, Edukacja Ustawiczna Dorosłych, 2017:1, s.101.

3. Problem and research objective

The following section presents the results of quantitative research on the educational choices of vocational school students. This study is part of a broader discussion on the role of work, which, as previously emphasized in the article, has traditionally been seen in pedagogical thought as a key element in education, enabling the harmonious development of individuals and their adaptation to socio-economic demands.

The aim of this research was to identify the sources of information used by vocational school students when planning their future educational and career paths, as well as to assess the role of career counseling in schools. Specifically, the study sought to answer the following research question: What is the current state of educational and career counseling in schools, and what role do career counselors play in guiding students' decisions regarding their future career paths?

4. Research method and sample characteristics

The anonymous online survey, conducted with the prior consent of school principals, students, and parents of minors, involved 287 participants. Developed by the authors, it included both open-ended and closed-ended questions and was carried out during the 2022/2023 school year among students of vocational schools in the Masovian Province. While this focus on a single region may limit the generalizability of the findings, it also serves as a valuable starting point for further analysis on a national scale, enabling a broader exploration of the factors influencing this topic across other regions of Poland. Of the participants, 75% were male and 25% were female. The respondents were enrolled in various types of schools: 27% in 4-year technical schools, 45% in 5-year technical schools, and 28% in first-level vocational schools.

The largest group of respondents was born between 2002 and 2007, with 25% from the 2004 cohort and 20% from the 2005 cohort. The survey was conducted during a period when third-year students in post-secondary schools included both graduates of the 3-year junior high school system and students from the reformed 8-year primary school. As a result, the respondents represented a “double cohort”: 36% had completed junior high school, and 64% had graduated from the 8-year primary school.

Regarding their chosen fields of study, the largest group of respondents—40%—was training in automotive professions. Among this group, the most common specializations were: automotive mechanic (14%), driver-mechanic (11%), mechanic technician (11%), and electromechanic (3%). Another significant group, 18%, was studying to become IT technicians in the teleinformatics industry. Additionally, 32% of the respondents had chosen professions related to the printing and bookbinding industry: advertising technician (12%), digital graphics and printing technician (10%), and bookseller technician (10%). Seven percent of participants were studying to become renewable energy equipment technicians (electroenergy industry), while 3% were training in fields such as landscape architecture technician (construction industry), economist technician (economic and commercial industry), and event organization and tourism services technician (hospitality, gastronomy, and tourism industry).

5. Research findings

The first step was to analyze where the students obtained information about the schools they chose. The results indicated that the most frequently mentioned source of information was peers (40.1%), while the least cited sources were the school counselor (3.1%), teachers (4.1%), career counselor (4.1%), and the school information guide (4.5%). This suggests a potential gap in promotional and informational efforts by schools and career counselors. Detailed percentage distributions of the responses are shown in Table 1.

Table 1.

Percentage distribution of responses to the question about sources of information regarding the school chosen by the surveyed students (the results do not add up due to the possibility of multiple answer selections)

Source	Percentage (%)
Family	26.4
Teachers	4.1
School Counselor (Pedagogue)	3.8
Career Advisor	4.1
Friends	40.1
Alumni	10.3
School Website	27.5
School Informational Materials	4.5
Education Fairs	23.8
Informational Meetings	7.7
Internet (e.g., social media)	27.9

