CAREER EDUCATION OPPORTUNITIES FOR CHILDREN WITH BEHAVIORAL PROBLEMS AT SCHOOL

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Abstract. *Researchers, analysing career education, note that although the topic has recently received a great deal of global interest and schools are actively working to modernize their career education system, however, it is still inconsistent (Surgėlienė, 2014; Falco, 2016; Ho, Sum, & Wong, 2018; Seward & Gaesser, 2018; Chuang, Lee, & Kwock, 2020; Keele, Swann, & Davie-Smythe, 2020; Yang & Wong, 2020; Gati & Kulcsár, 2021). Actually, most graduates are unsure about their future career decisions, tend to change their choices. In this context, there are doubts about the quality of career education in schools as the evaluation of career education at school reveals various vulnerable groups to whom this service is restricted due to various internal and external conflicts (Hu, Hood, Creed, & Shen, 2020; Xu, 2020). The analysis, based on the PRISMA 2020 (Page et al., 2021), aims to answer the questions 1) What are the main institutional (school) empowerment conditions that enable students to gain quality career education? 2) How to encourage students with behavioural problems to take advantage of these opportunities? The review of the research allowed to construct a conceptual framework of career education for children with behavioural problems at secondary school.*
Keywords: *career education; conditions for empowerment; secondary school; students with behavioural problems.*

Introduction

Career education is an essential mechanism for a pupil in the transition period from school to further education, work and personal life that cover the exploration of unique self-perception, information about the world and deal with various contexts such as family, surrounding environment, cultural values, unplanned personal events, which can potentially influence further career decisions. Therefore, students need help in choosing a career so that in the future they could become self-confident citizens, able to integrate in the ever-changing labour market conditions (Surgėlienė, 2014). However, according to Surgėlienė (2014), Keele, Swann, & Davie-Smythe (2020), Chen & Hong (2020), Yang & Wong (2020), even though the system of career education at school has received

great interest and is constantly updated it is still not consistent. There are multiple barriers for pupils to explore their future career possibilities and to take the right actions on that, especially for various vulnerable groups to whom this service is restricted due to certain internal and external conflicts. Most graduates are unsure about their future career decisions and often tend to change their choices or adapt to current living conditions for the fear of change. Analysing career opportunities through a student's personal self-knowledge and management and the contexts of the immediate social environment that influence career decisions, researchers have identified children who are recognized at school for a variety of behavioural problems that limit their career opportunities. Studies (Lamb, 2001; Lamb & McKenzie, 2001; Iannelli & Smyth, 2008; Rumberger, 2010; Fletcher, 2012, and Ho, Sum, &Wong, 2018) note that students with low social and economic status, with behavioural problems at school in the United States, Europe, and Australia were less likely to find employment or continue their education than their classmates. Saleem et al. (2021) note that behavioural problems at school are often strongly associated with poorer academic achievement, reluctance to learn and sluggish future planning. Shen, Hu, & Hannum (2017) state that inappropriate behaviour in children at school is often correlated with their immediate social environment (family) and that parental example and support have a positive or negative impact on a child's life satisfaction, which contributes strongly to future career decisions. A child with negative experiences often does not feel happy, which leads to problematic behaviour, limits the psychosocial ability to self-regulate, cope with tasks, and prevents them from concentrating on creating and planning a successful life.

According to Xu (2020), students in poorer social or financial situations lack examples of success in their immediate environment and their future decisions are shaped accordingly. O'Connor, Dearing, & Collins (2011) note that having in mind that children spend most of their time at school, which also plays an important role in their socialization processes, school may reveal itself as a context in which children have access to the support which helps to prevent the development of behavioural problems, to facilitate the consideration of the student's future possibilities and to change the established negative attitude into a positive one. It is important to note that although scientific literature encourage such students to take advantage of the career education opportunities available to them at school, but there is not much empirical research on this topic. For example, some authors give priority to general opportunities for quality career education, only mentioning the most vulnerable groups of learners, but not discussing them in detail. In this paper, using a systematic review approach, a model for career education for children with behavioural problems at school has been developed, which provides practical guidance on how to encourage such students to take advantage of the career opportunities available to them at school.

