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**HIGHER ECONOMIC - SOCIAL SCHOOL IN
OSTROLEKA**

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**MOTIVES FOR CHOOSING A COURSE OF STUDY AND
EDUCATIONAL AND CAREER PLANS OF STUDENTS OF AN
AGRICULTURAL TECHNICAL SCHOOL**

Introduction

Young people's choice of educational and professional career is a complex process influenced by many factors. Decisions taken are often ill-advised and manifest in poor motivation to learn, reluctance to continue education in a particular field of study and often an unwillingness to take up employment in a learned profession.

Educational careers are significantly influenced by socio-demographic and socio-economic factors (Klein, Driesel-Lange, Ohlemann, 2022).

Formal and informal career orientation should play an essential role in decision-making. Vocational orientation is a broad category and is a research subject in several scientific disciplines. Its main feature is its highly variable and dynamic nature. Orientation is often equated with the effective disposal of skills related to taking action. Another definition refers to the quick perception and correct assessment of the situation in which a person finds himself. Continuous analysis is fundamental to identifying an interdisciplinary character characterised by constant variability and dynamism (Strycharz, 1982).

Counselling is critical in career orientation, otherwise known as vocational guidance. It involves advising and guiding people who are facing a career choice. The person being counselled is struggling with difficulties that may

result from impaired coping skills in a difficult life situation, such as choosing a school or a course of study.

Young people's career choices are influenced by complex factors that interact with each other. In addition to the individual's interests and abilities, such factors include the current situation in the labour and training market, the reactions of society and the design of career guidance offers. At the same time, career choices are no longer a one-off event but must usually be reviewed and adjusted several times during the educational and vocational career. Vocational counselling, therefore, aims at shaping young people's career choice competencies (Kunert, Krist, 2018).

Young people need support in their educational and career decision-making process (Wirth, 2019).

Young people are very often faced with difficult decisions regarding further education. Unfortunately, their choices are not well thought out, and the most influential factors include proximity to school/university or pressure from parents or friends. Career counselling on the choice of education profile and direction should be commonplace before such decisions are made. The counsellor would guide young people to make the best choice for them. Unfortunately, only a few primary school graduates can make a completely informed decision (B. Bartosz, 2015).

This article aims to determine the motivation of agricultural students regarding the choice of further educational and professional paths.

Professional orientation

When addressing the issue of management in the police, it is impossible not to draw attention to the specificity of management in the public sector. One of the sub-disciplines of management sciences is public management, which, among other things, makes management in government administration units the object of its interest (Cyfert, 2014).

The differentiation between public management and private sector management is due to several facts:

- people in leadership positions (managers) in the public sector often carry out tasks and objectives set outside the organisation (Bower, 1977),
- public sector organisations feel the pressure of the environment more strongly,
- Public sector organisations and private sector organisations differ in their organisational culture, as the former is based on excessive bureaucracy,
- the time allocated to managers in the public sector to meet targets is generally shorter than in the private sector,
- In private sector organisations, management effectiveness and efficiency can be verified through the use of market indicators, which is usually not the case in the public sector for organisations that, like the Police, do not find competition in the external environment (Wąsowska, Wąsowski, 2016).

In this paper, the author focuses his attention on three models relating to the concept of public management, the application of which is noticeable in the functioning of an organisation such as the Police. These models are as follows:

- Bureaucracy,
- New Public Management (New Public Management),
- Co-governance (Public Governance).

The fundamental model for traditional public management is the Bureaucracy model, based on principles still derived from the Weberian school. Its characteristics include, first and foremost, rigid structures, a strictly defined hierarchy and numerous rules and procedures governing the conduct of an organisation. The working principle of this model boils down to the strict definition of the relationship between a subordinate unit and a superior unit, which defines the responsibilities and jurisdiction of the other units, equips them with resources and supervises their operation. At the same time, this model ensures that employees are easily controlled and assigned responsibility for their tasks. Therefore, in highly hierarchical organisations such as uniformed services, for example, it is constantly relevant (Marks-Krzyszowska, 2016).

The increased importance of the service market, as well as the competition between operators in the market, has led to an increase in consumers' expectations regarding the quality of services. This has also translated into increased expectations of public organisations. One proposal for a different way of governance has become New Public Management. It is based on the application of market mechanisms and managerial techniques used in the private sector. This model assumes that economic values must be taken into account, and its implementation involves taking action involving rapid reorganisation, precise measurement of results, meticulous cost analysis or efficient information management. At the same time, it is accompanied by the flattening of structures, the introduction of managerial management and strategic management principles and tools, as well as the application of human resource management principles and practices adopted from the private sector (Gadomska-Lila, 2016).

