

SELF-CONCEPT, EMOTIONS, AND CAREER PLANNING:

Multiple voices from stakeholders in inclusive education and special education

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- ▶ What do we know about academic self-concept, positive academic emotion, and career adaptability of students with specific learning difficulties (SpLD)?

Presented by Dr. YANG, Lan

- ▶ Has career planning of students with special educational needs benefited from school-based career guidance programs: A perspective of parents

Presented by Mr. GAO, Fengzhan

- ▶ Values, emotions, and emotion regulation among special education teachers in Hong Kong: Influences on life satisfaction and occupational stress

Presented by Dr. WANG, Hui

- ▶ Voices of students, parents, and teachers: Who cares and what's next?

Concluding Remarks by Prof. SIN, Kuen Fung

OUTLINE OF THIS SESSION

► What do we know about academic self-concept, positive academic emotion, and career adaptability of students with specific learning difficulties (SpLD)?

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In LPECG, students are:

- supported to **make career decisions in accordance with their academic interests, abilities** and orientations;
- provided with quality life planning education and career guidance service which are aligned with their developmental needs at different stages of growth;
- empowered to make informed and responsible choices on their learning, career goals and other aspects leading to a meaningful life;
- assisted in managing and adapting to the transition from school to work; and
- better prepared for actualising individuals' potential through pursuit of their personal/career goals.

(EDB, 2014)

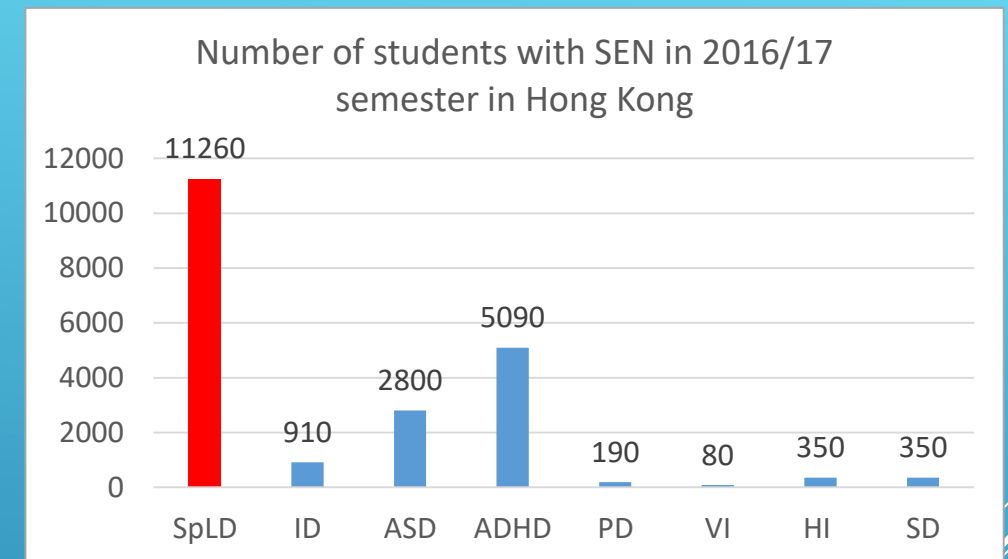
Ultimate goal of LPECG is to see all students, irrespective of their abilities, orientations and levels of study, being able to:

- understand their own career/academic aspirations;
- develop positive attitudes towards work and learning;
- **connect/integrate their career/academic aspirations with/into whole-person development and life-long learning;** and
- utilise the acquired knowledge, skills and attitudes whenever necessary

(EDB, 2014)

Background: Life Planning Education And Career Guidance (LPECG) In Hong Kong

- ▶ Despite these highlights, the links between cognitive and affective components with career-related factors (e.g., career adaptability) among SEN students remain under-researched.
- ▶ In Hong Kong, **SpLD students** remain to be the largest population of students with special needs compared to other types (53.5%, $n = 11,260$ out of 21,030)



The current study:

