

## Career Self-Efficacy's Role on Career Learning Experiences and Outcomes of Graduating Students



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### BACKGROUND



- ▶ Benilde is a learning environment that nurtures students to develop their interests and passions, and trains them to become professionally competent in established industries and emerging fields of specialization.
- ▶ At Benilde, learning in its many forms is encouraged.

### Career Education in the Academe

Benilde offers non-conventional degree programs in response to the 21st century job requirements, it aims for its graduates to maximize their full potential and develop their competencies needed in their field.

The emergence of protean or borderless careers drives individuals to manage their careers which continue to evolve and will need graduates to be flexible as to adapt to the fast-changing work environment. (Briscoe & Hall, 2006)

There is an immediate concern on how to measure the effectiveness and responsiveness of the programs offered through the learning experiences of the students.

### Facts about Research on Self-Efficacy

- ▶ Gore (2006) noted that research on self-efficacy expectations have become popular which account to 11% increase in the number of articles published between 2001-2006
- ▶ Self-Efficacy is a crucial factor that will predict career success alongside a strong desire to learn, adaptability, independence and resilience. (Hall, 2002)



## Related Literature

- ▶ Self-efficacy as defined by Bandura (1982) refers to individual's perception or personal beliefs in his capability and skills in doing something under various circumstances.
- ▶ Several researches on career development focused on the use of self-efficacy or some combination of the four sources of efficacy information as they relate to career outcomes (e.g. Makki, Javaid & Bano, 2016; Hendricks, 2015; Schunk & Usher, 2012; Redmond, 2010; Usher & Pajares, 2008)



## SOCIAL COGNITIVE CAREER THEORY

(Lent, Brown & Hackett, 1994)

- ▶ Domain specific self-efficacy belief is an important determinant of career behavior.
- ▶ Self-efficacy triggers a person's intent to engage in activities towards a desired outcome or performance.
- ▶ Four sources of efficacy information are mastery experience, vicarious learning, social persuasion and physiological feedback.
- ▶ The nature and quality of academic learning and preparation rely on the person's cognition, physical attributes, environment and social factors



## Mastery Experience



## Vicarious Experiences



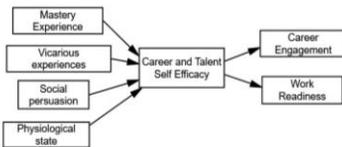
Social Persuasion



Physiological State



Research Framework



- To test a proposed career self-efficacy model based on variables under the Social Cognitive Career Theory (Lent, Brown & Hackett, 2000) to Filipino Graduating college samples.

Definition of Terms

- Career Self-Efficacy - individual's self-assurance in his/her capacity to perform well on the job as well as handle one's career growth (O'Brien, 2003)
- Career Engagement - the degree to which somebody is proactively developing his or her career as expressed by diverse career behaviors (Hirschi, 2014)
- Work Readiness - "the possession of skills and attributes that ensure employability and enable success in the workplace" (Caballero & Walker, 2010)



## Research Focus

- ▶ Determine the sources and influences of career self-efficacy on performance outcomes of graduating students
- ▶ Describe the sources that have significant influence on the career development self-efficacy of the students



## Research Focus

- ▶ Identify the level of work readiness and career engagement of students
- ▶ Determine the relationship between and among the sources of self-efficacy information and the perceived work readiness and career engagement of students
- ▶ Explain career self-efficacy's role as a mediating variable between the students' learning experiences (sources of efficacy information) and the students' work readiness and career engagement



## Method

- ▶ Cross-sectional, explanatory research design
- ▶ Purposive sampling
  - Composed of 306 graduating students who already completed their course and/or on-the-job training
  - Ages range from 18 to 24 years old, with mean of 20.58 years old ( $SD=1.375$ ).
  - Male respondents 51.6% ( $m=158$ ) and 48.4% female ( $f=148$ ).
  - Majority are Filipinos (98%).
  - 25.5% ( $f=78$ ) are Scholars



## Instrument

Constructs	No. of Items	Authors
Mastery Experience	6	Usher & Pajares (2008)
Vicarious Experience	6	Usher & Pajares (2008)
Social Persuasion	6	Usher & Pajares (2008)
Physiological state	6	Usher & Pajares (2008)
Career Self-Efficacy	18	Yuen, Gysbers, Chan, Lau & Shea (2010)
Career Engagement	9	Hirschi, Freund & Hermann (2014)
Work Readiness	46	Walker, Storey, Costa & Leung (2015)
-Work Competence	14	
-Social Intelligence	8	
-Organizational Acumen	16	
-Personal Work Characteristics	8	

*Descriptive Statistics of Self-Efficacy Sources, Career Self-Efficacy & Career Outcomes*

Variables	Mean	Interpretation	SD	Cronbach Alpha
Sources of Self-Efficacy				
-Mastery Experience	3.943	Moderate	.508	0.691
-Vicarious Experience	4.100	Moderate	.594	0.816
-Social Persuasion	3.964	Moderate	.655	0.897
-Physiological State	3.337	Moderate	.900	0.890

n=306

*Descriptive Statistics of Self-Efficacy Sources, Career Self-Efficacy & Career Outcomes*

Variables	Mean	Interpretation	SD	Cronbach Alpha
Career Self-efficacy	4.223	Above average	.528	0.941
Career Engagement	4.116	Above average	.642	0.914
Work Readiness	3.200	Above average	.297	0.915
-Work Competence	3.309	Above average	.374	0.876
-Social Intelligence	3.175	Above average	.506	0.861
- Organizational Acumen	3.590	Above Average	.331	0.896
- Personal Work Characteristics	3.253	Above average	.619	0.868

Results



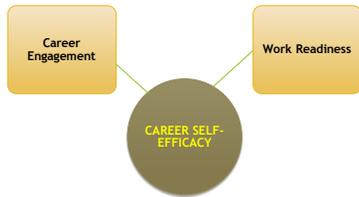
A positive and moderate correlation exists between mastery experience, vicarious experience and social persuasion with career self-efficacy.

