



COMPARISON OF CAREER ASPIRATIONS AND VALUES AMONG INTERNATIONAL AND AUSTRALIAN STUDENTS

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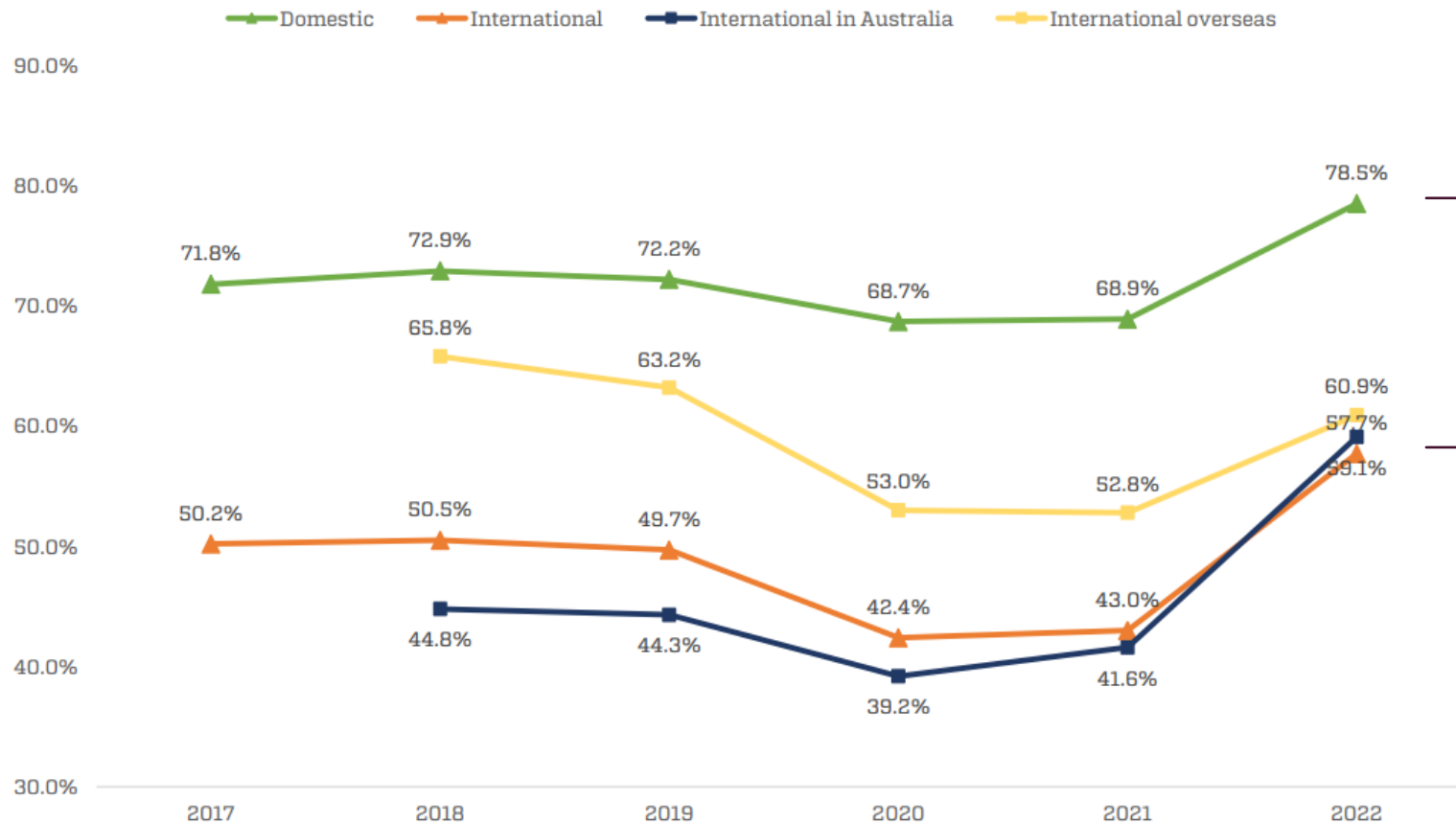
INTERNATIONAL STUDENT PROFILE