On the back of the New Public Management model, another model of public management has emerged, referred to as Co-Governance, which is influenced by the issue of an organisation's social responsibility towards its stakeholders. Co-Governance is a broader approach than New Public Management due to the fact that it takes into account to a large extent the socio-political-economic environment and the complexity of relationships.

The concept of civil society plays a key role in this respect. Operating according to this model involves public sector organisations delegating part of their competencies to other actors, as well as ensuring cooperation and the existence of interdependence. The hierarchical linkage in public organisations and the command mechanism is proposed to be replaced by the inclusion and involvement in the cooperation of actors outside the public sector, using decentralisation

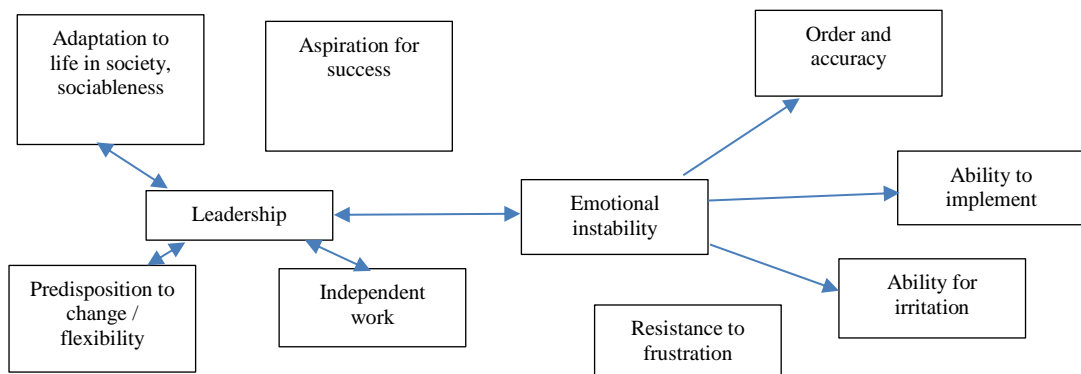
mechanisms. However, cooperation must be based on trust to foster beneficial outcomes. Trust increases and sustains cooperativeness, leads to improved information exchange, strengthens cooperation and facilitates innovative solutions (Klijs, Edelenbos, Stein).

Public organisations need to interact with external actors in order to operate effectively and efficiently. One of the tasks of an organisation is to manage relationships with public and private partners in order to use their resources for the benefit of the community for which the public organisation works. It should be more cognizant of its key stakeholders, for example, the residents of the street, neighbourhood, village, city, and county whose interests it represents and should serve (Rudolf, 2010). This reference applies to the relationship between field police units (city/county police stations) and the local communities located within the administration area of these units.

Classification of career orientation

By presenting a definition of vocational orientation, it is possible to present a classification of this issue. By presenting a typology of professional orientation, knowledge in this area is also systematised. It is pointed out that the analysed issue is characterised by great diversity in terms of content. It is due to the heterogeneity of individual goals associated with the category, motivated by different aspirations. As a result of such regularity, there have been attempts to typologies specific career approaches, which are defined by the tendencies that dominate a particular attitude. By classifying career orientations, the aim is to illustrate certain regularities in the career attitudes adopted by an individual (Kasprzak, 2012).

The classification of occupational orientations is worth referring to the solutions presented by Polish researchers H. Skłodowski and T. Kucharski. Relationships between categories of professional orientations are shown in Figure 1.



Drawing 1. Relationships between the dimensions of career orientation

Source: Skłodowski H., Kucharski T., *Kwestionariusz wykorzystywane w poradnictwie zawodowym*, Łódź - Toruń 2000.