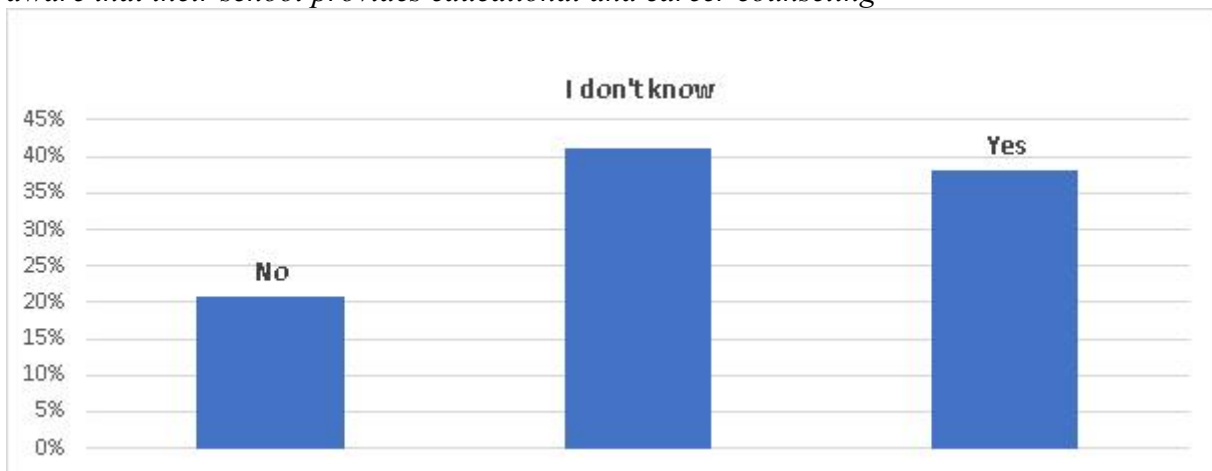
Source: Own study

The next stage was to determine whether the surveyed students were aware of the career and educational counseling services provided by the school they attend. The results indicated a relatively diverse range of responses, with the largest percentage of respondents stating that they did not know whether their school offers educational and career counseling (41.1%). The smallest percentage indicated that the school they attend does not provide such counseling (20.9%). This suggests that counseling systems in schools may not be sufficiently visible and accessible to students, highlighting the need to enhance informational and promotional efforts so that students are aware of the existence of educational and career counseling services and can make use of them.

The detailed percentage distribution of the responses is presented in Chart 1.

Chart 1.

Percentage distribution of responses to the question of whether the surveyed students are aware that their school provides educational and career counseling



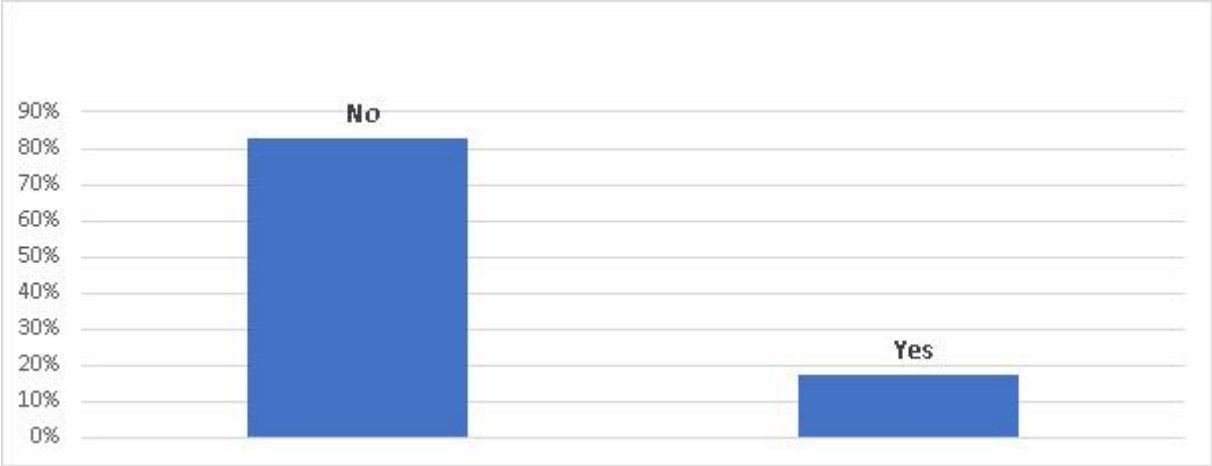
Source: Own study

Subsequently, it was examined whether the surveyed students participated in career counseling sessions or received individual assistance from a career counselor during the school year. The analysis revealed that the vast majority of students did not attend career counseling sessions or seek individual help (82.5%). Therefore, it is important to investigate the reasons behind this situation and take actions aimed at increasing student engagement in the educational and career counseling process.

The detailed percentage distribution of responses to the question posed is presented in Chart 2.