- Based on a unifying social cognitive theory (Lent & Brown, 1994), we aimed to test the relationships between academic self-concept, academic emotion and career adaptability of SpLD students;
- The sample size of this study: $n = 81$ ($Mean_{age} = 16.39$, $SD = 1.24$, 65% male) from ten mainstream schools

Results: Item statistics and reliability estimates for the three short-form scales

	n	item	Min	Max	Mean	SD	Alpha
Academic self-concept	81	3	3	15	8.05	2.42	.85
Academic emotion	80	3	3	15	10.06	2.47	.82
Career adaptability	80	12	12	60	39.96	8.56	.92

Academic self-concept (Marsh, 1990) refers to an individual student's perceptions of his/her academic abilities across school subjects. ASC was measured by a Chinese version of the academic domain in SDQ-I (Yang & Watkins, 2013). A sample item is "I am good at learning SCHOOL SUBJECTS."

5-point Likert scale: 1 = strongly disagree to 5 = strongly agree

Academic emotions (AEMOs) (Pekrun, 2006) refers to emotions directly linked to students' achievements. A positive emotion (learning-related Enjoyment) was measured by a Chinese short-form of L-AEQ (Yang & Sin, 2013). A sample item is "I enjoy acquiring new knowledge of SCHOOL SUBJECTS."

5-point Likert scale: 1 = strongly disagree to 5 = strongly agree

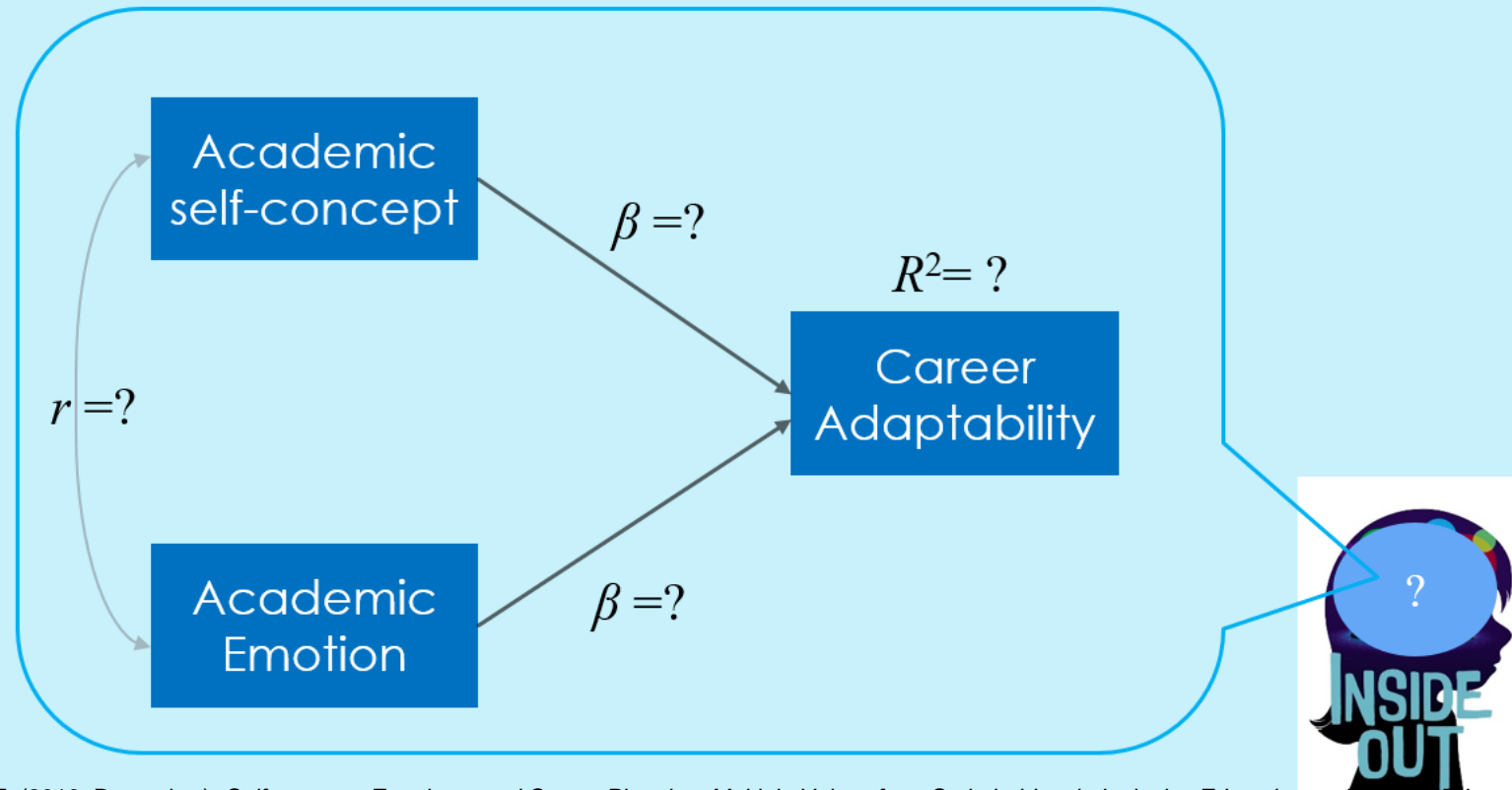
Career adaptability (CAB)