- 654,870 student visa-holders in Australia (July 2023)
- Students come from emerging economies to study in developed countries
- Seeking a better education, migration pathways and opportunities for graduate employment
- Generation Z – born in the mid 1990's to early 2010's
 - Highly ambitious
 - Motivated to find their dream job and opportunities to expand their own skills
 - Is actually Entrepreneurial, and perhaps more than Gen Y
 - Other motivational drivers: advancement opportunities, increased salary and meaningful occupation among others

EMPLOYMENT FOR DOMESTIC VS INTERNATIONAL STUDENTS

Figure 1 Undergraduate full-time employment rate by residence at time of survey, 2017-2022 (%)



Note: International total includes graduates with unknown location.

Source: QILT, 2022

EMPLOYMENT FOR DOMESTIC vs INTERNATIONAL STUDENTS

Recent research has sought to determine the barriers to employment:

- Unfamiliar academic and social environments (Singh and Jack 2022, Li et al 2014; Tran et al. 2023)
- University career services not tailored to challenges faced by international students (Singh 2023)
- Employer concerns about work-related visa restrictions (Arkoudis et al, 2019; Singh 2020)
- Lack of access to WIL/ internships (Gribble and McRae 2017; Singh et al 2023)
- **Do differing career motivations and work values in international students also contribute to under-employment?**

AIMS AND OBJECTIVES OF STUDY



■ AIM

- To examine the work motives and values of international first year Higher Education students in Melbourne

■ OBJECTIVES

1. To compare the career anchors of international & domestic students
2. To compare the work values of international & domestic students

OBJECTIVE I.

TO COMPARE THE CAREER ANCHORS OF INTERNATIONAL & DOMESTIC STUDENTS

- Schein's Career Anchor theory developed by Schein (1978)
- Career Anchors are our most important career-related needs and values
- Used in over 1000 studies to date
- Eight primary career anchors in Schein's theory

SCHEIN CAREER ANCHORS

1. **Technical/Functional Competence:**

Becoming the expert. Some individuals prioritise becoming experts in a specific skill or field and derive satisfaction from mastering their craft.

2. **General Managerial Competence:**

Leading Others. People with this anchor are focused on leadership and management roles, seeking opportunities to oversee and guide others.

3. **Autonomy/Independence:**

This anchor emphasises the desire for freedom and self-direction in one's work, often preferring roles where they can work independently.

4. **Security/Stability:**

Individuals with this anchor value job security and stability, often favouring long-term, stable employment.

SCHEIN CAREER ANCHORS

5. **Entrepreneurial Creativity:**

Fostering Innovation. Those with this anchor thrive on innovation and risk-taking, often seeking opportunities to create new ventures or ideas.

6. **Service/Dedication to a Cause:**

Serving Others. This anchor reflects a strong commitment to a specific cause or mission, often seen in roles related to social or environmental issues.

7. **Pure Challenge:**

Achieving Stretch. People with this anchor are motivated by difficult problems and seek roles that constantly challenge their skills and abilities.

8. **Lifestyle:**

Maintaining Balance. This anchor prioritises maintaining a specific lifestyle, often leading individuals to choose careers that support their desired way of life.

CAREER ANCHORS AND STUDENTS

Author	Year	Cohort	Highest Anchor	Lowest Anchor
Sánchez-Garcés et al.	2023	523 accounting students	Entrepreneurship	General Management
Ngope & Coetzee	2023	368 humanities students	Security/ Stability	General Management
Pshembayeva et al.	2022	102 undergraduates	Autonomy	General Management
Fradly et al.	2021	266 engineering students	Lifestyle	General Management
Fogaça et al	2021	68 students who volunteer	Service/Dedication	General Management
Popovych et al.	2020	60 management students	Entrepreneurship	Technical Functional
Vieira et al.	2019	251 engineering students	Lifestyle	General Management
Vieira et al.	2019	251 health students	Lifestyle	General Management
Matjie & Coetzee	2018	159 undergraduates	Service/Dedication	General Management
Dash & Bakshi	2017	70 post grad management	Pure Challenge	General Management
Cakirpaloglu et al.	2017	473 teaching students	Lifestyle	General Management
Radu et al.	2016	86 economics students	Autonomy	General Management
Silva et al.	2016	189 business admin students	Lifestyle	General Management

OBJECTIVE I.