Chart 2.

Percentage distribution of responses to the question of whether the surveyed students participated in sessions with a career counselor or received individual support from them during this school year

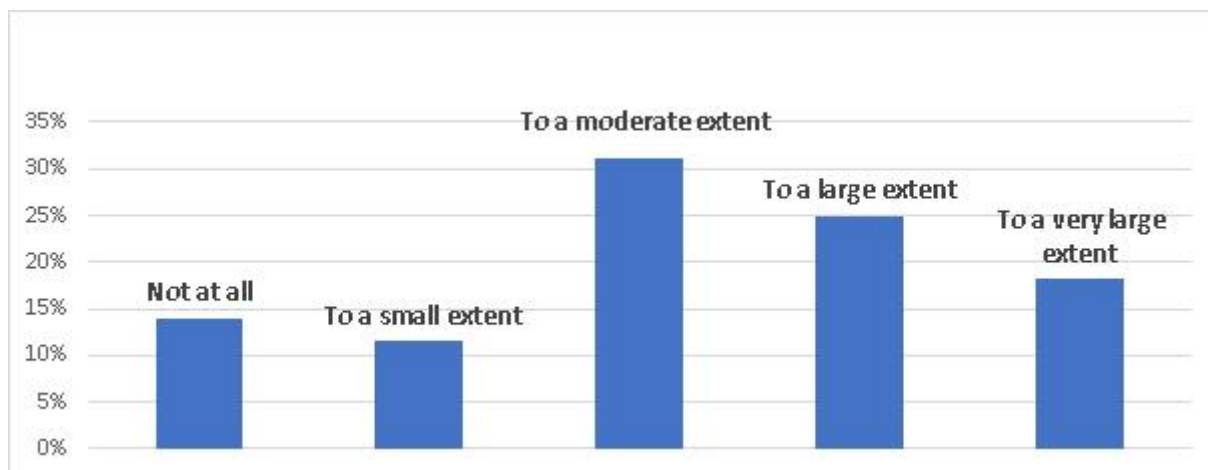


Source: Own study

An important issue was to determine to what extent, according to the surveyed students, the situation regarding career counseling provided in primary and secondary schools needs improvement. The results indicated that the largest percentage of respondents believed that the situation regarding career counseling in primary and secondary schools needs moderate improvement (31.2%), while the smallest group of students thought that the situation required only a small degree of improvement (11.6%). This may suggest that many students expect better support and assistance in choosing the right career path. The detailed percentage distribution of the responses obtained during the study is presented in Chart 3.

Chart 3.

Percentage distribution of responses to the question of how much, according to the surveyed students, the situation regarding career counseling in primary and secondary schools needs improvement



Source: Own study

6. Discussion

The findings presented above highlight the critical importance of strengthening the role of educational and vocational counseling. Support from qualified career counselors, who assist students in choosing the right educational path, can play a pivotal role in shaping their future careers¹⁹. It is essential to emphasize that the quality and effectiveness of vocational education are crucial in the development of young people, as they enable them to secure employment that aligns with their skills and competencies. In both theory and pedagogical practice, the goals of vocational education are closely tied to developing students' ability to navigate various life situations. This is the core of education for employability²⁰, which involves matching job types to employees' competencies. Key aspects of this include flexibility, communication and interpersonal skills, as well as problem-solving abilities and adaptability to evolving professional circumstances²¹.

Therefore, to foster a harmonious educational environment, it is necessary for all stakeholders to collaborate and maintain a cooperative partnership²². The collective efforts of school principals, teachers, employers, career counselors, and local authorities will facilitate the development of a vocational education system that addresses the challenges and demands of the modern world. Through cooperation and open dialogue, vocational education can be adapted to meet the evolving needs of the job market, ultimately contributing to the development of a competent and forward-thinking generation of workers who are prepared to face the challenges of the future.

7. Conclusions

The research results reveal significant challenges related to educational and vocational counseling, primarily stemming from limited access to essential information needed for making informed educational choices. One of the main issues identified is the insufficient promotion of counseling services and the lack of reliable sources of information about schools and

¹⁹ J. Molenda, *Doradztwo zawodowe przedmiot czy konieczność?*, *Edumyśli*, 2020:2, s.20–22.

