Career development of degree students in self-financing institutions in Hong Kong: the impact of institution related experience and beyond

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Career development of degree students in self-financing institutions in Hong Kong: The impact of institution related experience and beyond

- Fostering career development of the students that prepares them for the uncertainty of the world of work is an integral part of quality higher education (Kumar, 2007).
- Career development of students in the self-financing sector of Hong Kong is important and yet is a neglected topic in research.
- We undertook to explore the impact of the institution related experiences of these students on their career development
- The results can provide insight of how the self-institutions can structure students' experiences to enhance their career development.
- We examined career adaptability, career decision making self-efficacy(CDMSE) and career commitment as indicators of student career development.

Research Background

- Over the past decade, the self-financing sector has increasingly become an important part of higher education in Hong Kong (Legislative Council Panel on Education, 2013). In the academic year of 2015/16, nearly 37% of undergraduate programmes are self-financing ones (HKSAR Government, 2016a).
- However, as the number of these programs continue to grow, there are doubts concerning the employability and income of their graduates in the society (Chan, 2015).
- Research on career development of degree students in self-financing institutions is barely existing.

Overall Research objective

- To provide a picture of the status of career development of students in self-financing institutions in Hong Kong

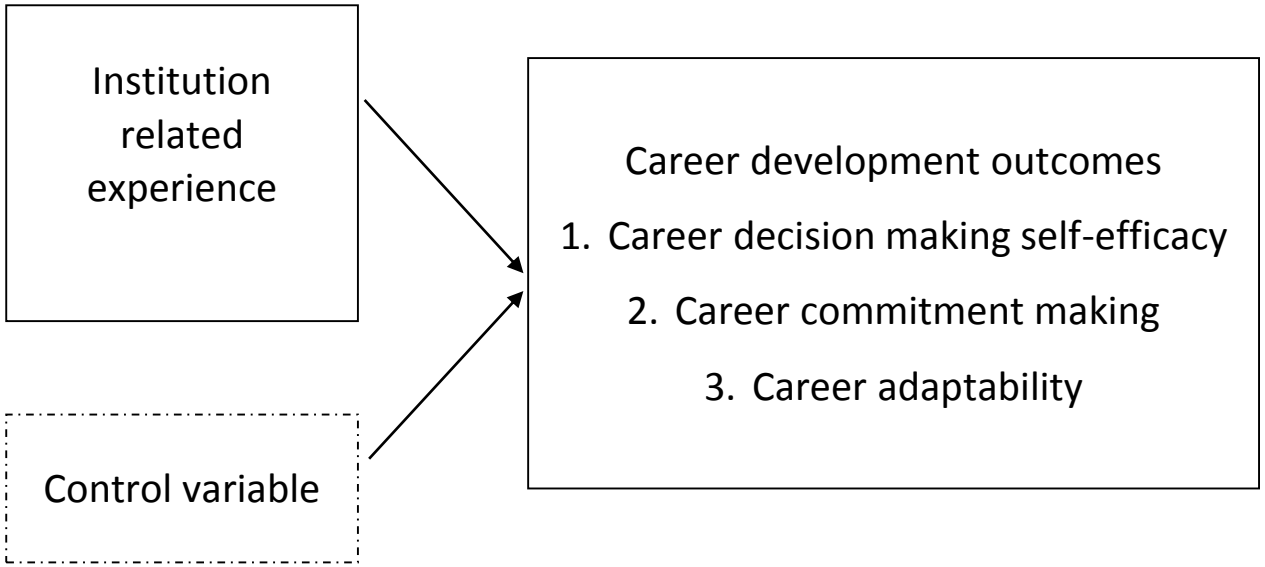
- To explore the factors contributing to the students' career development, especially institution related experiences

To be continued:

- To examine the impact of students' career development on their subsequent job search and employment

- To examine JINESS impact on the students' career development and job search

Research Framework



Institution related experience

- Career service use frequency
- Internship experience
- Programme of study
- Academic achievement
- Career Exploration purposive behavior and cognitions that afford access to information about occupations, jobs, or organizations that was not previously in the stimulus field (cf. Berlyne, 1960,1963, 1965; Jordaan, 1963)
    - Self exploration
    - Environment exploration

Their impact on career development rarely explored together

Career development outcomes

- Career commitment making
- Identification with commitment

  the degree of security and certainty felt regarding the existing commitments and to how well these commitments fit with one's own standards and wishes.

