

Career Choices and Vocational Development of Disadvantaged Groups of Adolescents

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Career counselling and guidance in Croatia

- Mostly provided by Croatian Employment Service
 - Face-to-face counselling
 - Online career guidance
 - „One stop” counselling vs. Career development
 - Voluntarily, random, elective
 - Who use it?
 - Students concerned about their career development
 - Students aware of their career decision-making difficulties
 - Students facing career transition
- Students with better academic achievement & higher SES

The aim of the study

- To explore career related characteristics of socially and economically deprived adolescents and low school achievers
- To compare results of the disadvantaged groups against averaged and above average adolescents in their:
 - interest profiles
 - work values
 - career adaptability
 - problems in career decision making
 - career maturity
 - vocational outcome expectations
 - educational and career aspirations.

SES and career

- SES affects educational and occupational opportunities (Brown, 2000; Fouad & Brown, 2000; Turner & Lapan, 2003).
- SES is positively associated with individual's occupational and educational aspirations and expectations (Bigler et al, 2003; Armstrong & Crombie, 2000; Bachmann & Dalton, 2002; Trusty, 1998)
- SES is related to career decision making self-efficacy (Ali et al, 2005) and career maturity (Creed & Patton, 2003).

Academic achievement and career

- longitudinal studies have reported that adolescents' GPA shapes their educational and vocational aspirations and their career goals (Dubow, Huesmann, Boxer, Pulkkinen, & Kokko, 2006; Vuolo, Mortimer, & Staff, 2014)
- Negru-Subtirica & Pop (2016) found positive reciprocal associations between Career Concern (Career Adaptability) and academic achievement
- Tan (1989) found differences between low achievers and high achievers on career maturity.
- Luzzo (1993) reported a significant relationship between self-reported GPA and career decision-making skills.

Method

Respondents

- R1 – 981 secondary school students (659 F + 322 M)
- R2 – 582 secondary school students (413 F + 169 M)
- enrolled in their final grade (age 17-18)
- secondary schools from different fields of work (variability of vocational interests and future educational aspirations)
- on-line platform for data collection – wider project “Vocational development in adolescence: Setting the Adolescence Career Transition Model”

Method

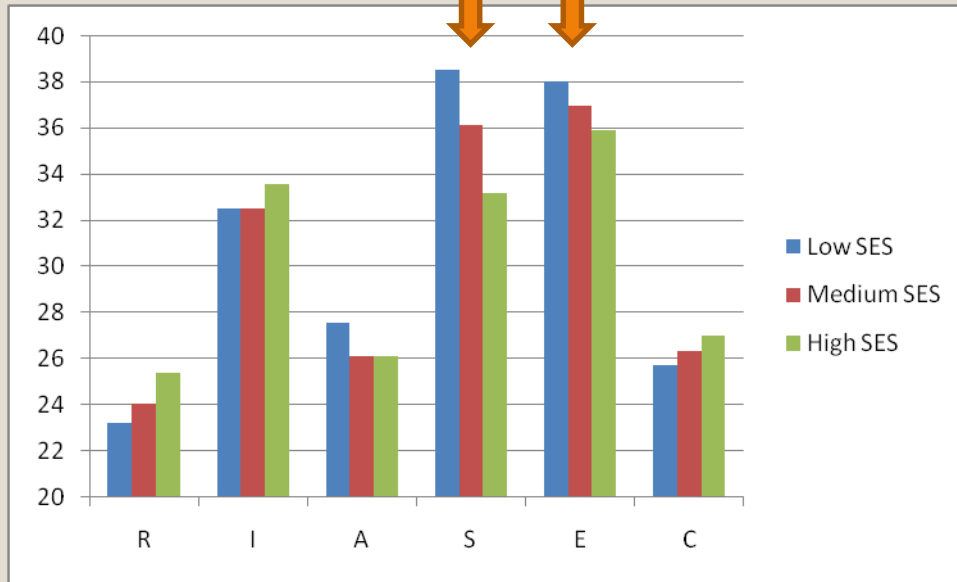
- Students are divided into three equal groups by SES and school achievement (low, medium, high)
- SES – composite measure of (subjective and objective economic status, and parental education level)
- School achievement – composite measure of objective (GPA, rewards, penalties) and subjective (comparison to others, perception of colleagues, teachers, parents)

Method

Measures:

- PGI – Hollands RIASEC interests
- V-scale – Work values (5 value orientations)
- CAAS – Career Adapt-Abilities Scale
- CDDQ – Career Decision-making Difficulties Questionnaire
- CDMSE – Career Decision-Making Self-Efficacy Scale
- SCCI – Students Career Construction Inventory
- VOER – Vocational Outcome Expectations-Revised
- Educational aspirations scale
- Leadership & Achievement aspirations scale