²⁰ A. Pogorzelska, *Edukacja zawodowa wobec zmieniającego się rynku pracy*, R. Gerlach, R. Tomaszewska-Lipiec (Eds.), *Wokół podstawowych zagadnień pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2017, (pp. 230 – 318). ISBN 978-83-8018-128-1

²¹ C. Baillieul, C. L. Crowder, *Challenges to maintaining student engagement and student organization activities faced by advisors in the uncertain environment of COVID-19*, *Online Journal for Workforce Education and Development*, 2021:11(1), s.1–15.

²² K. Rokoszewski, *Model współpracy szkół zawodowych z pracodawcami na tle zmian i wymagań rynku pracy*, *Zarządzanie i Edukacja. Dwumiesięcznik Szkoły Wyższej im. Bogdana Jańskiego*, 2011:79, s.103–131.

professions. As a result, students often rely on peer opinions or other informal sources, which may lead to less informed educational and career decisions.

The low attendance in career counseling sessions indicates the need to investigate the causes of this phenomenon, such as the lack of visibility of counseling services in schools, the mismatch between session content and students' needs, and ineffective communication about the benefits of such services. Without adequate support, young people miss out on the opportunity to make conscious career choices aligned with their interests, abilities, and the demands of the modern job market²³.

Therefore, in the field of educational and vocational counseling, attention should be given to the following:

1. Promoting the role of career counselors and informing students about the benefits of their support.
2. Increasing the accessibility of educational and vocational counseling for students, with more consultation hours.
3. Providing career counseling led by qualified professionals.
4. Investigating and analyzing the reasons for low student attendance at career counseling sessions in order to implement appropriate actions.

To improve the situation, measures should be taken to strengthen informational and promotional campaigns, adapt the content of counseling to students' actual needs, and better prepare career counselors for effective collaboration with young people. These initiatives can create a system that effectively supports young people in making informed educational and career decisions, while also fostering their identity, maturity, and professional independence²⁴. Providing young people with broader access to career information and adequately preparing them for entry into the job market will enable them to find fulfilling employment aligned with their individual skills. As a result, this will increase their chances of professional success, contribute to social and economic development, and strengthen their sense of self-worth and stability in life.

References:

1. Baillieul C., Crowder C. L., *Challenges to maintaining student engagement and student organization activities faced by advisors in the uncertain environment of COVID-19*, Online Journal for Workforce Education and Development, 2021:11(1), s.1–15.
2. Baraniak B., *Człowiek pracujący w kręgu pracy i jej uniwersum*, Edukacja Ustawiczna Dorosłych, 2019:106(3), s.7–15.
3. Cicero, *Pisma filozoficzne*, PWN, 1960.
4. Clarke L., Winch C., *Vocational education. International approaches, developments, and systems*, Routledge, 2012.
5. Dewey J., *Demokracja i wychowanie*, Ossolineum. 1972.
6. Dobrzyniak M., *Rola i kompetencje doradcy edukacyjno-zawodowego w świetle teorii naukowych i europejskich standardów*, Edukacja Ustawiczna Dorosłych, 2017:1, s.101.
7. Fuller A., *Vocational education*, International Encyclopedia of the Social & Behavioral Sciences, 2015:25, s.232–238. <https://doi.org/10.1016/B978-0-08-097086-8.92091-9>.
8. Furmanek W., *Etyczne wymiary współczesnej pracy człowieka*, Labor et Educatio, 2013:1, s.45–60.

²³ J. Wilsz, *Plany edukacyjno-zawodowe uczniów w kontekście ich stałych indywidualnych cech osobowości*, Problemy profesjologii, 2009:1, s.13–20.