Previous Literature Reviews and Syntheses

Empowering students to consider career choices at school should be continuous, cyclical, so that the choices made at the final stop would be secured and the graduate would have confidence in his/her decisions (Keele et al., 2020). Researchers single out the key elements of career education that determine the successful consideration helping students to recognize their interests and skills. Yang & Wong (2020) note such key elements: clear and accessible information for students, competent academic counselling (general and personal), and comprehensive (teacher, parent, career counsellor) assistance in planning potential career paths. In addition to that, the authors emphasize that each of these elements should include the concept of multidimensional self-concept as a key task in career development, as a result of which the student acquires a unique understanding of personal interests, abilities, strengths and weaknesses in academic, social, emotional, physical and other spheres. Keele et al. (2020) analyse career choice issues through student personal management, recognizing their uniqueness and core values, informing and educating about career opportunities and the active market, and safe career planning with the help of competent mentors and family participation. Chen & Hong (2020) point out such elements as career intentionality through comprehensive information, career forethought with rational goals, career self-reflectiveness, i.e. the ability to know and reflect on oneself and one's actions in a social, cultural, immediate environment. Draaisma, Meijers, & Kuijpers (2018) note the importance of practice-based information and personal, individual counselling for each student on career and self-knowledge.

Researchers (O'Connor, Dearing, & Collins 2011; Shen et al., 2017; Buzaitytė-Kašalynienė et al., 2018; Xu, 2020; Gischlar & Riffel, 2020; Hu et al, 2020; Saleem et al., 2021) state that when developing people for careers with different social, emotional and economic experiences, the most important thing is to evaluate the information collected by the student about the world around their opportunities, interests and identify the possible barriers to self-limitation, various external problems, which are the obstacles for his/her successful education. As a matter of fact, when working with children with behavioural problems, the most important empowering conditions are: providing quality counselling and complex support. Researchers state that supporting children with behavioural problems through supportive relationships helps them acquire more positive patterns of social roles, global and projected future career opportunities and better self-regulatory skills that encourage them to take responsibility for their own future, set personal goals, and disrupt relationships between behavioural problems, negative experiences and poor self-esteem in early and middle childhood.

Purpose Statement and Research Questions

The aim of this work is to systematically analyse the empirical research evaluating school career education, highlighting the key conditions for institutional empowerment (providing access to quality education for students) and the research highlighting the characteristics of students with behavioural problems at school to develop a theoretical model to support a potential career education program necessary for students identified at school for behavioural problems. The **main questions** of the systematic analysis are: 1) What are the main institutional (school) empowerment conditions that enable students to gain quality career education? 2) How to encourage students with behavioural problems to take advantage of these opportunities?

Methodology

This study was carried out using the PRISMA 2020 standards (Page et al., 2021), which were used to plan the necessary literature search, the systematic analysis of the research and the presentation of the results. Computer bibliographic databases Google Scholar, Sage Journals, Science Direct, EBSCO were used to search for scientific publications. For the selection of the systematic survey were included reviewed articles in English and Lithuanian, examining the conditions for enabling career education at school and the peculiarities of the education of children with behavioural problems, published by 2021.

The criteria for the inclusion of sources into the systematic analysis. In order to answer the questions of systematic analysis, the article used various types of research that met three criteria: 1) the research analysed the conditions at the institutional (school) level that provide` students with the access to quality career education, 2) the research assessed children with behavioural problems and revealed their main characteristics, 3) the research provided recommendations for quality education of children with behavioural problems. Other criteria for the inclusion into the analysis were – only generally accessible, full-text, reviewed articles in Lithuanian and in English were used.