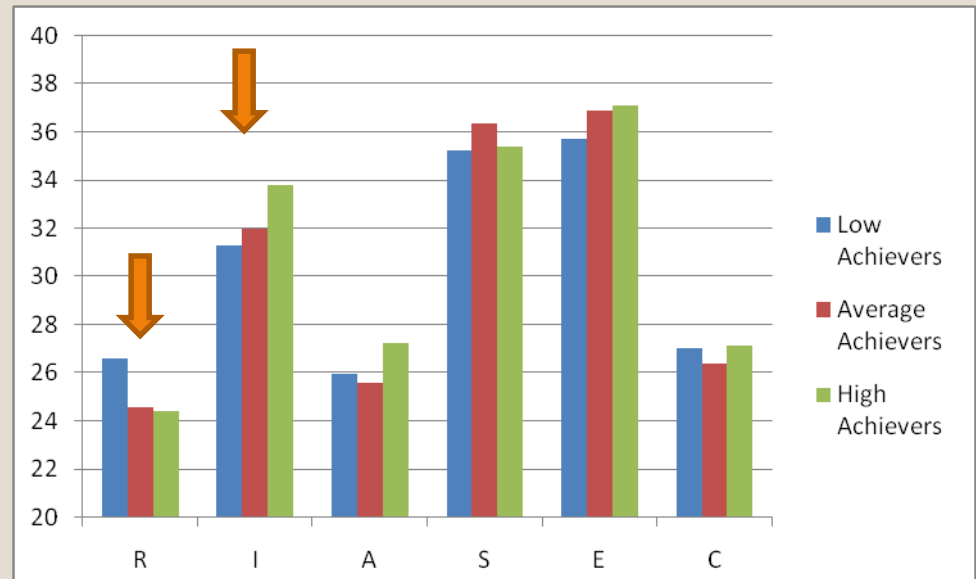
RIASEC Profiles



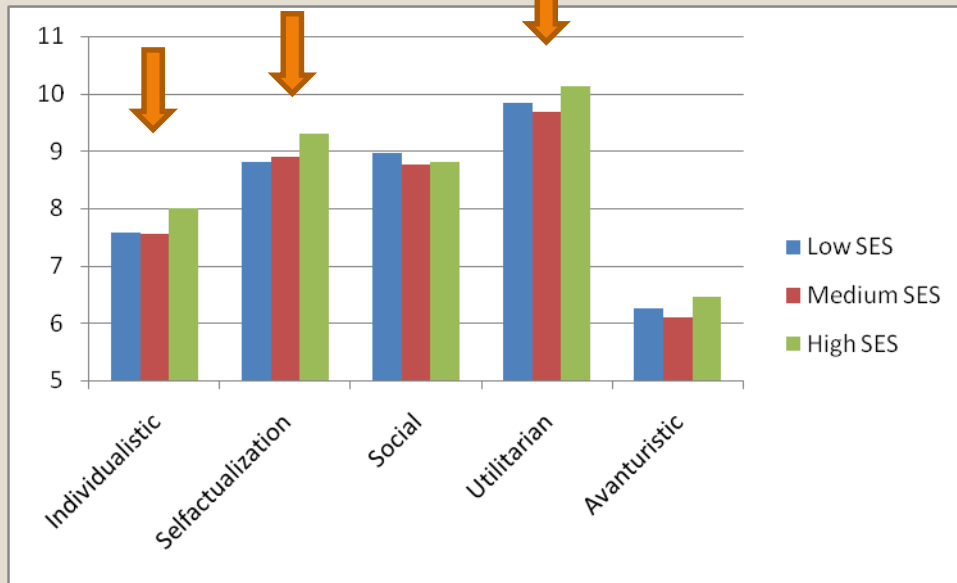
Low SES students have higher Social and Entrepreneurial interests

Low school achievers have higher Realistic interests

Better students have higher Investigative interests.



Work values

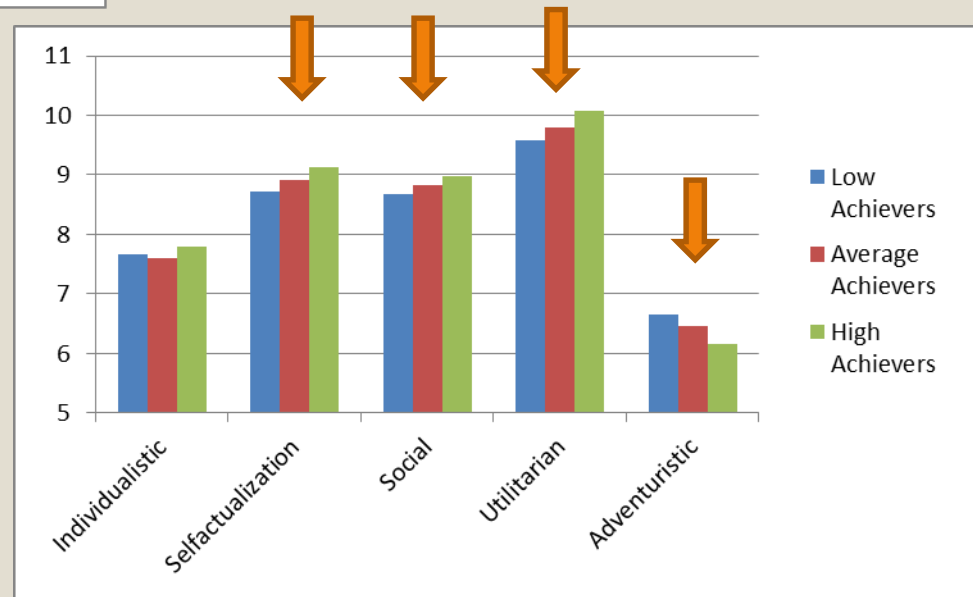


High SES students have higher Individualistic and Self-actualising values, but two other group do not differ.

