



**EMPLOYABILITY
& ENTREPRENEURSHIP:
TUNING UNIVERSITIES
& ENTERPRISES**

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14th European Congress of Work and
Organizational Psychology

EAWOP

May 13-16, 2009

Santiago de Compostela, Spain



Sponsored by:



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MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR

FCT Fundação para a Ciência e a Tecnologia

MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR Portugal





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Psychometric properties of the Students Career Concerns Inventory: 1st. and 2nd. Order Confirmatory Factor Analysis

Rocha, M., Martins, A., Oliveira, E. D., Sá, R. & Couto, A. (2008)

Portuguese Catholic University (Porto)
School of Management and Economics
Management and Economics Investigation Center





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Conceptual Framework

DEVELOPMENTAL AND CONSTRUCTIVIST POINT OF VIEW OF ONE OF THE MAIN TASKS IN ADOLESCENCE AND YOUNG ADULTHOOD: TO CHOOSE A PROFESSIONAL ROLE IN AN INPREDICTABLE CONSTANT CHANGING WORLD.

SAVICKAS MODEL RATIONALE, BASED UPON SUPER'S WORK, A FRAMEWORK TO EXPLAIN "INTERPRETIVE AND INTERPERSONAL PROCESSES THROUGH WHICH INDIVIDUALS IMPOSE MEANING AND DIRECTION TO THEIR VOCATIONAL BEHAVIOR" (SAVICKAS, 2005).

ADAPTATION TO ENVIRONMENT BY AN ACTIVE PERSONAL PROCESS OF "MAKING MEANING", STARTING WITH IDEOSSINCRATIC VOCATIONAL TRAITS (VOCATIONAL PERSONALITY), AS WELL AS USING BOTH THE WAY LABOUR WORLD GIVES OPPORTUNITIES TO SELF-CONCEPT TO EXPRESS IT-SELF (LIFE THEMES) AND THE TRÍADE OF ATTITUDES, SKILLS AND BEHAVIORS THE SUBJECT MOBILIZE IN ORDER TO OBTAIN THE BEST FIT TO THE WORK FIELD HE/SHE CHOOSE TO FULFILL HIM/HERSELF (ADAPTABILITY).

DEVELOPMENT IS A PROCESS THROUGH LIFE CIRLE: EACH LIFE STAGE HAS SPECIFIC TASKS WHICH ALLOW SUBJECTS TO HAVE AN INTEGRATED VIEW OF THEMSELVES (ATTENTION GIVEN TO ERICKSON PSYCHOSSOCIAL DEVELOPMENTAL STAGES THEORY AND IT'S OPERATIONALIZATION BY MARCIA IDENTITY STATUS MODEL).



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Aim

TO STUDY THE PSYCHOMETRIC PROPERTIES OF THE STUDENT CAREER CONCERNS INVENTORY (PORTUGUESE ADAPTATION) IN HIGHER EDUCATION STUDENTS (INTERNAL CONSISTENCY, 1ST. AND 2ND. ORDER FACTOR ANALYSIS).

Hypotheses

THERE WILL BE HIGHLY POSITIVE CORRELATIONS BETWEEN ALL FIRST ORDER CFA DIMENSIONS.

IT IS POSSIBLE TO BUILT TWO DIFFERENT MODELS: A TRADITIONAL SECOND ORDER CONFIRMATORY FACTORIAL ANALYSIS, BUT ALSO AN ALTERNATIVE MODEL, BASED ON THE CONSTRUCTIVIST EXISTENCE OF DEVELOPMENTAL STAGES PREMISE, WHICH WOULD REFLECT BETTER THE ASSOCIATIONS BETWEEN THE INSTRUMENT DIMENSIONS.



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Questionnaire

STUDENT CAREER CONCERNS INVENTORY (SAVICKAS, 2002; PORTUGUESE ADAPT. BY GONÇALVES, COIMBRA, CRESPO & RAMOS)

CONFIDENCE/TRUST: "Hoping to have a good future" – 5 items – $\alpha=61.2$

CONVICTION: "Assuming seriously my goals" – 15 items – $\alpha=86.3$

COOPERATION: "To make relationships with different kinds of people"- 10 items - $\alpha=76.7$

EXPLORATION: "Interviewing people with professions I like" – 6 items - $\alpha=71.3$

