Career Guidance Findings
May 2013

Equal Work Opportunities

קו משווה

مـسـاواة فـي فـرص الـعـمـل

קואליציית המעסיקים לשוויון לאקדמאים ערבים

ائتلاف المشـغـلين لمساواة الاكاديمـيـن العـرب

**Coalition of Employers for Equality for Arab Academics**

Contents

- **Method**
  - Goals, tools and procedure
  - Framework and description of sampling

- **Results**
  - Familiarity with and knowledge of academia and world of work
  - Confidence in myself in the context of work and studies
  - Sources of knowledge and consultation re. studies and profession
  - Career decision

- **Feedback on the Program**
  - Satisfaction with the program
  - Meaningful encounter
  - Strengths and weaknesses

- **Conclusion**

Goals, Tools and Process

Goals

Tools

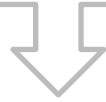**Timeline**

Goals
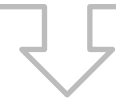
Interim
- ☑ **Expanding familiarity and knowledge of academic world**
- ☑ **Improving belief in myself**
- ☑ **Improving familiarity and knowledge of world of employment**
- ☑ **Professional sources of knowledge**

Final
- ☑ **Increase in no. of students beginning and completing studies successfully in prestigious professions and institutions**

Quality placement

Tools

| Sources of info. | Belief in myself | Familiarity and knowledge |

| Satisfaction | Sources of info. | Belief in myself | Familiarity and knowledge |

- Educational institutions
- Study materials
- Perseverance

Belief in myself

- Educational institutions
- Study areas
- Diploma

Timeline

December 2012

May 2013

11th-12th grade - start

11th-12th grade - end

Beginning academic studies

Completing academic studies

3

Interim Goals [Criteria for Success at End of Program]

- Positive change following the program in familiarity with and knowledge of the academic and professional worlds.

- Positive change following the program in the use of sources of information and consultation.

- Attaching greater weight to relevant authorities and sources and less to environmentally biased sources and short-term interests.

Criteria for Long-Term Success

⊕ **Increase in <u>applications and admissions to academic institutions</u>**. [Measured using objective and empirical indexes; comparison between graduates of the program and available figures for a population with a similar profile].

⊕ **Increase in numbers admitted and remaining in <u>high-demand study subjects</u> in the Israeli economy.** [Measured using objective and empirical indexes; comparison between graduates of the program and available figures for a population with a similar profile].

⊕ **Increase in number of students <u>successfully completing a bachelor's degree</u>**. [Measured using objective and empirical indexes; comparison between graduates of the program and available figures on dropout for a population with a similar profile].

Sampling Pool

- The sampling pool includes 26 of the 36 schools [72%] that participated in the program.

- Data were received from N=616 students at the program entry point and N=446 students at the exit point. Sampling error ±4% [with 95% certainty and for an infinite population].

- The aspiration was to include all participants in the sample. In practice, some schools did not participate for technical reasons.

Description of Sample: Demographics

- **Total respondents: 616 before program, 422 girls and 194 boys [446 respondents after program].**

- **Majority of participants [94%] are studying in the academic track, mainly in the sciences.**

- **Parents [90%] have high-school education or above.**

- **Majority [70%] of participants come from a good or very good economic background [self-reported]**

- **Half of the participants have siblings who are studying / studied in higher education.**

- **! The participants seem to be atypical in terms of parental education and possibly in economics terms. Caution is needed when attempting to generalize from these findings regarding the population as a whole.**

Variable	Categories/Groups	Total	
		N	**%**
Sex	**Female**	**422**	**69%**
	Male	194	31%
Study track	**Academic**	**576**	**94%**
	Vocational	40	6%
Father's education	**Post-high / academic**	**235**	**38%**
	High school	**303**	**50%**
	Elementary	66	11%
	None	8	1%
Mother's education	**Post-secondary / academic**	**233**	**38%**
	High school	**319**	**52%**
	Elementary	53	9%
	None	7	1%
Economic status	**Very good**	**185**	**31%**
	Good	**236**	**39%**
	Intermediate	154	25%
	Poor	29	5%
	Very poor	1	0%
Siblings in higher education [currently or in past]		286	47%

Description of Sample: Language Skills

Language		Good	Moderate	Poor	None
Arabic	Spoken	96%	3%	1%	0%
	Reading	95%	4%	0%	0%
	Writing	90%	8%	2%	0%
	Typing	87%	9%	3%	1%
Hebrew	Spoken	59%	33%	7%	0%
	Reading	81%	16%	3%	0%
	Writing	75%	21%	3%	0%
	Typing	64%	25%	9%	2%
English	Spoken	48%	38%	12%	2%
	Reading	71%	23%	5%	1%
	Writing	64%	30%	6%	1%
	Typing	80%	16%	3%	1%