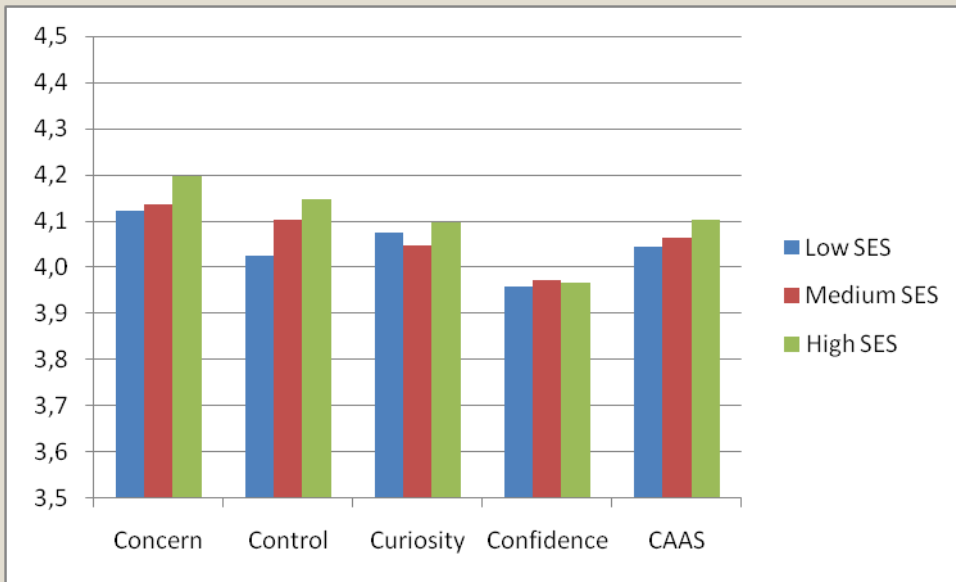
High SES students have higher Utilitarian value than Medium SES group.

Low school achievers have lower Self-actualising, Social and Utilitarian values than high achievers.

Low SES students have higher Adventuristic value orientation than high SES students.



