

The Influence of Group Counseling on Deaf College Student's Occupation Self-efficacy

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Abstract—The deaf students are a special group, and they all have a common problem in interpersonal communication and occupation selection, such as feel inferior. This study selected 24 deaf junior students from Technical College For the Deaf of Tianjin University of Technology, divided into two groups: experimental group and control group. To explore the effect of group counseling on improving deaf college student occupation self-efficacy. Among them, test and guide every student's self-evaluation, information gathering, choosing targets and other dimensions. The experimental results show that, the group occupation counseling has a significant influence on the promotion of deaf college students occupation decision-making self-efficacy and improve the occupation self-confidence.

Keywords—component; self-efficacy; group counseling; deaf college student; effect

I. INTRODUCTION

Occupation decision-making self-efficacy is Betz and Taylor(1983)combined the Bandura(1977)theory of self-efficacy and Crites(1978)'s the career maturity theory, it refers to the individual to have confidence in completing the career decision-making level. Group career counseling is one of the important content. From an empirical point of view, this study focused on the group of deaf students on career counseling career decision self-efficacy produce results. This study from an empirical point of view, we focus on the influence of group counseling on deaf college student's occupation self-efficacy.

II. RESEARCH OBJECT AND TOOL

A. Object of Study

We choose 24 juniors major of computer from the technical college for the deaf to be this group counseling's samples, divided into experimental group (12 people) and the control group (12 people), the experimental group received occupation counseling, the control group did not receive any intervention. We have six girls and six boys in each group, and the hearing loss condition is also similar among the different

group. But the control group's member did't take activity in attending subsidiary courses than the experimental group.

B. Research Tool

The deaf college students career decision-making self-efficacy scale. This scale write by Yao Chen (2012) is according to Yongxin Peng and Lirong Long's (2001) the career decision-making self-efficacy scale, combination of correct deaf college students sampling small scale's result, a total of 39 items, divided into five dimensions: self assessment (6 items), select the target to gather information (9 items), planning (8 items) and problem solving (7 items), scale for coefficient of internal consistency is 0.959[1],[2].

The questionnaire of group career counseling effect[3]. Questionnaire including five multiple-choice questions and 2 open questions, using anonymous way, to test the experimental group's feelings about this counseling, opinions and suggestions.

C. The Group Occupation Counseling Content

The theoretical basis of the design of the Scheme includes Lewin's group dynamics, the theoretical basis of the Super's career development theory, theory of Parsons and Williamston idiosyncratic factors, Holland's personality type theory, MBTI personality theory and other relevant theory of group guidance, the scales used including Holland vocational interest inventory, MBTI test scale professional personality test, occupation values and transferable assessment of skill level [4].

The program content is divided into eight modules in which the first unit is that the acquaintance is the fate. ; The second unit is that self-understood is wisdom.; Unit 3 turns out to be worth to explore; The fourth unit is that the environment be clear whose main goal is using the SWOT analysis to help members to understand their strengths and weaknesses, employment environment and preferential policies, in order to find a suitable for their own career; Unit 5, career planning the main goal is to help each member with personal career planning, including long-term, medium-term and short-term goals; Unit 6 is ability enhancement with the main goal to help members enhance self-awareness, seek breakthrough self

ability to ascend; At the beginning of unit 7 workplace experience is shown; Unit 8 is that let us summarize together whose main objective is to review the counseling experience together with the members of the group and summarizes the achievement, and finally finish the questionnaire.

D. The Research Process

This research adopts the experimental design of making the experimental group and control group test substantially [5]. Two weeks before the career counseling, the deaf college students' career decision-making self-efficacy scale for the experimental group and control group were tested at the same time. Considering the actual situation of subjects and time arrangement, the researchers staged two-day short-range group occupation counseling to the experimental group on the 20th and the 21st June 2012, which is divided into eight units and each unit is controlled in about 2 hours, totally 16 hours. The control group didn't intervene in it. On June 21 when the group occupation counseling activities came to the end, the experimental group participated in filling in the questionnaire of group occupation counseling effect, after which the two

groups of 24 deaf college students simultaneously achieved the opportunity to take part in the career decision-making and self-efficacy questionnaire test. SPSS17.0 software was used for data statistics and analysis on the computer, and descriptive statistics and paired sample T test was mainly used.

III. THE CONCLUSION

A. The Statistics Between the Former and Later Measurement of the Experimental Group and the Control Group.

By matching the sample T and inspecting it, during the former measurement, the total score of the Career decision-making and self-efficacy scale of the two groups of deaf students have no apparent difference with all the dimensions ($p > 0.05$) (See table 1). In the later measurement, the experimental group showed an apparent difference with the control group in self-assessment, information collection, goal selecting, plan conducting and the total score of the scale ($p < 0.05$).

TABLE I. THE COMPARISON SCORE OF THE OCCUPATION SELF-EFFICACY BETWEEN THE THE EXPERIMENTAL GROUP AND THE CONTROL GROUP (M ± SD)

item	The experimental group (n=12)			The control group (n=12)		
	Pretest (M ± SD)	Posttest (M ± SD)	T value	Pretest (M ± SD)	Posttest (M ± SD)	T value
Self evaluation	19.25 ± 4.39	23.08 ± 2.35	3.553**	18.91 ± 2.78	19.05 ± 3.87	1.118
Information gathering	28.67 ± 6.12	32.08 ± 5.09	2.629*	26.41 ± 3.80	27.33 ± 4.96	0.597
Target selection	28.41 ± 6.60	31.37 ± 4.32	1.365	27.17 ± 3.56	29.75 ± 6.18	1.340
Program development	24.17 ± 5.42	28.91 ± 3.53	2.625*	25.08 ± 4.41	25.50 ± 4.60	0.229
problem solving	21.00 ± 5.32	23.01 ± 3.22	1.318	21.50 ± 2.93	23.00 ± 4.00	1.028
The total scores	121.50 ± 24.33	139.58 ± 13.41	2.688*	119.08 ± 14.61	125.08 ± 17.28	1.130

Notes: *stand for $p < 0.05$ the results are significantly different, ** stand for $p < 0.01$, the results are significant.