Data collection. Articles were searched in computer bibliographic databases Google Scholar, Sage Journals, Science Direct, EBSCO. These databases were selected for freely available social science research that matched the search terms defined by the purpose of the article. Keywords were selected such as *career education, career education at school, career education and school, career development opportunities or conditions, school leavers and career education, quality career education, behavioural problems at school, children with behavioural problems and learning difficulties, school and behavioural problems, career education and behavioural problems, youth with behavioural problems*. 150 articles were found in Lithuanian and English, of which 24 were used for the systematic analysis (see Fig 1).
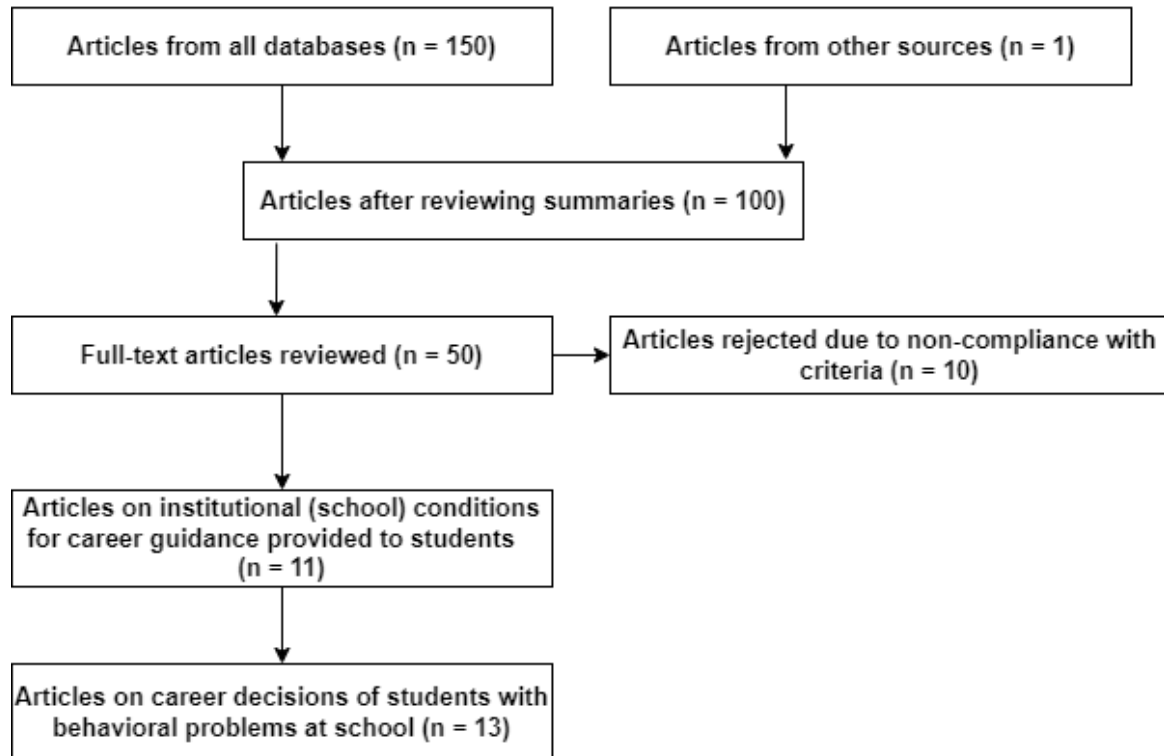
Figure 1 **The PRISMA Flowchart** *(made by Authors)*

The evaluation of research quality and data acquisition. All studies that met the quality assessment criteria were included in the systematic analysis. 1) the research analysed the conditions at the institutional (school) level that provide students with access to quality career education, 2) the research assessed children with behavioural problems and revealed their main characteristics, 3) the research provided recommendations for quality education of children with behavioural problems.

Research results

The characteristics of the research on the topic of career education. Table 1 presents the characteristics of the 11 career education researches included in the systematic review in order to summarize the scientific sources that met the selection criteria (highlighting the institutional-school level conditions that allow students to access quality career education). In 7 studies the conditions for improving the quality of career education at school were directly examined. One research was about career education during studies and in three researches the possibilities of career education were revealed in a general sense, without making any research group exceptional, but they were adapted to the school level.

Summarizing the information on the conditions of enabling career education analysed in the research (opportunities for students to receive quality education) it can be noticed that all 11 sources of systematic review emphasize that one of the essential conditions for career education is encouraging students to know

themselves and explore their environment, internal resources / constraints and to achieve personal self-efficacy, which ensures individual interest and the expectation of results by setting personalized goals. The development of a unique concept of self, analysed in the research, is inseparable from the self-concept related to career (when a person is able to consider the most suitable alternatives).

The articles also discuss emotional self-esteem and personal well-being. It should be noted that before choosing a career, the student must solve emotional problems, remove psychological, social or other barriers, change negative attitudes, through the perception of himself as a valuable and in some areas competitive "I". In other words, by gaining a clear self-understanding, knowing different areas of work and being encouraged to think, the student can discover the connections between these relationships and make career-related decisions and, if necessary, improve his/her skills.