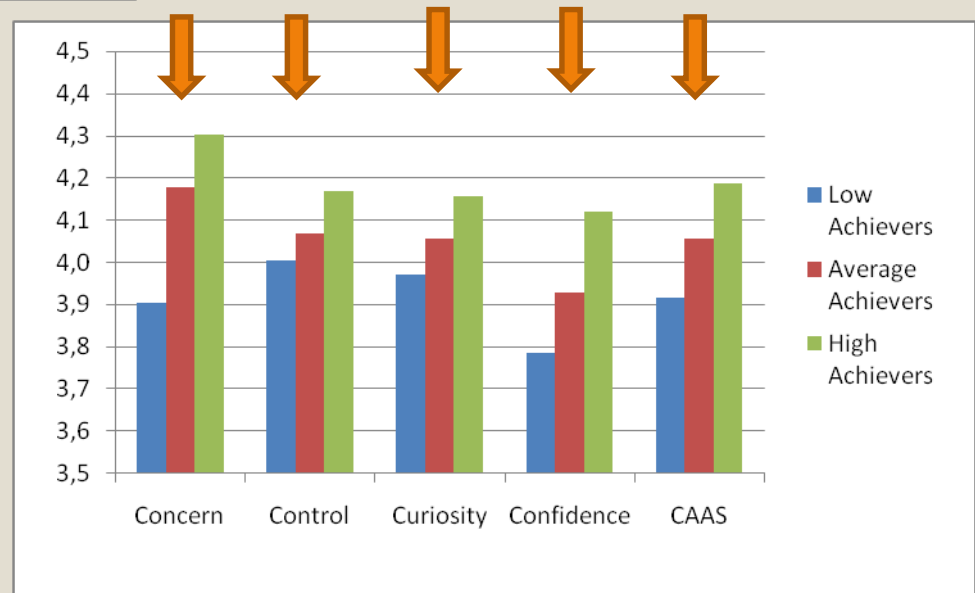
Career adaptability



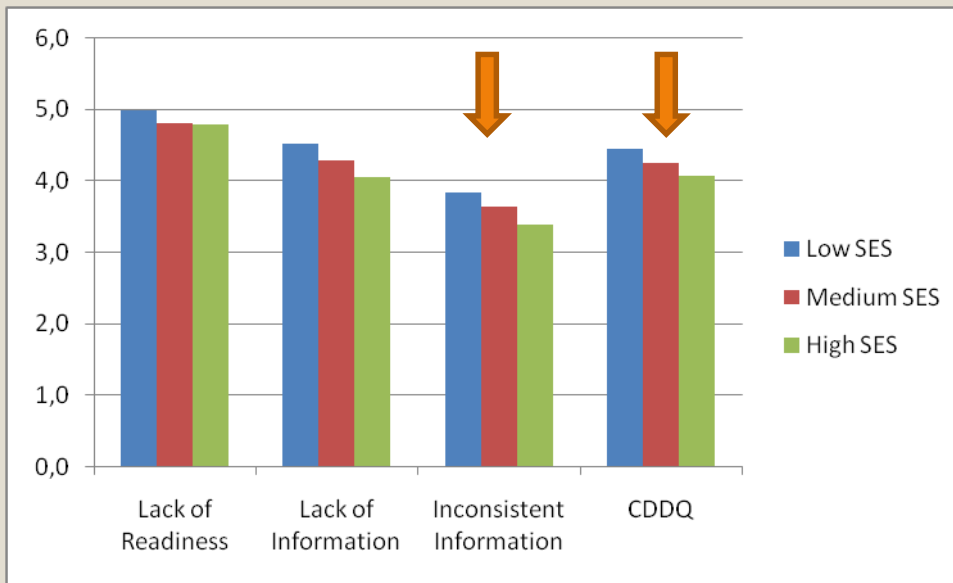
No significant differences in career adaptability between different SES groups of students were found.

Systematic difference between low and high achievers were found in all aspects of Career adaptability.

Better school achievement is related to higher Career adaptability.

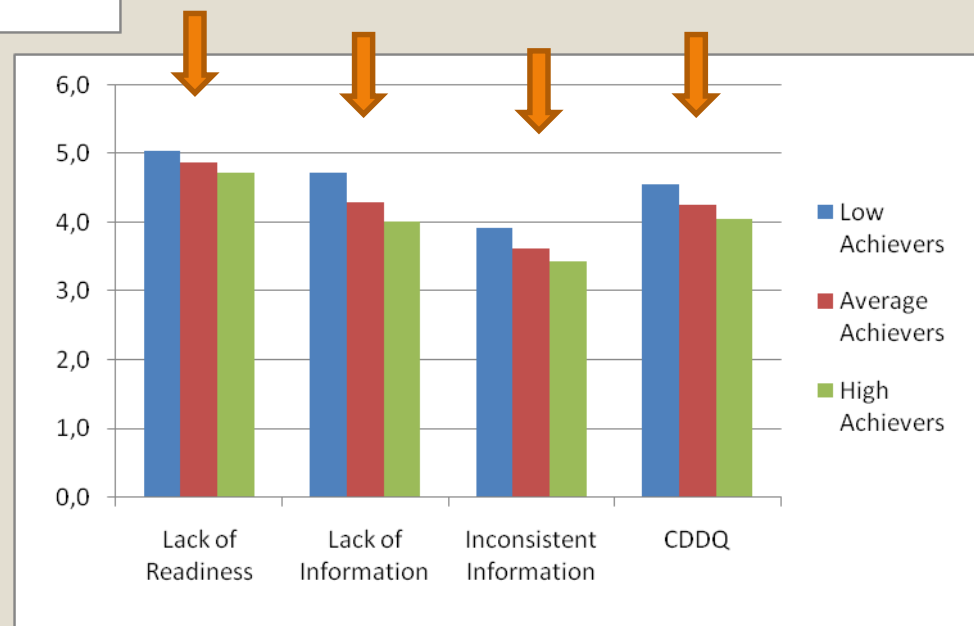


Career decision-making difficulties

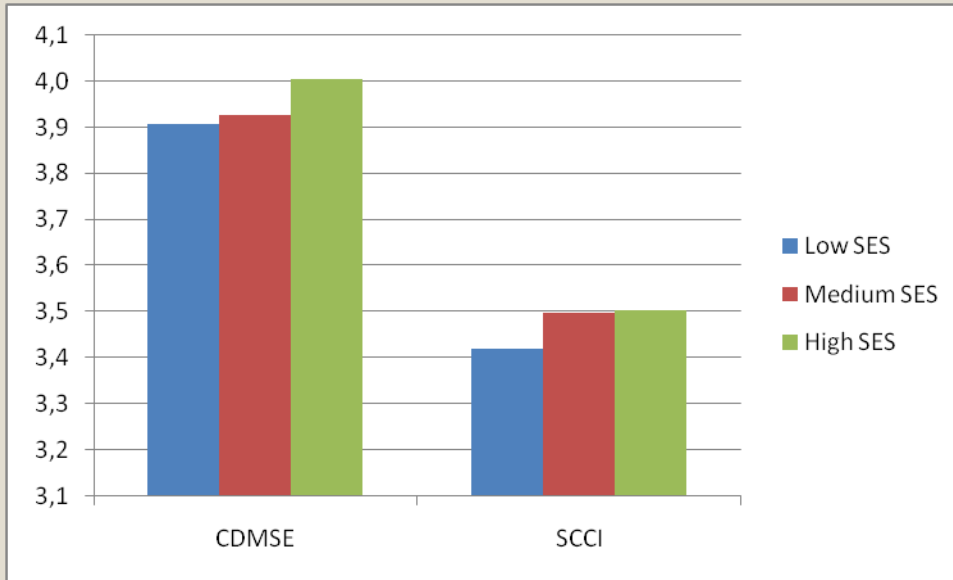


Low SES students report more difficulties regarding Inconsistent Information, and general decision-making difficulties (CDDQ total) than high SES students