Results



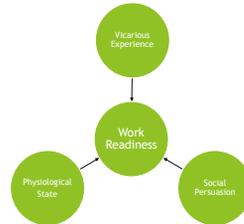
CAREER SELF-EFFICACY

Results



There is a highly significant moderate correlation between work readiness and career engagement with career self-efficacy.

Results



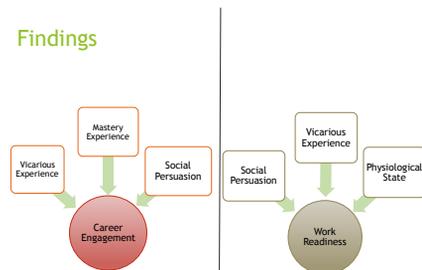
The sources of self-efficacy stated have direct effect on work readiness.

Findings



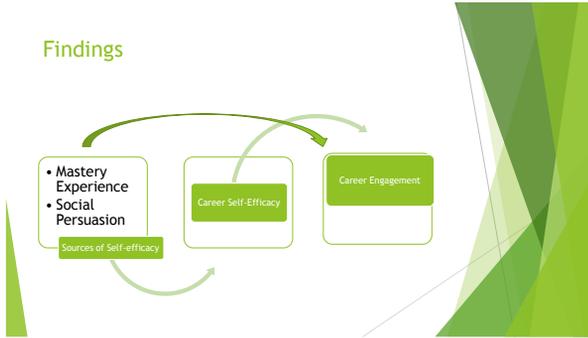
The sources of efficacy stated in the diagram have direct influence on the students' career engagement.

Findings



The sources of self-efficacy stated in the illustration reveals the direct and significant influence of the above stated variables on career engagement and work readiness.

Findings



Findings



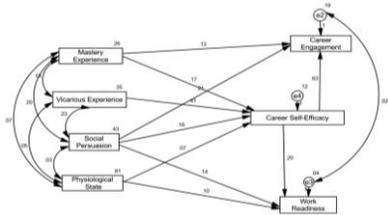
Findings



Findings



### Final Mediation Model of Career Self-Efficacy



Fit indices: GFI=.995, AGFI=.967, NFI=.995, RFI=.974, IFI=.999, TLI=.994, CFI=.999, RMSEA=.030 and CMIN=5.062 (df=4; p=.281).

### Conclusions

Based on the results, this research concludes that:

- ▶ All of the sources of self-efficacy have significant direct effect on the students' career self-efficacy.
- ▶ Career self-efficacy of the graduating Filipino college students partially mediates the relationship of mastery experience and social persuasion (as sources of self-efficacy) on their perceived career engagement.



### Conclusions

- ▶ Career self-efficacy of the graduating Filipino college students partially mediates the relationship of social persuasion and physiological state (as sources of self-efficacy) on their perceived work readiness.
- ▶ Career self-efficacy fully mediates the relationship between vicarious experience and perceived work readiness.
- ▶ Career self-efficacy fully mediates the relationship between vicarious experience and perceived career engagement.



### Implications of Results

- ▶ The emphasis on 21<sup>st</sup> century work competencies reveal that the academic preparation or performance in class alone is only one factor among many that would help prepare the student to the world of work and prompt him to initiate career-related behaviors.
- ▶ The research shows the importance of the different sources of self-efficacy in the individual that affirms the need to expose students to various learning experiences that will enable them to develop career self-efficacy.
- ▶ Witnessing others perform successfully on the job can provide individuals with a sense of confidence in their ability to do similar activities (Bandura, 1997; Schunk, Hanson, & Cox, 1987).

### Implications of Results

- ▶ Providing the student opportunities to assess his values, interests and abilities, to network and participate in career-related events can help bring about career engagement.
- ▶ Mentors, teachers, formators, OJT supervisors, alumni and other significant people in the lives of the students play important roles as models.



### Implications of Results

- ▶ It is a good move by the college to get practitioners/known professionals in their field to teach students; it allows them to have good role models on how to become better/skilled in their field/occupation.
- ▶ For Career Development Professionals, provision of programs/activities that will allow the students to get to know more skilled/competent people in their field to share best practices ought to be emphasized.



### Implications of Results

- ▶ Encourage active learning both inside and outside the classroom to increase students' self-efficacy and reinforce work readiness and career-related behaviors.
- ▶ Program development and partnership with the academic sector are crucial to be able to provide students with vicarious and holistic learning experiences (e.g. student immersion, internship, real-life simulation, active learning activities, alumni engagement/career forum)



Q & A



## Thank You!

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