Career Orientation

A comparative study between Swedish and Chinese undergraduates attending an International Social Work Program at the University of Gävle

Fangfei Liu
Bingran Yang

2011

Examensarbete, kandidatnivå, 15p
Social work and Psychology
Course: Degree project
Social work, Specialisation in International Social Work

Supervisor: Komalsingh Rambaree
Examiner: Ted Goldberg
Abstract

This article is a quantitative research analysis that aims to compare the career orientations of Swedish and Chinese undergraduates involved in an International Social Work Program as an effort to provide insight for social work educators. Use of the Social Cognitive Career Theory (SCCT) was applied to analyze the data. A mail questionnaire was issued to 51 students studying at the University of Gävle (Sweden).

The results show that fifty percent of Swedish students and fifty percent Chinese students would prefer to work in the government and/or public sector. Also, the study participants agree that they will be influenced by career development opportunities in future work, and that the most substantial difference between the nationalities is that Chinese students tend to be more influenced by the social expectations of immediate parents, relatives, and friends, than their Swedish counterparts. Finally, this article lists a few recommendations geared towards helping social work educators provide more relevant links between the school’s curriculum and anticipated job requirements, and bridging more opportunities for student internship positions.

Keywords

Foreword

A special thank you to all the study participants involved in this study and our sincere, heartfelt gratitude goes out to the following individuals who helped make this project an eye-opening experience:

Dean Chan
Komalsingh Rambaree
Ted Goldberg
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Chapter 1. Introduction

Humans are curious beings. We find that this behavior leads us into a plethora of social inquiries that combine our current existence and our future surroundings. In other words, we might find ourselves asking the following: What is in store for the future? What kind of future might one choose under the current circumstances? What kind of job will we have? And what specific role will we play in our future jobs? Questions about our futures are abundant.

Finding outcomes for these types of questions are not very easily drawn as answers to these questions will vary like the colors on a rainbow. But what if we could get closer to finding a workable solution? What if we could assist the multitude of students that are about to enter the work force? How pleasant it would be if we could magically align those who are taking the proper steps into their respective careers and the actual work environment. Fortunately, we were afforded the opportunity to investigate the career orientations of both Swedish and Chinese undergraduates in an International Social Work Program in Sweden, which offered us a platform to find out workable solutions.

From a social development perspective, normal social objectives evolve over time as old objectives are replaced by new objectives that are continuously being produced. By the time an individual reaches young adulthood, he or she will start to focus on the subject of career planning.

Speaking from first-hand experience as students participating in the undergraduate program at the University of Gävle, we found ourselves asking, “What kind of job could we perform upon finishing our International Social Work study?” As individuals who were once uncertain about our personal career prospects, our research team became more and more fixated on how to map out a proper career orientation. As international students, we were thankful of the opportunity to get a close-up analysis of both the Swedish and Chinese undergraduate thinking processes. It was most interesting to partake in this kind of cultural experience, which we now share with our readers the knowledge, insight, attitudes, and influences that lead to future career development.
1. Aim and research questions
The focus of this study is to compare the career orientations of Swedish and Chinese undergraduates attending an International Social Work Program in an effort to provide insight for social work educators.

The primary research questions targeted are:

a. What is the career orientation of social work undergraduate students of Swedish and Chinese undergraduates?
b. Are there differences in terms of which factors that influence career orientation between the Swedish and Chinese undergraduates.
c. If the results of this study can be used to make practical suggestions for international social work educators.

2. Relation to Social Work
To become better suited as forthcoming social workers, students should have a certain understanding of their career orientation. Career orientation should be valued by students, especially in their crucial years in school, because it can guide them into the right path as far as choosing of a future career (Anon, 2008). This was a solid opening for our research to investigate the International Social Work student’s professional career planning process. Barker mentions that the social work profession is a significant part of the agenda for social work research, education, and practice (Barker, 2010, p.357). From the final results our research team could then come up with some pertinent suggestions for International Social Work Education. For international courses, the teachers design courses in such a way as to remove potential cultural barriers, including language, communication tool, and a lack of multicultural content, which may affect international students’ learning performances (Liu, et al., 2010).

3. Essay disposition
Following the normal disposition of a scientific report, this academic paper is comprised of the following parts: an abstract and keyword definitions section, an introduction (including the aim, current issues, central concepts, etc.), a summary of prior research, theoretical perspectives, methodology (including the preliminary understanding, philosophy of science, research method, reliability and validity, ethical considerations, advantages and disadvantages, etc.), results, analysis, and a discussion.

4. Central concept

4.1 Explanation of career orientation
The term career orientation is an educational concept that provides people with informative information based on their past experiences, and assists users with making
effective career choices. The “career” refers to position, duty, while “orientation” refers to vocation, business. It provides a concept for people to adapt to living and working in an ever-changing economy, society, and environment (Career and Technology Education Department).

4.2 The Concept of Social Cognitive Career Theory (SCCT)

“The Social Cognitive Career Theory is aimed at explaining the manner by which people (a) develop basic academic and career interests, (b) make and revise their educational and vocational plans, and (c) achieve performances of varying quality in their chosen academic and career pursuits”. (Lent, et al., 2003, p.458, quoted in Cunningham, et al., 2005)

SCCT is particularly concerned with specific cognitive factors that mediate the learning experiences guiding career behavior; the interrelationships of interests, abilities and values; the paths by which contextual and individual factors influence career choice and behaviors and the processes by which individuals exercise personal agency (Gro, n.d.). SCCT relates together three common variables: self-efficacy, outcome expectation, and choice goals (Bandura in Cunningham, et al., 2005).

4.3 Towards the International Social Work

International Social Work, as an academic and professional field, has been developing rapidly in the recent years. An increasingly number of social workers have become engaged in activities related to developing social policy, social care, and social protection for vulnerable groups worldwide. The field chiefly focuses on the interaction between process of globalization and the development of social welfare at the national level, but also touches on as social work within the local community. It aims at examining the meaning of International Social Work in practice and theory, and exploring how those concerned with social work and community development can engage with international issues (Simon and Dominelli, 2009).

5. Background

5.1 About career orientation

It is believed that choosing a career can be a very difficult decision for students and young adults, whom career choices must be considered as early as the high school or university period. The career orientation process therefore focuses on helping
individuals to choose his/her favored career through the professional direction of the types, selection and decisions. The career orientation method is not only helpful for the students to choose a field wisely and orient to the needs of the labor market, but also brings great economic benefits, achieving various social benefits as well as promoting the all around development of society.

5.2 About SCCT
Over the past several decades, a number of trends have been occurring on the theory and research of career development. One trend in particular involves an increasing awareness of cognitive variables and the processes that help to govern career behavior. According to Borgen (quoted in Brown and Associates, 2002, p.255) the “cognitive revolution has quietly overtaken vocational psychology, leaving the field ripe for more explicit integration”. Accompanying this low-key, cognitive revolution is an equally important trend towards viewing individuals as active agents in their career development. SCCT is derived principally from Bandura’s general social cognitive theory and has proven to be immensely heuristic, finding application in a wide range of psychosocial domains such as educational achievement, health behavior, organizational management, and affective reaction (Bandura, quoted in Brown and Associates, 2002, p.238).

5.3 About International Social Work
Social work dates back to the 1800’s, where it already existed as a formal profession. The earlier methods of social work focused on impoverished communities and assisting those who were experiencing problems in their daily lives. Through to the 1930s, as colonial relationships developed further, social work had spread from the more sophisticated industrial countries of the North to the less developed communities of the South. The worldwide conflict from 1939-45 (WWII) had played a major impact on social work development, as the whole profession was crippled by this, such as the school of Social Work at the University of Warsaw, Helena Radlinska, their school building were destroyed, two-third of their colleagues also were killed (Healy, quoted in Hugman, 2010, p.3). Across the globe, social work became a crucial factor in the post-war reconstruction period, where many of social workers partook in the rebuilding of various social infrastructures. Skip a few decades to the 1980s and we find that professional social work networks have expanded all across the world. Let us now focus on remedial (aka micro-level) practices on individual and family units, and then developmental (aka macro-level) approaches on organizations, policies, and social systems.
In the most recent years we find that International Social Work has come to stand for a more thoroughly ‘global’ phase in the development of the profession. It is even possible to see International Social Work as part of the process of globalization within profession, as both cause and effect (Hugman, 2010, Chapter 1).