INVESTMENT: "Decide what I want to do in my life" – 7 items - $\alpha=76.3$



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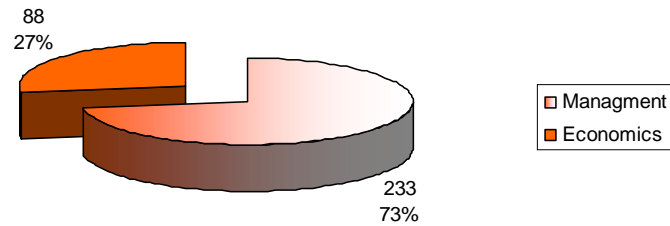
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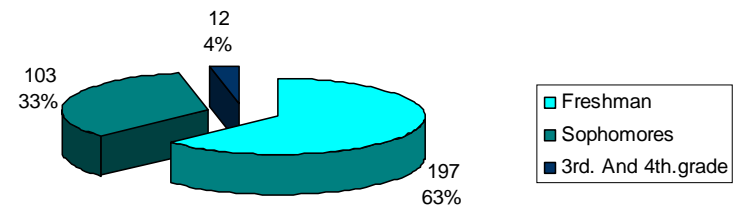
Sample

AGE BETWEEN 17-36 YEARS (M=19.41, SD=1.88)

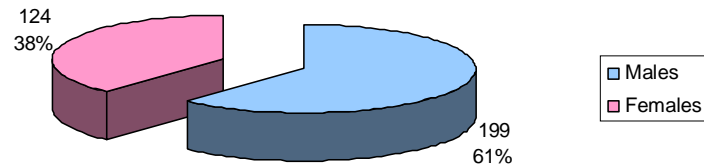
TYPE OF COURSE



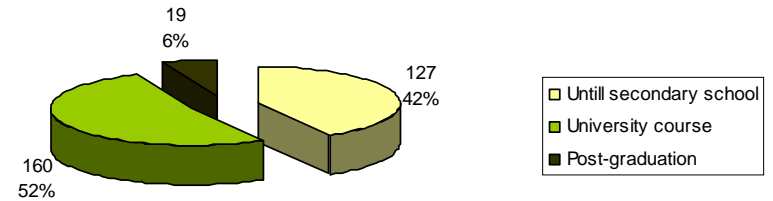
GRADE



SEX



FATHER LITERARY QUALIFICATIONS





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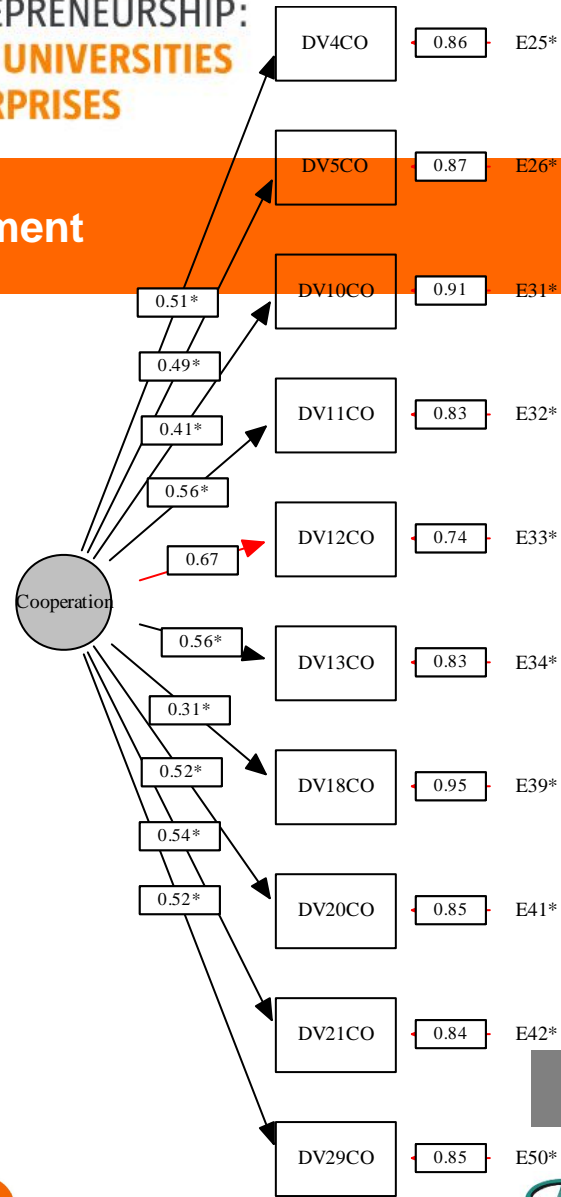
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Analysis: local adjustment

