

The Effects of Career Group Counseling Program on Career Identity and Career Decision-Making Self-Efficacy in College Students

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Abstract

The purpose of this study was to investigate the effects of career group counseling program on college students and to examine the effects of career identity counseling and career decision self-efficacy tests. The subjects of this study were 22 students who participated in the career group counseling program of S university students in Seoul. First, the career group counseling program was effective in improving college students' career identity. However, excluding self-understanding, effects of self - confidence in competence and understanding factors of job information were inadequate for the purpose of improving college students' career identity followed by a group counseling program. Second, according to career decision self - efficacy score, career counseling program was effective to improve career decision self - efficacy of college students. All sub-factors, career information, goal setting, career planning, problem solving, and self-evaluation, were effective factors on improving career decision self - efficacy of college students, proving that the program was effective.

Keywords: *Career group counseling program, Career identity, Career decision self-efficacy*

1. Introduction

Recently, college graduates have been desperate to raise their employment rate due to the recent employment crisis emerged as a serious social problem. However, the problem of college student employment is that college students should be more systematic in their career guidance than merely trying to raise the employment rate. In particular, Korean college students proceed to college without having enough time to explore their own aptitudes, interests, values, etc. and repeat the cycle by entering the society without being confident about their career. In terms of career development, the period of college is a time to design career plans and to prepare concrete and practical plans. Therefore, the decision of career cannot be solved at once, but during the course of college, students should search for aptitude, interest, and environment and so on and develop concrete ability for career that suits oneself according to past, present, and future.

Career group counseling is most widely used as an effective way to guide the careers of individuals. The results of this study suggest that career guidance is more effective for group activities than for individual ones, (Kim, Nam, 2003; Jo, Hyeongjung, 2006; Yoon Young-Ran, 2007; Kim, Hee Su;2012) because students usually need help with common problems related to work at some point in time.

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The results of this study show that there is a significant relationship between career group counselling and career decision making. (Yoon Young-Ran, 2007; Cho Hye-jung, Kim Milyang, 2006)

Based on the above studies, career counselling is a kind of career counselling that aims to develop self-understanding and self-potential by making a detailed plan using the principles and methods of counselling to pioneer the uncertain future of the future. It is a method of structured career guidance that provides a rational career choice, decision and preparation process.

Although there are a variety of methods such as one-on-one counseling with mentor professors, career group counseling, career counseling, career-related tests, career course classes, and career-related lectures, a group counseling program recently emerged as an important career guidance method.

The purpose of this study is to suggest counselling strategies for college career guidance on the basis of the results of analyzing the effects of career group counselling program through career identity and career decision self - efficacy test. The research contents to be revealed are as follows.

First, the effects of career group counselling program for college students are analyzed by career identity test and career decision self - efficacy test.

Second, I present the concrete plan of career guidance in college centered on the analyzed results.

2. Research method and effect analysis

2.1. Subjects and research methods

The subjects of this study were 22 students who participated in the career group counseling program for the first to fourth grade students of S university in Seoul. Participants were divided into two groups, 10 participants in group A and 12 participants in group B, and participated in a total of 8 sessions.

The career identity test was conducted by Kim, Bong - hwan (1997), which was developed by Holland, Daiger, and Power (1980) on the identity scale of MVS (My Vocational Situation) A total of 18 items were answered as 'yes' or 'no', which was converted to a 4-point scale. The subscale consists of understanding of oneself, competence confidence, and job information, and their understanding means degree of understanding of one. Competence self-confidence refers to the degree of overall confidence in self and career, and job information refers to the degree of information and overall understanding of the job. The higher the score, the more clearly their goal, interest, personality, and talent are set, which means that the career identity is well formed. Table 5 shows the results of the questionnaire.