Savickas and Porfeli (2012) identified career adaptability as the readiness and resources to cope with vocational tasks, occupational transitions, and a recently developed short form CAAS (Yang, Gao, & Sin, 2017) inventory uses a four-factor structure to assess this concept (concern, control, curiosity, and confidence). Sample items are: Thinking about what my future will be like (concern); Making decisions by myself (control); Looking for opportunities to grow (curiosity); Taking care to do things well (confidence)

5-point Likert scale: 1 = not strong to 5 = strongest

Relationships between academic and career-related variables

Social context: Inclusive education integrated with career guidance programs (school-based) in Hong Kong

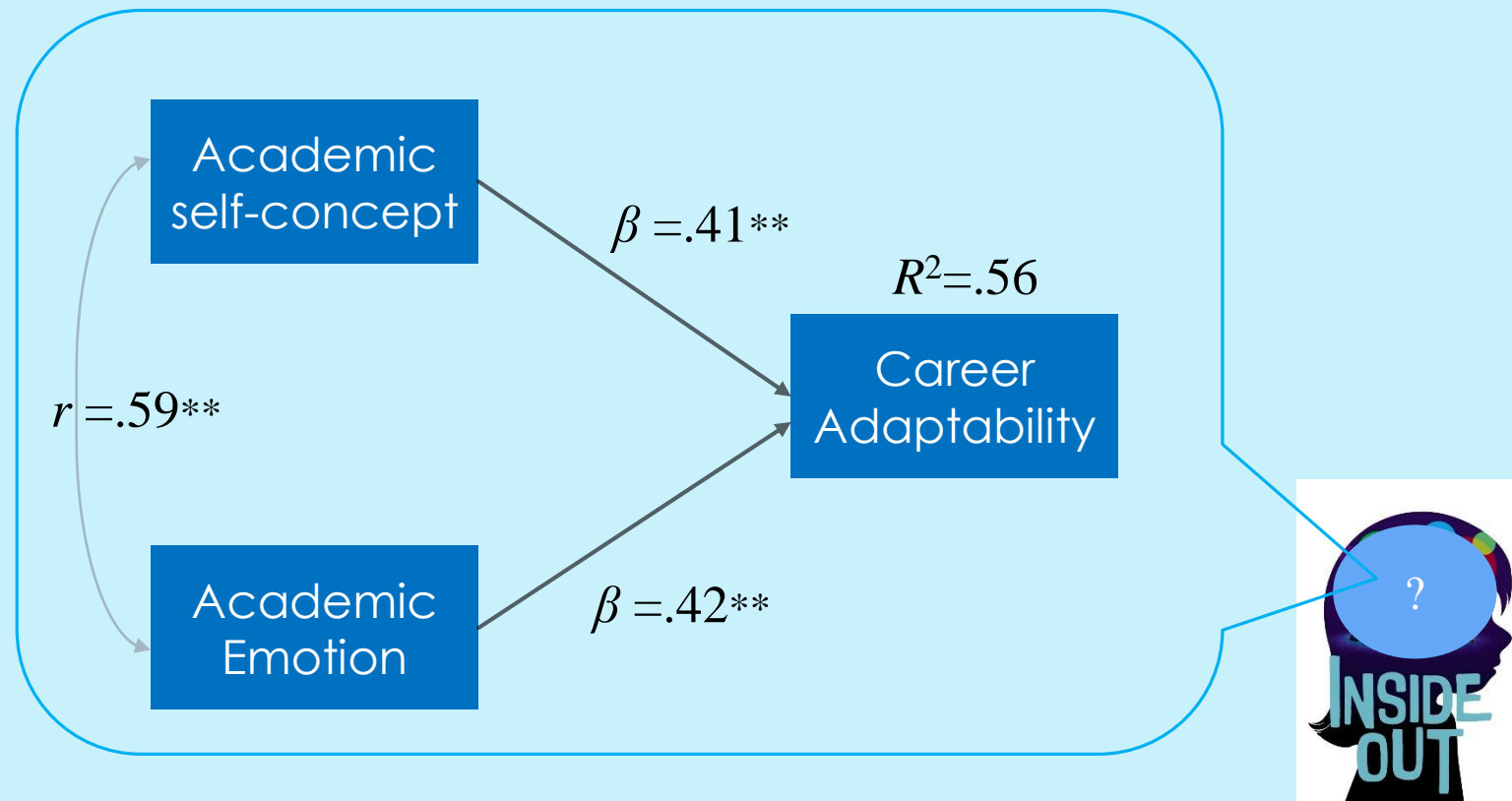


Yang, L., Sin, K. F., Wang, H., & Gao, F. Z. (2018, December). *Self-concept, Emotions, and Career Planning: Multiple Voices from Stakeholders in Inclusive Education and Special Education*. A session presented at The Learning & Teaching Expo, 11-13 December, Hong Kong SAR, PRC.

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79- 122.

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► Two main contributions:

First, this study adds to the literature of career adaptability(CA) by examining whether academic self-concept and emotion might be important career-related personal resources (in this study we found over 50% variance of CA could be explained by the two variables).

Second, to the best of our knowledge, this is the first study incorporating career adaptability, academic self-concept and emotion among SpLD students, thereby enabling educators to develop tailor-made enhancement programs to promote academic self-concept and positive emotions among this group of students (regarded as two 'predictors' / "contributors" of CA).

► Future directions for research:

It is promising for future research to increase **sample size**, integrate **longitudinal studies**, and consider **comparative studies** including other types of SEN and non-SEN students as well, in order to generate a better understanding of key features of not only SpLD students, but also students with other SEN types for **developing focused career-guidance programs/activities to support** this vulnerable population of students as compared those without SEN.

DISCUSSION



Has career planning of students with special educational needs benefited from school-based career guidance programs: A perspective of parents

- ▶ Introduction about the study
- ▶ Methodology
- ▶ Data collection procedure
- ▶ Key findings of this study
- ▶ Conclusion and suggestions

- ▶ Introduction about the study
 - ▶ After the implication of inclusive education, the government implements the Career and Life Planning Grant in 2014-2015 semester
 - ▶ career planning funding bring more opportunities to SEN students
 - ▶ Literature review show that few research have been conducted based on parents attitude toward these school-based career education programmes.
 - ▶ However, as one of the important others , parents' play an important role in their children's career development. Investigate the effectiveness of school-based career education from parents perspective would be important and may provide some insight for the improvement of school based careen education programmes.