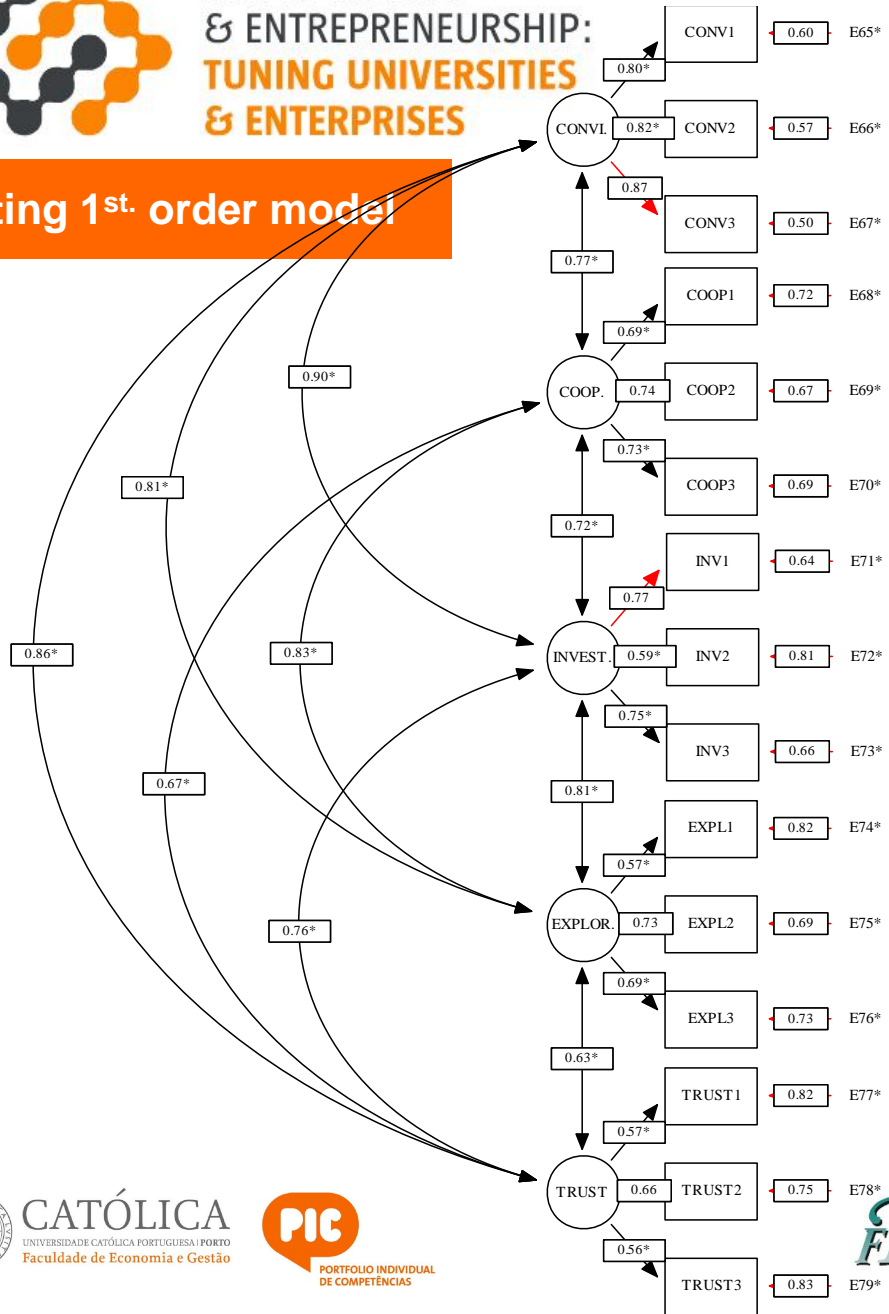


$\chi^2=73.66$; $df=35$; $p=.00$; $CFI=.93$; $SRMR=.05$; $RMSEA=.06$



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Testing 1^{st.} order model



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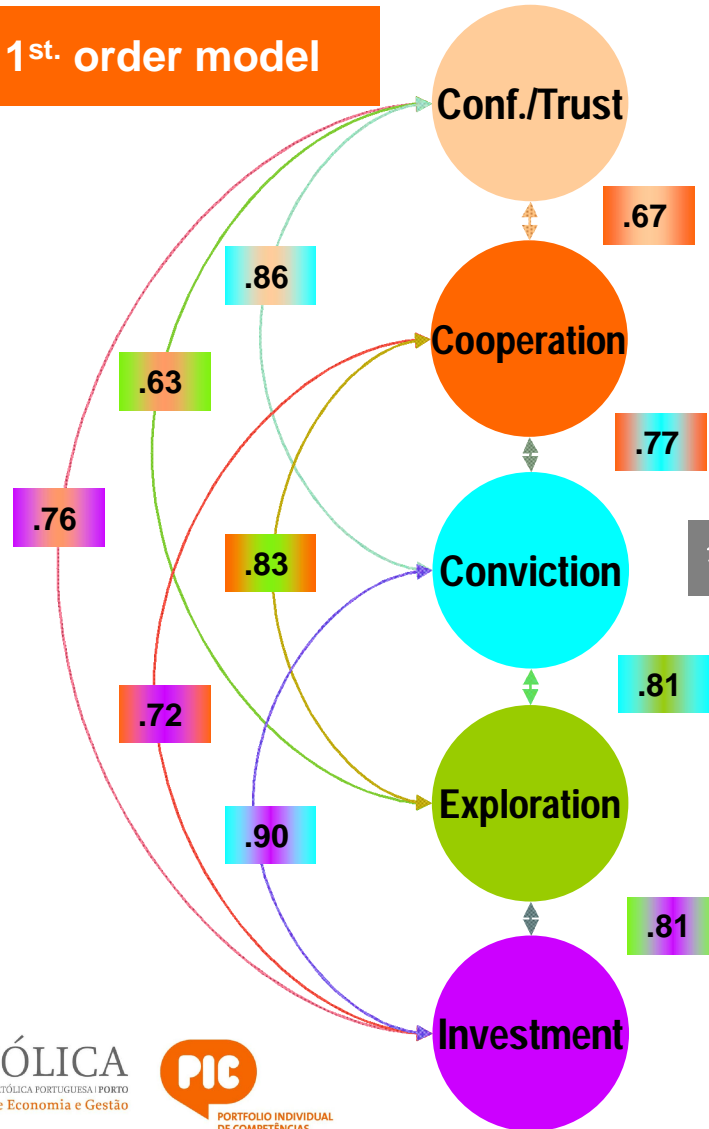