Their research resulted in the identification of ten dimensions of career orientation. The approach presented by the researchers is of great value because it concerns young people who are just defining their own career orientations. Among the specified categories of professional orientations, the following are mentioned (Kulesza, Kos, 2010):

- Emotional instability - manifests itself in significant mood swings and badly endured feelings of anxiety or sadness by a subject who does not believe in his or her ability to perform,
- ability to carry out tasks - expresses itself in an intensive involvement in the duties performed in order to achieve the desired result; a person displaying such an attitude is persistent and does not give in to adversities; moreover, he/she inspires confidence in colleagues due to his/her constant activity,
- leadership - is an exemplification of the subject's aspiration to obtain a managerial position, which manifests itself in managing the work of others; diplomacy, mediation, negotiation, and persuasion of others are considered to be the qualities of a leadership-oriented person,
- Socialisation - is an attribute of people who are open to interpersonal relationships, sociable and who communicate easily with others,
- Susceptibility to irritation - such people react with moderate anger to situations that are of minor importance; this is the result of low resistance to unexpected events,
- order and precision - is evident in the precise observance of established order and rules and is characteristic of well-organised people who plan the course of their day in detail,
- career and success - results in a strong motivation to develop socially meaningful goals by the subject setting essential and challenging tasks,

- flexibility - is characterised by cognitive curiosity towards the world and things around him/her; this person shows the ability to learn continuously,
- autonomy at work - the person aims to be able to make decisions independently,
- Frustration resistance - characterised by people who tolerate the uncertainty associated with risky decisions.

In addition to the classification of career orientations described above, it is possible to present other typologies. One is the classification by S. T. Hall and J. P. Briscoa (Hall, 2006). The classification of career orientations according to these authors is presented in Table 1.

Table 1. Classification of occupational orientations according to S. T. Hall and J. P. Briscoa

Type of professional orientation	Main features
Lost/trapped	- limitation of development through lack of motivation and low degree of mobility, - success in a career is most often randomly determined; it is not the result of the subject's own activity,
Fortressed	- having an intensively established system of personal values, - low degree of flexibility, - reluctance to change,
Wanderer (wandered)	- high degree of spatial mobility (frequent change of place of employment, residence), - little involvement in managing their career,
Idealist	- lack of career management skills, - low degree of spatial mobility, - attachment to one place of residence,
Organisation man/woman	- a tendency towards professional development within a single organisation, - focusing on the company's goals, not their own,
Solid citizen	- a career pursued where there is a home, - seeking a career in line with one's own abilities,
Hired gun/hired hand	- managing your own career, - lack of an emotional attitude towards professional work, - no resistance to working in different locations,
Protean career architect	- effective management of one's own career, in line with recognised values, - readiness to move to a new place of work in order to acquire new skills, experience, - crossing all boundaries (barriers).

Source: D.T. Hall, *The interplay of boundaryless and protean careers: Combinations and implications*, Journal of Vocational Behavior, no. 69/2006.

The presented classifications of occupational orientations are not the only ones in the literature. It solely represents national and foreign approaches to the typology of vocational orientations.

Research Premise - Research problem, aim and hypothesis of the work

The following research question was formulated: "What drives students when making decisions and continuing or dropping out of secondary school?"

The study aimed to determine what specific motivations guide students attending agricultural training schools when deciding whether to continue or leave.

The following research hypotheses were set in this study:

H1: Students are mainly driven by the interest in choosing a school with an agricultural focus

H2: Students are mainly guided by their interests in choosing their further educational plans,

H3: Pupils enter vocational schools with agricultural profiles because they plan to adopt a farm.

The survey was made available on the social networking site Facebook. Data were collected from 16 to 31 May 2021.

Findings

A total of 51 respondents took part in the study. Of these, the majority (31 people) attended the County School Complex in Myszyniec. The remaining 20 people were students at the County School Complex in Łysy. The vast majority of respondents were male, as many as 78%.

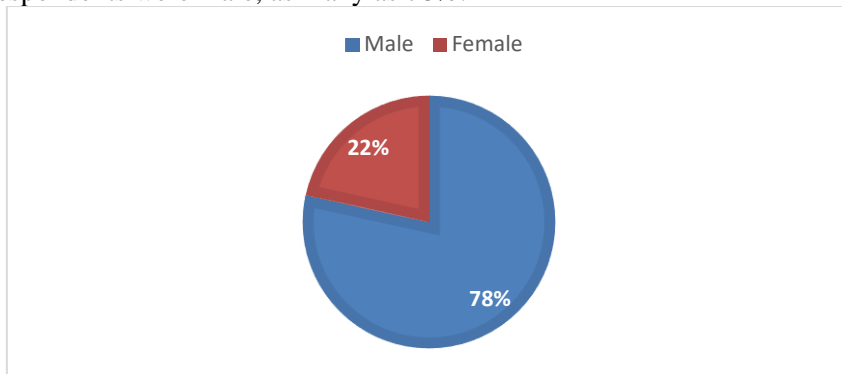


Figure 3: Gender of respondents

Source: own elaboration

The most significant respondents were those in the second year of secondary school. Those in classes III and IV, i.e. those who have to decide on their future, were 35% of the respondents. In classes III and IV, Respondents are forced to prepare to decide on their future educational plans slowly. The majority of those surveyed, 65%, are in Classes I and II, which do not have to think so intensively about a decision concerning the continuation of their education.