B. The Statistics in the Former and Later Measurements of the Experimental Group and Control Group.

Found in the table 2, the score of the later measurements ascend a little no matter in the total average score or in the dimensions. The result of the matching sample T inspection which was conducted for the result of the former and later measurements says that the control group indicates almost no

apparent difference no matter in the total score or the dimensions while the experimental group soared significantly in self-assessment, information collection, goal selecting, plan conducting and the total score of the scale, and the most apparent ascendancy turn out to take place in self-assessment and plan conducting.

TABLE II. THE COMPARISON SCORE OF THE DEAF STUDENTS' OCCUPATION SELF-EFFICACY BETWEEN THE THE EXPERIMENTAL GROUP AND THE CONTROL GROUP (M ± SD)

item	Pretest (M ± SD)			Posttest (M ± SD)		
	The experimental group	The control group	T value	The experimental group	The control group	T value
Self evaluation	19.25 ± 4.39	18.91 ± 2.78	0.201	23.08 ± 2.35	19.05 ± 3.87	3.44*
Information gathering	28.67 ± 6.12	26.41 ± 3.80	1.123	32.08 ± 5.09	27.33 ± 4.96	3.023*
Target selection	28.41 ± 6.60	27.17 ± 3.56	0.538	31.37 ± 4.32	29.75 ± 6.18	1.013
Program development	24.17 ± 5.42	25.08 ± 4.41	0.395	28.91 ± 3.53	25.50 ± 4.60	2.742*
problem solving	21.00 ± 5.32	21.50 ± 2.93	0.247	23.01 ± 3.22	23.00 ± 4.00	0.001
The total scores	121.50 ± 24.33	119.08 ± 14.61	0.259	139.58 ± 13.41	125.08 ± 17.28	2.531*

Notes: *stand for $p < 0.05$ the results are significantly different, ** stand for $p < 0.01$.

By matching the sample T and inspecting it, during the former measurement, the total score of the Career decision-making and self-efficacy scale of the two groups of deaf students have no apparent difference with all the dimensions($p>0.05$)(See table 2). In the later measurement, the experimental group showed an apparent difference with the control group in self-assessment, information collection, goal selecting, plan conducting and the total score of the scale.($p,0.05$)

Table2 The Comparison score of the Occupation self-efficacy between the the experimental group and the control group($M\pm SD$).

C. *The Statistics Result of the Group Coaching Effect Questionnaire.*

After finishing the group coaching, the 12 members in the experimental group filled in the coaching effect questionnaire

and make comments of the methods, contents and effects of the whole activity in which they all draw on their own suggestions and disagreements. Through the statistics and settlement of the 5 objective questions in the late period, the members put high comments to this activity, just as table 3 indicates. In the subjective question, "what do you think is the place of the success of the group activities?" Most of the members said the content is rich, a short period of time to have a big improvement, more comprehensive understanding of self and others, let oneself more confident to face career choice; In "do you have any suggestions for group counseling ?" Of students said they wanted a longer time, increasing the number of content, let average hearing students to join in the group counseling.

TABLE III. THE STATISTICAL RESULTS ABOUT THE GROUP COUNSELING EFFECT OF OCCUPATION FEEDBACK QUESTIONNAIRE OF THE MULTIPLE CHOICE QUESTIONS

Question	Options and statistical results
1. Effect of group counseling	excellent 75% good 25% ordinary 0% bad 0% very bad 0%
2. Favorite activities	Group game 91.7% Collective communication 75% Personal share 33.3% teacher lecture 58.3%
3. Main harvest of activities	Understanding of the self and promotion of confidence 83.3% specific goal 75% Promotion of many abilities 66.7% No different with the original 0% Although know the target, but still lack of motivation 50%
4. Need to improve capacity	Self-understanding 41.7% interpersonal communication 50% goal programming 83.3% time management 66.7% self-regulation 50%
5. Want to participate in Counseling	interpersonal communication 66.7% Career planning 33.3% time management 66.7% learning capacity 33.3% team work 50%

IV. CONCLUSION AND SUGGESTION

This group occupation counseling, significantly enhanced decision-making self-efficiency for deaf students, is an effective intervention. The students in the experimental group which received counseling, have evident promotion with self-evaluation, collecting information, selecting targets, fashioning plans and the overall scale scores. It indicates that the tested greatly improves confidence, and clear for the future career goals, even sure about developing the career plans. But no significant difference in choosing its goals and solve problems, the researchers thought it can be summarized as the deaf junior students lack of sense of urgency on employment. So the control group have no obvious change.

Limitation of the study is that: the deaf students major in computer is regarded as research object leads to whether group counseling is valid to other deaf students needs to be further explored; the way short-term group occupation counseling is adopted, deaf students need to receive a lot of knowledge in a short time, it needs to be further examined that the persistence and stability of intervention effect; that group occupation counseling focuses on deaf students in group may result in insufficient consideration for individual difference. Consequently, it still needs to be deeply discovered whether the combination between group counseling and individual counseling can be able to achieve better result. In addition, be familiar with professional knowledge in related fields, skillfully

use a variety of counseling techniques, and extensive experience in group counseling, are required for instructors in group occupation counseling. furthermore, instructors ought to use sign language to communicate with deaf students. However, message slowness and dislocation during communicates with deaf students, produced by the limitation of researcher's knowledge, sign language level and experience, may have an impact on counseling effect.

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