Familiarity with / Knowledge about Studies and Work

Familiarity & Knowledge [scale 1 (none) – 5 (very high)]	Before M ± SD	After M ± SD	Change Difference in Averages	Effect Size
Professions and areas that are of interest to you	3.7 ± 0.9	4.2 ± 0.8	⬆ 0.5 ***	0.61
Market demand for important professions and areas for you	3.2 ± 0.9	4.0 ± 0.8	⬆ 0.8***	0.94
The academic world and institutions of higher education in general	3.3 ± 0.9	4.0 ± 0.7	⬆ 0.7***	0.82
Promotion opportunities in professions and areas of interest to you	3.1 ± 0.9	4.0 ± 0.8	⬆ 0.9***	0.99
Diversity of professions in the job market	3.0 ± 0.9	3.9 ± 0.9	⬆ 0.9***	1.08
General requirements for admission to institutions of higher education	3.2 ± 0.8	3.9 ± 0.7	⬆ 0.7***	0.85
Demand in the market for various professions and areas	2.8 ± 0.9	3.9 ± 0.9	⬆ 1.1***	1.24
The world of work and general possibilities	2.9 ± 0.8	3.9 ± 0.7	⬆ 0.9***	1.17
Study programs and areas at institutions of higher education	3.1 ± 0.8	3.8 ± 0.8	⬆ 0.7***	0.90
The cost of academic studies at different institutions	2.8 ± 1.0	3.5 ± 0.9	⬆ 0.7***	0.70
Funding and scholarship possibilities for academic studies	2.6 ± 0.9	3.5 ± 0.9	⬆ 0.9***	0.96

*Arranged by rank. *** = p < .001*

Findings

👍 **Clear improvement in familiarity and knowledge regarding both academia and world of work.**

✋ **Despite the improvement in knowledge regarding scholarships and study figures, knowledge of these aspects is still underlined low.**

Belief in Myself in Context of Studies and Work

Field	Belief in self [scale of 1 (not at all) – 5 (very high)]	Before M ± SD	After M ± SD	Change Difference in Averages	Effect Size
Studies	To be admitted to an institution of higher education	4.3 ± 0.7	4.5 ± 0.7	⬆ 0.2***	0.27
	To succeed in studies in an institution of higher education	4.3 ± 0.7	4.5 ± 0.7	⬆ 0.2***	0.33
	To be admitted for studies in your chosen area	4.3 ± 0.7	4.4 ± 0.7	⬆ 0.2***	0.24
	To be successful in your studies in your chosen area	4.3 ± 0.7	4.5 ± 0.7	⬆ 0.2***	0.29
Work	To find work in your chosen area of work	3.9 ± 0.8	4.3 ± 0.7	⬆ 0.4***	0.53
	To make progress in your chosen area of work	4.2 ± 0.8	4.5 ± 0.7	⬆ 0.3***	0.43
	To make a decent living in your chosen area	4.5 ± 0.7	4.6 ± 0.6	⬆ 0.1**	0.19
	To work and be successful in the area you are most interested in	4.4 ± 0.6	4.6 ± 0.6	⬆ 0.2***	0.25

** p < .01
***p < .001

Findings

👍 **Very strong belief in self in the context of study and work even at the entry stage. Attitudes became even more positive following the program both in the context of studies and work.**

Sources of Knowledge and Consultation concerning Studies and Careers

Use of consultation and information sources re. studies and work [Scale 1 (not at all) – 5 (a great deal)]	Before M ± SD	After M ± SD	Change Difference in Averages	Effect Size
Websites on the subject	3.5 ± 1.0	4.0 ± 0.9	⬆ 0.5 ***	0.49
People who work or study in the area you're interested in	3.6 ± 1.1	4.0 ± 0.9	⬆ 0.3 ***	0.32
Family, parents, siblings	4.0 ± 1.0	3.9 ± 0.9	⬇ -0.1	- 0.07
Literature, newspapers or articles on the subject	3.3 ± 1.0	3.7 ± 0.9	⬆ 0.5 ***	0.46
Consultants and professional bodies in the field of studies and education	3.0 ± 1.1	3.6 ± 1.0	⬆ 0.6 ***	0.59
Consultants and professional bodies in the field of employment	3.0 ± 1.1	3.6 ± 1.0	⬆ 0.6 ***	0.60
Class teacher, other teacher or counselor at school	3.0 ± 1.2	3.4 ± 1.0	⬆ 0.4 ***	0.57
Friends from school and from the neighborhood	3.2 ± 1.1	3.4 ± 1.0	⬆ 0.2 ***	0.21

$p < .001$ ***

Most important body or source of information	% before	% after
Professional bodies in the field of work and employment	29%	30%
People from the relevant field	25%	27%
Family	35%	23%
Relevant literature and websites	6%	13%
School staff	2%	3%
Friends	1%	1%

Findings

- Following the program the participants make more use of sources of information and consultation.