We also uncover how International Social Work has developed into a broad range of employment opportunities, because the profession itself covers such a wide scope.
Chapter 2. Previous research

1. Career orientation

1.1 Related research questions
Insight into two previous research papers helped ignite a few of our current innovative based research questions. One relevant article focuses on the “Career orientation of Business Master’s students in comparison to social work students.” The research explores the career orientations of Business Master’s degree seekers with that of Social Work degree pursuers in an effort to provide recommendations for educators and social policy makers. This concept allows us to explore practical means of uniting any inconsistencies between the current educational training method (for students) and then the students’ future, real-world applications (Buchanan, Kim and Basham, 2007). The second influential article is “Generalizability of career orientations: A comparative study in Switzerland and Great Britain”, which uses careful statistical analysis to determine whether the same career orientations emerge in different countries. The article’s research question asks: Are there any noticeable differences between the Swiss-German, the Swiss-French, and the British sample regarding types of career orientation and, if so, what are these differences? From this article, the researchers compared two nations; likewise, our study also had two nations to compare as mentioned in the research questions section (Gerber, et al, 2009).

1.2 Related research method
The research from Buchanan, Kim and Bashan (2007) does a thorough task of explaining research design and methodology. This article’s research methods gave us a detailed guideline on how to perform an integrated research project; from this insight we could eliminate many common mistakes when conducting the survey (Blaxter, Hushes and Tight, 2006, pp.101-122). Although the article encompasses different topics relating to career orientation, the research methods were quite clear. Such an example is the study involving a quantitative research focusing on a web-based survey of the students from two graduate schools at a large university who worked full-time while pursuing their degrees. The research gives us a very professional method of dealing with our own data results, for example, employing the MANOVA analysis system and using tables and figures to display the statistics.

1.3 About results comparison
Our paper makes use of two results from previous research articles. The first comes from Buchanan, Kim, and Bashan (2007), their research results show that the social work majors are less influenced by professional advancement motives. The second
useful result comes from Klapwijk and Rommes’ (2009) article “Career orientation of secondary school students (male/female) in the Netherlands”, in which the researchers state that it is often too difficult for young adults to get a firm grip on the many decisive factors upon choosing a career. In the discussion section we compare the similarities and differences of our research results with those of the two previous studies.

1.4 About central questions

As Ngai and Cheung (2009) examine the genesis of emotional exhaustion among a pool of undergraduate social work students in Hong Kong, we likewise, followed a similar question format and incorporated some of these central questions into our own questionnaires. In the referenced study, Ngai and Cheung, use a detailed table question format to test student’s personalities. Afterwards they formulate four key variables (emotional, idealism, interest, and own characters) in table questions. For our questionnaire, we modified similar kinds of table questions to test the student’s characters.

Gerber, et al., (2009) compare the differences of career orientation between the students from Switzerland and Great Britain, discussing the cultural and economic context of Switzerland and Great Britain and emphasizing the importance of cultural context. For our study, we similarly compare differences but between Chinese and Swedish nationalities. We also met the same problem of cultural and economic confounding variables, and Gerber’s study allowed us to get more ideas on how to control for them. In their methodology section, they mention that the participants were asked the following question: Looking ahead at your work life, which of the following would you choose? This was an important concept to incorporate into our own questionnaire, allowing us to design some meaningful questions.

According to Klapwijk and Rommes (2009), the researchers illustrate a new perspective of promoting a positive relationship between young people and the use of technology. They present an entertaining language technique and also had an interesting topic for discussion: “why girls cannot have technological knowledge”. We benefited from the structure of their interview questions, including concepts such as the choice of studies, interests, any part-time job, and dream job, etc. We used these questions to get more information from our research subjects and to get closer to their psychological mindset. Moreover, Klapwijk and Rommes used a commendable data table to present their results, which was helpful for our own data present.
2. Social Cognitive Career Theory

In the 1970s, a famous American psychologist, Albert Bandura (quoted in Chang and Hsu, 2009, p.167) proposed the Social Cognitive Theory. The current career theory was developed from Bandura’s (Ibid, p.167) social learning theory and both emphasizes the application to self-efficiency for career development and enlarges the concept of integrated social cognitive career theory (Lent, Brown and Hackett, 1994, Kristin, et al., quoted in Chang and Hsu, 2009, p.167).

We used four articles from previous research which tie into SCCT. The first article was “The Application of Social Cognitive Career Theory to Sport and Leisure Career Choices” (Cunningham, et al., 2005). The second one was titled “Gender and Ethnic Differences in Career Goal Attainment” from The Career Development Quarterly (Perrone, Sedlacket and Alexander, 2001). The third reference came from “The study of Female Postgraduate Career Development base on Social Cognitive Theory” (Chang and Hsu, 2009). Finally, the last research article used was “Using the Social Cognitive Model to Explain Vocational Interest in Information Technology” (Smith, 2002).

From these articles, we have discovered three themes and applied them to our research.

The first theme is the SCCT, which relates to the following three variables: self-efficacy, outcome expectation and choice goals. According to Bandura, “self-efficacy and outcomes expectations hold positive associations with vocational interests, which in turn are positively related to choice goals”. Self-efficacy refers to the belief in one's ability to succeed in specific situations. A specific term used in psychology, it roughly corresponding to a person’s belief in their own competence (Bandura quoted in Cunningham, et al., 2005, p.122-127). Outcome expectation is the possible consequences of action that results from those personal beliefs; outcome expectations in personal career orientation includes the salary expectation, the developing expectation, and so on; people will have a favorable outcome resulting from their behavior, and this behavior will allow people to choose a particular academic or vocational path (Smith, 2002, p. 2; Cunningham, et al., 2005, p.123f). Choice goals refer to the purpose for which people do a particular action or series of actions (Cunningham, et al., 2005, p.123f).

The second theme emphasizes how SCCT, which we used in analysis of the differences in genders and ethnic as factors in determining career development. The SCCT provides a framework for understanding gender and ethnic differences regarding
barriers to and facilitators of career development (Perrone, Sedlacket and Alexander, 2001, p.168-174).

The third theme regarding SCCT explains how the student’s career choice and development is a dynamic process involving the individual personality traits, the external environment, and behavioral performance. The SCCT holds that career choice is the result of interactions between the self-concept and the learning experience from the environment (Chang and Hsu, 2009, p.164-173).

Each prior research article had a unique theme which was individually incorporated into the design of our questionnaire and data.

The first concept is that SCCT is a topic of great interest. It describes the career and the development of self interest, choice, and performance, and the relationship between each, as well as emphasizing the influence of self-awareness on individual motivation and behavior. Chang and Hsu, (2009, p.164) focused on interests. Interests, means hobbies, and differences of career-relevant activities and career. Therefore, one of the targets of our study was to use SCCT to collect information about students’ vocational interest.

A second concept comes from Perrone, Sedlacket and Alexander (2001, p.169). Their study discovers how career development has a significant positive correlation on social cognition. It is the main theoretical foundation used to discuss how a person is influenced by the environment and his/her individual behavior.

The third concept is how SCCT sets a career goal involving making a decision about what one wants to do and determining a plan to accomplish that objective (Ibid, p.169).

We used the aforementioned themes and concepts from these previous research findings - especially for the theory, method, and data analysis portions.

First, we used the 3 variables from the SCCT (as we mentioned before) to design our questionnaire. The questionnaire was divided into three parts. We customized some questions about self behavior and the environment, which came from the result of interaction between the self-concept of the learning experience in environment from the SCCT. We also designed a question concerning future career barriers, which based on the SCCT to provide a framework for understanding the ethnic differences regarding barriers and facilitators of career development.

