Increasing the self-efficacy of Japanese junior college students through group-work using personal strength cards (I)

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Introduction

Saga:
small city in western Japan
migration of young people to larger population centres

Our college:
2-year degrees in 3 departments
students are slow to begin job-seeking activities
Self-efficacy

“Perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given levels of attainment or manage prospective situations.”

(Bandura, 1986)
Albert Bandura’s Bobo Doll Experiment (1961)

- Kids saw adults punching an inflated doll while narrating their aggressive behaviors such as “kick him.”
- These kids were then put in a toy-deprived situation... and acted out the same behaviors they had seen.
Developing Self-efficacy

- Performance accomplishments
- Vicarious experiences
- Verbal persuasion
- Emotional control

Development of self-efficacy

Behaviour and performance
Careers Education at the college

Emotional control

- Exercise: Free from barrier
- Exercise: Be relax
Careers Education at the college

- Lectures from people working in the community
- Lectures from graduates of the college

Vicarious experiences
Careers Education at the college

- Staff-student interviews
- Tutoring
- Peer interviews

Verbal persuasion
Increasing the self-efficacy of Japanese junior college students through group-work using personal strength cards (Ⅱ)

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Purpose:

1. To investigate the effect of group work to improve students’ self-efficacy.

2. To find new directions in careers education from the results.

Is group-work using the 24 strength cards effective as Verbal Persuasion?

What should we do in career education classes?
Method:

- **Participants:** Saga women’s junior college career design subject students, 1st grade (N=40, Mean age=18.8, SD=1.2)

- **Intervention:**
  Group work used 24 ‘strength cards’ to raise students’ awareness of their strengths.

- **Investigation:**
  Survey used General Self-Efficacy Scale (Japanese version) to assess self-efficacy of the students before and after the program.

- **Analysis:** Paired t-tests were carried out to compare the overall scores and the scores for each of the 16 questions before and after the intervention.
The program to increase self-efficacy

- Students identified 3 of their own perceived personal strengths using 24 'strength cards'.
- They illustrated those strengths with concrete past experiences.
- In group work, peers provided feedback on their choices and pointed out other strengths they possess.
It is hard to be aware of one‘s strengths!

In the case of Athlete Usain St. Leo Bolt

• The gold medalist of 100 and 200 meters at the BEIJING OLYMPICS in 2008.

• He noticed himself to be a fast runner only after running in the Olympic Games.
It is hard to be aware of one’s strengths!

In the case of opera singer Paul Potts

Quiet cell-phone salesman who loves only singing

- He appeared on a popular audition show.
- Became a great opera singer after becoming aware of his strengths.

One chance!
Recognizing and utilizing one’s own strengths can lead to increased sense of fulfillment, gains in confidence and increase in performance!
24 'strength cards'

24 cards make it Easier to judge 24 strength based on the strength diagnostic tool "VIA-IS".
Result
Change in each self-efficacy item before and after the class through the group work using 24 strength cards.

Change of Items

<table>
<thead>
<tr>
<th>Confidence for work</th>
<th>Ability</th>
<th>Knowledge</th>
<th>Initiative</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>p=0.05</td>
<td>p=0.02</td>
<td>p=0.02</td>
<td>p=0.01</td>
<td>p=0.02</td>
</tr>
</tbody>
</table>
Result
Change in general self-efficacy before and after the class through the group work using 24 strength cards.

Change of self-efficacy

$p=0.001$
Conclusion and limitations (1)

• No comparison with other methods
• No delayed posttest to examine the continued benefits of the intervention.
• Strength of the effect was not determined.
Conclusion and limitations (2)

- It is difficult for the students to change their attitudes just by classes.

- It will be effective for student to work by experiences by themselves.

Do practice, Active learning!!
Careers Education at the college

- Lectures from people working in the community
- Lectures from graduates of the college

Vicarious experiences
Careers Education at the college

- Staff-student interviews
- Tutoring
- The treatment carried out in this study
Careers Education at the college

- Workplace experience
- Short-term internships
- Long-term internships

Performance accomplishments
References

Thank you all for your listening!