- Following the program the participants attach greater importance to relevant and professional sources and less to their family.

11

Deciding on a Career and Academic Studies

[Scale of 1 (not at all) – 5 (very high)]	Before M ± SD	After M ± SD	Change Difference in Averages	Effect Size
Currently able to choose a future profession in an orderly, systematic and comprehensive manner	3.7 ± 0.9	4.0 ± 0.8	↑ 0.3***	0.41
Tools and knowledge regarding studies and your future profession	3.7 ± 0.9	4.0 ± 0.8	↑ 0.3***	0.41
To what extent is it clear to you what you want to do in the future	3.6 ± 1.0	4.0 ± 0.9	↑ 0.4***	0.47
Feel ready to continue my studies and move on to work	3.9 ± 0.9	4.1 ± 0.8	↑ 0.2***	0.24

$p < .001$ ***

Career and Studies	Categories	% before	% after
Firm career decision	Very	45%	60%
	Moderately	40%	34%
	Slightly	14%	5%
Further academic studies	Definitely	86%	91%
	Probably	13%	8%
	Probably not	1%	1%
	Definitely not	1%	0%

Findings

- Following the program [based on self-reporting] the participants are more able to choose a future profession in an orderly and systematic manner.
- Following the program [based on self-reporting] the participants have enhanced tools for decision making about studies and careers.
- After the program more participants have a firm idea of what career they intend to pursue.
- After the program more participants state that they will definitely go on to academic studies.

Satisfaction with the Program

Area	Satisfaction (scale 1 [not at all] – 5 [very high])	$M \pm SD$	Relative score
Interest	Program was taught in an interesting way	4.3 ± 0.8	-0.1
	The program challenged you	4.1 ± 0.9	-0.3
	The program stimulated your curiosity	4.3 ± 0.8	-0.1
Attitude	The instructors listened to the group	4.5 ± 0.7	0.1
	The instructors created and open and participatory atmosphere	4.4 ± 0.7	0.0
Organization and Clarity	The instructors worked in a clear and organized way	4.5 ± 0.7	0.1
	The instructors gave good answers to students' questions	4.5 ± 0.7	0.1
	The instructors showed a good command of the material	4.5 ± 0.7	0.1
	The instructors provided or referred students to ancillary material	4.4 ± 0.7	0.0
Activities	The games and activities were meaningful for you	4.3 ± 0.8	-0.1
	The tours were meaningful for you	4.4 ± 0.9	0.0
Practicality	The emphasis was on practical aspects	4.2 ± 0.8	-0.2
Guidance	The program helped you plan and consolidate your academic and professional plans	4.3 ± 0.8	-0.1
Overall	**General satisfaction with the program**	4.4 ± 0.8	0.0
	General satisfaction with the instructors	4.5 ± 0.8	0.1

Findings

- ☝ **High level of satisfaction with program and instructors.**
- ☝ **Very high level of satisfaction re. organization and clarity.**
- ✋ **More emphasis could be placed on challenge and practicality.**

The Most Meaningful Session

Session	%
1 – Planning for the future and building a business dream	18%
2 – Preparing for cultural diversity	**24%**
3 – Visit to academia	16%
4 – Visit to a commercial company	13%
5 – Meeting with academics and conclusion of program	**29%**

Students' Perceptions of the Significance of Each Session [1]

This summary includes points <u>raised frequently</u> and representative examples of replies in each area.

❶ **Session 1: Planning the future and building a business dream**

- Providing preliminary information.
  - *"It explained the program to me".*
  - *"It enabled me to have a preliminary idea about studies and work and to open my eyes".*
- Stimulating the students' interest in planning their future.
  - *"The session helped me choose my personal dream that I'll try to realize in the future".*
  - *"It helped me focus my dream and think about the future."*
- Encouragement and motivation.
  - *"It encouraged me and motivated me to realize my dream and not to give up".*

❷ **Session 2: Preparation for Cultural Diversity**

- Identifying a potential problem.
  - *"I realized that there are some difficulties you have to know how to confront".*
- Offering perspectives and coping mechanisms.
  - *"It gave us tools for coping at work with people from different cultures".*
  - *It helped us to understand how to accept others and integrate with them".*

Students' Perceptions of the Significance of Each Session [2]

❸ **Session 3 – Visit to academia**

- Provided an acquaintance with academia.
  - *"We got to know the university first hand and heard a talk about academia and possible areas of study".*
- Encouraged interest in the option of academic studies.
- Got the participants into an academic frame of mind.

