

Action Research through Drama in Education on Adolescents' Career Self-Efficacy and Decision-Making Skills Development

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Abstract : The purpose of this multi-phased action research PhD study in Greece was to investigate if and how Drama in Education (DiE) - used as an innovative group counselling method - may have positive effects on secondary education students' career self-efficacy and career decision-making skills development. Using both quantitative and qualitative research tools, high quality data were gathered at various stages of the research and were analysed through multivariate methods and open-source computer aided data analysis software such as R Studio, QualCoder, and SPSS packages. After a five-month-long educational intervention based on DiE method, it was found that 9th, 10th, and 11th graders ameliorated their self-efficacy and learned the process of making an informed career decision - through targeted information gathering about themselves and possible study paths - thus, developing career problem-solving and career management skills. Gender differences were non statistically important, while differences in grades showed a minor influence on some of the measured factors such as general career indecisiveness and self-evaluation. Students in the 11th grade scored significantly higher than younger students in the career self-efficacy scale and have stronger faith in their abilities e.g., choosing general over vocational school and major study orientation. The study has shown that DiE can be effective in group career guidance, especially concerning the pillars of self-awareness, self-efficacy, and career decision-making processes.

Keywords : career decision-making skills, career self-efficacy, CDDQ scale, CDMSE-SF scale, drama in education method

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