Low achievers report more difficulties in all aspects than high achievers – Lack of readiness, Lack of information, Inconsistent information, and CDDQ total



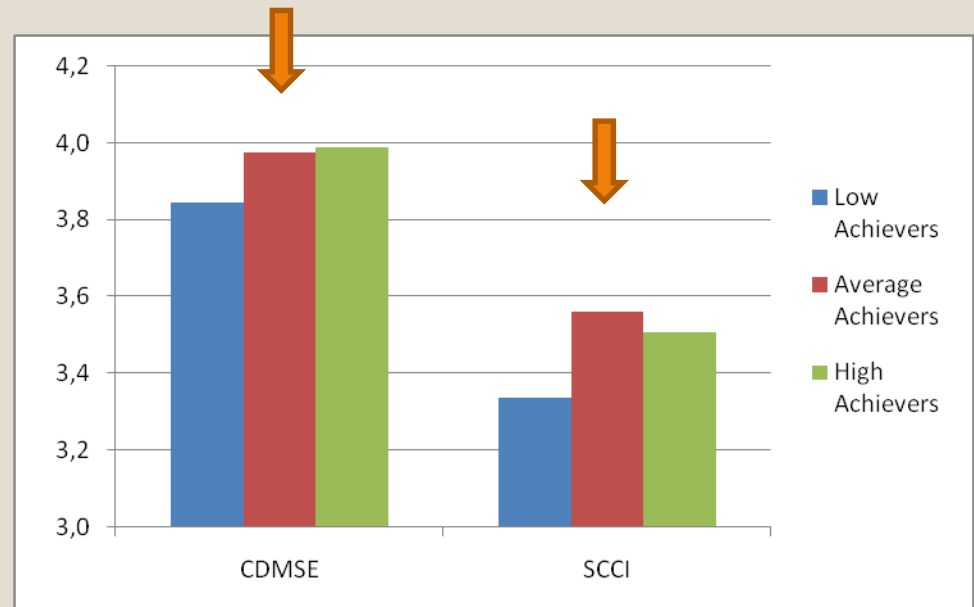
Career maturity



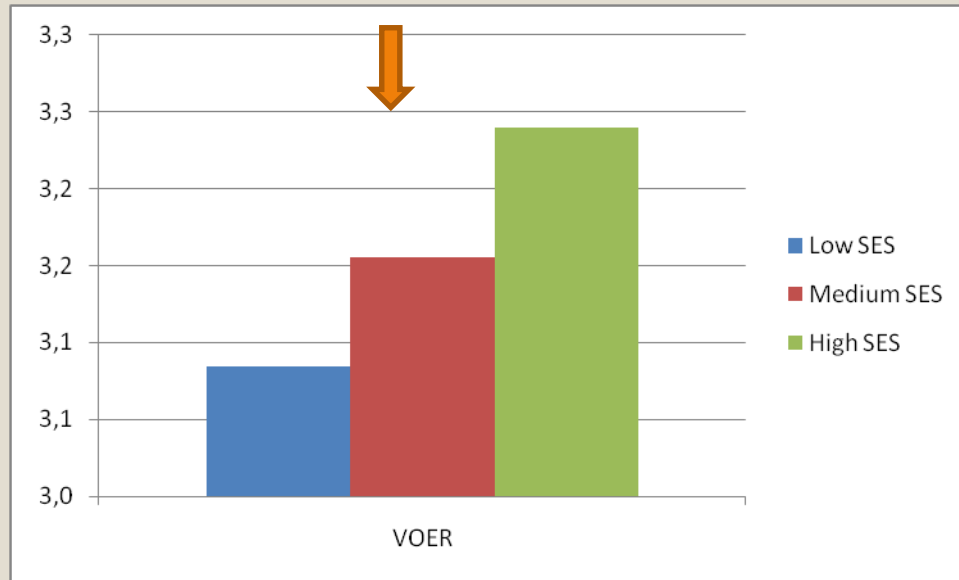
No differences in career maturity between different SES groups of students were found.

In both measures of career maturity low achievers differ significantly to other two groups.