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Testing 1^{st.} order model



$\chi^2=210.288; df=80; p=.00; CFI=.94; SRMR=.05; RMSEA=.07$





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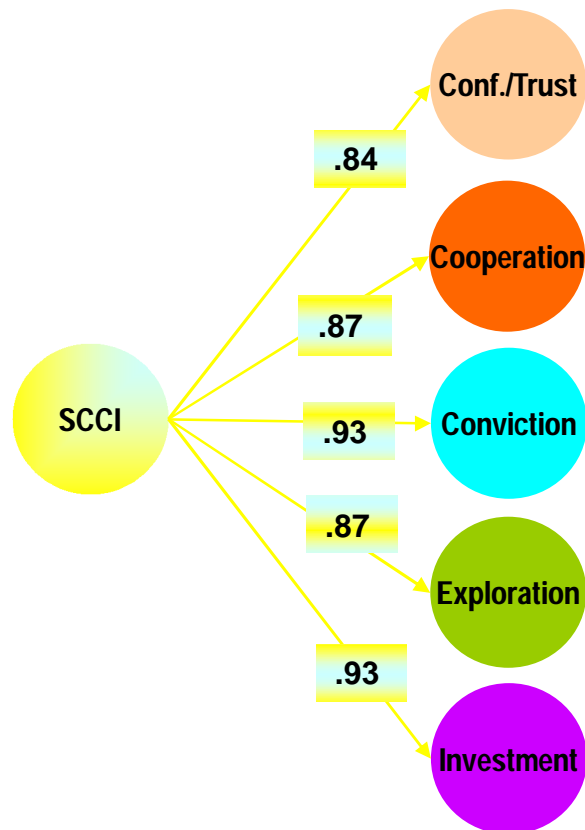
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Testing 2nd. order model