Table 1. Sub-factor and question number of career identity test

sub-factor	numbers of question	item number	Cronbach- α
self-understanding	7	(1),(2),(6),(7),(8),(9),(14)	0.83
competence self confidence	2	(15),(16)	0.87
Understanding Job Information	9	(3),(4),(5),(10),(11),(12),(13),(17),(18)	0.84

The career decision self-efficacy test was based on the career maturity model of Crites (1978) and used by Lee Eun-jin (2001) The career decision-making self-efficacy short

(CDMSES), Taylor & Betz (1983), has the confidence to successfully complete tasks related to career decision-making.

The career decision self - efficacy scale consists of five sub - factors: job information collection, goal setting, planning, problem solving, and self - assessment. Collecting job information stand for confidence that you can find the occupation you are interested in and explore the conditions of the job in detail. Goal setting refers to self-confidence that you can decide your course or career without regret, and career planning refers to your own belief that you can plan and practice on going to school and work. Problem solving refers to the belief that when a person is confronted with a career difficulty, he or she will be able to work through it. Self-evaluation means confidence in evaluating their ability and value.

The higher the total score of career decision self-efficacy, the higher the career decision self-efficacy.

Table 2. Sub-factor and question number of career decision self-efficacy test

sub-factor	number of question	item number	Cronbach- α
job information	5	1,10,15,19,23	0.69
Goal setting	5	2,6,11,16,20	0.70
career planning	5	3,7,12,21,24	0.74
problem solving	5	4,8,13,17,25	0.48
self evaluation	5	5,9,14,18,22	0.73

2.2. Research process and course design

The specific design of the lesson course is shown in [Table 3].

Table 3. Subject and contents of career group counseling program

session	subject	content
1	Find my identity and having a positive mind	<ol style="list-style-type: none"> 1. Introduction to me 2. Take out memorable experiences 3. My hope, goal, expectation of Family 4. Draw my family tree
2	Explore my interests and aptitudes	<ol style="list-style-type: none"> 1. My dreams of the past 2. Think about What I do well, What I like, what I hate, What I was evaluated as good
3	Career choice and occupation Analyze	<ol style="list-style-type: none"> 1. Less than 5 jobs under consideration Ranking 2. Less than 5 favorites jobs and categorized by topic 3. Less than 5 hate jobs and categorized by topic 4. Classify a job that you think you can do well 5. Compare the occupation considered and the analyzed occupations 6. Matching my aptitude, interest and jobs
4	Understanding the occupational world and social change	<ol style="list-style-type: none"> 1. Understanding change in future society 2. Understanding the changing jobs world 3. What skills are needs to adapt to change? 4. Understanding Social Change and my job world
5	career survey and interview	<ol style="list-style-type: none"> 1. career survey and interview 2. summarize job information
6	marriage and work together	<ol style="list-style-type: none"> 1 . marriage and work together 2 . What are the conditions for marriage and work together 3 . What is the effect male(female) on work life?

7	career problem and problem solving	1. What career barriers are expected to achieve your desired career goals? 2. What are the solutions to career barriers? 3. What are my decision making types and interpersonal skills?
8	Employment preparation behavior and Designing your life	1. Write my life long term goals and short term goals 2. Write my resume, Application, academic plan 3. Write Action plan

2.3. Processing of data

First, in order to confirm whether two experimental groups are homogeneous group, we conducted pre - test to verify that they are the same group.

Second, in order to examine the effect of career group counseling program, t test was conducted for each test to see whether there was a significant improvement in career identity, self - efficacy and career decision self - efficacy.

2.4. Analysis of the effects of career group counseling program

2.4.1. Career identity / pre-post comparative

The effects of the career group counselling program are summarized in Table 4 as follows. The career group counselling program ($t = -2.10$, $p < .05$) has a meaningful effect on the total score of career identity, so it can be said that career group counselling program is effective in understanding oneself and understanding the job.