Methodology

- ▶ 9 parents of student from 3 secondary schools were recruited by the contacted teachers.
- ▶ They were invited to a 10-20 minutes individual-based interview. The conversations were recorded and then converted into manuscripts for further analysis.

Groups	School 1	School 2	School 3	Total
Parents of student with SEN	1	2	2	5
Parents of student without SEN	1	1	2	4


▶ Key Interview topics:

- ▶ 1. Parents' Knowledge about the school's arrangement/curriculum settings/activities associate with career planning and life education.
- ▶ 2. Attitude about the school's current arrangements/activities for students in terms of career education
- ▶ 3. Suggestions/comments for school-based career planning and life education.

▶ Key finding1 : Knowledge about the school's career planning and life education.

- ❖ Overall speaking, parents seldom attend career education related activities organized/provided by schools. (7 of the 9 parents hold this attitude)
- ❖ Compared with parents of student without SEN, parents of students with SEN reported that their children attended more career education related activities at school. *(4 of 5 parents of children indicated they knew clearly what the school activities their children participated, however, for parents of students without SEN, two of them said her children seldom attend this kind of functions, the other two reported with no idea about their children's participation situation)*

- ▶ Key finding 2: attitudes to the school based career planning programmes
- ▶ SEN parents : through the activities of site visiting or job experience, their children learned more about the specific jobs (e.g. social worker, waiter) or their interests or at least some concepts of the certain job, however, they thought that is not enough.
- ▶ Non SEN Parents: two of them indicated reported with no comments about the school based career planning programmes due to their children seldom attend these kind of activities.
 - ▶ The other two said these activated have little effect to their children as they don't meet their children's interests.

- ▶ Key finding 3: suggestions/expectations to the school's work on career planning and life education
 - ▶ *SEN parents*: Site visiting and practicum can bring their children more knowledge about their possible post school outcomes.
 - ▶ Career education could be started earlier at secondary school
 - ▶ *Non SEN Parents*: Wish school could provide more academic support(such as examination practice) to their children
 - ▶ Both: wish the school-family communication could be strengthened.
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- ▶ Conclusion and suggestions
 - ▶ To parents' of students with SEN , to some extent, they agree that their children benefited from the school-based career education programmes. But at the same time, they believe there are still more need to be done.
 - ▶ They hope their children could have more experience on different kinds of jobs, so that they may find a suitable post-school career path.

▶ Conclusion and suggestions

- ▶ For parents of children without SEN, although they may think their children benefited little from the current school-based career education settings , they expect a better school-family communication system, so that they can involve more in their children's post school planning.

- ▶ Conclusion and suggestions
 - ▶ At the school side, create a systematic career education program to cater all levels of students needs is rather important.
 - ▶ Meanwhile, extend the career education to junior secondary school student may bring more benefits to students' career development.
 - ▶ Involve parents, both SEN students parents and Non SEN student parents, into the school-based career education program development procedure.

- ▶ limitation

- ▶ This study only interviewed 9 parents from 3 schools, to draw a clearer picture about the parent's attitude toward the school's career guidance program, parents from other schools in different Hong Kong communities are need in future studies.

Values, emotions, and emotion regulation among special education teachers in Hong Kong: Influences on life satisfaction and occupational stress