❹ **Session 4 – Visit to a commercial company**

- Presented a practical picture of reality.
  - *"It made me realize what it's like to work in a company".*
- Motivated the participants.
  - *"The encounter encouraged and motivated us in terms of work and salaries".*

❺ **Session 5: Meeting with academics and conclusion of program**

- A success story.
  - *"An interesting session where we could learn from the experience of successful people".*
- An opportunity to sum up the program and review what we learned.
  - *"It summed up all the other sessions and helped us focus on studies and work".*

Strengths of the Program [1]

This summary includes points raised frequently and representative examples of replies in each area.

- **The instructors' command of the information.**
    - *"The instructors had a good command of the **information**, they answered our questions and their attitude toward us was very positive".*
    - *"The instructors encourage and support us and enhance our motivation to study".*

- The instructors' **attitude** and the atmosphere
    - *"In all the sessions the atmosphere was positive and fun".*

- **Two instructors** – one Jewish and one Arab.

- The program provides **guidance** for the future and helps the participants to expand their horizons and focus their goals.
    - *"The program made me change my ideas about study areas. I encountered new fields of study".*
    - *"I got a lot of important and useful information".*

- The program is **well-organized**.

- A lot of **new and useful information** was conveyed, particularly about admission criteria and the possibility of receiving scholarships.
    - *"The sessions helped me build a plan for the future and learn more about studies and requirements in the job market".*
    - *"I got appropriate tools for continuing to plan my studies and career".*

Strengths of the Program [2]

- The **methods we learned for searching for information**. How to search for information about areas of study and work on the internet.

- The encounter with the **success story** in the final session.
  - *"Hearing a personal success story and meeting the person and asking questions. That motivated me and made me want to start studying and move forward in life".*
  - *"The encounter with someone who has made it in studies and work really encouraged me to continue my studies. It helped me realize how important it is to choose a subject that is needed in the job market".*

- The use of new **terminology** in Hebrew.
  - *"I learned new words I hadn't heard before and it helped me reinforce my Hebrew skills".*

- The **tours, active sessions and presentations** are very interesting.

Suggested Improvements

- **Add tours and meetings.**
- **Sessions should be held in the mornings when we're most alert.**
- **Have shorter sessions over more days** [too intensive].
- Leave time for **personal guidance** in choosing an area of study.
- Explain more about **different fields of study and conditions of admission to university.**
  "There wasn't enough information about all the relevant study fields at university and conditions of admission – not just hi-tech and computers".
- Include discussion of the **psychometric test** and how to prepare for it.
- Provide more detailed explanations about **how to choose a profession** that will be right for us.
- **No need for the introduction activity** – *"we all know each other already".*
- More attention to **the diversity of study fields** at university and how to choose a field.
- **Include more active sessions.**

Most Important or Useful Aspects of the Program

- **Visits to academia and to commercial companies.**
  - *"The visit to the university is really important because it's so different to school".*
  - *"This was the first time I'd visited a commercial company. I didn't know what it's like to work in a company so the visit was an eye-opener for me".*

- **The cross-cultural transition** game.
  - *"The game gave me new tools for adapting to a different environment and to people from different cultures and societies. It helped lower my anxiety level."*
  - *"We have to get know other people and learn to adapt to any situation".*
  - *"We need to get to know others and learn to adapt to new environments. The cross-cultural transition activity was really interesting and useful".*
  - *"The cross-cultural transition activity was the most important and interesting aspect".*

- The **ball game** helps us to get to know our classmates better and helped me to talk about myself.

- The activity thinking about our **personal dream**.
  - *"I'd never really thought before about my dream and what I want out of life. This exercise helped me to think about my future, what I want to study and where I want to work".*

- The session on **writing a resume.**

Conclusion

! *The sample population is atypical. Caution is needed when extrapolating the results to the broader population.*

ⓘ The students who participated in the program are already heading for academic studies and a good career. It would be worth considering extending the program to students with a less clear orientation.

👍 A clear and statistically-significant improvement can be seen in terms of familiarity and knowledge relating to both academia and the world of work.

👍 The students have a very strong belief in themselves at the entry point in terms of studies and work. Even so, further positive change occurs following the program relating to both these fields.

👍 Following the program, the participants make more use of sources of knowledge and consultation.

👍 Following the program, they attach more importance to relevant bodies and sources of knowledge and less to their families.

👍 Following the program, the participants show an improved ability to choose their future career in a structured and systematic way.

👍 Following the program, the students have enhanced tools and knowledge for decision making regarding studies and their future careers.

👍 After the program, more participants have a good idea what career direction they want to follow.

👍 After the program, more participants report that they definitely plan to go on to academic studies.

👍 There was a high level of satisfaction with the program and the instructors.

👍 The content analysis reinforces the conclusion that the program provided comprehensive information relating to studies and careers, tools for planning a professional future, and empowerment among the participants.