- Career decision making self-efficacy (CDSE) :beliefs about one's ability "to manage specific tasks necessary for career preparation, entry, adjustment, or change across diverse occupational paths" (Lent & Brown, 2013, p. 561).
  - "Match your skills, values, and interests to relevant occupations"

Career Adaptability an individual's resources for coping with current and anticipated tasks, transitions, traumas in their occupational roles that, to some degree large or small, alter their social integration (Savickas, 1997). We view adapt-ability resources as human capital, defined as accumulated competencies and knowledge gained through education and experience (Sullivan & Sheffrin, 2003).

control variables

- core self-evaluations is a basic, fundamental appraisal of one's worthiness, effectiveness, and capability as a person.

- Relational support
  - Teacher support
  - Family support
  - Peer support

Descriptive analysis

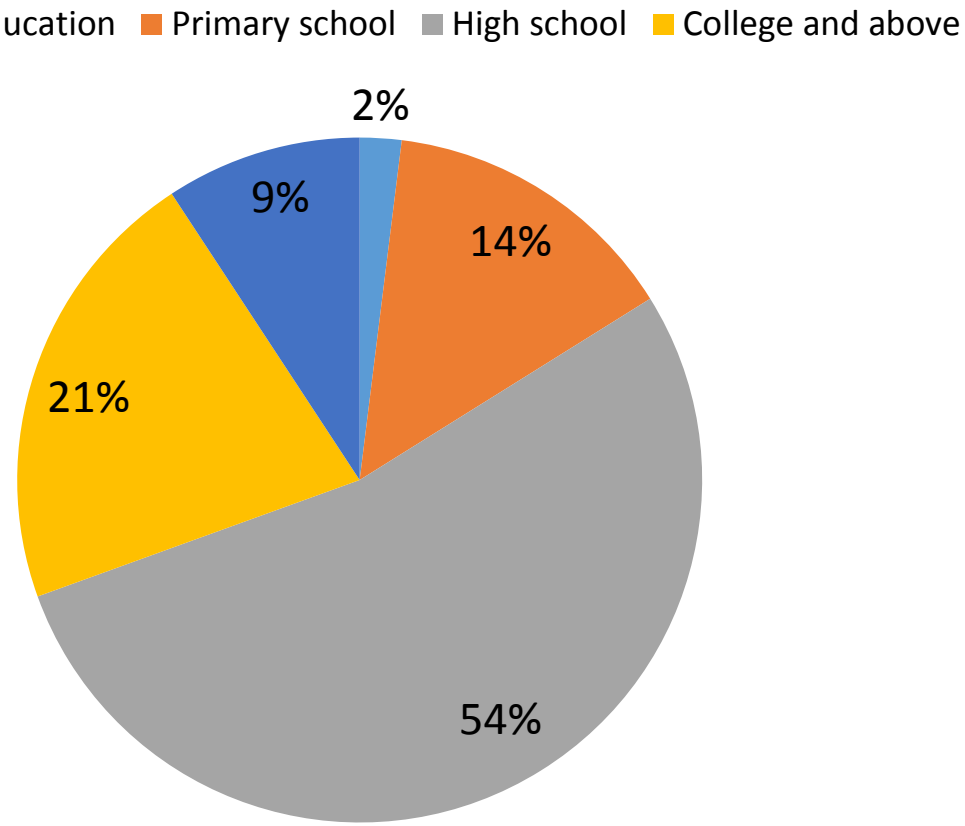
Sample description

	Gender		
	Male	Female	Total
Institution1	39	60	99
Institution2	31	27	58
Institution3	49	91	140
Institution4	15	91	106
Institution5	87	143	230
Total	221	412	633

	Institution					Total
	1	2	3	4	5	
Accounting, Banking and Finance Programmes	18	11	2	0	49	80
Architecture and Civil Engineering	0	0	18	0	0	18
Arts, Languages, Translation Programmes	16	25	28	0	64	133
Business Administration, Corporate Governance, Marketing and Management Programmes	46	15	0	0	63	124
Health Science Programmes	0	0	0	100	0	100
Journalism and Communication Programmes	8	0	78	0	26	112
Science Programmes	0	3	4	0	33	40
Total	88	54	130	100	235	607