$\chi^2=242.14$; $df=86$; $p=.00$; $CFI=.93$; $SRMR=.05$; $RMSEA=.07$



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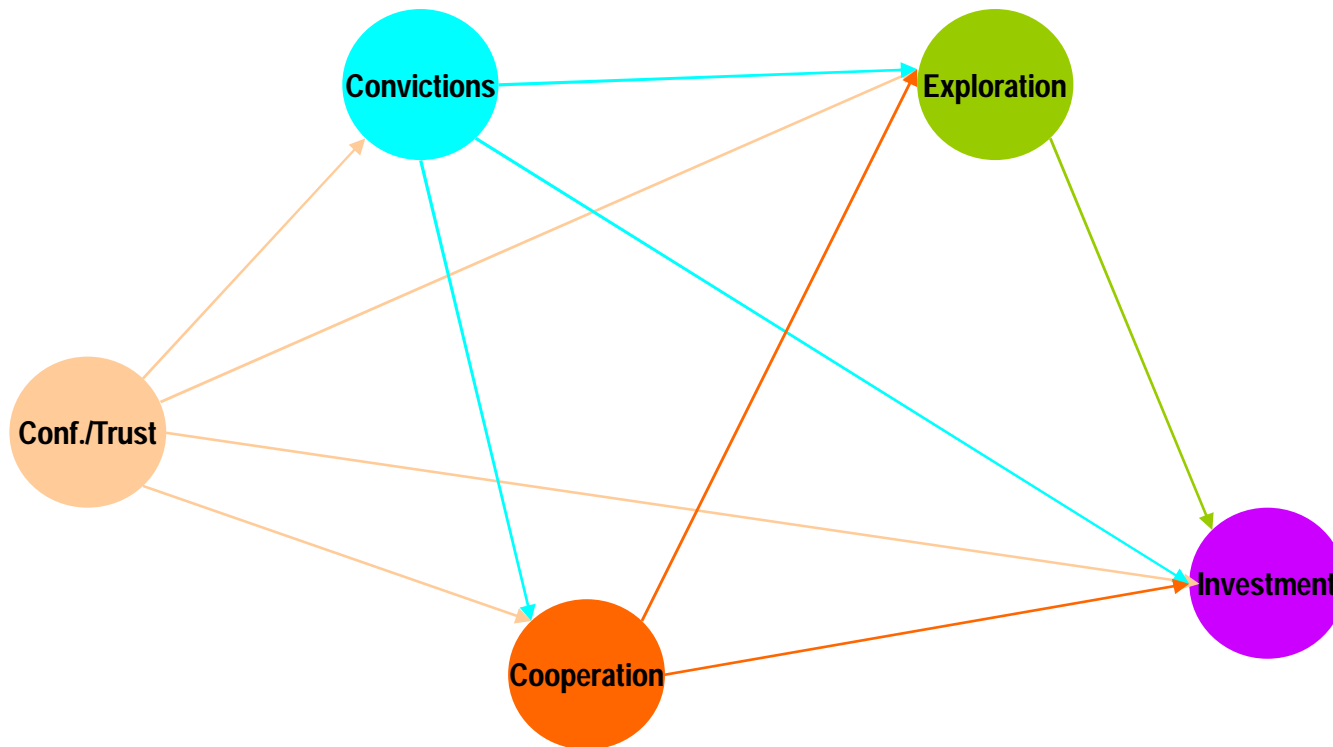