Underachievers are less career mature

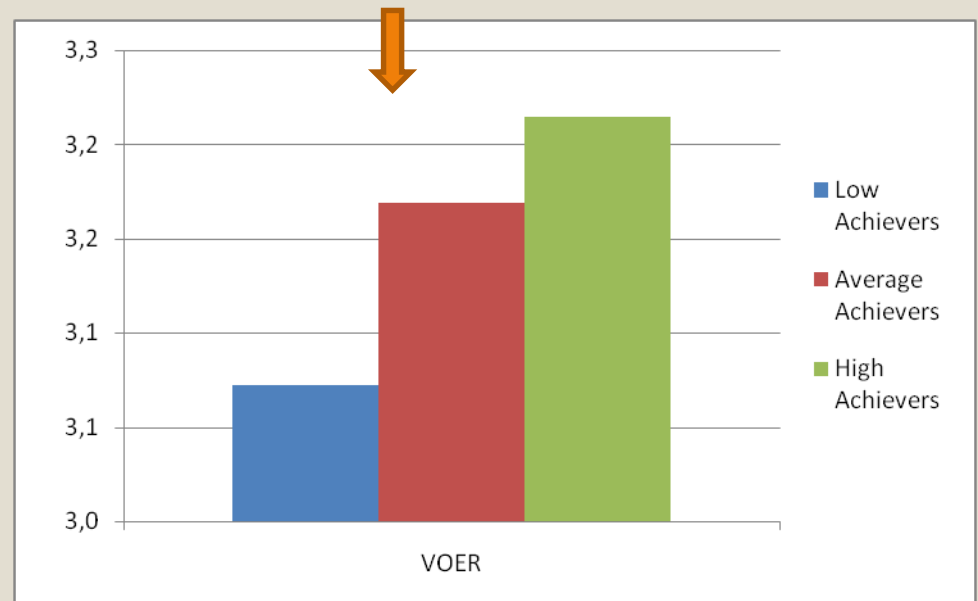


Vocational Outcome Expectations

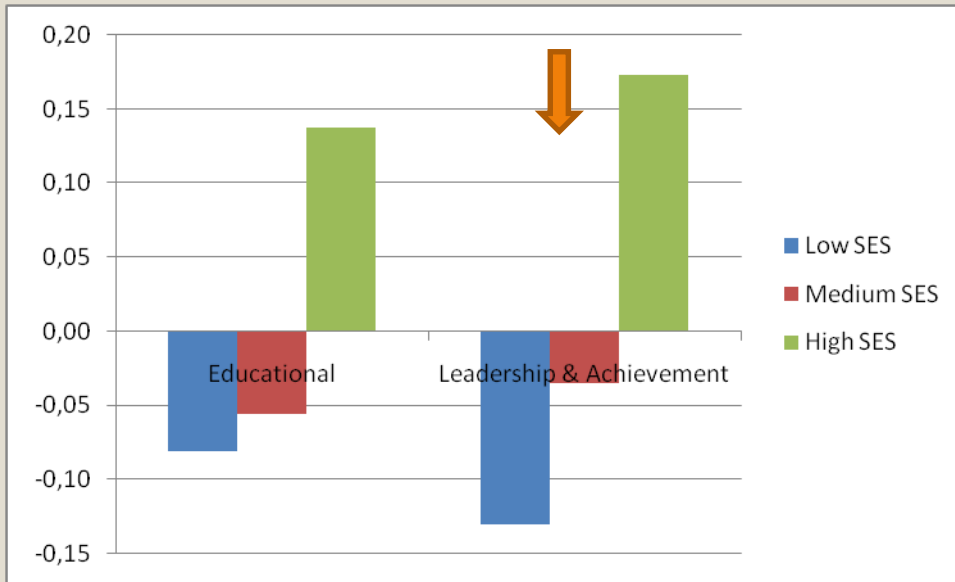


Low SES students have lower vocational outcome expectations than high SES students

Low achievers have lower vocational outcome expectations than high achievers



Aspirations

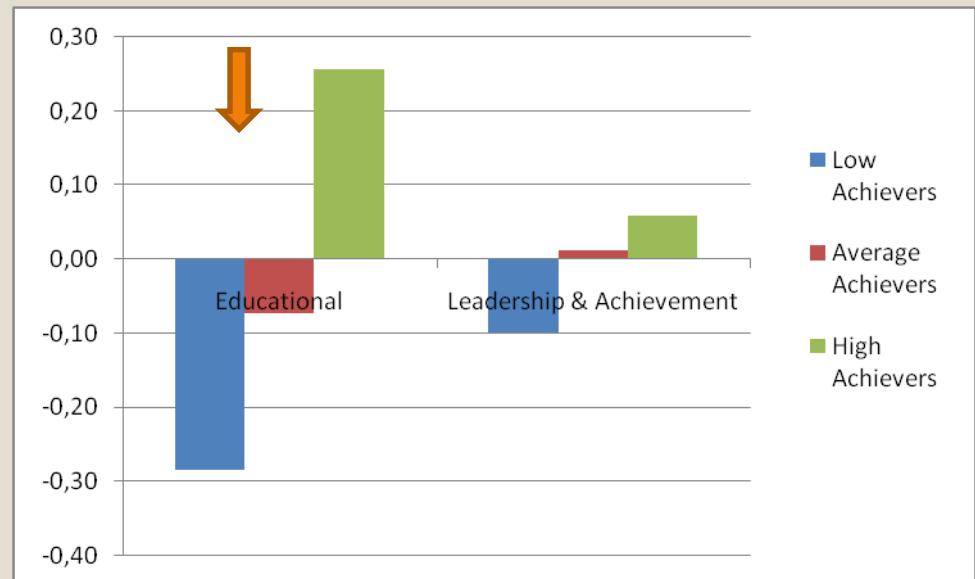


Low SES students have lower career leadership and career achievement aspirations than high SES students.