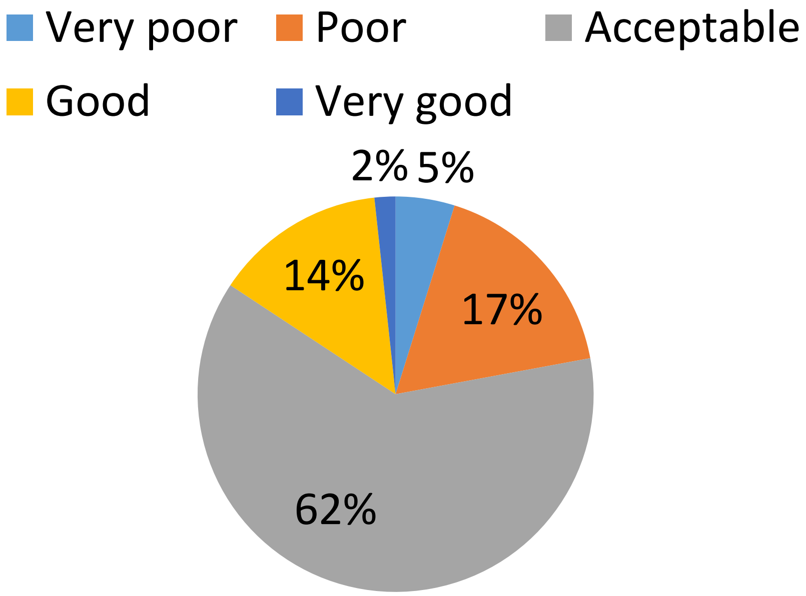
Parent education

- Only 21% of the students' parents have received higher education.
- The majority of them were " first generation university students"

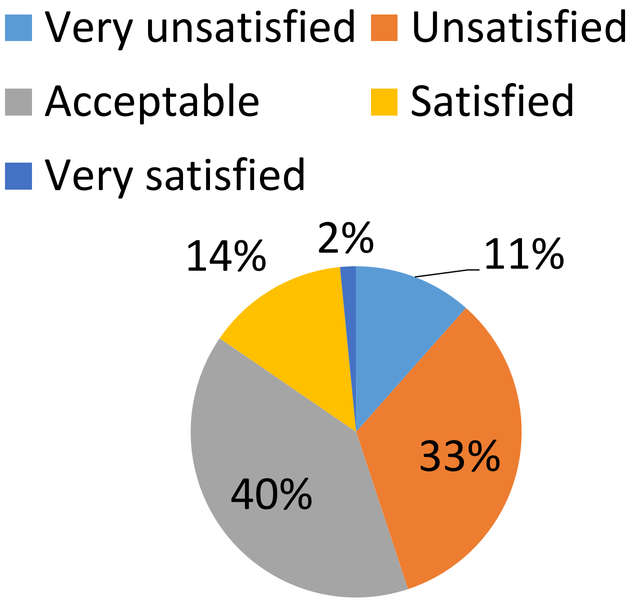


- While 78% have perceived academic achievement level of acceptable or higher, only 56% of them feel satisfied with their academic achievement

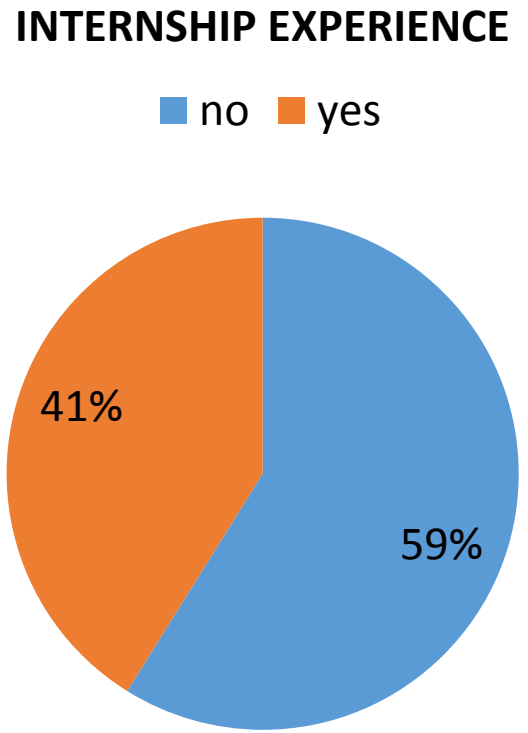
Academic achievement



Academic satisfaction



Intern frequency



Mean of the study variables

- All the scales were 5 points likert scale, except for core-self evaluations
- Students showed lowest level in career commitment