Second, we used the SCCT to analyze our data, included a method to better understand why participants have this kind of career interest and how they base their decisions.
In addition to the above sections, we also used SCCT to discover two uncharted concepts that have not been mentioned before in previous research. The first distinction is that most prior articles are focused on business students, but our study became focused on International Social Work students – a distinguishable pool of participants. The next differentiation was how our research focused on two unrelated cultures - the Swedish and the Chinese culture, and the different career orientations between each.
Chapter 3. Coupling to Theory

Theories, in general, help to explain observations and are frequently used to try to predict future events. Theories are the tools which help academies get a more scientific and comprehensive perspective and to understand the empirical work. In our study, we decided to apply SCCT as our forefront theory to help us understand career orientation for International Social Work undergraduates.

The Social Cognitive Career Theory (SCCT) is one of the more often used theories in career choice and development. This theory states that learning experiences can guide career behavior and that personal interest, abilities, values and contextual factors all influence one’s career outcome. It also tells us that personal attributes, external environmental factors, and overt behavior will influence one another. It can help us to understand how students choose their career under the influence of both external environment and internal reflection/personal reason (Brown and Associates, 2002, Part Four). SCCT stems more directly from Social Cognitive Theory, “Bandura’s (1986) SCT is a widely accepted theory that provides a critical perspective in depth for examining the reasons why individuals adopt certain behaviors” (Ibid, p.259). SCCT incorporates three central variables into general social cognitive theory: (a) self-efficacy, (b) outcome expectations, and (c) personal goals. These three variables are seen as basic ‘building blocks’ of career development and represent key mechanisms by people to exercise personal agency.

In view of the fact that SCCT is closely related to career choice and the actions they make to implement their choices (Brown and Associates, 2002, p.276), SCCT can help to understand why students have this kind of career orientation, and then we could come up with some recommendations for the educators.

The SCCT was used as the guideline in designing our questionnaire. We integrated these three central themes into our questions. For instance, one question in our questionnaire asked the participant “What factors influence your choice of International Social Work?” The survey response options were “(a) High anticipated earnings, (b) Make an important contribution to society, (c) Work with ideas, (d) Work with people, and (e) Intrinsic interest in the field”. These options were designed according to the three central themes, it really helped us when we analyzed the results, raise these personal standpoints to be a group standpoint.
Chapter 4. Methodology

1. Preliminary understanding

For most, career is a familiar concept. Careers allow us to create material wealth and direct the path of our spiritual development. However, studying the term career orientation initially brought on a certain level of unfamiliarity. At first, we thought of the term career orientation as a simple productive tool for work and didn’t realize till later that career orientation has such a profound influence on an individual’s career. As our research progressed, we found that career orientation helps substantially in career planning, through means of understanding our individual personalities, abilities, expertise, and many other potential links to finding which career choice suits most appropriately.

The concept of surveying International Social Work undergraduates distinguishes our project from previous studies. The novelty of this research, in which we investigate an uncharted target audience, exemplifies a fresh approach to Social work research with creative, meaningful data being collected. From our understanding, different cultural backgrounds might influence these study participants to have different career choices. We set out to discover what these choices are and how students come about making their decisions. We didn’t know whether the participants would like to be a professional social worker or do work completely unrelated to social work. These personal choices could be influenced by individual desires and/or the social environment.

2. Philosophy of science

We chose the Positivism approach as our philosophy of science. The key characteristic of positivism is to investigate things that already exist and pursue the already existing knowledge. For instance, all of our results came from existing questionnaires. In value, positivism insist value neutrality, it is thought that science is referring to ‘what is’, not as ‘what ought to be’. We did research with a positivistic framework and tried our best to ensure that the results were not affected by our own thinking, fears, beliefs, and biases. According to Grinnell and Unrau (2005), positivistic-oriented research tries to reducing uncertainty, and striving toward the use of Standardized Procedures. This positivism is normally equated with "quantitative research " and thus carries no explicit theoretical or philosophical commitments. Positivist approach request that to do quantitative research need make proper measurements, take enough measurements, and analyze our data correctly (Ibid, pp.64-65).
3. Research design

Our research project was carefully designed, step by step.

The first step was to propose the concept of investigating the career orientations at an International Social Work Program. We conducted discussions with our supervisor and talked about the feasibility of the theme and the difficulties we might encounter in the process. Finally, we decided that if we were to proceed with the career orientation topic in International Social Work Program, we had best compare students from two different cultural backgrounds, which would be of more value in the results section.

The second major step was to come up with our research aim. After we had decided our main themes, we could use the quantifiable results and list some recommendations for social work teachers. According to our study, we came up with three distinct investigations questions: the first question was what the career orientation of social work undergraduates was the second was if there are any differences in terms of influences on career orientation between the Swedish and Chinese undergraduates and the third question was if there were any suggestions for social work education of the university of Gävle. These questions were all related to our research aim.

For the third in our design, we administered a method called purposive sampling, the principle of selection in purposive sampling is the researcher’s judgments as to typicality or interest (Robson, 2002, p.265). Our questionnaire sampling was composed of students who are studying in the International Social Work Program at the University of Gävle. The Swedish and Chinese students were chosen as study participants because they were the largest and the most representative groups in this program. In addition, because the researchers themselves are overseas Chinese students, we want to get a deeper understanding of our own career orientation after we graduate from International Social Work education. At the same time, since we studied in Sweden, then we also wanted to know the Swedish student’s career orientation. Cultural implications were believed to have played a strong role in decision making.

The fourth step, after we established our aim and research questions, was to outline a proper research method – in which we had disagreements with our supervisor. Originally we planned on using an interview method, what academics refer to as the qualitative research style. However, our supervisor suggested we adopt a quantitative research method because it is considered more efficient for data collection, is easier in application, and saves time during interviews. Admittedly, the qualitative research method has some advantages, such as the interviewer could further clarify the question during the interview process. But for the quantitative method, especially in our research,
it has the advantage of collecting generalizable information from any human population (Robson, 2002, p.234).

As a result, we decided to use a questionnaire to collect the data. This decision to use a self-administered method also made it easier for the respondents.

The fifth step, after we had already studied previous research about SCCT and career orientation was constructing our questionnaires. We have already modified our questionnaire about ten times. Our questionnaire comprised of three parts, the first was the warm-up questions, the second part was questions about self-cognition, and the last part was the questions about future career planning. The last two parts closely integrated the concept SCCT, of which the questions were designed with the three main factors from SCCT in mind: the self-efficacy, the outcome expectation, and choice goals. We came up with some questions from previous research studies and used their central questions in our questionnaire, some examples were the questions about personal interest and personality. We also designed some questions by our own thought processes directly connected with our research aim. One such example is the question, “which continent would you prefer to work?”

Step six concerned actually handing out the questions. We factored in that many third year students were not present on campus, they had no class lectures, and most of them were working on their degree thesis. Therefore, we proposed a mail questionnaire was more feasible than a face-to-face questionnaire. For those students the mail questionnaire may have been more flexible, and convenient to fill out.

4. Mode of procedure

We carefully examined eight earlier research articles, four of them referred to career orientation. These articles helped support our own research aim of comparing the two student populations. The other four articles were about SCCT. After reading the relevant literature we found that SCCT was suitable for us, so we searched the information about SCCT. Therefore, we used key words like career orientation, International Social Work student, and Social Cognitive Career Theory, when searching in the database -- EBSCO HOST and Education Resources Information Center. During the article search phase, we received many ‘hits’, but only a few of them substantiated into eligible findings that could be incorporated into this project.

As prior mentioned the University of Gävle has a fairly equal number of students that came from Sweden and China (there are 39 Swedish students and 42 Chinese students) in the International Social Work Program. Due to this number, we want to use a quantitative research method in our research. The purpose of this was to rapidly
collect the results and sort through the data, which would use less time and resources than conducting the qualitative interview research method as originally proposed. We used a questionnaire because the third year students had no lectures, while the first year and second year students were not present at all courses, thus, we had chosen to send them an email to distribute our questionnaire survey.

We tried our best to invite every student to participate in the study. Aside from just sending out emails, we also attended class parties and tried to contact some by Facebook and/or telephone call.

4.1 The advantages and disadvantages of the method

Advantages of the Mail Questionnaire

The survey offers a simple approach to the study of participant attitude, value, belief, and motive. We could employ higher amounts of data standardization. Questionnaires can be very efficient at offering a large amount of data, for a relatively low cost and in a shorter time period. We promoted data confidentially, which encourages frankness when sensitive topics were involved (Robson, 2002, p. 233f).