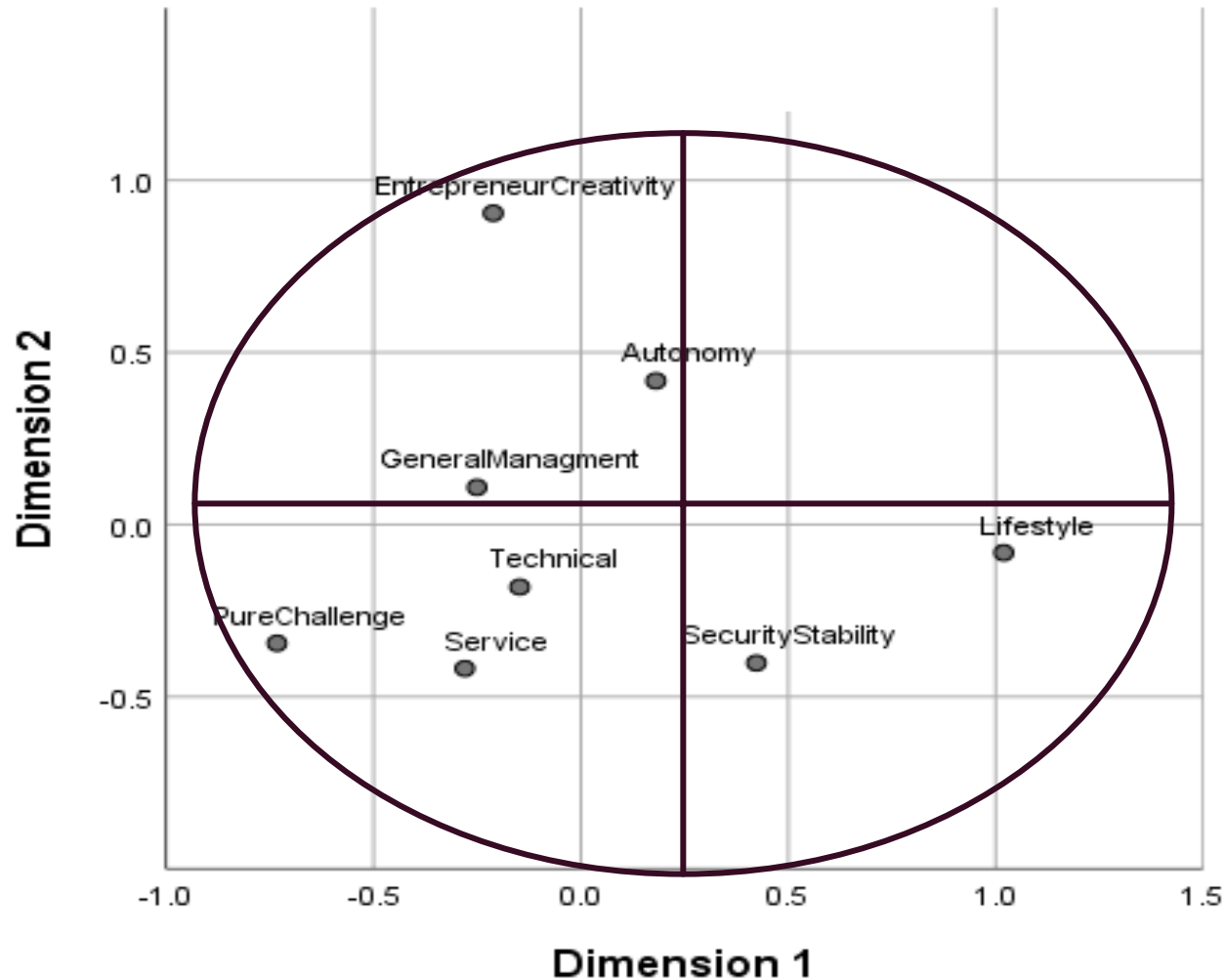
TO COMPARE THE CAREER ANCHORS OF INTERNATIONAL & DOMESTIC STUDENTS

Methodology

- Quantitative, cross-sectional survey design
- 213 first year students studying commerce or health
- 53% were international students, 47% domestic
- 76% Commerce, 24% Health; 55% male, 45% female
- 40 item questionnaire (5 questions per career anchor)

OBJECTIVE I.