²⁴ E. Karahan, A. Kara, A. O. Akçay, *Designing and implementing a STEM career maturity program for prospective counselors*, International Journal of STEM Education, 2021:8, s.2. <https://doi.org/10.1186/s40594-021-00281-4>

9. Gacki W. G., *Kerschensteiner i Ad. Ferriere jako twórcy nowej szkoły*, Nakładem Drukarni Państwowej w Łodzi, Łódź 1931.
10. Jakubiak K., *Od idei pracy w wychowaniu człowieka, poprzez wiedzę o pracy, do pedagogiki pracy w dziejach polskiej myśli naukowej*, R. Gerlach, R. Tomaszewska-Lipiec (Eds.), *Wokół podstawowych zagadnień pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2017, (pp. 38–60). ISBN 978-83-8018-128-1
11. Jeruszka U., *Nie można bez pracy wychować człowieka kreatywnego i odpowiedzialnego*, R. Gerlach (Ed.), *Praca człowieka w XXI wieku. Konteksty – wyzwania – zagrożenia*, Wyd. Uniwersytetu Kazimierza Wielkiego, Bydgoszcz (pp. 378–385). ISBN 83-7096-654-3
12. Karahan E., Kara A., Akçay A. O., *Designing and implementing a STEM career maturity program for prospective counselors*, International Journal of STEM Education, 2021:8, 2. <https://doi.org/10.1186/s40594-021-00281-4>
13. Klim-Klimaszewska A., Wyczółkowska E. (2014). *Edukacja przedszkolna w koncepcji Jana Amosa Komeńskiego*. Siedleckie Zeszyty Komeniologiczne seria Pedagogika, 2014:1, s.175 - 181.
14. Kozielska J., *Szkoła Branżowa w opalach. Rzecz o kondycji szkolnictwa zawodowego w kontekście wyborów edukacyjnych młodzieży*, Zeszyty Naukowe Wyższej Szkoły Humanitas. Pedagogika, 20, s.105–119. <https://doi.org/10.5604/01.3001.0013.2291>
15. Molenda J., *Doradztwo zawodowe przedmiot czy konieczność?*, Edumyśli, 2020:2, s.20–22.
16. Ostrowska U., *Fenomen pracy ludzkiej z perspektywy aksjologicznej*, R. Gerlach, R. Tomaszewska-Lipiec (Eds.), *Wokół podstawowych zagadnień pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2017, (pp. 138–155). ISBN 978-83-8018-128-1
17. Pogorzelska A., *Edukacja zawodowa wobec zmieniającego się rynku pracy*, R. Gerlach, R. Tomaszewska-Lipiec (Eds.), *Wokół podstawowych zagadnień pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2017, (pp. 230 – 318). ISBN 978-83-8018-128-1
18. Rokoszewski K., *Model współpracy szkół zawodowych z pracodawcami na tle zmian i wymagań rynku pracy*, Zarządzanie i Edukacja. Dwumiesięcznik Szkoły Wyższej im. Bogdana Jańskiego, 2011:79, 103–131.
19. Rosina H., Virgantina V., Ayyash Y., Dwiyanti V., Boonsong S., *Vocational education curriculum. Between vocational education and industrial needs*. Journal of Science and Engineering Education, 2012:1(2), 105-110. <https://doi.org/10.17509/ajsee.v1i2.33400>
20. Solak A., *Człowiek jako podmiot pracy w Laborem exercens Jana Pawła II*, Forum Pedagogiczne, 2011:1(1), s. 73–80. <https://doi.org/10.21697/fp.2011.1.04>
21. Szłosek F., *Kształcenie zawodowe w Polsce na początku XXI wieku*, Szkoła-Zawód-Praca, 2012:4, s.36–43.
22. Sztumski J., *Praca ludzka jako wartość moralna*, Annales Universitatis Mariae Curie-Skłodowska, 2017:30(2), 7–27. <https://doi.org/10.17951/j.2017.30.2.7>
23. Wiatrowski Z., *Podstawy pedagogiki pracy*, Wyd. Uniwersytetu Kazimierza Wielkiego, Bydgoszcz 2005. ISBN 83-7096-524-5
24. Wilsz J., *Plany edukacyjno-zawodowe uczniów w kontekście ich stałych indywidualnych cech osobowości*, Problemy profesjologii, 2009:1, s.13–20.

Adres mailowy: emilia_palankiewicz-mitrut@sggw.edu.pl