No statistical difference between groups were observed in Educational aspirations.

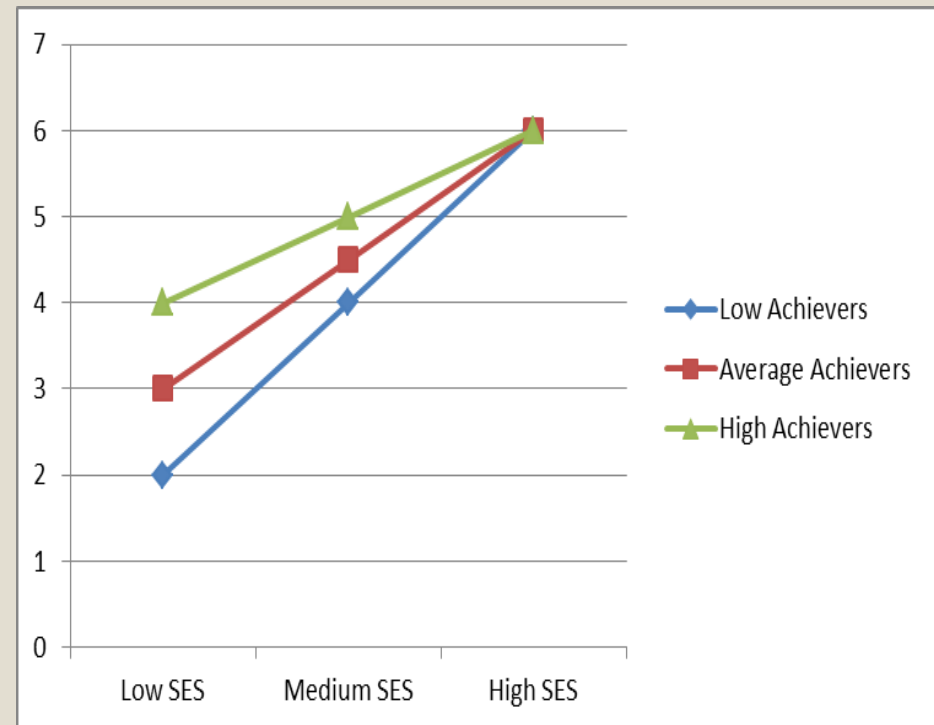
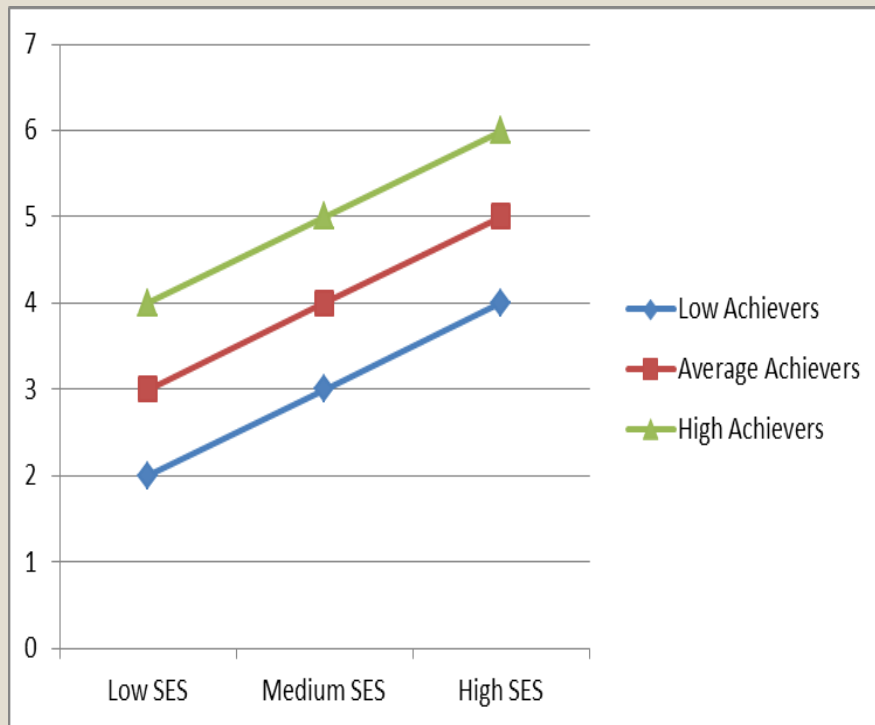
Low school achievers have lower Educational aspirations than high achievers.

No statistical difference between groups were observed in career leadership and career achievement aspirations.