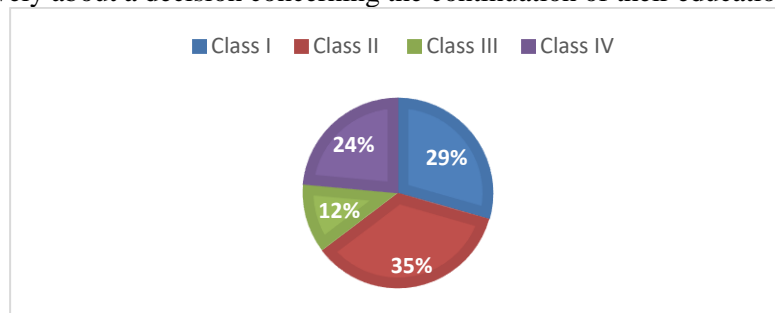


Figure 4: Class attended by respondents

Source: own elaboration

The vast majority of respondents are residents of the Mazowieckie Voivodeship. Only one person is an inhabitant of the Warmińsko-Mazurskie Voivodeship. The respondents attended the County School Complex in Łysy (17 persons), and 34 attended the K. Adam Bargielski County School Complex in Myszyniec.

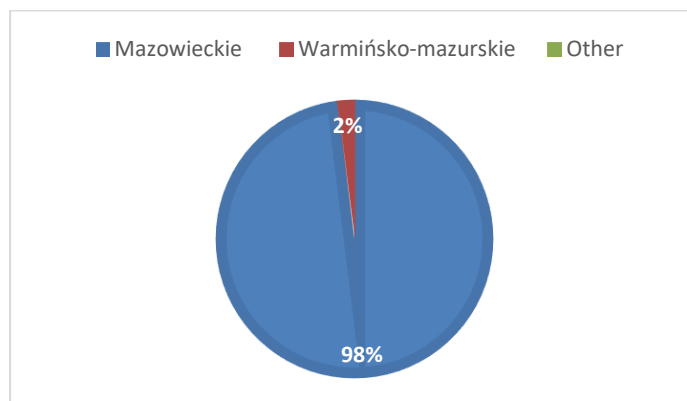


Figure 5: The province in which the respondents live

Source: own elaboration

When asked about the factors that most influence their choice of secondary or upper secondary school, respondents were able to select several

answers. More than half indicated that interests influenced their choice of school. The prospect of taking on a farm from their parents or other family members is significant. It shows that young people want to educate themselves in this profession to be best prepared to run a farm. The third most frequent response is the location of the school. The other factors were much less likely to influence the choice of the agricultural school. It can be noted, however, that the influence of other people, i.e., parents and peers, could nevertheless significantly direct young people towards a particular educational profile.