TO COMPARE THE CAREER ANCHORS OF INTERNATIONAL & DOMESTIC STUDENTS
MULTIDIMENSIONAL SCALING ANALYSIS



OBJECTIVE I.

TO COMPARE THE CAREER ANCHORS OF INTERNATIONAL & DOMESTIC STUDENTS CORRELATIONS BETWEEN VARIABLES

Variables	M	SD	1	2	3	4	5	6	7	8	9	10
1 Gender	1.44	0.50										
2 International status	1.47	0.50										
3 Course	1.23	0.42										
4 Technical/ <u>Funct</u>	4.41	0.88	-0.02	-0.004	-0.07							
5 General Management	4.04	0.88	0.14*	0.19**	0.21**	0.34**						
6 Autonomy	4.70	1.10	0.07	0.08	0.16*	0.09	0.28**					
7 Security/Stability	4.71	1.01	-0.07	-0.001	0.003	0.20**	0.16*	0.16**				
8 Entrepreneurial Creativity	4.55	1.42	-0.01	0.32**	0.21**	0.07	0.43**	0.43**	-0.07			
9 Service	4.47	1.15	-0.14*	0.08	-0.11	0.32**	0.22**	0.03	0.10	0.15*		
10 Pure Challenge	4.54	1.23	-0.12	0.11	0.06	0.33**	0.26**	0.02	-0.06	0.19**	0.40**	
11 Lifestyle	5.10	1.20	0.17*	-0.07	-0.03	-0.04	0.05	0.13*	0.29**	-0.07	-0.01	-0.25**

CAREER ANCHORS - TOTAL GROUP - MEANS

Anchor	M	SD
Lifestyle	5.10	1.19
Security	4.71	1.01
Autonomy	4.70	1.10
Entrepreneurial Creativity	4.55	1.42
Pure Challenge	4.54	1.23
Service/Dedication	4.47	1.15
Technical Functional	4.41	0.88
General Managerial	4.04	0.86

PREDICTION OF CAREER ORIENTATIONS

	Entrepreneurial Creativity			General Managerial		
	β	t	p	β	t	p
Intercept	3.65	15.91	<0.001	3.44	23.61	<0.001
Gender	-0.01	-0.06	0.95	0.25	2.12	0.035*
International	0.84	4.52	<0.001*	0.30	2.58	0.011*
Course	0.62	2.83	0.005*	0.40	2.86	0.005*
Model info						
F _p	10.61		<0.001*	7.10		<0.001*
Adjusted R ²	0.12			0.08		

Note: * $p < 0.05$

OBJECTIVE I.

TO COMPARE THE CAREER ANCHORS OF INTERNATIONAL & DOMESTIC STUDENTS

- Data was assessed for normality, skewness and kurtosis – within accepted limits
- Applied ANOVA

Anchor		<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	Cohen's (<i>d</i>)
General	International	113	4.20	0.83	7.97	0.005*	0.39
Managerial	Domestic	100	3.86	0.91			
Entrepreneurial	International	113	4.98	1.20	24.10	<0.001*	0.68
Creativity	Domestic	100	4.07	1.50			

WORK VALUES

Instrumental	Cognitive	Social	Prestige
Benefits	Challenges	Good co-workers	Impact
Feedback	Continuously learn	Fun environment	Authority
Job security	Autonomy	Social interactions	Prestigious
Hours of Work	Variety	Helping people	Influence
Work/life balance	Use abilities		
Information	Advancement		
Salary	Sense of Achievement		
Recognition	Interesting work		
Supportive Supervisor			

OBJECTIVE 2.

