

The role of motivation in a distance career intervention with higher education students

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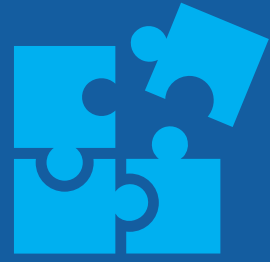
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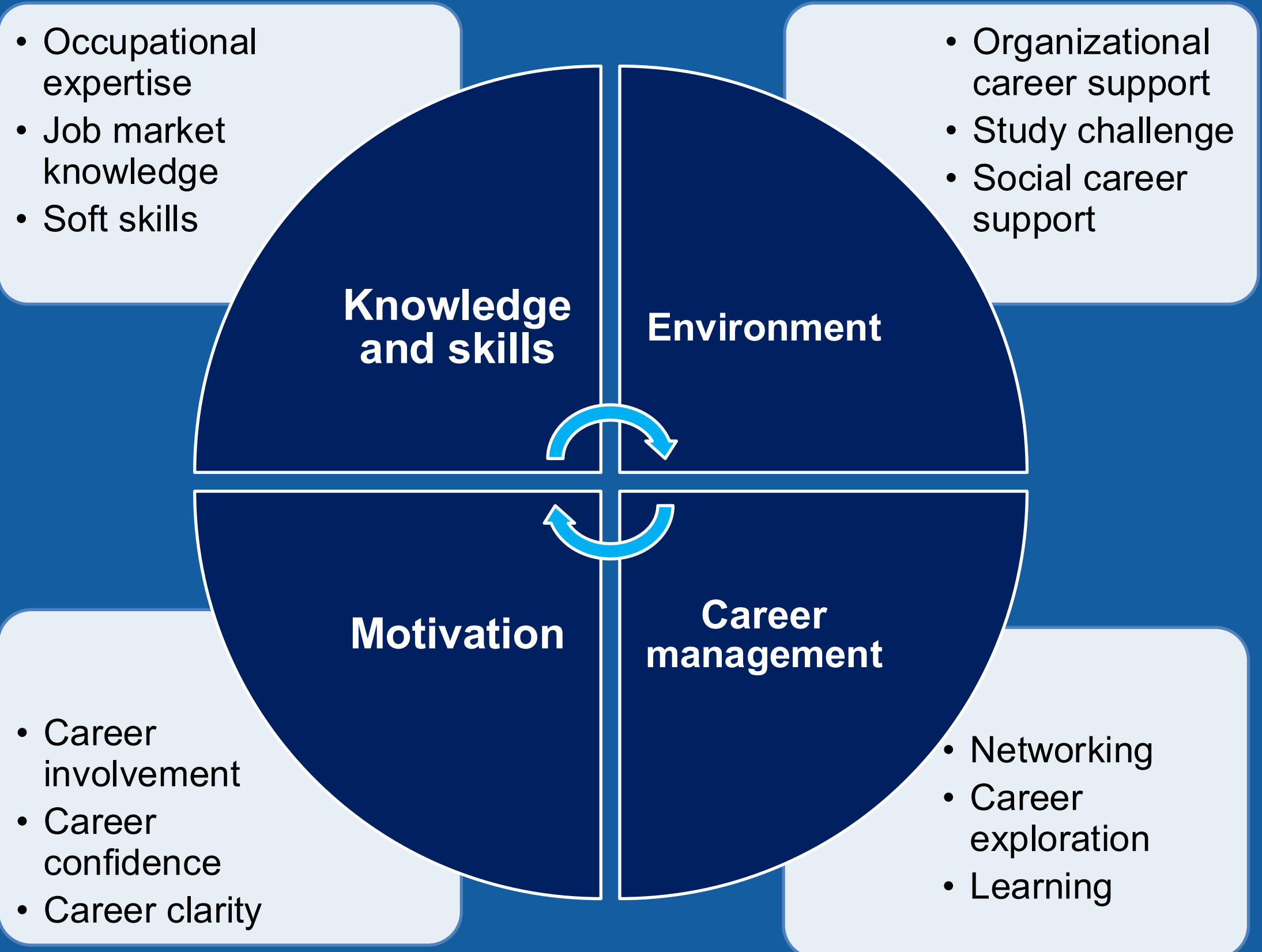


Career Resources

“anything that helps an individual attain his or her career goals”
(Hirschi et al., 2018, p. 4)

- Malleability
- Predictive of career success
- Career interventions
- Distance career interventions

Introduction



Program Boost for Career

Introduction

- Moodle
- Flexible time management
- Independent autonomous learning
- Moderator

Module	Objectives	Modality
0	(a) Presentation of the group moderator and the participants; (b) Presentation of the program and its relevance; (c) Familiarization with the eLearning platform.	Synchronous
1	Career exploration and job market knowledge	Asynchronous
2	Occupational expertise, soft skills, learning	Asynchronous
3	Organizational career support, Networking	Asynchronous
4	Career clarity and confidence	Asynchronous
5	Reflexive eportfolio conclusion	Synchronous

Program Boost for Career

Introduction

Modules 1 to 4

Individual activities

Career Resources Workbook (Hirschi, 2017)

One optional activity

Control over their learning process (Ryan & Deci, 2017)

One collaborative activity

Sense of belonging, shared learning experience, common goals (Pereira et al., 2007; Ryan & Deci, 2017)

Three levels of complexity

a) to remember and understand the provided information;
b) to apply and analyze information;
c) to evaluate and create new knowledge and information.
(Anderson, Krathwohl, & Bloom, 2001; Krathwohl, 2002)

Feedback

Provided by the moderator and/or by the learning materials at Moodle



Introduction

Motivation

Self-determination theory
(Ryan & Deci, 2017)

Self-determination: the ability to make choices about one's life course, with an impact on motivation. Intrinsic motivation increases when a person perceives that her actions have an impact, and when personal basic psychological needs - competence, relatedness, and autonomy - are supported.