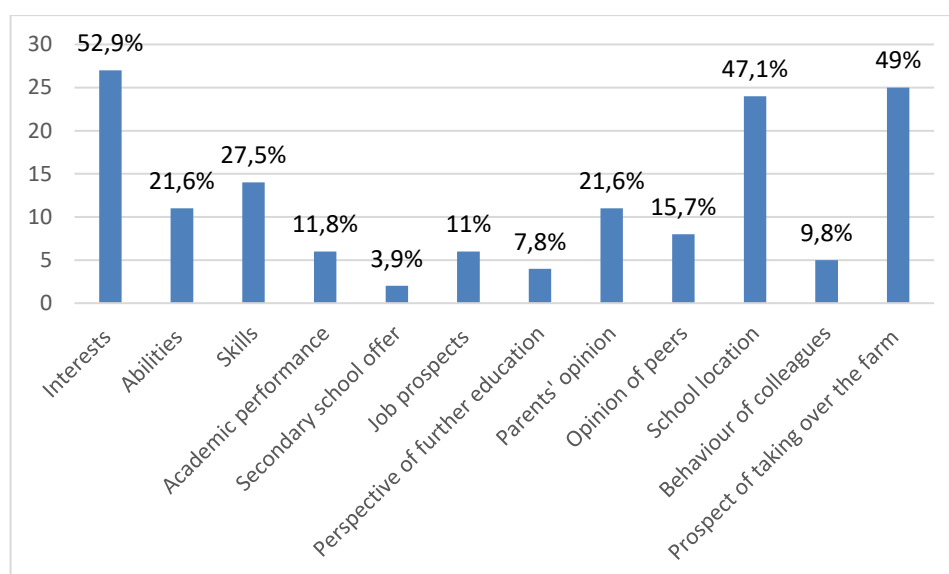


Figure 6: Factors most influential in choosing a secondary/secondary school

Source: own elaboration

Analysing the survey results, it can be seen that the offer of a particular school had the most negligible influence on students' choice. It may indicate that the subjects and profiles are not sufficiently tailored to students' interests. Nonetheless, a particular school's course of study significantly impacts the future of the young people attending it. Minimally more critical in their decision-making was the prospect of further study. It shows that grammar or primary school graduates were not yet considering further education after secondary school.

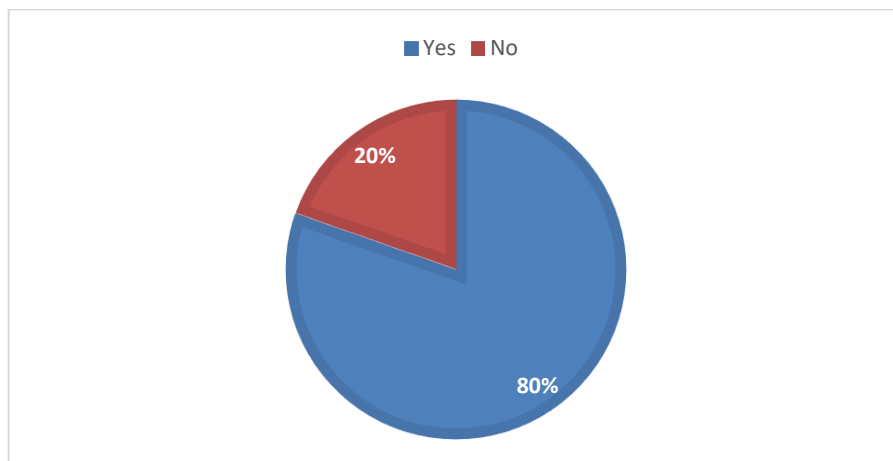


Figure 7: Level of satisfaction with school choice

Source: own elaboration

According to the survey, up to 80% of the students surveyed are satisfied with their choice. It may be due to the excellent adaptation of the subjects to young people's interests or the interesting teaching of the teachers. It is a positive result, which shows that those interested in agricultural subjects are satisfied with the teaching of the school they attend. Almost one in five is unsatisfied with the institution they are studying at.

