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Extended Abstract

Effect of Group Career Counseling Based Kromboltz's Learning Model on Achievement Motivation, Academical Motivation, Worry for Academical-Occupational Futurity and Academical Achievement among First Year High School Students

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Introduction

Radical changes in the global socioeconomic environment associated with the transition to post-industrialism and the postmodern era have had a significant impact on working conditions and on organizational and job design throughout the world. The consequences of such changes are evident in many aspects of societal, organizational, and individual life, including careers and career counseling.

A most comprehensive approach to career counseling which has been carefully delineated by Krumboltz and his colleagues (1975) is career counseling based learning model. This model emphasizes that each individual's unique learning experiences over the life span are most influential in the career choice process. Therefore, learning is a key ingredient in career counseling and career guidance. In fact, the group career counseling based Kromboltz's learning model presents useful information about interests, needs, values and abilities of students, leading to an increasing achievement motivation and

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achievement. Thus the principal aim of this study was to examine the effects of group career counseling based Kromboltz's learning model on achievement motivation, academical motivation, worry of academical-occupational futurity and academical achievement among first year high school students.

Research questions

1. Does present group career counseling based learning model have any effect on achievement motivation, academical motivation, worry for academical-occupational futurity and academical achievement among first year high school students?

2. Does remains group career counseling based learning model have an effect on achievement motivation, academical motivation and worry for academical-occupational futurity even after three months from last counseling session?

Methods

The present work is a quasi-experimental study. The design consists of two groups: experimental and control, to which the subjects were randomly assigned. The design was a pretest-posttest one, with an experimental and control group and a follow-up.

The population for this study consists of all the first year high school students, in Chahar Mahal & Bakhtiyari Province, Iran during the 2009-2010 academic year, exceeding 10350 students. Sixty students (30 boys and 30 girls) were selected through randomized multi-stage cluster sampling and then randomly assigned to the experimental and the control groups.

For the purpose of this research, three questionnaires for the achievement motivation (Hermens, 1976), academical motivation (Bahrani, 1993) and worry of academical-occupational futurity (Shahim, & Bagheban, 1994) were employed. They were handed out to the subjects in both groups at three stages: pretest, posttest and follow-up. The questionnaire for the achievement motivation consisted of 29 questions regarding high or low achievement

motivation of the students. Each question has been formulated on a Likert's four division scale and scored accordingly. The academical motivation questionnaire studies factors such as the student's attitude about motivation, academic and values. Bahrani's (1993) questionnaire on academical motivation comprised 49 questions set on a scale of zero to five. Shahim and Bagheban's (1993) questionnaire on worry for academical-occupational futurity consisted of 14 questions set on a scale of zero to one. Also educational progress was used to assess academic achievement. Upon initial administration, the reliability of the questionnaires using Cronbach's Alpha coefficient was 0.78 for achievement motivation, 0.82 for academical motivation and 0.73 for academical-occupational futurity. The validity of the questionnaires was confirmed by professors. Thus three instruments show satisfactory reliability and validity.

Group career counseling based Kromboltz's learning model presented to experimental group in 9 sessions each one 90 minutes, while control group did not received any counseling. The independent variable used in this study was the group career counseling based Kromboltz's learning model. Group career counseling based Kromboltz's learning model involves training in academical attitudes, academical-career interests, guided imagination, decision making skills, functional and dysfunctional beliefs, relationship between thoughts and feelings (ABC model), pathology of decision making and following of previous sessions. The dependent variable used in this study included the achievement motivation, academical motivation, worry for academical-occupational futurity and academical achievement.

Results

The results of the analysis of MANCOVA revealed that group career counseling based Kromboltz 's learning model showed a significant difference on change and improvement in achievement motivation ($P < .001$), academical motivation ($P < .026$) and worry for academical-occupational futurity ($P < .006$) in first class high

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school students. Also results of the analysis of MANCOVA revealed that group career counseling based Kromboltz 's learning model showed no significant difference in academical achievement ($P > .963$) in first year high school students.

The follow-up results also revealed that the effect of group career counseling was still in force in achievement motivation ($P < .031$) and worry for occupational futurity ($P < .049$) even after three months, while the group career counseling based Kromboltz 's learning model had lost its effect on academical motivation during three months follow- up ($P > .081$).

The results obtained indicated that 42% of the variance for the remaining scores of the achievement motivation post-test, 35% of the remaining post-test scores for the academical motivation and 39% of the variance for the remaining scores of the academical-occupational futurity scores were due to the effects of group career counseling based Kromboltz 's learning model.

Discussion

The final results revealed that group career counseling based Kromboltz's learning model has a lasting effect on improvement and enhancement on achievement motivation, and worry for academical-occupational futurity, and short time effect on academical motivation among first year high school students. Also findings are discussed in terms of the underpinnings of the group career counseling based Kromboltz's learning model.

Keywords: Group career counseling, Kromboltz's Learning Model, Achievement motivation, and Academical Motivation.