

From the educational sector, there has always been an attempt to guide students through the process of choosing higher education options. In particular, the Guidance Department must favour the implementation of programmes that facilitate career development and vocational orientation in Secondary and High School students. (Feliciano & Santana, 2009). Besides, in compliance with the *Ley Orgánica 8/2013, de 9 de Diciembre, para la Mejora de la Calidad* and the *Decreto 51/2018, del 27 de Abril por el que se modifica el Decreto 87/2015, por el que establece el currículo y desarrolla la ordenación general de la educación secundaria obligatoria y del bachillerato en la Comunitat Valenciana*, the important role of the guidance department is recognised regarding the development of the *Plan de Acción Tutorial (PAT)* and *Plan de Orientación Académico Profesional (POAP)*, in decision making by students in regards to university education choices.

However, the intervention programs carried out through the PAT, focused on vocational orientation, have little effectiveness. Since in many occasions the parents have a great influence in the elections of university studies of their children, 30%. In addition, students perceive tutorials as not very useful since they do not meet their demands or needs (Santana & Feliciano, 2009).

Nevertheless, there are worrying insights about students in their first two university years. Since, according to data provided by the MECD, 22.5% of students dropped out of their university studies in the first two years, and also 8% changed their universities programmes in those same years. It is surprising that nearly 51% of these have, at some point, thought about leaving their studies behind (Bernardo, Cervero, Esteban & Tuero, 2018). It is true, though, that there are great differences between on-campus and off-campus universities, being the drop-out rate or the rate of affect change much higher in distance universities (Datos y cifras del sistema universitario español, 2016).

As it can be observed, there is still an issue to be tackled with new methodologies that can adapt to students' needs, to the context and times we live in. Work, through positive psychology, constructs (strengths, positive emotions, *flow*, gratitude, perception, vocation and expectations to find a job) may ease the vocational orientation process in educational centres (Aulthouse, Bundick, Crothers & Kolbert, 2017).

In the same vein, Coogan (2016) defends that the guidance department must implement strategies in order to facilitate career development in secondary education students, through work in different areas such as access to information, active search, reflection, planning or setting goals, amongst others.

Addressing the intervention of the guidance service from working with emotional intelligence, working on aspects such as understanding, perception and emotional modulation are key. Although these do not directly impact career development, students show significant improvement in decision making or self-knowledge and less vocational hesitation (Di Fabio & Kenny, 2011).

Thus, carrying out this type of programmes combining professional information, self-reflection and activities related to the degree have positive effects in the improvement of

time planning, self-efficacy in decision making and/or active search (Ginevra & Nota, 2017; Jordan, Gessnitzer & Kauffeld, 2016).

Therefore, this paper seeks to identify the different intervention research and programmes as well as results carried out in Secondary and High Education Schools, work on personal and social skills towards the improvement of decision making in vocational orientation and career development.

For that purpose, several article searches have been performed in different data sources, which may give a response to the objective proposed and enable us to establish the current status of the question posed.

In this sense, for article searches the following data sources have been used: *ERIC*, *PsyNet*, *PsycInfo* and *ProQuest*. All of them related to Psychology and the educational sector. The final sample of the articles selected includes research released in the last 10 years (2008-2018). Only full-text articles have been selected, in the scope of Secondary and High School Education, revised by pairs. These articles establish a relation among the different variables of personal and social skills and vocational orientation or career development in Secondary and High School students.

In order to perform article searching the same *keywords* have been used in all aforementioned data sources. Thus, first of all concepts such as ***coaching AND (career development OR vocational orientation)*** were used. The search then changed and terms such as ***emotional intelligence AND (career development OR vocational orientation)*** were used. Later, keywords as ***positive psychology AND (career development OR vocational orientation)*** followed. Lastly, terms such as ***counselling AND (career development OR vocational orientation)*** were employed.

After the searches, on *PsycArticles*, a total of n=0, n=1, n=16 and n=16 was obtained, discarding all articles found. Regarding *PsyNet*, n=2, n=2, n=12 and n=1 were obtained, with two articles found in the first and second searches being valid. On *Proquest* a valid article was obtained in the last search, resulting in: n=14, n=0, n=0 and n=19. Lastly, on *Eric* database results obtained showed n=2, n=7, rescuing an article, n=14 two of them being valid, and n=5 only one of them being valid. After all searches, a total of 6 articles have been analysed, as two of them coincided out of 4 different databases.

After being analysed they have been grouped by themes. Firstly, ***coaching*** since they show the importance of working on skills such as planning, setting objectives or active information search. On the other hand, ***emotional intelligence*** by working on own and other people's emotions as a means of self-knowledge and personal work. Finally, the use of ***positive psychology*** as a tool to develop and implement programmes to work on strengths, flow and/or positive emotions.

Therefore, once every article has been analysed, an intervention programme proposal has been introduced to improve vocational orientation in Secondary and High Schools, working on aspects related to emotional intelligence in the first cycle of secondary

education. Coinciding with the selection stage of their academic itinerary, 3rd and 4th-year students will work on factors related to coaching. All through positive psychology. And finally, preparing a personal plan in 1st year of higher secondary education, applying everything previously learnt; always taking into account the regulatory framework in the education sector in order to work on key competences and cross-cutting elements.

After reviewing the literature related to the subject, great difficulties have been found in finding relevant studies. As we have seen, there is still a serious issue regarding university dropouts and change in university students despite the efforts made and the importance given to vocational orientation and career development in legislation in the educational sector (Bernardo, Cervero, Esteban & Tuero, 2018). As well as a lack of effectiveness between the objectives that arise from the PAT and the real needs of the students. (Santana y Feliciano, 2009). Nevertheless, bibliography highlights the importance of carrying out programmes related to personal development, as students experience significant improvement in time planning, self-efficacy and/or decision making, amongst others (Aulthouse et al, 2017; Coogan, 2016; Di Fabio & Kenny, 2011; Ginevra & Nota, 2017; Jordan, Gessnitzer & Kauffeld, 2016). And of course carry out studies lengths that allow conclusions to be drawn about the effectiveness of the programs developed.