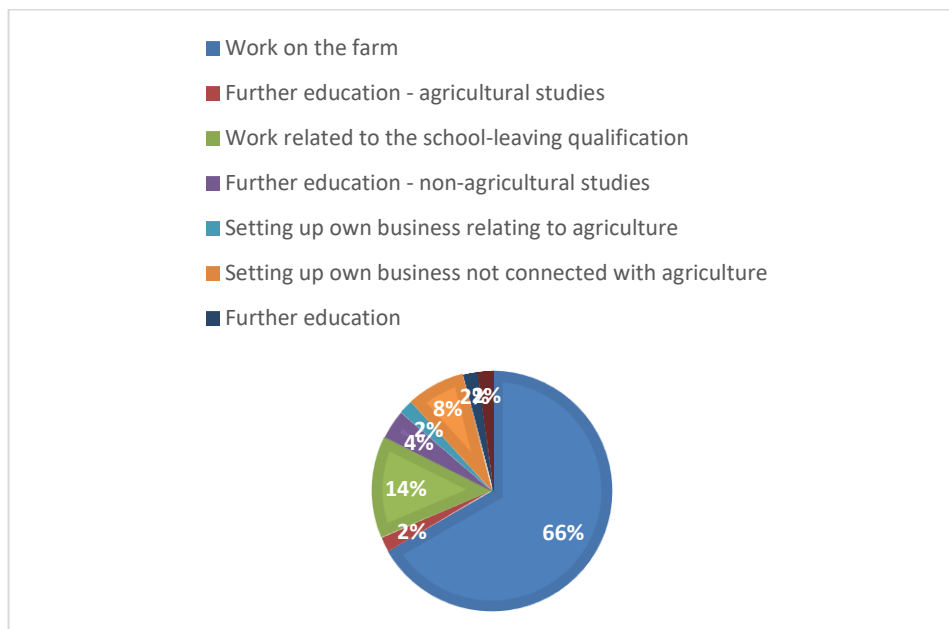


Figure 8: Respondents' plans after leaving school

Source: own elaboration

The answers to the multiple-choice question on students' plans after high school are very different. The most significant number of answers, almost 70%, relate to working on a farm. Students, while attending school, already reckon that they will work on farms after graduation. Some of them will take over the farm from their family or seek employment on farms. The second most frequent answer indicated is a job related to the completed school profile.

Students rarely expressed a desire for further education, perhaps indicating a belief that running a farm and working in the agricultural sector as a whole does not require a degree or additional courses.

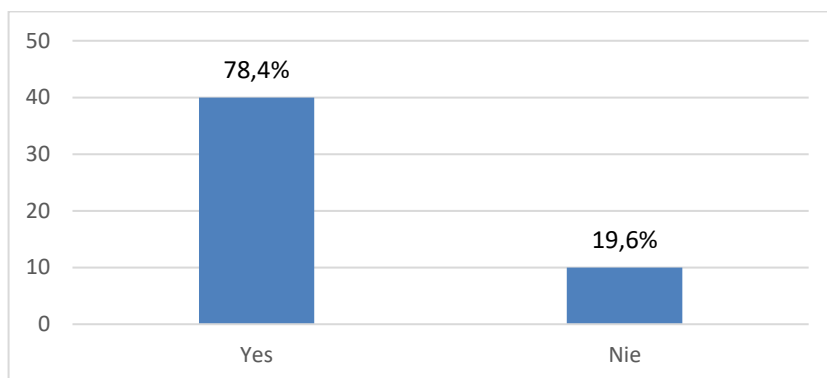


Figure 9: Respondents' willingness to work in their profession
 Source: own elaboration

When asked about their desire to work in the profession, up to almost 80% of the students expressed such a desire. In justification of this question, the most common answers were to take over the farm from their parents or to help their parents or family with all farming-related duties.

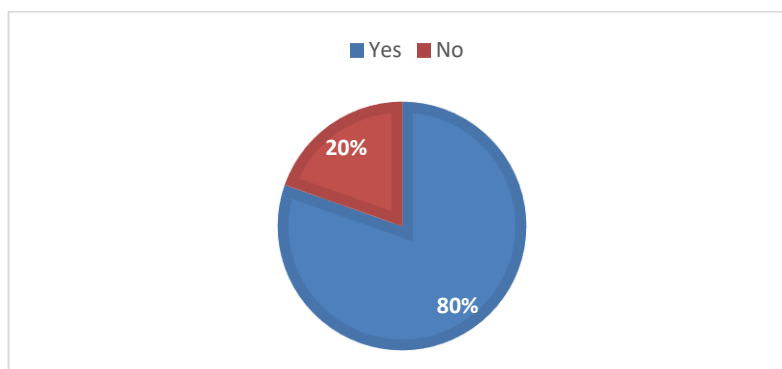


Figure 10: Ownership of a farm by parents of respondents
 Source: own elaboration

According to the survey results, most parents surveyed own a farm. There are more than 80% of such people. The previous questions highlighted the willingness to take over the farm or the need to help the parents with all the crop and animal care duties.

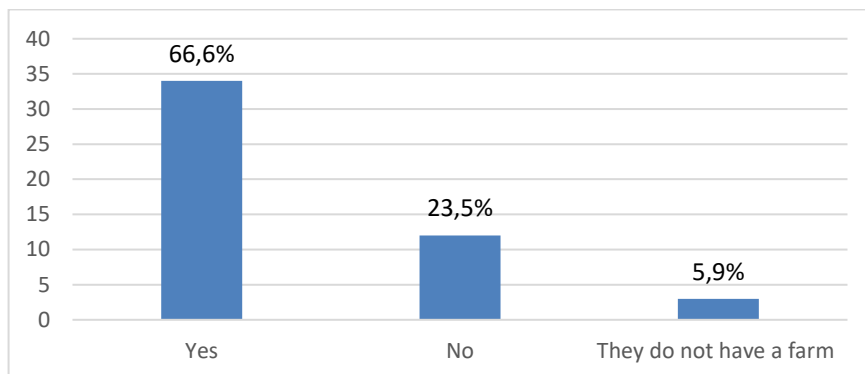


Figure 11: Respondents' willingness to take over their parents' farm
Source: own elaboration

The analysis of the survey results shows that as many as 66% of the respondents want to take over the farm from their parents. It is the vast majority of respondents. The remaining respondents do not want or cannot (e.g., due to lack of a farm) take over the family farm.