According to Frankfort and Nachmias (2008), we also can found some advantages of the mail questionnaire:
1. Low cost. The whole process and analysis are also simple and cheaper than other survey methods.
2. Reduction in biasing error. Use mail questionnaire can reduction the possibilities for bias.
3. Considered answers and consultations. Our participants don't need answer immediately and they can have time to think about it.
4. Accessibility. Even though our participants are not in Sweden but if they have Internet, they also can help us to fill with the questionnaire.

The disadvantages

The participants may not have provided completely honest feedback, quite possibly responding with only answers that shine a positive self-image of the survey taker. Another potentially confounding variable could have been that some of the survey questions were incomprehensible for certain participants, which could have lead to inaccurate responses or response error when recording data (Robson, 2002, p. 233).

The questionnaire also didn’t allow for further probing. When the participants submitted their final answers, we were not able to probe beyond the answer listed. The most unfavorable factor for us regarded a low questionnaire response rate, for which is much lower than for face to face interviews (Frankfort and Nachmias, 2008).
5. Tools of analysis
We had used EXCEL to analyze our data, and used statistical, descriptive, statistics, cross tabulation to present our analysis.

6. Validity and reliability
According to Grinnell and Unrau (2005, pp.100-101), the definition of measurement validity comprises of two components: the first is the extent to which an instrument actually measures the variables in the question, the second is the extent to which it measures that variable accurately.

The issue of validity has been born in mind during the whole research process, from the research question, data collection, to the theoretical parts, etc. The overall planning was highly detailed. In the beginning we had taken possible difficulties into consideration. We had already aggregated some of the relevant knowledge to conduct our research. Afterwards, detail by detail, we employed a purposive sampling and checked our questionnaire’s content. In the analysis portion, we used EXCEL computer program to confirm that the data deviation was nominal. Throughout the investigation, SCCT was used to guide the research; it was thought this would provide better results.

Before we designed the questionnaire, we had already prepared some relevant information about SCCT and career orientation. We researched and analyzed many articles about career orientation and SCCT. During the process, the questionnaire itself has undergone no less than ten modifications. Before official questionnaires were issued, we sent sample questionnaires to various testers to monitor if the questionnaire was both clear and coherent. After the results were collected, we asked the questionnaire investigators if the results were valid.

In the final questionnaire, we used similar question format to make sure we received reliable responses. For the retest part, the questionnaires were distributed to several participants again in order to see if their responses were consistent.

Although we controlled for both validity and reliability, there were still a lot of uncertainties. One potential drawback was whether any of the questions in the questionnaire were not expressed clearly and/or the services were not completely understood which equates to possible communication errors. These communication errors will influence the results, and then the results will not be fully directed at our research questions. Another potential consideration was the lower than anticipated response from Swedish students, as this would make the results less reliable.
7. Ethical standpoints
Ethical considerations start at the very beginning of any study as this is a very important thing, and ethical consideration should extend throughout the whole research process (Robson, 2002, p.67). We were performing a quantitative research method with a mainly student group. Paying attention to the student population and any outstanding ethical issues was high on the priority list of preventive counter measures.

When we were designing the questionnaire, we try to find a way to explore sensitive questions in an ethically accepted manner. Similarly, before participants started to fill out these questionnaires, we informed them about the main purpose of this questionnaire and provided a brief background to let them know the basic context of our research. No participants were coerced or deceived during this study. Confidentiality in the responses was never compromised and no data was distributed to any third parties. After our data was collected, we tried to hold an attitude as neutral and nonbiased as possible, especially when analyze the resulting data. Our research findings and results also should be presented openly and honestly, we also avoided the untrue or deceptive statements in the report (Grinnell and Unrau, 2005, p.90; Kvale and Brinkmann, 2009, p.72; Robson, 2002, p.69).
Chapter 5. Results

1. Results for details

The charts below show the results from our questionnaire, which sampled a cross-section of 81 students from the International Social Work Program among primarily three age ranges. The Swedish and Chinese undergraduate proportions were calculated separately. We used a table, a histogram, and a pie chart to demonstrate our results.

Our sample size consisted of all the Swedish and Chinese students attending the International Social Work Program, a total number of 81 potential participants. Each received a questionnaire that included questions about career orientation, career choice, career interests etc by email. The actual response rate for Swedish/Chinese students was 63%. Therefore the number of authentic participants was 51.

Table 1: Basic information from participants

<table>
<thead>
<tr>
<th>Nationality (Percentage)</th>
<th>Swedish (37.3%) N.=19</th>
<th>Chinese (62.7%) N.=32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (Percentage)</td>
<td>male</td>
<td>female</td>
</tr>
<tr>
<td></td>
<td>15.8%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Age at Enrollment (Percentage)</td>
<td>19-20</td>
<td>21-25</td>
</tr>
<tr>
<td></td>
<td>15.8%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Year of Enrollment (Percentage)</td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>36.8%</td>
<td>36.8%</td>
</tr>
</tbody>
</table>

From table 1 we find that of the 51(19 Swedish/32 Chinese) respondents who participated in the study 62.7% are Chinese students and 37.3 % are Swedish students. For both nationalities, the proportion of female participants that completed the survey outnumbers the number of male students. The 21 to 25 year old age range holds the largest concentration of participants.
In this diagram, we compare the Swedish undergraduate work experience with those of Chinese students. It is obvious that almost all the Swedish students (94.7%) have previous work experience; whereas just over one-third of Chinese students (37.5%) have work experience. Among those who have working experience mentioned above, over half of the Swedish students (52.6%) worked part-time jobs and a majority of Chinese students (69.2%) had part-time jobs. In terms of the full-time job experiences, approximately half of Swedish students had it before whereas only about one-third of Chinese students (30.8%) had it. It is evident that most of the Chinese students (83.3%) have a work experience less than one year and Chinese students who worked for 1-5 years or over 5 years accounted for 8.3% respectively. As exhibited, there is less than a third of Swedish students (26.3%) who had a job for less than one year, the majority of them (68.4%) had work experiences from one to five years, and the minority of them (5.3%) had work experiences of over five years. In addition, nearly half of the Swedish students (47.4%) have had social work experience compared with the fact that only 9.4% the Chinese students have had social work experience before.
The Swedish student’s and Chinese student’s future career plan is revealed in Figure 3 and Figure 4. As shown in Figure 3, there is the same percentage of Swedish students (37.5%) who “strongly agree” and “agree” to do work related to International Social Work. Three-quarters of the Swedish students prefer to do work related to International Social Work, whereas only a quarter of the Swedish students are not sure if they would plan to work in the International Social Work field. It is most noticeable in Figure 4 that sixty percent of Swedish students would hold “disagree” if they were to work in an area which is not related to social work, and 13.3% percentage of Swedish students chosen “strongly disagree”. In general, three-quarters of the Swedish students would like to work in a profession which is related to social work. Similarly, a minority of Swedish students (26.7%) are not sure if they plan to work in the social field profession. Figure 4 demonstrates that more than half of Chinese students (53.1%) are not sure if they plan to work in a field relating to International Social Work. Around 30% of Chinese students intend to do work relating to International Social Work, more specifically 22.6% of them choosing “agree” and 9.7% of them choosing “strongly agree”. The graph provides some interesting data that the weight of students who chose “disagree to work with International Social Work” is the same percentage of students who chose “strongly agree” to work in an International Social Work. The result also shows that three-fifths of Chinese students (60%) hold that they are not sure if they plan to work in the social work arena. Following this figure, another 13.3 percentage of these students would like to work in a field related to social work. From the results we infer that there is the same number of students who chose “disagree” and students who chose “strongly disagree” to work in the social work area, respectively 13.3% percentage for each.
Figure 5 shows the Swedish students preference in working sector and Figure 6 illustrates this for the Chinese students. It is obvious to conclude from these two graphs that most of the students chose “I am not sure” as their response. In Figure 5, we see 11.8% of Swedish students prefer self-employment, while the same percentages of Swedish students (11.8%) who strongly disagree to working within the self-employment category. It is also noticeable that more than 44% of Swedish students intend to look to the Government/Public sector for employment, while 12.5% of Swedish students
“strongly disagree” to work in this sector. Figure 5 states 41.2% percentage of Swedish students prefer to work in the Local/National sector. Overall, more than half of the Swedish students would like to work in an International organization with 11.8% voting “strongly agree” and 41.2% voting “agree”. Most of the Swedish students would like to work in a Non-Government organization.