Objectives

1. Analyze the gains obtained in a distance intervention program focused on promoting four dimensions of career resources – Knowledge and skills, Environment, Motivation, and Career management.
2. Analyze the influence of motivational variables – Autonomy, Relatedness, Competence, Interest/Satisfaction, and Utility – on the gains obtained in the distance intervention program.

Method

Participants

INTERVENTION GROUP		N = 188	
Age		<i>Mean</i>	<i>DP</i>
		28.97	11.05
		<i>n</i>	<i>%</i>
Sex	Female	148	78.7
	Male	40	21.3
Course year	1st	21	11.2
	2nd	36	19.1
	3rd	70	37.2
	4th or +	61	32.4
Scientific field	Social and Human Sciences	84	44.7
	Economy/ Management/ Juridical Sciences	41	21.8
	Sciences	38	20.2
	Architecture and Arts	2	1.1
	Engineering and Technologies	23	12.2

Instruments

- **Sociodemographic questionnaire**
- **Career Resources Questionnaire** (CRQ; Monteiro & Almeida, 2021, adapt. from Hirschi et al., 2018)
- **Intrinsic Motivation Inventory** (IMI; Ryan, 1982)
 - interest/satisfaction and value/utility; Likert scale 1-7
- **Basic Psychological Needs** (BPN; Rowland, 2016)
 - autonomy, competence and relatedness. Likert 1-7

Procedures

- Approval from the Ethical Committees (CEISCH 076-2021)
- Voluntary participation

Data Analysis

- Paired samples T-Tests; Cohen's *d*
- Differences between career resources' scores before and after the intervention
- Pearson correlation coefficients

Results

1. Analysis of the gains obtained in a distance intervention program focused on promoting four dimensions of career resources

Career resources dimensions	Time 1		Time 2		ΔM	$t(187)$	p	Cohen's d
	M	SD	M	SD				
Knowledge and skills	3.10	.65	3.48	.57	.38***	-9.486	< .001	-.69
Environment	3.42	.66	3.62	.59	.20***	-4.643	< .001	-.34
Motivation	3.40	.70	3.65	.65	.26***	-5.544	< .001	-.40
Career management	3.17	.77	3.53	.64	.36***	-7.153	< .001	-.52

Note. ΔM = difference between means from Time 1 to Time 2; *** $p < .001$.

Results

2. Analysis of the influence of motivational variables on the gains obtained in the distance intervention program – correlations

Career resources and motivational variables	1	2	3	4	5	6	7	8	9
1. Δ Knowledge and skills	-								
2. Δ Environment	.34**	-							
3. Δ Motivation	.46**	.55**	-						
4. Δ Career management	.48**	.40**	.61**	-					
5. BPNS – Autonomy	.27**	.08	.18*	.13	-				
6. BPNS – Competence	.27**	.06	.17*	.16*	.79**	-			
7. BPNS – Relatedness	.18*	.05	.07	-.02	.67**	.63**	-		
8. IMI – Interest/Satisfaction	.16*	-.01	.07	.01	.65**	.73**	.59**	-	
9. IMI- Value/Utility	.21**	.04	.16*	.09	.62**	.69**	.56**	.84**	

Note. Δ M = difference between means from Time 1 to Time 2; *p < .05; **p < .01.

Results

- ❖ **Increase in career resources** after the intervention
- ❖ **Positive** association between the gains obtained in the **Knowledge and skills dimension and every motivational variable**
- ❖ **Lack** of association between the gains obtained in the **Environment dimension and any motivational variable**
- ❖ **Influence** of the motivational variables **Autonomy, Competence, and Utility** in the gains observed in the **Motivation dimension**
- ❖ **Association** between the gains in the **Career management dimension and the variable Competence.**

Discussion

- Improvement of the university students' career resources through the distance intervention program
- Gains achieved with the intervention were either not associated or only weakly associated with intrinsic motivation.
- Possibly, if different outcomes were considered, such as participants' engagement, the motivational variables would have a more significant influence.
- Students in the sample are the ones who made it to the end of the program. High percentage of dropout from the program: 42.4%

Implications

Theory

- Malleability of the career resources
- Plausibility of distance career interventions
- Distance intervention program has the potential to enhance career resources without a strong reliance on motivational factors.

Practice

- Plausibility of promoting career resources' development through distance intervention
- Implementation of the program at a time closer to the transition to the job market (motivation)
- Scalability of the program

Research

- Longitudinal research to assess career resources' development and the effects of the intervention
- Further research on the association between intrinsic motivation and career development is needed

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Thank you for your attention!

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