Table-4. Verification of the difference between the total score of career identity and the sub-factors

group	factor	pre-past test M(SD)	post test M(SD)	t
career group counseling	total score	2.83 (0.63)	3.21 (0.55)	-2.10*
	self-understanding	2.39 (0.74)	2.96 (0.72)	-2.48*
	competence self confidence	2.82 (0.70)	3.05 (0.51)	-1.42
	Understanding Job Information	3.28 (0.65)	3.61 (0.63)	-1.76

* $P < .05$

Analysis of the sub-factors of career identity showed that the 'self-understanding' factor showed significant difference in career group counselling ($t = -2.48$, $p < .05$) finally, career group counselling was effective in understanding oneself. Among the sub-factors, 'competence self-confidence' was not improved by career group counselling. This suggests that short-term career group counselling does not help to improve confidence in one's ability.

Career group counselling was not effective in the understanding of job information. This can be interpreted as a result of the fact that group counselling did not directly examine the occupation.

In conclusion, career group counselling has significantly improved the career identity of college students.

2.4.2. Career decision self-efficacy pre / post comparison analysis

The effects of career group counselling are summarized as follows (see Table 6): The total score of the career decision self-efficacy variables and the pre / post differences of the sub-factors.

Career decision-making self-efficacy as a total score shows that career group counseling has improved positively. Career counseling ($t = -4.61, p <.001$) can be interpreted as improving college students' confidence in the overall career decision.

In the factor of 'problem solving' among the sub - factors, career group counseling showed a meaningful effect. In other words, counseling related to career can be seen as improving the confidence that college students can solve their career-related problems.

Table 5. Verification of the difference between the total score of the career decision self-efficacy and the sub-factors

group	factor	pre-past test M(SD)		post test M(SD)		t
career group counselin	total score	2.73	(0.48)	3.10	(0.42)	-4.61***
	Job Information	2.76	(0.49)	3.12	(0.50)	-3.78**
	Goal setting	2.87	(0.65)	3.22	(0.43)	-2.78*
	Career Planning	2.72	(0.58)	3.03	(0.55)	-3.24**
	Problem Solving	2.49	(0.63)	2.79	(0.56)	-2.71*
	Self-Evaluation	2.79	(0.51)	3.10	(0.49)	2.88**

$P <.05, **p <.01 ***p <.001$

The remaining job information, goal setting, career planning, and self - evaluation factors all showed meaningful results. Career group counseling has been effective in providing overall information about a career, setting goals for the overall career, planning a career, or having a career that suits them or their abilities is.

In conclusion, career group counseling improved college students' career decision self-efficacy, and overall confidence in their job was improved.

3. Conclusion and guidance

The results of this study are summarized as follows.

3.1. Conclusion

The conclusion of this study is as follows.

First, the career group counseling program was effective in improving the career identity of college students. However, self - confidence in ability and understanding factors of job information were not effective as group counseling program except for their own understanding of sub - factors.

Second, according to career decision self - efficacy score, career counseling program was effective in improving career decision self - efficacy of college students. Career information, goal setting, career planning, problem solving. Self-evaluation All sub-factors were effective, and a career group counseling program was an effective program to improve career decision self-efficacy.

3.2. Map plan

Based on these results, I will discuss the career guidance of college students with a focus on counseling.

First, in order to promote career guidance for college students, the characteristics and needs of students should be confirmed thoroughly and their needs should be included in the career group counseling program. It is necessary to identify cognitive abilities, justifiable

traits and desires, and group counseling reflecting these factors in consideration of individual, psychological, and socioeconomic factors related to career choice and decision.

Second, counseling should be conducted as a group counseling program for common problems, and individual career counseling should be able to help by individual counseling. The smooth operation of career counseling and psychological counseling center in the university will be very helpful for the career guidance of university students, and it should be possible to arrange career counseling professors in the department to professionally guide students' career paths.

Third, self-confidence in ability should be maintained from time to time rather than short-term group counseling programs such as a group counseling program to improve self-confidence and self-esteem improvement programs.

Fourth, provision of job information should be provided from time to time at the university level, such as special lectures and seminars for providing job information, rather than group counseling method, and updated job information, up-to-date information. There is a need to provide a variety of information to help college students choose their careers.

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