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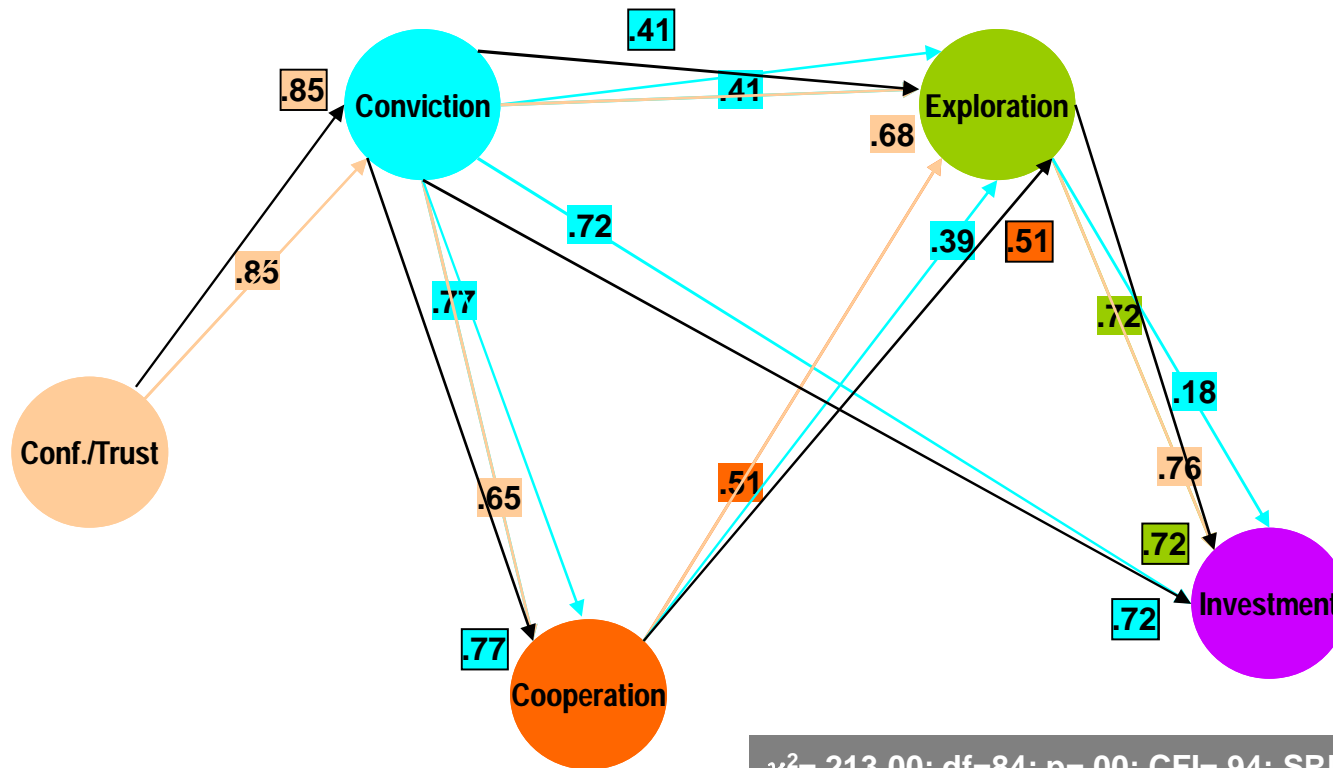
Testing an alternative model

χ^2 Wald Comparison= 2.718; df=4; p=.60609





Model total effects



$\chi^2= 213.00$; $df=84$; $p=.00$; $CFI=.94$; $SRMR=.05$; $RMSEA=.07$



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Which model to choose?

2ND.ORDER CFA: $AIC=70.13658$;

ALTERNATIVE MODEL: $AIC=45.00499$



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Which model to choose?

STATISTICS IS NOT ALL, and therefore, besides the prediction model suits best the AIC criteria, we think also the theoretical analysis, as well as the loadings results, give strength to our preference, since the model seems to translate better Savickas's constructivist vocational approach by developmental stages.





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Remarks

IMPORTANCE OF CROSS-VALIDATE THE MEASURE IN SEVERAL CULTURES INTENDING TO FIND IF IT REPLICATES THE RESULTS;

USING A SAMPLE WHICH INCLUDES FINALISTS AND SECOND CYCLE HEI STUDENTS;

PERCEIVE THE INFLUENCE OF SEX IN VOCATIONAL MATTERS, AND PRODUCE STUDIES WERE THESE ANALYSIS CAN BE PERFORMED USING MULTI-GROUP COMPARISONS;

PERCEIVE ALSO THE DEVELOPMENTAL FEATURE OF THE MODEL, E.G., SAMPLES IN SECONDARY, VOCATIONAL OR APPRENTICES COURSES MUST BE TESTED, BECAUSE SURELY THEY DON'T HAVE THE SAME DEVELOPMENTAL DEGREE FROM ONE ANOTHER AND FROM YOUNG AND MORE MATURE ADULTS...;

... FURTHERMORE, TO PRODUCE LONGITUDINAL STUDIES IN ORDER TO TEST IN FACT THE CONSTRUCTIVIST AND DEVELOPMENTAL CHARACTERISTICS OF THE MODEL.