*Table 1 **Characteristics of research on the topic of career education** (made by Authors)*

Nr.	First author, year	Studied conditions for enabling institutional level of career education	Relevant recommendations	Research characteristics / design
1.	Keele, Swann, & Davie-Smythe (2020)	**Self-efficacy promotion** (positive self-perception, ability to change and improve, clear hobbies, positive attitude towards self-future; **Career exploration promotion** (practical and theoretical career exploration); **Enabled decision making** (career development: raising goals, achieving them).	a) A pupil-centred, rather than information-centred, approach; b) Individual consultations; c) special career education consultants; d) practical experience, e) activities to inspire students and provide them with forward thinking, reflection, flexibility and decision-making skills.	Systemic review of 13 empirical research, with the research question: 'What are the components of best practice career education and development in Australian secondary schools.
2.	Yang & Wong (2020)	**Pupils self-concept** (interests, hobbies, values, personal preparation); **Vocational self-concept** (information about personal career opportunities, alternatives and setting, anticipating and achieving goals).	Pupil's self-concept should also include *academic self-concept* (abilities, academic achievements, opportunities for improvement) and *emotional self-concept* (the emotional state that determines decision-making in everyday situations, values, desires) and *social self-concept*	Systemic review of career guidance practices in Hong Kong over the past 40 years with attention to the career-related self-concept of diverse learners; multidimension

			(family, friends, significant other).	al model of self-concept.
3.	Chen & Hong (2020)	**Encourage of self-regulate and management** (Self-assessment of subjective experiences); **Ensure career intentionality** (studying career opportunities suits for self); **Career-forethought** (the ability to set achievable goals and achieve them with use of help); **Career self-reflectiveness** (ability to manage your states by changing alternatives, to look for the most attractive compromises).	Self-assessment of subjective experiences: development of personal meanings, self-assessment of personal abilities, self-assessment of one's environment, ability to regulate oneself and one's reactions, formulation of goals	Systematic review and CHAT career model (counselling) case study.
4.	Ho et al, (2018)	Role of Career and Educational Exploratory Activities (theorical and practical); Environmental and self-exploration; Seeking advice from career counsellors.	Exploration activities have consistently had significant positive effects. Such a model of activities, which includes (practice, self- and environmental research, advice from consultants)	Regression analysis (PISA survey in Shanghai and Hong Kong, Australia, USA and European countries).
5.	Falco (2016)	Self-efficacy promotion by consultant (collectively and individually).	Self-efficacy: Emotional preparation, positive self-esteem, revelation of desires and Self-assessment of previous achievements, review of opportunities for improvement and decision-making.	Using social-cognitive career theory as a framework, this article synthesizes empirical research on career choices.
6.	Seward & Gaesser (2018)	A pupil-centred approach; Individual consultations; Special career education consultants; Practical experience.	The most important: removing social and emotional worries/problems, before pursuing a career.	Career Counselling Laboratory (focus group method).
7.	Surgėlienė (2014)	Assistance to pupils in their career planning; Inclusion of the immediate social environment (family, significant others); Involvement of	The moment of pupil's consideration = triggering deliberation, deliberation and decision-making.	Case study.

		the whole school community.		
8.	Kleine & Wisse (2021)	Self-efficacy for career exploration and decision making; Career expectation for career exploration; Career exploration = environment exploration + self-exploration+ social support.	Students may not feel comfortable choosing a career because they lack the necessary information about professions and employers, studies, education, or themselves; sources: the environment and yourself.	Meta-analysis examined the antecedents and outcomes of career exploration among college students.
9.	Gati & Kulcsár (2021)	Clear self-understanding; Knowledge of career areas; Reasoning about the relationship between these areas and considering alternatives.	Students' needs to get information about: the self + the world of work+ how to make career decisions; Consultants needs help to consider all alternatives	Systematic review.
10.	Draaisma et al. (2018)	A practice-based curriculum in which real-world experience can be gained; Active career dialogue at school (with counsellor) and during internship.	It is necessary to provide information based on the practice and personal, individual counselling of each student on career and self-knowledge issues.	Case studies.
11.	Chuang et al. (2020)	**Self-concept education** (knowledge about yourself, your hobbies, opportunities); **Planning with help** (knowledge of the process, sources of information + refining expectations and goals for achievement).	The importance of professional help.	Descriptive analysis.

