Teacher Support for Career Development:
An integrative review and research agenda

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Students’ career development
School counselors and career guidance specialists (Gysbers and Lapan, 2009)

Insufficient support from the services provided by these personnel (Mortimer et al., 2002)
Studies conducted so far have indicated that teacher support is one of the important environmental factors having significant impact on students' career development (e.g., Cheung & Arnold, 2014; Hou, 2004; Metheny et al., 2008; Perry et al., 2010).

### Teacher Support Definitions

- **Effective teacher support** requires teachers to be genuinely interested in their students' personal development (including their planning of a future career path), as well as their academic performance, respond quickly and with sensitivity when students need help and guidance.

- Farmer et al. (1985)
  - Autonomy support;
  - Support should ultimately lead a student to develop greater autonomy.

- Deci and Ryan (1987)
  - Teacher support is a set of strategies and actions that include emotional, instrumental, informational and appraisal support.

- Malecki, Demaray and Elliott (2000)
  - Effective support from teachers should indicate care about their students, be easily accessible and positive in communicating high expectations for students' educational and career-planning success.

- McWhirter et al. (2008)
  - Effective support from teachers should indicate care about their students, be easily accessible and positive in communicating high expectations for students' educational and career-planning success.

### Theoretical Significance of Teacher Support

- **Ecological systems theory** (Bronfenbrenner, 1979)

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**Social Cognitive Career Theory**


- Model of Personal, Contextual, and Experiential Factors Affecting Career-related Choice Behavior
There have been very few reviews of the field that have explicitly investigated the specific features of teacher support that exert a significant influence.

The purposes of the review were to identify:
1. Current and emerging trends in teacher support practice in career development;
2. Participants’ characteristics;
3. The most effective ways of researching this topic (Research designs and methods);
4. The types of tools used to obtain data;
5. The associations between teacher support and career variables;
6. The relationships among teacher support, parental support and peer support, and their effects on students’ career development;
7. Differences in teacher support provided across educational level and between gender.
Method

Analytical procedure

Step 1
- Developing a coding system for analyzing the articles (Flick, 2014);

Step 2
- Refining the codes several times;

Step 3
- Coding each of the articles using the emergent coding framework;

Step 4
- The resulting data were then audited by a group comprising four other educational research students who were external to the project.

The coding system used for the quantitative studies
1. General information (authors, publication year, published journals and research design);
2. Participants’ characteristics (age, geographic locations);
3. Sample size;
4. Underlying theory application;
5. Measurement instruments and their psychometric properties;
6. Analytical strategies;
7. Research findings;
8. Any references made to other types of social support (e.g. parental, peer support).

The coding system used for the qualitative studies
1. General information (authors, publication year, published journals and research design);
2. Participants’ characteristics (age, geographic locations);
3. Sample size;
4. Underlying theory application
5. Research method
6. Data analysis strategies
7. Use of software applications
There was a significant increase in the number of articles published after 2000, indicating that the topic of teacher support for career development has garnered increasing interest among scholars in the field.

Findings and Discussion: Current and emerging trends in teacher support practice in career development

The economic Development level ➔ The focus of career development

Findings & Discussion: Participants involved in the quantitative studies

Table 2. Participant Numbers from Different Countries or Regions

<table>
<thead>
<tr>
<th>Country</th>
<th>Middle/High School Students</th>
<th>College/University Students</th>
<th>Mixed Students</th>
<th>Technical Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>897 (7.7%)</td>
<td>-</td>
<td>-</td>
<td>73 (6.4%)</td>
</tr>
<tr>
<td>The US</td>
<td>4,635 (39.0%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Taiwan</td>
<td>5,217 (44.6%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>-</td>
<td>271 (2.3%)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>The Philippines</td>
<td>255 (2.0%)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Canada</td>
<td>218 (1.2%)</td>
<td>144 (1.3%)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Findings & Discussion: Data collection instruments used in the quantitative studies

Table 3. Measurements used in the 15 Quantitative Studies

Findings & Discussion: Methodology used in the 18 Identified Studies

Table 4. Methodology Used in the 18 Identified Studies
Findings and discussion: Theories applied

Most commonly referenced theories were:
- SCCT (Lent et al., 1994, 2000) (n = 5)
- Self-determination theory (Deci & Ryan, 1987, 2000; Ryan & Deci, 2000) (n = 4)
- Social cognitive theory (Bandura, 1978, 1986) (n = 3)
- Career construction theory (Savickas, 2005, 2012) (n = 2)
- Developmental-contextual theory (Lerner, 2002; Lerner et al., 2005)

Findings and Discussion: The effects of teacher support

Table 6. Cross-sectional and Longitudinal Effects of Teacher Support

Findings and discussion:

Teacher support had a stronger association than did parental and peer support with some career outcomes (1)

Teacher support, rather than family support, had a unique influence on students’ level of positive expectations regarding the outcome from their chosen career path (Gushue & Whitson, 2006).

For the amount of information students possess and their self-efficacy in career decision making, teacher support was reported to be more influential than family support and peer support (Cheung & Arnold, 2014).

Findings and discussion:

Teacher support had a stronger association than did parental and peer support with some career outcomes (2)

Teacher support made the biggest contribution to students’ career outcome expectations, career planning, school identification and perception of educational barriers when compared with the contributions from family support and close friend support (Kenny & Bledsoe, 2005).

Teacher support contributed more to resilience, self-perceived employability and self-efficacy, than did support from friends (Di Fabio & Kenny, 2015).
Findings and discussion:
Teacher support relative to the grade level

Grade 11 students reported significantly higher levels of autonomy teacher support than students in Grade 10 (Kenny et al., 2010).

There was no significant differences in general teacher support at different grade levels (from 7th to 12th-grade) (Perry et al., 2010).

Findings and discussion:
Teacher support relative to gender

Gender differences existed (Farmer, 1985; Howard et al., 2009; Kenny and Bledsoe, 2005).

Young women exhibited higher aspirations and mastery drive when they perceived more teacher support for their achievements. Young men, however, displayed higher aspirations (but not higher mastery drive) when they perceived more parental support for their achievement (Farmer, 1985).

Practical Implication
Support for career development should be a shared responsibility for all teachers in a school, to supplement other career-related activities of a more formal nature.

Career-related support strategies should be covered more thoroughly in pre- and in-service teacher education courses.

It provides inspirations for developing educational level policies for providing teacher support to students.

Limitations
It is not possible comment on the role of support for career development in other age groups (e.g. adults undergoing training).

There may be valuable studies reported in other languages.

There may be other studies in other databases that were overlooked.
This review analyzed 18 studies of teacher support as it relates to students' career development.

There has been a significant increase in interest in this domain since 2000, with the majority of reported studies using quantitative research methods with middle and high school students.

The most commonly cited theory pertaining to teacher support studies was the SCCT, and the most commonly used instrument for data collection was the TSS (Metheny et al., 2008).

Teacher support has proved to have significant associations with students' career development exerting both immediate and long-term effects.

A comparison of grade-level teacher support showed that lower-grade students tended to receive mainly “general” teacher support, while higher-grade students need support that will assist their development of autonomy.

It remains unclear whether there are significant differences across grades in terms of type of support most required, and this should be further investigated.

Gender differences were found in the association between teacher support and career development.

Future research should focus on a wider range of students, including those with disabilities in inclusive schools or special settings.

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