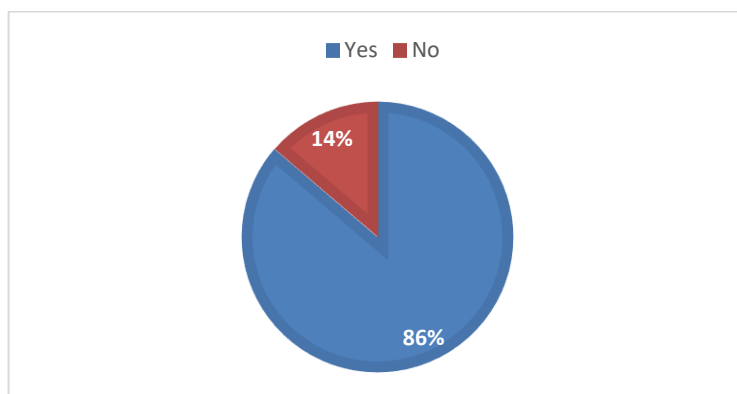


Figure 12: Respondents' interest in agriculture
Source: own elaboration

Only almost 14% of the respondents are not interested in agriculture. It is a rather interesting result because all the respondents attend agricultural schools, and there are; therefore, profiles typically directed towards development in this economic sector. However, this could be due to interest changes, which quickly occur during adolescence. Another reason could be discouragement towards agriculture by the way it is taught or an awareness of the number of responsibilities in running one's own farm or working on it.

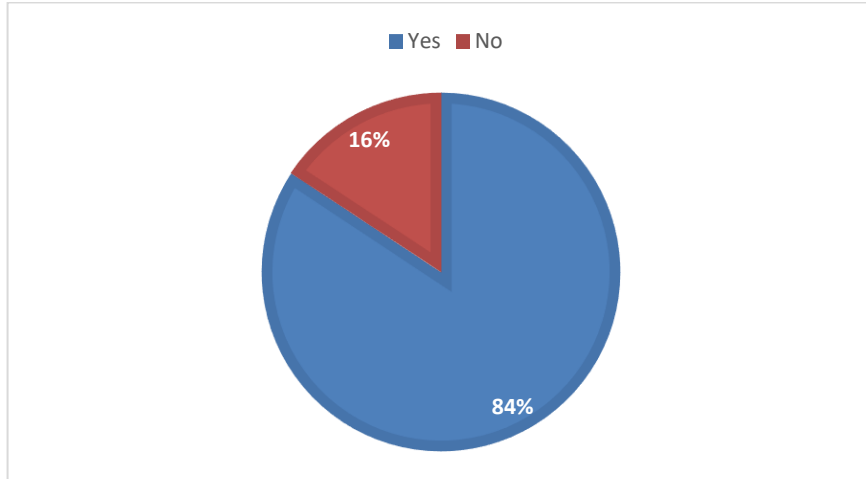


Figure 13: Respondents' interest in doing crop and livestock production work
Source: own elaboration

A similar result applies to the respondents' interest in crop and livestock production work. The reasons for these responses may be identical or at least similar.

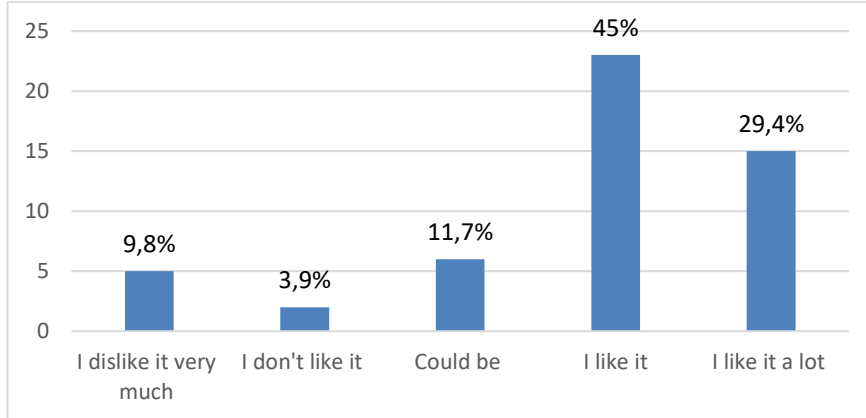


Figure 14. The scale of interest in the current direction
Source: own elaboration