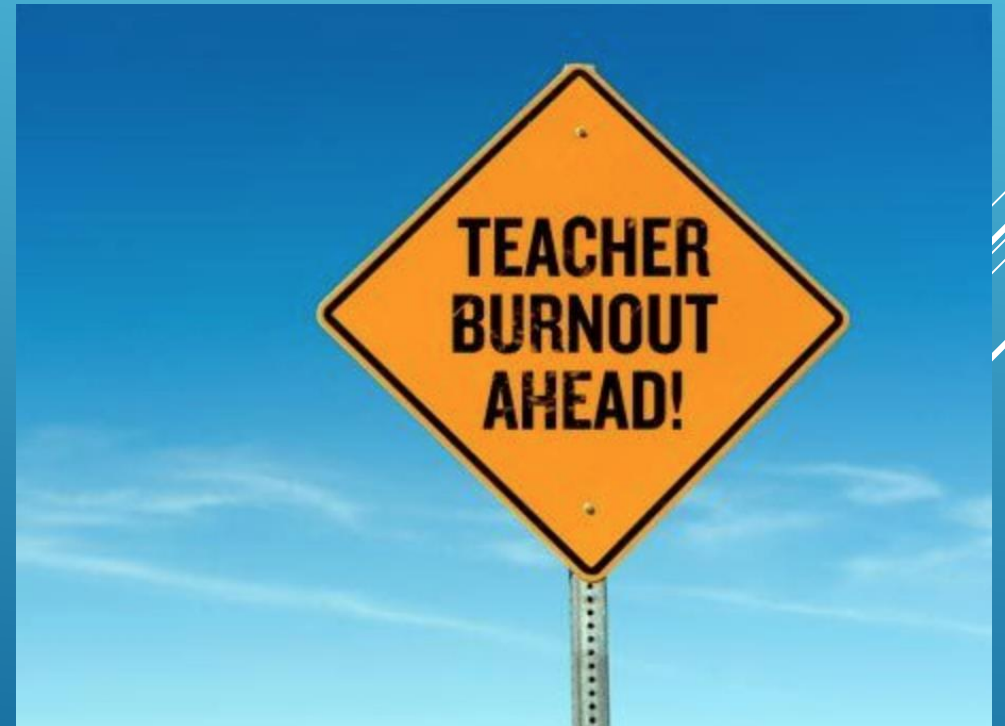
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AN INTERNATIONAL ISSUE

- ▶ Teacher psychological well-being
 - ▶ Job dissatisfaction
 - ▶ Occupational stress
 - ▶ Burnout
 - ▶ Attrition (30-50%/5 yrs)



BACKGROUND

- ▶ How do you value your work?
(values)
- ▶ What do you feel in the classroom?
(emotions)
- ▶ How do you manage your feelings?
(emotion regulation)

Motivation/
Cognition

Emotions/
Self-regulation

Teacher
Well-being



SPECIAL EDUCATION TEACHERS

- ▶ Special education teachers
 - ▶ Psychological well-being (e.g., perceived control/support; job satisfaction; Tamannaifar & Golmohammadi, 2016)
 - ▶ Attrition (e.g., U.S.: 12% public schools; 28% private schools; Keigher, 2010)

PURPOSE OF THE STUDY

- ▶ Teacher values (intrinsic vs. extrinsic)
- ▶ Teacher emotions (enjoyment and anger)
- ▶ Teacher emotion regulation (cognitive reappraisal)