Figure 6 illustrates that more than 35.7% of Chinese students like to work with self-employment, and approximately 18% disagreed with self-employment as a prospective career. With more than half of Chinese students intending to do work in the Government/Public sector, more precisely 43.3% of participants “agree” and 10% of them “strongly agree”. More than 13% of the participants would not like to work in the Government/Public sector. The graph provides some interesting insight that the weight of students who chosen “strongly disagree” (7.1%) to work in Local/National sector was the same as students who chosen “strongly agree” (7.1%) to work in Local/National sector. Also, we find that more than 43% of Chinese students respond that they prefer to work in a Non-Government organization, and 10% of them would not like to work in a Non-Government organization. In the International Organization category we find that there were more than half of Chinese students would like to work in this category.

![Figure 7: Which continent would you prefer to work](image)

From Figure 7, we can compare the Swedish students’ preference for which continent they like to work in with that of the Chinese students. It is obvious that more Swedish (44%) preferred to work in Europe than any other continent, while 20% of Chinese students prefer to work in Europe. As seen from the graph, more than half of the Chinese students (57.8%) are inclined to work in Asia; by contrast there were only 8% of Swedish students that would prefer to work in Asia. A quarter of Swedish students (24%) plan to work in Africa, and there were less than one-tenth of Chinese students (8.9%) choosing to work in the continent. With respect to working in the
Oceania, there are relatively the same percentages of Swedish students (8%) and Chinese students (6.7%) that want to work there. As exhibited in the graph, the number of Swedish students (16%) who would like to work in America is more than twice the number of Chinese students (6.7%).

**Figure 8: What kind of contextual barriers you can image in your future career -- Swedish**

![Pie chart showing Swedish student's predictions for contextual barriers]

**Figure 9: What kind of contextual barriers you can image in your future career -- Chinese**

![Pie chart showing Chinese student's predictions for contextual barriers]

Figure 8 illustrates Swedish student’s predictions for the different kinds of contextual barriers they might encounter in their proposed employment. In Figure 9, we highlight the same categorical influences but with Chinese students responding. In these pie charts, we analyze and compared the two groups. Just under a third (30%) of the Swedish chose “gender” and 13% of Chinese students had chosen “gender”. In the same regard, one-third of Swedish students (30%) had chosen “age”, and 13% of Chinese students had chosen this option. From these two figures we also find that Swedish student’s response to appearance (20%) is four times that of the Chinese
students (4.3%). It is clearly evident that just Chinese students interpretation of the options about language (30.4%), nationality (15.2%) and ethnic group (6.5%) factor hold more weight than that of the Swedish response group.

Figure 10: What is important for your career planning—Swedish

![Swedish Carrer Planning](image)

Figure 11: What is important for your career planning—Chinese

![Chinese Career Planning](image)

The main influence of Swedish students’ future career planning is revealed in Figure 10, and for Chinese students’ is Figure 11. The main reason why we compare the group’s responses in these figures is because we would like to investigate the different extents with the same choices. It is obvious to see from these two graphs that the vast majority of the students’ future career planning is influenced by prospective career development employment opportunities. To be more precise, 47.1% of Swedish
students responded with “strongly agree”, and 35.3% just selected “agree”. Similarly, 35.5% of Chinese students “strongly agree” with this, and 58.1% chose “agree”. As is shown in Figure 10, the number of Swedish students (31.3%) who strongly agreed and agreed to choose salaries/income will influence them a lot is the same percentage. Overall, two-thirds of Swedish students are influenced by this. It is witnessed from Figure 11 that almost all Chinese students are influenced by salaries/income.

Most Chinese students’ decisions are influenced by the situation if the work environment would be “stable and guarantee job”. For 21.9% chose “strongly agree” and 65.6% chose “agree”. On the contrary, there are only 18.8% of Swedish students who chose “agree”. Most of the Swedish students (62.5%) were not sure if they would be influenced by this factor. 46.2% of Swedish students and 41.2% of Chinese students agreed that they would be influenced by the professional variable. Half of the Swedish students are not influenced by high job status, with 6.3% of them strongly disagreeing with this. Half of the Chinese students are not sure if they would be influenced by a high job status, with 12.5% of them strongly disagreeing with this. By contrast, more than one third of Chinese students agree they are influenced by this. According to the figures, there is a substantial differentiation between Swedish and Chinese undergraduates when it comes to social factors that influence career choice decision making, more specifically parents’, relatives’, and friends' expectations. For a third of the Chinese students, future career planning was influenced by this variable but none of the Swedish students’ future career planning was influenced by this social factor. In terms of social opinion, most Chinese students are persuaded by this, including 18.8% of them “strongly agreeing”, and 43.8% of them “agreeing”. However, for the Swedish group, only one-third of the participants are influenced. The results reinforce this with 18.8% of Swedish students’ “strongly agreeing” and 12.5% “agreeing”, but one fourth of them were not influenced by this.

**Figure 12: After the education, can I perform well in a job within my field of social work**

![Graph showing the distribution of responses to the question](image)

<table>
<thead>
<tr>
<th></th>
<th>Swedish</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>5.30%</td>
<td>18.80%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>42.10%</td>
<td>18.80%</td>
</tr>
<tr>
<td>Disagree</td>
<td>37.50%</td>
<td>53.60%</td>
</tr>
<tr>
<td>I am not sure</td>
<td>18.00%</td>
<td>25.00%</td>
</tr>
</tbody>
</table>

In terms of social opinion, most Chinese students are persuaded by this, including 18.8% of them “strongly agreeing”, and 43.8% of them “agreeing”. However, for the Swedish group, only one-third of the participants are influenced. The results reinforce this with 18.8% of Swedish students’ “strongly agreeing” and 12.5% “agreeing”, but one fourth of them were not influenced by this.
In Figure 12, we compare the Swedish students’ anticipation of future working performance (after graduation) within the social work field with those of the Chinese students. Most of the Swedish students (63.2%) side with the idea that they could perform well in a job within the social work industry. More than one-third of them were not sure about this outlook. In comparison, a quarter of the Chinese students (25%) confirm the view they could perform well in a job within the social field with. 18.8% of them strongly agreeing. Another figure shows that the number of students who disagreed with this and strongly disagreed was the same (18.8%) with 37.5% of them not being sure.

2. Results summaries
The results below are brief summaries of the scientific data that was collected to explain our project’s original research questions.

Question 1: Undergraduate students’ career orientation
1. For both Swedish and Chinese undergraduates, more than half of them would like to work in an International Organization, and almost half of them would like to work in the Government/Public sector. 2. Less than half of them would like to work in Europe and a small portion of them preferred to work in America. In particular, more Swedish students prefer to work in Africa, and half of them are not influenced by employment prestige. 3. It turns out that most of their career planning decisions would be influenced if there are many development opportunities after graduation. 4. The rest of the influential factors include salary, income expectations, and profession. 5. The Chinese group (75.1%) was not sure if they could perform well or not within a social work job after graduation, while more than half of the Swedish (56.2%) thought that they could play well. 6. An interesting finding reveals that parts of Chinese students prefer to start self-employment opportunities and they would rather work in Asia - coming back to their home countries to find employment.

Question 2: Differences between the Swedish and Chinese undergraduates
There are three big differences between Swedish and Chinese students. 1. The first one is most Chinese students decisions are influenced if the work environment is listed as stable and guaranteed, while there were only a small number of Swedish students who were influenced by this. 2. A second variation reveals that more than half of Chinese students’ future career planning is influenced by parents’, relatives’ and friends' expectations, but that minimal Swedish students’ were influenced by this social factor. 3. For the last difference we realize that many Swedish students regard gender and age
as prime contextual barriers, on the other hand, the Chinese students held completely different viewpoints, selecting language as the largest barrier.