	Mean	SD
Self exploration	3.41	0.67
Environment exploration	3.15	0.80
Commitment making	2.98	0.85
Identification with commitment	3.19	0.81
Adaptability	3.39	0.66
CDSE	3.22	0.70
Teacher support	3.23	0.90
Parents support	3.46	0.87
Family support	3.57	0.97
Core-self evaluations	2.54 (out of 4)	0.42

Predicting career development outcomes

Explaining CDSE

- 4 out of the 5 blocks were significant predictors of CDSE. Demographics, core self-evaluations, relational support and career exploratory behavior together explain a medium percentage of variance of CDSE(30.8%).
- Core-self evaluation (16.1%) explained the most variance of CDSE, followed by career exploration(8.6%), demographics(3.9%) and relational support(1.9%).

*programme1= Science & Engineering
Programme2= Business
Programme3= Health Science
Comparison group ： Humanity & Social Science

Independent variables	Career decision making self-efficacy		
	R^2	ΔR^2	β
Block 1	*.039***	*.039**	
Frequency			*.09**
Intern			.08
programme 1			-.12**
programme 2			-.11*
programme 3			.08
Block 2			
Core-self evaluations	.200**	.161**	.32**
Block 3	*.203***	*.003*	
Academic achievement			*.02*
Block 4	*.222***	*.019***	
Tsupport			*.05*
Psupport			.01
Fsupport			.07
Block 5	.308**	.086**	
Career exploration			.31**

Explaining Career adaptability

- 4 blocks, core-self evaluations, relational support, academic achievement and career exploratory behavior, explain significant variance of career adaptability, together a medium percentage of variance was explained(33.2%).
- Core-self evaluations(15.3%) explained the most variance of career adaptability, followed by career exploration(11.9%), relational support (3.3%) and academic achievement(1.1%).

*programme1= Science & Engineering
Programme2= Business
Programme3= Health Science
Comparison group ：Humanity & Social Science

Independent variables	Career adaptability		
	R^2	ΔR^2	β
Block 1	*.017*	*.017*	
Frequency			*.11**
Intern			.02
programme 1			.02
programme 2			-.05
programme 3			.10*
Block 2			
Core-self evaluations	.169**	.153**	.27**
Block 3	*.180***	*.011***	
Academic achievement			*.07*
Block 4	*.213***	*.033***	
Tsupport			*-.01*
Psupport			.11*
Fsupport			.05
Block 5	.332**	.119**	
Career exploration			.37**

Explaining Identification with commitment

- 4 blocks, core-self evaluations, relational support and career exploratory behavior, explain significant variance of identification with commitment, together a medium percentage of variance was explained(30.4%).
- Core-self evaluations(9.9%) explained the most variance, followed by demographics(9.6%), career exploration(8.0%), relational support (2.8%).

*programme1= Science & Engineering
Programme2= Business
Programme3= Health Science
Comparison group：Humanity & Social Science

Independent variables	Identification with career commitment		
	R^2	ΔR^2	β
Block 1	*.096*	*.096***	
Frequency			*.07*
Intern			.13**
programme 1			-.00
programme 2			-.03
programme 3			.25**
Block 2			
Core-self evaluations	.195**	.099**	.24**
Block 3	*.197*	*.002*	
Academic achievement			*.01*
Block 4	*.224***	*.028***	
Tsupport			*.00*
Psupport			-.01
Fsupport			.14**
Block 5	.304**	.080**	
Career exploration			.30**

Conclusions and discussions

- Institution related experience do contribute to career development
  - Career exploration has the biggest contribution to CDSE and career adaptability.
  - Programme of study significantly predicts the three aspects of career development. Science and engineering and business students have significantly lower CDSE compared with the humanity and social science majors while the health science students have significantly higher career adaptability and career commitment compared with the humanity and social science majors
  - Academic achievement only predict small variance of career adaptability(1.1%), not the other aspects of career development.
  - career service use frequency positively predicts CDSE and career adaptability, while internship experience positively predicts identification with career commitment
- Institution related experience explained more variance of Identification with commitment compared with the other two career development outcomes.
  - Further compare with longitudinal data to see if the same pattern exists

Thank you!

Questions and Feedbacks are very welcome.