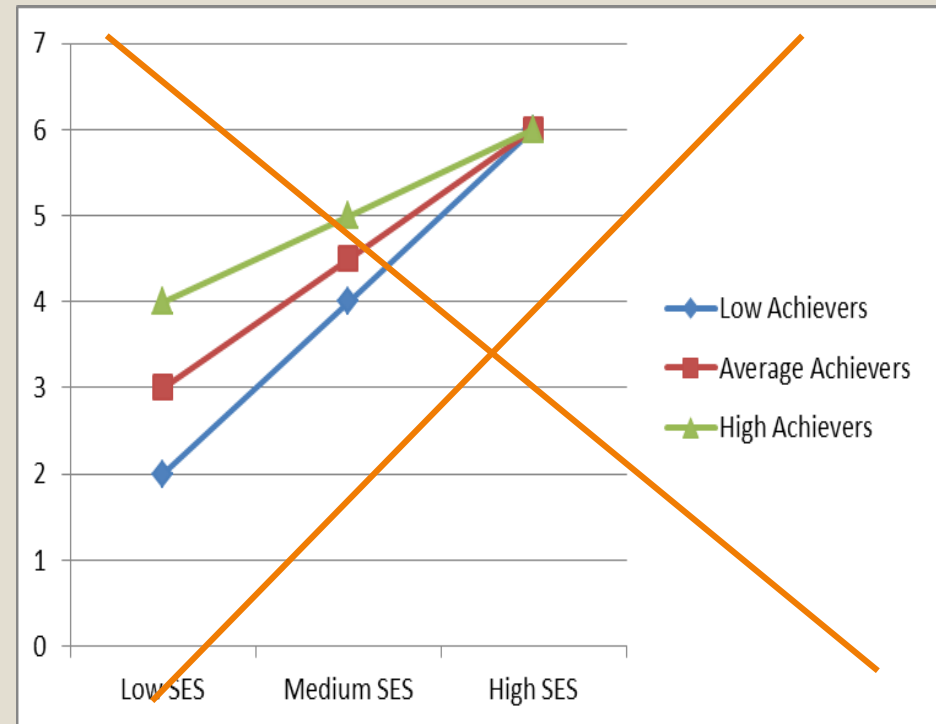
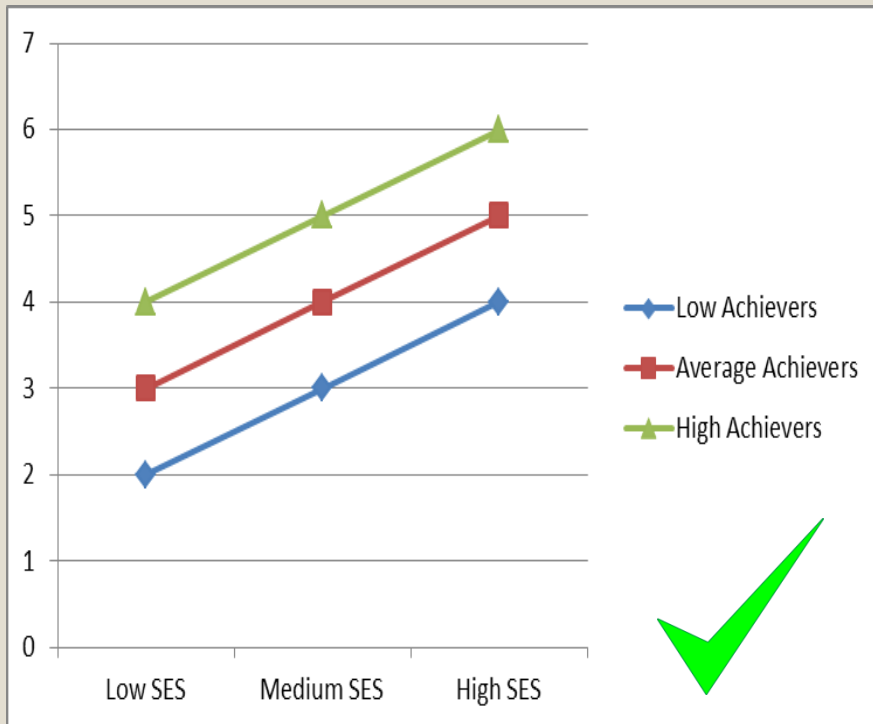
No statistically significant interaction effects of SES x school achievement on any of observed career-related variable were found.

High SES cannot serve as protective factor of low school achievement or vice versa.



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Discussion and conclusions

- Low school achievement is found to be stronger aggravating factor in career development than low SES.
- Low school achievers have lower level of career adaptability, they are less career mature and have more problems in career decision-making.
- SES level cannot compensate negative effects of low school achievement on career-related variables

Practical implication

- Career counselling and guidance should be more focused on students from disadvantaged groups. Especially on low school achievers.
- Continuous career development programs (education) could improve career adaptability, rise career maturity and resolve decision-making difficulties of low school achievers .
- Need for School Career Development Programs
- Integrated within the school curriculum – obligatory?

Thank you for your attention!

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