As can be seen in Table 1, most researchers describe self-knowledge through the features that Yang & Wong (2020) combines into three main groups: emotional self-concept, academic self-concept, social self-concept. Another important condition for empowerment, which is repeated in all 11 studies, is informing students about the career planning process itself and specific steps, oneself as a person (interests, values, abilities, social, economic environment, optimal opportunities, etc.), potential professions, further studies, employers, the active market, the world around them and the information on where to find additional sources of information.

Moreover, in addition to the information, practical experiences, various interactive activities, trips, events, simulations are mentioned, with the help of which students gain information about practical experiences.

Table 2 **Characteristics of research on the topic of students with behavioural problems**
(1–6 sources) *(made by Authors)*

No.	First author, year	Problematic behaviour	Negative consequences	Recommen-dations	Research characteristics / design
1.	Shen, Hu, & Hannum (2017)	Difficulty of concentrating; impulsive actions, non-compliance with the rules; aggressive behaviour; learning difficulties; socially unacceptable behaviour; peer problems; other behavioural problems identified by teachers.	Stress' shaping brain and body development, diminishing self-regulatory capacity, and eventually reducing academic performance and occupational success; low academic performance and career success; drop-out from secondary education; behavioural factors are linked to long-term educational outcomes; low self-esteem.	Support from other significant social resources (if the family does not form a supportive relationship); assistance in exploring personal possibilities (positive self-vision).	Multilevel regression models, descriptive statistics.
2.	Saleem & Zahra (2021)	Aggressive behaviour; non-compliance with rules; attention problems; thinking and learning difficulties; social disagreements; frequent somatic complaints.	Development of emotional and behavioural problems and sluggish planning for the future; poor interpersonal skills; low self-confidence.	Social support; family support; significant others support; emotional connections; a positive example; assistance in exploring personal possibilities (positive self-vision).	Statistical data analysis.

3.	State & Kern (2017)	Inattention/ hyperactivity; emotional symptoms; poor grades; frequent absences of school; suspensions.	Children with behavioural problems were significantly less satisfied with their quality of life in all areas = lower academic performance, poorer interpersonal relationships, and self-esteem.	Life satisfaction; positive behaviour examples; social support; adults, supports.	Descriptive analyses
4.	Barkauskienė, Zacharevičienė (2019)	Learning and emotional difficulties; inappropriate behaviour interfering with others.	Risk of dropping-out of school; Risk for future decisions;	Social support at school; Involving the family in problem solving; education and training.	Theoretical article
5.	Barkauskienė et al. (2014)	Attention difficulties, breaking the rules, and manifestations of aggressive behaviour	Low achievement motivation, concentration.		Statistical data analysis.
6.	Hu (2020)	Low social skills because of family socioeconomic status	Social status limits a person's perception of job choices; the living environment forms a compromise model for young people (adaptation, reluctance to change living conditions); poor self-esteem.	Help to change attitudes towards self-opportunities; informing about career opportunities; ongoing assistance and counselling.	Statistical data analysis.

Consultation in the sources examined is disclosed as a complex empowerment condition, i.e. covering both information flow management and self-awareness and problem solving. It is important to note that most of the research emphasizes that counselling should be provided by competent counsellors with a career in education and they should also involve the whole school community into career education.

Table 3 **Characteristics of research on the topic of students with behavioural problems (7–13 sources)** *(made by Authors)*

No.	First author, year	Problematic behaviour	Negative consequences	Recommen-dations	Research characteristics / design
7.	Xu (2020)	Aggressive behaviour, socially unacceptable behaviour based on poor childhood environment; learning difficulties.	Career decision-making difficulty; poor self-esteem.	Social support.	Statistical data analysis.
8.	O'Connor, Dearing, & Collins (2011)	External behaviour problems (overactive, impulsive, or aggressive behaviours); learning difficulties.	Tend to attend school less, have poorer academic performance, lack of problem-solving skills, has a risk to fail in adult education and career.	A positive teacher-child relationship can lead to an intervention that helps avoid behavioural problems in middle childhood.	Statistical data analysis.
9.	Gischlar & Riffel (2020)	Behaviours that interfere with the learning process of classmates; learning difficulties.	Decreased student learning outcomes, increased stress, and low levels of self-satisfaction	Identifying the causes of behaviour problems; support; family involvement (if possible); reinforcement of appropriate behaviours; Triple T – Triple R model (Trigger, Target,	Description of Triple T – Triple R Competing Pathways Model, that is grounded in ARBA (Applied Behaviour Analysis).