The survey examined the students' level of interest in the course they are taking. The analysis shows that the vast majority are interested in the topics covered in the lessons. In total, 38 people are interested or very interested in the agricultural course. Only seven express no or very little interest.

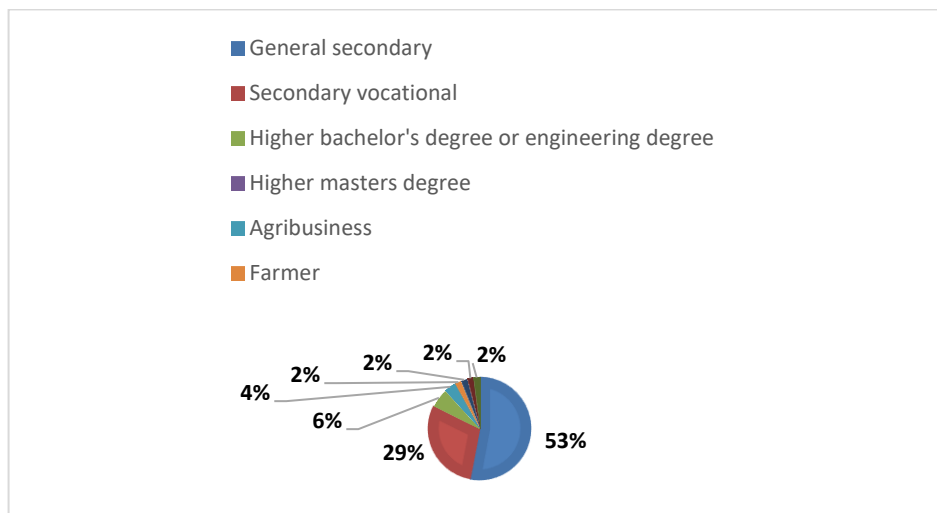


Figure 15: Education that respondents want to obtain in the future

Source: own elaboration

More than half of the respondents want to complete their education after public secondary school, and almost 30% want to complete their education after vocational secondary school. The results show that more than 80% of the respondents want to finish their education after secondary school. A few respondents want to study agricultural subjects and obtain a bachelor's, engineer's or master's degree. It may be due to a desire to broaden specialised knowledge related to agriculture.

Conclusions

The analysis of the surveys shows that students most often chose an agricultural school because of their parents' farming. In addition, taking over a particular farm in the future was another motivation. A positive aspect is a result, which demonstrates a very high interest in animal husbandry and farming subjects. For the respondents, the school's proximity was an equally important factor. All these aspects mean that the students are satisfied with their choice. Less than one in five students is not satisfied, which may be mainly due to a lack of interest in the subject.

Another exciting aspect is the low motivation to continue education after secondary school. Most people want to work on their own or on another farm.

This research shows that for those who have been involved in a field such as agriculture all their lives and are facing the prospect of taking on farming in the future, it is possible to be highly satisfied with their decision regarding the choice of school and study.

The following conclusions can be drawn from the research:

- Students are mainly guided by their interests when choosing a course of study, which confirms hypothesis one.

- Students are guided in their choice of further educational plans not only by their interests but also by their parents' ownership of agriculture and their desire to work in a profession, and as a result, few respondents want to continue their education.

- Students choose schools with agricultural profiles most often because of their interests, which does not support hypothesis three.

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Abstract

This paper explores the factors that guide students when deciding whether or not to continue their education beyond secondary school. In the theoretical part, vocational orientation is presented and classified.

A survey was carried out on 51 students studying at an agricultural technical school. Most respondents were male and attended classes I, II, III and IV. Most of the respondents came from schools in the Mazowieckie Voivodeship. The results of the study showed that students of agricultural schools chose this type of institution due to the fact that their parents run a farm. However, low motivation for further education in this direction by the respondents was observed..

Keywords: educational and professional career, vocational orientation, labour market, young people

JEL Classification: M00, J24, J43, P46