

WHAT FACTORS CAN ENHANCE DYNAMIC CAREER ATTITUDES OF UNIVERSITY STUDENTS?

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INTRODUCTION

With an increasing number of university graduates entering the labour market, the socioeconomic challenge is to improve among the Bachelor students:

* Aptitudes that facilitate entry into professional life and furthering of career path

* Capabilities to explore what an 'entrepreneurial spirit' is, encouraging the development of independent and motivated adults

* The practical knowledge to be able to search for and obtain a job

* Skills to cope with the common difficulties encountered while building a career path

In keeping with the Dublin Descriptors (Joint Quality Initiative 2004), the University of Luxembourg has elaborated the "PASS-CARRIERES" programme. Its goal is to prepare Bachelor students to understand the needs of employers and their chosen professions.

Our research project CAPJOB tries to identify the contribution of each of the factors and to explore the needs which reinforce them. This experimental study aimed to analyse the relationships between the self-perceived job search capabilities, the employability soft-skills, the quality of life autonomy dimension and the dynamic career attitudes.

METHODS

All applied management 5th semester undergraduate students were invited to complete a self-administered paper-pencil questionnaire in French.

Four instruments were developed:

* Dynamic career attitudes (DCA-16 items)

* Job search capabilities (JSC-26 items)

* Employability soft-skills (ESS-32 items)

* Quality of life domain-autonomy (QoLA-4 items).

Scored from 0 to 100; an internal consistency alpha coefficient was calculated for each scale.

Homogeneity of residual variance was controlled. To analyse associations, bivariate and adjusted partial correlations were used (see figure 1).

Standard multiple regression was performed to evaluate the relationships between independent factors and the DCA score (see table 1).

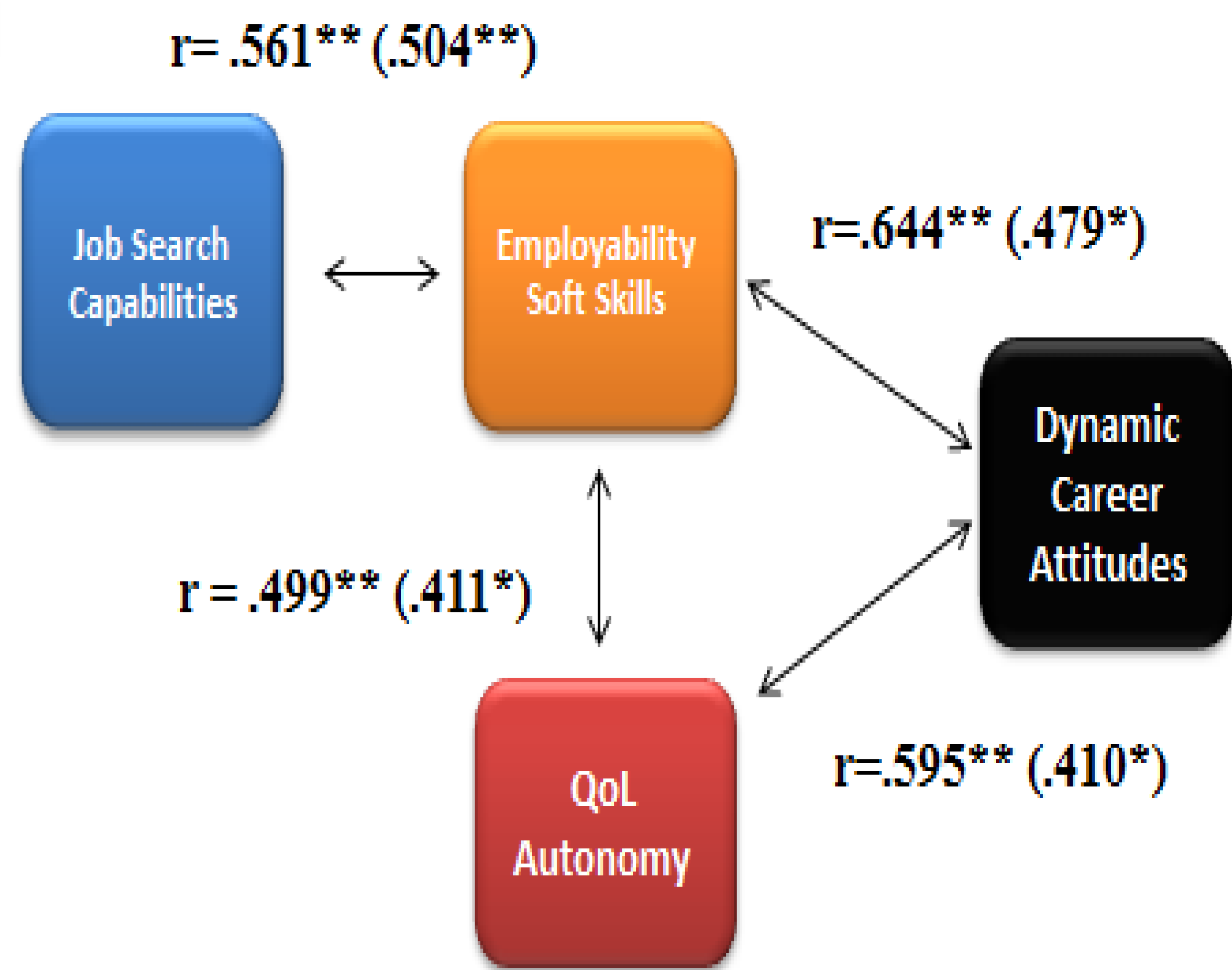
RESULTS

Participation rate : 43 of 46 volunteers.

Reliability of the instruments (α = Cronbach's alpha) indicate a relevant internal consistency with one homogeneous sample.

* JSC score (α = .939) has been correlated with ESS score (α = .961)

* ESS and QoLA scores (α = .630) are related to DCA score (α = .772) (fig. 1).



Significant test $p < 0.001^{**}$; $p < 0.05^{*}$;
r=correlation (adjusted partial correlation coefficients)

Fig 1. Contribution factors and Dynamic career attitudes

Table 1. Contributive factors on DCA: regression coefficient.

DCA	Standardized coefficients β	t	p	VIF
Intercept	.348	4.704	.000**	
ESS	.511	3.404	.002*	1.832
JSC	-.084	-0.625	.535	1.463
QoLA	.360	2.810	.008*	1.336

Adjusted $R^2 = 48.3\%$; Significant test $p < 0.001^{**}$ $p < 0.05^{*}$;
VIF =Variance inflation factor (Myers , 1990).

CONCLUSIONS

The improvement of bachelor students' dynamic career attitudes is associated with higher employability soft-skills and a better quality of life of their autonomy.

The acquisition of a repertoire of active self-regulated career-oriented attitudes can be facilitated with workshops and interpersonal trainings.

A collaborative pedagogy is proposed to develop an interactive process that permits students to become more:

* active in furthering their career path by creating opportunities to improve their employability

* able to make their own decisions and influence the choices which happen in their life.

Further investigations need to be replicated within larger samples across various academic groups.

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