				impacT+ Revise, Replace, Reframe).	
10.	Agyekum (2019)	Disobey of school rules; learning difficulties.	Deteriorate students' academic outcomes and willingness to learn something new.	Teachers' supportive relationship affects students behavioural and academic adjustment; teachers' behaviour can cause students to act in a positive or negative way; teachers should emphasize positive aspect of students rather than negative.	Theoretical article
11.	Buzaitytė-Kašalynien ė et al. (2018)	Breaking the rules; avoidance of work and collaboration during lessons; conflicting social behaviour; emotions are expressed in negative ways.	Pupils' cognitive development may slow down, learning motivation may not develop or may decrease, which may lead to learning difficulties: low student achievement (progress), missed learning, difficulties in transitioning to higher education and acquiring a profession or specialty.	Access to social support at school; monitor student behaviour, provide assistance; individual assistance; work with family; positive examples; continuous consultations.	Theoretical article
12.	Egan et al. (2019)	Consistent use of breaking the rules; struggle of skills to meet	Poor grades; unhealthy emotional	Social and emotional learning (SEL) programs;	Statistical data analysis.

		social and behavioural expectations; learning difficulties.	expression; low self-confidence.	supportive relationships at school; consistent use of rules, expectations, positive example.	
13.	Dubayova, Chovanova (2020)	Learning difficulties; communication difficulties.		Social support at school and home; communication with the teacher (showing a positive example); promoting self-confidence; show individual future opportunities.	Statistical data analysis.

Researchers often emphasize the importance of individual counselling, as each student brings unique skills, values, hobbies and experiences to the institution, influenced by contextual factors such as family, community, cultural values and unplanned events. The benefits of general counselling are mentioned as well.

Characteristics of research on the topic of students with behavioural problems. Table 2 and Table 3 presents the characteristics of 10 empirical studies and 3 theoretical articles on children with behavioural problems included in the systematic review to summarize the scientific sources that met the selection criteria (which analysed children with behavioural problems and reveal their main characteristics). All sources provided recommendations for the education of children with behavioural problems. It was found out that most of the articles included in the systematic review analysed the external problems of children's behaviour such as non-compliance with rules, breaking the rules, failure to work and cooperate during lessons, initiating conflict situations in the classroom (often to draw attention to oneself), poor emotion management, conflicting social relationships and other.

In addition, behavioural factors were linked to long-term learning outcomes in 11 studies, highlighting that children with behavioural problems more often than their classmates at school also had poor learning outcomes, low learning motivation and a higher risk of dropping out at 16 years of age (not finished secondary education), were less inclined to obtain higher education or more often

encountered individual cognitive and attention difficulties during their studies, which often turned into passive learning, and the planning of future perspectives.

It should be pointed out that most studies have considered negative family experiences of students and poor economic conditions that contribute to behavioural problems and that lead to poor learning outcomes. 8 sources stated that such children have accumulated less capital of self-knowledge in the social context, i.e. they valued themselves and their abilities less favourably than their peers from higher socio-economic backgrounds, suffered from low self-esteem, were accompanied by the fears of uncertainty and vagueness of their future and often opted to adapt passively to available resources instead of planning their future careers. Furthermore, these studies emphasize that children with behavioural problems from lower socio-economic backgrounds do not have the appropriate skills to accept, solve, cope with difficult tasks, self-regulatory skills which are needed to set goals for the future career.

9 studies found that children with behavioural problems have more difficulty coping with emotion regulation. As a consequence, their behaviour escalates into not following the rules, interfering with the education of himself/herself and other students (Agyekum, 2019). However, 9 studies highlight that the further development of such children and their career prospects may vary depending on newly acquired social skills projected through positive behaviours, broadening individual vision, identifying unexplored positive roles through supportive social relationships, ongoing support and counselling. State & Kern (2017) revealed such a possible transformation of a student with behavioural and learning problems through the condition of life satisfaction that affects socially active functioning in the school environment, prioritizing success, new perspectives over problems of the past. Considering that children spend a lot of time at school, it is this environment that can unfold as the context in which they have the opportunity to develop new social roles, receive support that helps prevent further development of behavioural problems and successfully engage in educational processes, including successful career development.

Although 11 systematic review studies have revealed that the most important social subjects for a child are family members or other close people, they have also emphasized that not having the right support in the immediate environment, quality social relationships at school play a particularly important role. 9 studies highlighted the importance of a teacher's relationship with a child with problematic behaviour, noting that in such relationship children acquire more positive social world work patterns and better self-regulatory skills that promote their social emotional and behavioural development, desire to improve themselves and create their future.