Life satisfaction

Occupational stress

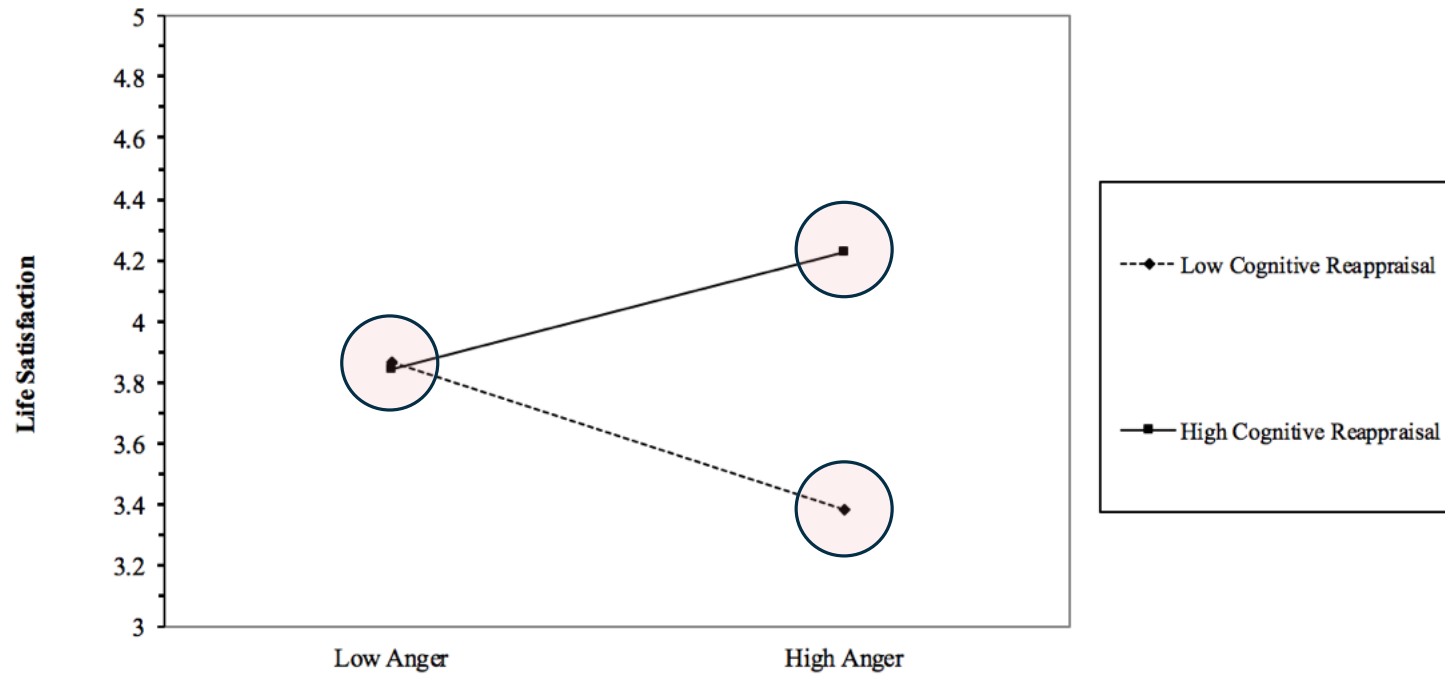
SPECIAL EDUCATION TEACHERS IN HK

- ▶ 66 special education teachers from 3 schools
- ▶ Age: 30-39 years (43.9%), 20-29 years (27.3%), and 40-49 years (24.2%)
- ▶ $M_{\text{exp-se}} = 9$ years

Hierarchical multiple regression analyses based on 5000 bootstrap samples

Predictor	Life satisfaction	Occupational stress
Step 1		
Education level	-.06	.10
Teaching experience	-.03	.17
ΔR^2	.01	.05
Step 2		
Education level	.08	.03
Teaching experience	-.06	.16
Intrinsic value	.36*	-.28
Extrinsic value	.20	-.07
ΔR^2	.22**	.06
Step 3		
Education level	.07	-.07
Teaching experience	-.07	.16
Intrinsic value	.14	-.20
Extrinsic value	.18	.03
Enjoyment	.30*	-.06
Anger	-.09	.61**
Cognitive reappraisal	.16	-.02
ΔR^2	.09	.35**
Step 4		
Education level	.08	-.07
Teaching experience	-.09	.16
Intrinsic value	.00	-.16
Extrinsic value	.24	.01
Enjoyment	.31*	-.06
Anger	-.07	.60**
Cognitive reappraisal	.25*	-.01
Anger x cognitive reappraisal	.40**	-.13
ΔR^2	.14**	.01
Total R^2	.46**	.47**

Note. Table presents the standardized coefficients (β).



CONCLUSION AND DISCUSSION

- ▶ Negative emotions are important predictors for teacher stress
- ▶ Intrinsic values, positive emotions, and adaptive emotion regulation strategies are all important for teacher life satisfaction
- ▶ Adaptive emotion regulation strategies are important and helpful for teacher adjustment especially under adverse conditions

- ▶ Concluding remarks by Prof. SIN, Kuen Fung

Voices of students, parents, and teachers: who cares and what's next?



Q & A

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