Question 3: Suggestions for social work teachers

The third research question revolves around suggestions we could give to social work teachers. From the results and analysis section, maybe we could examine and apply some helpful suggestions related to social work. For example, in order to become more adaptable, flexible, and self-dependent, teachers should provide more opportunities for students to study and gain new skill/tool sets, and to improve student’s skills in oral and writing communications (Johansson, et al., 2008, p.229; Lewis, 2008). Also, as Lewis (2008) mentions, teachers should provide more links between the school curriculum and actual job requirements. By doing some researches about the students’ prospective employment opportunities, educators can arrange shared projects and allow the students to really gain experiences from the world life. Moreover, Wong and Tsang (2007) also state that teachers can encourage students to get their practical knowledge through observing and explaining the real-life problem situation.

3. Analysis and interpretation

We integrated SCCT’s model of performance into our results analysis. The resulting data from the study could then be unraveled by understanding four of the following interdependent parts: ability or past performance, self-efficacy, outcome expectations, and goals in determining performance outcomes. The ability or past performance portion is a key component of this study as it affects final performance either directly and/or indirectly, through its impact on self-efficacy and outcome expectations. Self-efficacy and outcome expectations, on the other hand, directly affect the level of performance goals that people set for themselves. Successful case studies help promote the development of one’s abilities and, in turn, growth of self-efficacy and outcome expectations within this dynamic cycle. Please refer to figure 13 below.

Figure 13:

(Brown and Associates, 2002, pp.277-278)
Ability or past performance:

The first part refers to the ability or past performance. This was determined as a student’s former work experience. Ability or past performance is important as it will help determine one’s future performance, as it influences self-efficacy and outcome expectations.

As we can deduct from Figure 2, most Swedish students have had work experience, with half of the Swedish students work experience being a full time job. In a previously published journal it mentions that a majority of the Swedish students’ work experience begins to occur during the secondary school period (Axelsson, et al., 2005, p.7). Having a head start in life, another article shows how work experience allows students to grow as leaders, develop their career paths, and discover how to balance courses, work, and personal lives (Lewis, 2008). This is in contrast to the Chinese students, where most of them were in lack of work experience. One published news article reports that although many Chinese students would like more work experiences, many are not equipped with useful work skills, which becomes the major reason why Chinese students lack of the possibility to enter the work force (Anon, 2005).

Similar for Swedish and Chinese students, both had fifty percent or above with part time work experience. According to the National Center for Education Statistics, nearly 50 percent of undergraduates work in part-time jobs while enrolled as full-time students (Lewis, 2008). One research in the United Kingdom examined students' plans regarding becoming involved in part-time employment while studying and it was found that almost three quarters of this cohort planed to get a part-time job during their educational experience (Barron, Baum and Conway, 2007).

Another result demonstrated that nearly half of Swedish students had social work experience, on the contrary there were only a nominal number of Chinese students that had social work experiences. An article by Sawyer (2009, p.14) reveals that it is easier to find a job in social work in Sweden. Whereas the article by Wong and Tsang (2007) mentions that the Chinese concept of social work practice and education is still immature or in the preliminary stages.

Self-efficacy

The second part refers to self-efficacy, which is directly influenced by the aforementioned ability or past performance experience. We defined self-efficacy as the ability to do this work.

An interesting finding about self-efficacy shows that Chinese undergraduates were not certain about their career planning. One previous research assesses the
empowerment and career indecision of 82 culturally diverse college students, their research results indicate that students reports significant increases in empowerment with no commiserating decreases in career indecision (Grier and Skaar, 2010, p.42). From our point of view, the reasons for the students to choose the ‘not sure’ option might be that they have a lack of confidence, or they think their knowledge is not enough to handle the task.

**Outcome expectations**

The third component is outcome expectations, which is influenced by both past performance and self-efficacy. This variable is referred to as –what will happen after the students start their career? For instance, what kind of barriers and external factors will they encounter with?

From the results, we know the statistics of what kind of contextual barriers that the Swedish and Chinese can imagine in their future careers. From the data, it can be seen that many Chinese students select the options of gender, age, and language barriers. For Swedish students, many of them chose the gender option. A good for government offices across Sweden states that people work together to promote gender equality and women can have the same rights, responsibilities, and opportunities as their mail counterparts (Ministry of Education and Research, 2004). Some Swedish students also chose the age option, of which, we ran across one article about age discrimination at work that states employers cannot discriminate on the grounds of age. This means that ageism is still alive and well in the workplace (Advice guide, 2011). On the contrary, Chinese students made less reference to the options concerning gender and age, paying more attention to language barrier. Chang (2011)’s research may offer an optional reason. As he observes, the English as a Second Language (ESL) participants are often confused and hesitant when they are about to express, because they are involved in problems such as ungrammatical sentences and inaccurate word choice. Learning any language is a difficult process, especially when English and Chinese belongs to two different language system.

For both Swedish students and Chinese students their career planning was influenced by if there are changing external employment factors after graduation. One online career website demonstrates that there are many rewards people might gain from work-related experiences, main including a chance for self-improvement or new experiences. (Australia's Careers OnLine, n.d.). Another result we can infer from the results determines that for Swedish and Chinese undergraduates’ career planning is influenced by salaries/income. A previous research study about social work income presents that
the salary standards of social workers will become an increasingly important debate. The level of salary that a degree commands are, in part, related to the public's perception of that degree’s prestige and respectability, because professional degree standing in society is a relative matter (Ozawa and Law, 1993).

There were two major distinctions between the Swedish students and Chinese student’s responses. Primarily, Chinese students were more influenced in their decision if the future work environment would be stable and guaranteed, while there were only a small part of Swedish students thought so. This meant that Chinese students gravitated more towards government positions while Swedish students don’t care as much about job recently. One analytical study in China states that younger Chinese tend to pursue a career in government services despite the extreme competition in China. For example, there is an accelerated number of applicants for the national civil servant qualification examination because college graduates consider the civil service employment as being very stable and beneficial (Feng, 2006). This may stem from a long, tradition in Chinese culture, in which people are more likely to pursue stable conditions. The second difference concludes more than half of Chinese students’ future career planning was influenced by parents’, relatives’ and friends' expectations, but no Swedish students’ were influenced by this variable. One explanation for this result is explained by a study about the topic of Chinese social influences, said that family social capital showed stronger effects when there was higher community social capital, while school social capital appeared to be most influential for children with lower community social capital (Wu, Lawrence and He, 2011). Swedish students are more independent decision makers. Social capital is a sociological concept, which refers to connections within and between social networks (Iannaccone & Klick, 2003, p.4). Family social capital which refers to connections with family members and family networks; community social capital emphasizes connections with neighbor and organization; school social capital regards to the relationship between classmates, teachers. For Chinese students both family social capital and school social capital are stronger influences than community social capital. This cultural difference between Chinese and Swedish helps to explain the contrast in the data results.

Another two results are, half of Swedish students would adhere to their career outlook and are not easily influenced by a higher job position. Meanwhile almost half of Swedish students and all Chinese students admitted that they would be influenced by their academic major. One previous research argues that busyness is a “badge of honor” that being busy is now a positive, privileged position and it is high status people who
work long hours and feel busy (McGinnity and Calvert, 2009). And this article also showed that professionals work longer hours and experience more work pressure than other social classes, though the effect remains even after accounting for these factors (Ibid).

Goals in determining performance outcomes

This part includes both performance goals and subgoals and performance attainment level, which are influenced by self-efficacy and outcome expectations, and then within a dynamic cycle they could influence the ability or past performance. We referred to this as the student’s personal career goals.

There were a couple of important conclusions from these results. Nearly half of Swedish students would like to work in the government/public sector, one official website promotes the idea that working in the local government will provide more training and developing opportunities along with competitive salaries (Isle of Wight Council, 2006). From our view, most governments exercise strict government control, sound legal systems, and can offer their employees more earnings. Similarly, more than half of the Chinese students would like to have positions in government/public sector. There are many incentives for Chinese students to be attracted by the government sector. For example, it is reported that the Chinese government values the Chinese students studying aboard and has created many favorable working conditions upon their return, even launching a series of programs including the Recruitment Program of Global Experts to encourage overseas Chinese scientists and talents back to China (Xinhua, 2011).