In Table 2 and 3 it can be seen that in all the studies included in the systematic review, children with behavioural problems first highlighted the condition of social support, through the development of relationships based on trust, showing

a positive social example, individual approach to each child, targeted assistance and the involvement of other social subjects who can aid. In addition, most researchers emphasized that children with behavioural problems at school should be monitored regularly to determine their emotional well-being, to find out the causes of behavioural problems, and to help them know themselves in the context of new opportunities. One more condition that has been frequently mentioned in systematic review research is enabling the learner to relate his/ her newly discovered opportunities to future career prospects, thereby stimulating a desire to improve, set personal goals, and actively participate in the process to change his/ her behaviour.

A model for the career development of children with behavioural problems

Generalizing the theoretical insights formulated through a systematic review, a career education model has been developed for children with behavioural problems at school, based on which practical recommendations are revealed on how to encourage such students to take advantage of career education opportunities at school (see Fig 2).

The developed model highlights the main, general institutional (school) career guidance conditions (self-awareness, information, counselling and assistance), also, the special conditions necessary to facilitate the career planning of children with behavioural problems (social support, the formation of a positive attitude towards oneself / one's own opportunities, the refinement of individual career opportunities) and the main social subjects that should provide career education at school: immediate environments , parents, friends, neighbourhood, significant others), institutional level (class teacher, career counsellor, teachers, psychologist, social educator, school administration, etc.), other people concerned (professionals, university / college representatives, etc.). As can be seen, the conditions defined in the model are closely interrelated and are disclosed through recommendations, which were identified through the systematic review, summarizing the data of the analysed research that met the main criteria of this article: a) explanatory ((indicating what needs to be considered when working with children with behavioural problems), b) complementary (including practical recommendations for career education, attaching them to certain subjects, who contribute to the student's career decisions). For example, the encouragement of self-awareness, which includes social self-concept, emotional self-concept and academic self-concept, is implemented through counselling and information, when certain institutional level subjects know every learner individually, taking into account his/her social environment, values, interests, abilities, potential barriers to the involvement of key subjects in the child's immediate environment and the selection of specific person-centred career guidance information.
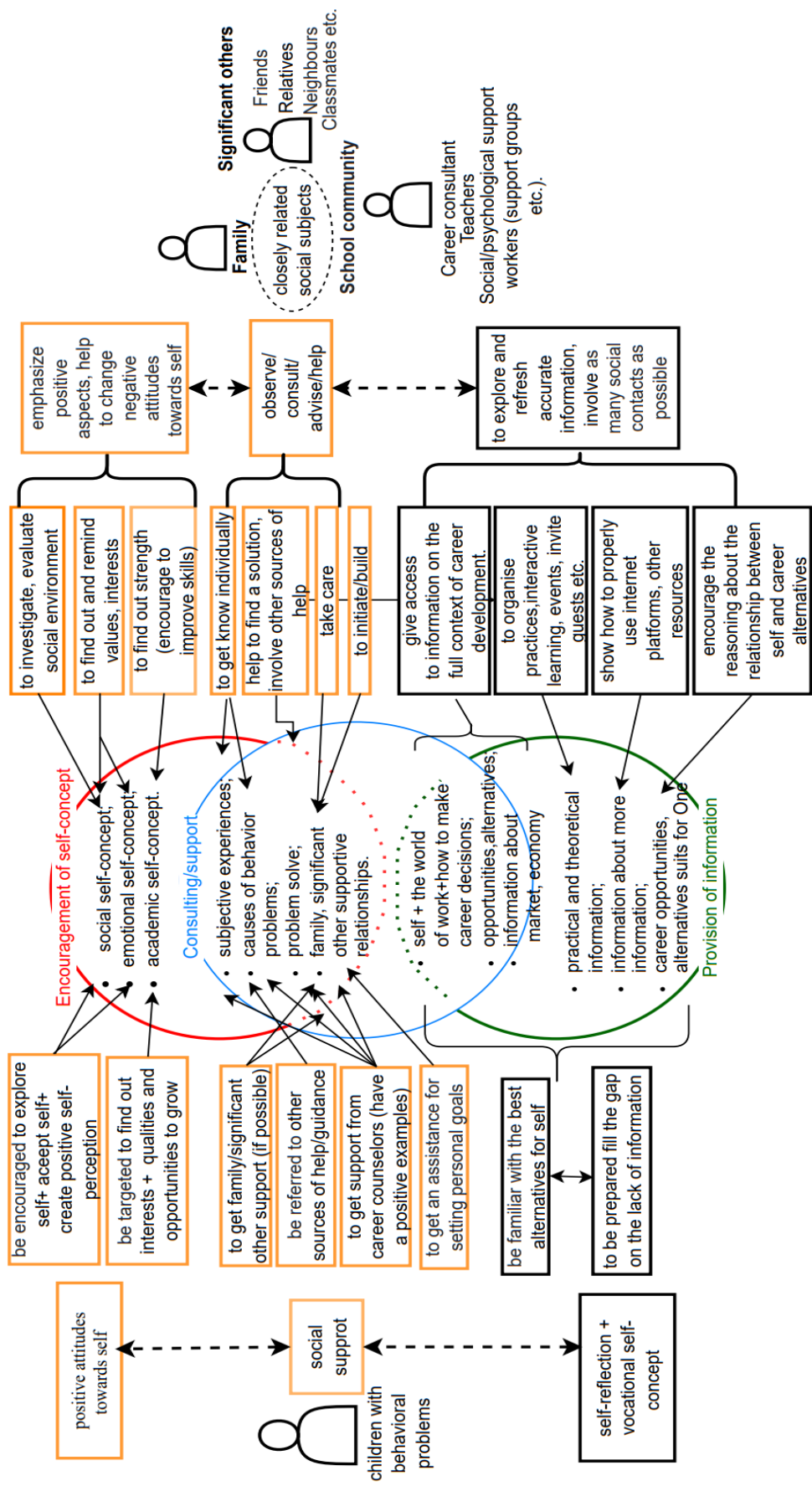
Figure 2 A model for the career development of children with behavioral problems (own researches)(made by Authors)

