



Helping Students to Find Their Paths: The Effectiveness of a Newly-Developed Career Guidance Course for Associate Degree Students in Hong Kong

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June 20, 2019



Outline

- Introduction
- Hypothesis
- Methodology
- Results
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Introduction

- A review report on self-financing post-secondary education was released in 12/2018. (CSPE, 2018)
 - The position of AD programme is restated
 - ‘Associate Degree qualification should be positioned as primarily preparing students for articulation to general degree programmes...’ (p.15)
- Colleges usually leave this job to guidance counselors in the counseling centre while not all students would proactively seek for help
 - Developed this one-unit course for all Year 1 AD students



Introduction

- Whiston, Li, Mitts & Wright (2017)
 - Meta-analysis of career choice intervention (N = 7,364)
 - Interventions (workbooks, self-report inventories, counselor dialogue and support, cognitive restructuring , values clarification, psychoeducation and world of work information)
 - Results: Small to medium effect on vocational identity, career maturity, career decidedness and career decision making self-efficacy



Introduction

- Cheung & Arnold (2014)
 - Undergraduates in HK
 - Cross-sectional design (N = 271) and longitudinal design (N = 101)
 - Career development activities (either career education program or summer internship)
 - Results: Significant improvements in career exploration, self-clarity, amount of information received, career decision self-efficacy but not career decidedness



Introduction

- Definitions:

- Career decision-making self-efficacy

- Perceived competence in career making decision
- Career Decision-making Self-Efficacy Scale (CDMSE-SF) (Betz, Klein, & Taylor, 1996)

- Career decidedness

- Two major constructs: clarity and certainty (Tinsley, Bowman, & York, 1989)
- Certainty: Career Decidedness Scale (CDS, Lounsbury, Tatum, Chambers, Owens, & Gibson, 1999)
- Clarity: Occupational Identity Scale (Melgosa, 1987)



Introduction

- Definitions:

- Career exploration

- ‘Purposive behavior and cognitions that afford access to information about occupations, jobs, or organizations that was not previously in the stimulus field.’ (Stumpf, Colarelli & Hartman, 1983)
 - Two constructs: environmental exploration and self-exploration
 - Career Exploration Survey (CES) (Stumpf, Colarelli, & Hartman, 1983)



Hypothesis

- We hypothesized that career decision-making self-efficacy, career decidedness and career exploration would be improved among the Year 1 AD students after taking this newly-developed career guidance programme



Methodology

- Participants

- All Year 1 AD students attended the course (N = 1,403)
- 233 students (16.6%) were consented and completed both pre- and post-test surveys

- Course content (13 teaching hours in 7 weeks)

- Career planning, job values, job skills, the 21st century job market, personal statements, CV and interview skills

- Teaching team

- 19 lecturers

- Teaching mode

- Flipped learning approach with in-class discussions and activities



Methodology

■ Course assessments

- E-learning (Edpuzzle)
- In-class activities/worksheets
- Video-clip on mock interview skills
- Career plan

■ Research design

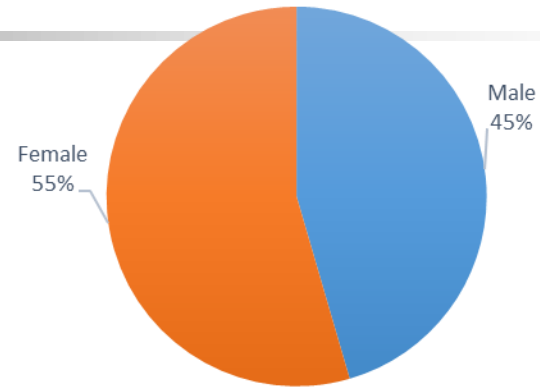
- Single group pre- and post- study
 - Good for studying the intervention at developmental phase and showing the feasibility of this intervention (Marsden & Torgerson, 2012)
- Survey consisted of demographics, Career Decision-Making Self-efficacy Scale (CDMSE-SF), Career Decidedness Scale (CDS), Occupational Identity Scale (OIS) and Career Exploration Survey (CES)

Results

■ Demographics

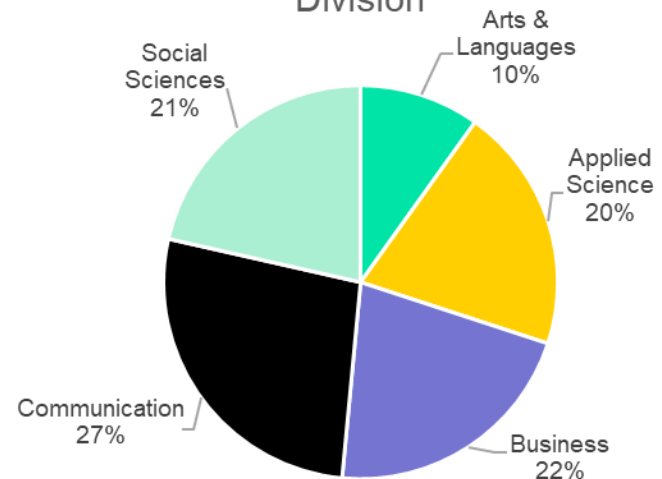
- Gender
- Division distribution
- Age
 - $M = 18.8, SD = 0.94$

Gender



■ Male ■ Female

Division





Results

Comparisons of the instruments of pre- and post- tests

	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Career-decision making self-efficacy	86.82	12.06	89.95	10.96	-4.31***
Career decision (Certainty)	19.44	4.74	20.83	4.21	-6.22***
Occupational identity (Clarity)	22.46	5.42	24.26	5.05	-6.20***
Career exploration (Environment exploration)	15.09	4.33	17.09	4.34	-7.78***
Career exploration (Self-exploration)	18.11	3.70	20.18	3.51	-7.80***

*** $p < .001$



Discussions

- The hypothesis is supported
- Career decision-making self-efficacy, career decidedness and career exploration were significantly improved after taking this course
- Consistent with Whiston et al., (2017) that worksheets, self-report inventories, values clarification and world of work information can help to promote career exploration and career decision-making
 - Not only counselors' support is effective, teaching staff can do this job well



IV. Discussion

- **Limitations**

- **Sample**

- One single college
 - Low response rate (17%)

- **Methodology**

- Single group pre- and post-test design
 - Threats:
 - Maturation (7 weeks)
 - Test effect



IV. Discussion (p.174)

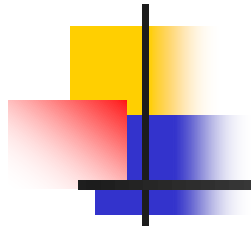
- **Future Directions**

- Experimental study with comparison group
- Further investigate if a similar course can be implemented in UG level (Years 3 and 4)



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Thank You