Another interesting finding is the number of Chinese students would prefer self-employment (entrepreneurship). According to reports in the Chinese university, graduates are faced with the increasing pressure of finding a job. "Building one's own business is a question of choice for students now, but it will become a must in the years to come" (China Daily, 2004). Our questionnaire figures show that both more than half of Swedish and Chinese undergraduates would like to work in an international organization, the reason why they all would like to work was mentioned in the US department of state website, it referred to the typical international organization benefits, they have competitive salary, home leave travel costs and generous health benefits plan, also education grant for dependents (U.S. Department of State, n.d.).

As we can deduct from figure 7, less than half of the Swedish would like to work in Europe with only a smaller portion of them preferring to work in America. The results are the same for the Chinese students. A former research study highlights how Europe
has conditions of generally greater employment security than the USA, and varying
(generally higher) unemployment rates and welfare benefits (Burns, White and Catty,
2008). From our understanding, great benefits, competitive salary and flexible work
schedules could be the reason that students would like to work in American.
The data also points out that many Swedish students entertain the thought of working in
Africa. According to a scientific study of developing countries, it was noted that Africa
is the most marginalized continent in terms of the world economic system; a number of
topics are addressed including initiatives to promote debt relief in the sub-Saharan
region, and increased foreign humanitarian assistance for Africa (Clair, 2010). From our
perspective, the students who would like to work in Africa hold the reason that African
social work would be more challenging. A finding in our analysis suggests that more
than half of Chinese students would like to work in Asia, coming back to their home
country to find a job. A research about Chinese labor market mentioned that China's
new labor law is a significant reform that offers workers greater employment security
and income protection. It is a product of both unprecedented industrial unrest as well as
the Chinese government's decision to move its economy to a higher-wage, higher-
technology future (Wang. et. al., 2009). From our point of view, the reason why
Chinese students considered working in China could be: a. phenomenal food; b. familiar
with language environment; c. living with families and friends.
Chapter 6. Discussion

1. Summary of results
The results we tabulated from this research show that both half of Swedish students and Chinese students would like to work in the government/public sector, as well as they agree that they would be influenced by their university degree. Almost all of their careers planning intentions were based on development opportunities in future work. Furthermore, the biggest contrast is how Chinese students’ are more heavily influenced by parents’ relatives’ and friends’ expectations, but no Swedish students’ were influenced by this factor. From our final interpretation, there are helpful recommendations for social work educators: they could provide more links between school curriculum and actual job requirements, and it could also prove helpful if more opportunities are provided for students to get practice knowledge through observing and explaining the real-life problem situation.

2. Central interpretation of the data
2.1 Comparison with previous research and theory
Comparing our analysis to earlier research, we found that half of Swedish students and Chinese students agree that they would be influenced by academic major when they set up their career planning, which varies slightly from our previous research finding, by Buchanan, Kim, and Basham (2007), their research results showed that the social work undergraduates students were less influenced by professional advancement motives. We found a similarity with our results - Swedish and Chinese undergraduates were both not sure about their career planning, as well as not sure if they can perform well in their future occupations. Also from previous research, Klapwijk and Rommes (2009) also said that young people are often difficult to get grip on the decisive factors when they choice a career.

Connecting our results to the theories we explored, we divided our results within the three central concepts from SCCT; the self-efficacy concerning can I do this? The outcome expectations involved as if I do this, what will happen? Then goals defined as the particular future outcome. Our result had close connections with these three parts. The three parts were interdependent on one another.

2.2 Alternative interpretations
As mentioned before, we hypothesized that cultural differences between Swedish students and Chinese students will have a profound influence on their remaining career orientation. Throughout the investigation we realized that Chinese students’ future career planning choices were influenced by parents’ relatives’ and friends' expectations,
but this was not a factor affecting Swedish students. It is believed that the Chinese family’s social network is much more traditional than the Swedish structure and that the traditional Chinese culture influences rather profoundly. Another consideration pertains to Sweden’s government structure. Sweden is a welfare state. The government offers a lot of assistance, rendering the family financial network less necessary than the Chinese family structure. One final find from our results is that more than half of Swedish and Chinese undergraduates would like to work in an International Organization. From our point of view, minus the International Organization benefits, another reason is that we are studying in International Social Work Program; this would influence us more like to work with international groups.

3. Methodological discussion
We used a quantitative method in our research. We accomplished this by using a mail questionnaire to get high amounts of data standardized. Although more convenient, we arrived at the conclusion that a quantitative method does not allow as precise an information as a qualitative research method does. Even though a qualitative method can get detailed information about student’s career orientation, it probably cannot represent all the students’ ideas.

4. Limitation
We had four limitations during the research. Firstly, we originally aimed to receive 100% feedback from the whole student population but some students did not help us to fill out the questionnaire. This was the biggest problem we encountered. This led to a lowered expectation as we could not get complete results. The second limitation was the lack of professional opinions from professional social workers. The third was the description of questions. Some of the questions we selected for our questionnaire may not have been very comprehensive, generating results that may not be the best suited. The last one was we did not employ a qualitative research method. We did not actually interview with the students and therefore could not get a deeper understanding of the psychology of the participants.

5. Suggestions for further research
The research conducted on career orientation during the past few decades, has opened up a new academic discipline and has in many ways contributed to a deeper understanding of how career orientation decisions are made. A recommendation for future research projects is to have a more strategic combination of quantitative and qualitative methods used in projects. For quantitative methods, a richer sampling would help the researchers to get a more comprehensive collection of data for career
orientation, and the questionnaires best be translated into the interviewee’s first language, which will be more convenient for them to fill out. Incorporating more usage of qualitative methods alongside quantitative methods, which upon interviewing students can allow stronger understandings of the participants. Finally, to help teachers to get a deeper understanding about their students’ career orientation (Lewis, 2008).

References


PALGRAVE MACMILLA


Appendix

Appendix 1 specification for mail questionnaire to interviewees

Hello,

We are Bingran Yang and Fangfei Liu, we are come from International Social Work program, and we are the third year student, our degree thesis is about career orientation: A comparative study between Swedish and Chinese undergraduates of the University of Gävle in International Social Work Program.

We are using Quantitative method. And we design a questionnaire; we hope you can participate in the activities. We will keep the confidentiality and protect the data. The questionnaire is in attachment. There are both English and Chinese versions, they are the same content, and you can just choose one which you are more convenient with.

Thank you very much.
Looking forward to your reply.
Best regards!

Bingran & Fangfei

Appendix 2 questionnaire to Chinese students

职业定位调查

我们问卷的目的是要调查您的职业取向，调查将在耶夫勒大学国际社会学系的中国和瑞典同学中展开，我们遵循匿名的和保密的调查方式。非常感谢您的参与。

1. 性别： □ 男 □ 女
2. 国籍： □ 瑞典籍 □ 中国籍
3. 您的年龄：
   □ 18 岁以下 □ 19 到 20 岁 □ 21 到 25 岁 □ 26 到 30 岁 □ 31 岁以下
4. 您是哪年入学的：
   □ 2008 □ 2009 □ 2010
5. 您最喜欢的学科是：
   □ 数学/技术/机械 □ 艺术类 □ 语言类 □ 经济类 □ 社会科学 □ 自然科学
   □ 法学类
6. 您选择学习国际社会学的主要动机是：
<table>
<thead>
<tr>
<th></th>
<th>完全同意</th>
<th>同意</th>
<th>不确定</th>
<th>不同意</th>
<th>非常不同意</th>
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<tbody>
<tr>
<td>您职业规划的一部分</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>自身的兴趣</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>受他人影响（父母，亲戚，朋友等）</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

如果有其他原因，请列出__________________________________________

7. 这是一道测试您性格的题（多选）请选择最合适的描述，在最恰当的的方框里划叉。

<table>
<thead>
<tr>
<th></th>
<th>一直</th>
<th>常常</th>
<th>有时</th>
<th>很少</th>
<th>从不</th>
</tr>
</thead>
<tbody>
<tr>
<td>我很友好</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我很乐于助人</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我很有自信</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我很有责任感</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我注重实践</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我具有创新思维</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我会很好的完成命令</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我是一个很好的决策者</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我是一个很好的倾听者</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我容易焦虑</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我缺乏自信</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我有些不切实际</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我很易怒</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我感觉我自己有一些问题（社交、心理方面）</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