Considering the specifics of educating children with behavioural problems, institutional level entities are recommended to identify behavioural problems, their origins, initiate a solution through close, trust-based relationships, setting a good example, seeking additional help, changing the established negative self and self-esteem, formulating the best alternatives and targets and compensating for the lack of information. A systematic review of children with behavioural problems has shown that such children tend to grow up in lower socio-economic backgrounds and have the awareness formed by the example of their parents, negative self-esteem, poor knowledge and the uncertainty about their future career decisions (see Table 2 and 3). In this context, the model places particular emphasis on the institutional conditions for promoting self-awareness and providing counselling / assistance to cope with these issues. The information condition in the model is revealed through an introduction to the career decision-making process, the main and additional sources of information, practical experience and most importantly, the connection of the information about oneself and the information about future career. In addition, the following recommendations were highlighted in relation to the needs of children with behavioural problems: to provide information on alternative career solutions. Obviously, the possibility, that the "dream career" might not coincide with the child's real abilities and possibilities, cannot be rejected. The compensation for the lack of information is also highlighted, as it can be assumed that such children often have less success stories and career-related information in their environment.

Discussion and Conclusions

After analysing 11 researches on career education and 13 researches on the education of children with behavioural problems, the main conditions for enabling career education at institutional level (school) were revealed: the promotion of self-knowledge, counselling and assistance and information, stressing that only by gaining a clear self-understanding, knowledge of different career fields, and defining individual abilities and possibilities, one can begin to think constructively about the links between these relationships and set personal goals for the future career. Moreover, the main recommendations for working with children with behavioural problems were found in order to enable them to consider their future career, to get involved in their successful planning and to help them achieve their goals. As a matter of fact, all the studies included in the systematic review, highlighted the condition of social support, expressed through ongoing support and counselling.

In addition, it is a condition for changing point of view, changing negative attitudes and solving existing problems, which is revealed through the involvement of various support professionals and family members, setting a positive example, and revealing personal alternatives for the future career.

The condition of self-reflection in the context of vocational self-concept was defined through individualized information, counselling and promotion of self-efficacy.

After summarizing the theoretical insights formulated through a systematic review, a model for career education for children with behavioural problems at school has been developed, which could be applied to career education practice or empirical research on the topic of career education for students with behavioural problems.

Limitations of the study. The article presents the results of the systematic review, but, in fact, an empirical research on the topic could be initiated in the future.

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