TO COMPARE THE WORK VALUES OF INTERNATIONAL & DOMESTIC STUDENTS

Methodology

- Quantitative, cross-sectional survey, followed by focus group
- 111 first year students studying commerce or health in Melbourne
- 54% were international students, 46% domestic
- 75% Commerce, 25% Health; 50% male, 50% female
- 25 item questionnaire (Lyons et al, 2010)

OBJECTIVE 2.

TO COMPARE THE WORK VALUES OF INTERNATIONAL & DOMESTIC STUDENTS

Category	Nationality	<i>M</i>	SD	T value	<i>p</i>
Instrumental	International	3.68	0.63	-2.48	0.01
	Domestic	3.93	0.43		
Cognitive	International	3.74	0.61	0.46	0.65
	Domestic	3.69	0.56		
Social	International	3.65	0.77	0.12	0.90
	Domestic	3.64	0.66		
Prestige	International	3.19	0.70	1.09	0.28
	Domestic	3.04	0.76		

OBJECTIVE 2.

TO COMPARE THE WORK VALUES OF INTERNATIONAL & DOMESTIC STUDENTS

Instrumental Work Value	Domestic (M)	International (M)
Have assurance of JOB SECURITY	4.3	3.7*
Having HOURS OF WORK that are convenient to your lifestyle	4.0	3.5*
Working in an environment that allows you to BALANCE your work/ life responsibilities	4.3	3.9*
Having access to the INFORMATION you need to do your job	4.1	3.8*
Having BENEFITS (eg holiday pay, gym membership, extra super) that meet your needs	3.5	3.2
Receiving FEEDBACK	3.5	3.7
Obtaining a good SALARY	4.2	4.1
RECOGNITION for a job well done	3.5	3.5
Having an approachable SUPERVISOR	3.8	3.6

* $p < 0.5$

OBJECTIVE 2.

TO COMPARE THE WORK VALUES OF INTERNATIONAL & DOMESTIC STUDENTS

Cohort	Rank	Work Value
Domestic students	1	work life balance
	2	job security
	3	salary
International students	1	salary
	2	interesting work
	3	continuous learning and career advancement

OBJECTIVE 2.

TO COMPARE THE WORK VALUES OF INTERNATIONAL & DOMESTIC STUDENTS

- Focus groups of 22 first year international students, average age 18 years
- From China, India, Nepal
- Asked about career aspirations
- Strong theme of enterprise creation
- 54% have own business or work in their family's
- 63% planned to start a business within 5 years

“In my dream job I would like to get experience to open my own business. This is because having money makes life easier”

“I already work in my family's business in hospitality. One day I plan to have my own business”

FINDINGS – OBJECTIVE I

- As expected, we saw a strong correlation between entrepreneurship, autonomy and general management.
 - These appear to be aligned with the value expressed by current Gen Z (Magano et al., 2020)
- Lifestyle is highest ranked Career Anchor which is consistent with studies on Gen Z (Csiszarik-Kocsir and Faria-Fodor, 2018)
- International commerce students significantly more interested in entrepreneurship and managerial roles
- Students from emerging economies more likely to have intentions of self employment (Davey et al 2011; GUESS 2021) and more willing to start their own business (Hua et al. 2022)

FINDINGS – OBJECTIVE 2

- The Work Value of International and Domestic reveal a significant difference ($p < 0.01$) for instrumental only. The rest (cognitive, social and prestige) show no significant difference
 - Further analysis reveals job security, hours of work, work life balance and access to information are different
 - If you value job security, good work hours, work-life balance and access to information, then it is unlikely a entrepreneurial career is your aspiration
- The work values of Domestic students and International students reveal a difference in work values suggesting current course offering/content may not meet needs of all students
 - Perhaps it is suggesting the need for more tailored recruitment of International students
- Strong emphasis on working with families business or business start ups suggesting the need for entrepreneurial course offerings

RECOMMENDATIONS

- Current courses in Australia should incorporate more entrepreneurship training
- International students should be actively mentored in this area
- Consider encouraging start ups by international students to help meet work values and aspirations
- During recruitment of international students, universities may consider ensuring their course choices are aligned with the students' career values

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