8. 你通常靠什么来做决定？

<table>
<thead>
<tr>
<th>一直</th>
<th>常常</th>
<th>有时</th>
<th>很少</th>
<th>从不</th>
</tr>
</thead>
<tbody>
<tr>
<td>倚赖于过去的经历</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>着眼于未来的目标</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>试现在的情况而定，即不考虑过去也不放眼中未来</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>听从他人的意见（父母、朋友等）</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>不思考，跟随直觉</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

9. 您有过工作经验么？ □有 □没有

如有，是哪种形式的工作？ □业余时间打工 □全职工作

如有，请问工作了多长时间？ □一年以下 □一到五年 □五年以上

10. 在您入学之前，有过在社会学方面的工作经验么？请在适合的方格画叉

<table>
<thead>
<tr>
<th>社会学方面的工作经验</th>
<th>有</th>
<th>没有</th>
<th>一年以下</th>
<th>一到五年</th>
<th>五年以上</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>有酬劳的工作</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>没有酬劳/自愿</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>有过实习</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

11. 您对于以下关于你未来计划的选项有什么看法，请在最恰当的方格下面画叉:

<table>
<thead>
<tr>
<th>选项</th>
<th>完全同意</th>
<th>同意</th>
<th>不确定</th>
<th>不同意</th>
<th>非常不同意</th>
</tr>
</thead>
<tbody>
<tr>
<td>我想继续更高程度的国际社会学的学习</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>我会继续学习社会学，但在一个新的领域（其他不是国际社会学方面的）</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>继续深造但是不是在社会学领域</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>做一些和社会学有关的工作</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>在一个和社会学无关的领域工作</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

12. 您未来想在哪种部门工作:

<table>
<thead>
<tr>
<th>选项</th>
<th>完全同意</th>
<th>同意</th>
<th>不确定</th>
<th>不同意</th>
<th>完全不同意</th>
</tr>
</thead>
<tbody>
<tr>
<td>私企</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>政府/公众部门</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>地方/国家</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>非政府机构</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>国际机构</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

13. 您会选择在哪个大陆工作:
当完成学业以后，我想我能胜任一份在社会学领域的工作

完全同意  不同意  不知道/不确定

同意  完全不同意

您同意外部环境会影响你的职业选择么？

完全同意  不同意  不知道/不确定

同意  完全不同意

您认为您在您想要达成的职业规划的道路上么？

是的，我非常的肯定我在  我喜欢我现在做的事  不，我没在

想象一下在您未来的工作中，会因什么而受到歧视：

性别  年龄  外貌  人种  国籍  语言  学历

其他原因____________________________

什么是影响您的职业计划的主因：以下每个原因，请根据程度的不同来选择

<table>
<thead>
<tr>
<th>原因</th>
<th>完全同意</th>
<th>同意</th>
<th>不确定</th>
<th>不同意</th>
<th>完全不同意</th>
</tr>
</thead>
<tbody>
<tr>
<td>发展的机会和空间</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>工资/收入</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>稳定有保障</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>专业性</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>高工作的状态</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>父母，亲戚或是朋友的期望</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>社会价值观</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

您觉得职业规划的重要么？

非常重要  重要  不是很重要  根本不重要

如果您将会从事和国际社会学相关的工作，您认为什么样的原因会促使您从事这个行业？（多选）
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>高收益</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>对社会做贡献</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>避免压力</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>在工作中可以有很多想法</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>在工作中可以接触到很多人</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>天生的兴趣</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21.如果您获得了一份和预期一样的工作，预想一下在工作中可能会缺乏什么。(多选)

- □缺乏工作经验  □缺乏专业技能  □缺乏社会人脉  □缺乏心理支持
- □缺乏方向

22.请谈谈您对自己的职业规划?

非常感谢您参与我们的调查。

**Appendix 3 questionnaire to Swedish students**

Career Orientation survey

Our aim for the questionnaire is to know the Career Orientations of Swedish and Chinese undergraduate students in International Social Work program in the University of Gävle. And we will be anonymous and confidential to the survey. Thank you very much for the participation.

8. Gender:
   - □Male
   - □Female

9. Nationality:
10. How old are you:
- □ under 18
- □ 19-20
- □ 21-25
- □ 26-30
- □ 31 above

11. When did you start your International Social Work academic study:
- □ 2008
- □ 2009
- □ 2010

12. What kind of subject you like best:
- □ Math/Technical & Mechanical
- □ Art
- □ Language
- □ Economics
- □ Social science
- □ Natural Sciences
- □ Law

6. What is the main motivation for you to study International Social Work?

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Strongly agree</th>
<th>agree</th>
<th>I am not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part of the career planning</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Own interest</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Others’ influence (parents, relatives, friends etc)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Other reason, please specify: ________________________________

7. Please tick the most appropriate column for each of the statement given below, This is a question about testing your personality (Multiple):

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am friendly</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I am helpful</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I am self-confident</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I am responsible</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Statement</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>I am practical and logical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am creative and imaginative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am following decision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a good decision maker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a good listener</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am curious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I lack of self-confident)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am unpractical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a moody person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a person with problems (social, psychological)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How do you make your decisions?

<table>
<thead>
<tr>
<th>Source of Decision</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>From past experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From my future goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From my present situation without thinking of the past or the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From listening to others (parents, friends etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without thinking at all. I follow my instinct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Do you have any work experience?
   □ Yes   □ No
   If yes:  □ Part time job  □ Full time job
   If yes, for how long:
   □ Less than 1 year  □ 1-5 years  □ More than five years

10. Have you had any (part-time or full-time) social work experience before joining the study as given by the table below? Please tick the appropriate column

<table>
<thead>
<tr>
<th>Social Work Experience</th>
<th>If yes, for how long</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>From paid job</td>
<td>□</td>
</tr>
<tr>
<td>From unpaid/Volunteer</td>
<td>□</td>
</tr>
<tr>
<td>Arranged work placement programme</td>
<td>□</td>
</tr>
</tbody>
</table>

11. What do you feel about the below given statement as your future plan:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>agree</th>
<th>I am not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to continue with a higher level of education in the field of International Social Work</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I will continue studying social work but in a new orientation/new field (other than International)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Continue studying but not in the field of social work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do some work which is related to International Social Work</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Work in an area which is not related to social work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. In which sector would you like to work in the future:
13. Which continent would you prefer to work:

- Europe
- Asia
- Africa
- Oceania
- America

14. After my education, I think I can perform well in a job within my field of Social Work:

- Strongly disagree
- Disagree
- I don’t know/I am not sure
- Agree
- Strongly disagree

15. What extent you think the external environment influence your working choice:

- Strongly disagree
- Disagree
- I don’t know/I am not sure
- Agree
- Strongly agree

16. Do you think you are on the right path of your career you wish to take?

- Yes, definitely
- I am happy with what I am doing
- No, not at all

17. What kind of contextual barriers you can imagine in your future career:

- Gender
- Age
- Ethnic group
- Appearance
- Nationality
- Language
- Diploma
- Others ________________

18. What’s the main influence for your career planning:

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>I am not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
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<tr>
<td>opportunities</td>
<td></td>
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</tr>
<tr>
<td>Salaries/income</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

50
Stable and guarantee
Professional
High job status
Parents relatives and friends' expectations
Social opinion

19. How do you think the important of planning Career Orientation.

☐ Very important  ☐ Important  ☐ Less important  ☐ Not at all

20. If you will do some work related to the International Social Work, do you think what factors influenced your engaged in this industry. (Multiple)

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>I am not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>High anticipated earnings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make an important contribution to society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Avoid pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Work with ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with people</td>
<td></td>
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<td></td>
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<tr>
<td>Intrinsic interest in the field</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

21. If you will get a suitable job to your liking, what kind of ability do you think you will lack of. (Multiple)

☐ lack of work experience

☐ lack of professional skills
☐ lack of social network

☐ lack of psychological support

☐ lack of directions

22. Could you please describe a little more about your career orientation?

Thank you for your participation.