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RESEARCH ARTICLE

Fostering teachers' career education competencies: test of a training programme

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ABSTRACT

In this study, we aimed to develop and test the effectiveness of a training programme to foster teachers' competencies in the provision of career development learning (CDL) programmes for children. Forty-eight middle school teachers working with socioeconomically disadvantaged students in Eastern Turkey participated in the study. The Wilcoxon Signed Rank Test indicated the positive effects of the training on the teachers' efficacy in providing career education but no significant effect on the teachers' communication skills . The qualitative results addressed the improvements made in teachers' professional and personal development, and perceived self-efficacy in providing career programmes. The results revealed the need for upskilling of teachers to improve their facilitation of CDL for students and to support their own professional development.

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Career development learning; middle school children; teacher competencies; teacher self-efficacy; communication skills

Career development learning (CDL) programmes involve helping the child understand and develop a healthy sense of self, while gaining awareness of professional life (Gutman & Akerman, 2008). It is crucial to provide CDL programmes in childhood (Akos, 2004; Porfeli & Lee, 2012; Watson et al., 2016), and the intensity of these programmes should increase, especially during middle school (Hughes & Karp, 2004). Therefore, it can be said that CDL programmes should aim to encourage career exploration (McMahon & Watson, 2017) by considering the individual, social, and cultural factors which influence children's career development (CD) (McMahon & Patton, 1995). Among these factors, lower socioeconomic status can prevent children from accessing higher education (Forsyth & Furlong, 2003); therefore, it is imperative that individual, environmental, and systemic barriers that socioeconomically disadvantaged students might face be considered (e.g. Lent et al., 1994). Consequently, it is crucial for CDL programmes to be designed for children in disadvantaged populations.

The school is recognised as an influential source for the CDL of children (Watson & McMahon, 2005), and teachers have critical roles in implementing CDL programmes (Howard et al., 2015). These roles include providing information about making career decisions, helping overcoming career issues, integrating CDL into teaching, providing career education learning, and being aware of the applicability of CDL programmes in the school (e.g. Dodd & Hooley, 2018; Hooley et al., 2015). To better perform each role, teachers should have the relevant competencies (e.g. Dodd & Hooley, 2018). Professional competencies for career practitioners include following ethical

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principles and standards, having specific competencies, such as micro counselling and communication skills, and being aware of CD theories and principles as well the nature of the labour market (e.g. International Association for Educational and Vocational Guidance, 2003; National Career Development Association [NCDA], 2009). The Organisation for Economic Cooperation and Development [OECD] (2004) has highlighted the fact that even career practitioners are insufficiently trained. In this regard, teachers, who are not career development practitioners and providing career services is not one of their main responsibilities, seem to lack specific training and knowledge. Therefore, it is essential to offer more in-service training for teachers on providing school career services (Amundson, 2008; OECD, 2004). Yet, although teacher support has been found to positively contribute to CD of students (e.g. Perry et al., 2010) and the necessity of providing training for teachers was acknowledged (International Labour Organization, 2016), research has seldom explored such training. Previous work indicated that teacher preparation programmes lack different features (e.g. support for career education; Goldhaber, 2019) and do not include any formal training in CD for teachers (e.g. Witko et al., 2006). Moreover, it was reported that teachers, even the more experienced ones, did not feel competent enough to provide career services (Schloss, 2011). However, when the opportunity of training was provided, positive impacts were reported. For instance, preservice teachers who utilised undergraduate career education courses improved their knowledge and confidence about their CD skills (e.g. Slomp et al., 2014).

In Turkey, along with the career services provided by school counsellors as part of the comprehensive and developmental guidance curriculum of schools (Yeşilyaprak, 2016), there is also the Middle School Guidance and Career Planning Course, which has to be delivered to 8th grade students by the classroom guidance teachers, and this corresponds to CDL programmes. Issued by the Ministry of National Education [MONE] (2014), the curriculum of the course includes content for students' CD in terms of exploring the self, increasing awareness of professional life, and helping future orientation/planning. Yet, previous research based on programme evaluation in Turkey indicated that there exists no trainer-training curriculum for teachers providing this career-planning course (see Nassar et al., 2020). The undergraduate programmes for teacher education include only one course, entitled "Guidance in Schools" (YÖK, 2008), which could not be adequate to acquire required knowledge to learn how to provide CDL programmes (e.g. Nassar et al., 2020). Moreover, no in-service training for teachers has been held for the last five years (MoNE, 2021). Thus, the current study is aimed to increase middle school teachers' sense of self-efficacy in the provision of CDL programmes to socioeconomically disadvantaged children, considering that providing professional development activities including skills-development promote teachers' self-efficacy feelings (e.g. Perera et al., 2019). In addition, children consult with their teachers as their role models about their CD, and student-teacher interactions have an impact on students' career interests and prospects (Hartung et al., 2005). As mentioned, career practitioners should have micro counselling and communication skills (NCDA, 2009). Hence, the present study is further aimed to improve teachers' communication skills. For this purpose, a five-module training programme for teachers was developed and tested: (1) CD characteristics and needs of students, (2) motivational interviewing in career guidance, (3) improving career adaptability, (4) the career-planning process, and (5) basic helping skills. In sum, the hypothesis is that this training programme developed for teachers could increase their sense of self-efficacy in the delivery of career planning course (H1) as well as their communications skills (H2).

The theoretical background of the training programme

The modules were developed based on Life Span Life Space Theory (Super, 1990), Career Construction Theory (CCT) (Savickas, 1989, 2005), Social Cognitive Career Theory (SCCT) (Lent et al., 1994) and Amundson's (2008) Active Engagement Intervention Approach, with a consideration of the CD characteristics and needs of socioeconomically disadvantaged children as the prospective beneficiary group of this training. According to Super, children are aware of the necessity of making a

career decision and therefore open to learning about themselves and the world of work through developing a concept of themselves and thinking about the future and gaining awareness of the association between school and working life. Therefore, based on Super's developmental approach, the training included CD tasks and consideration of the needs of middle school students.

The CCT (Savickas, 2005) underlines the importance of increasing career adaptability (CA) by acquiring the psychosocial coping skills required for career developmental tasks, career transitions, and work-related traumas. The training included methods of increasing CA with its four resources: concern (looking ahead and preparing for the future), control (taking control of over one's own life), curiosity (thinking about the self and exploring future opportunities), and confidence (overcoming vocational obstacles by becoming more confident) (Savickas & Porfeli, 2012), which are crucial to be promoted in childhood (Porfeli et al., 2008). Furthermore, the SCCT aims to understand individual, environmental, and systemic barriers in career development, especially for disadvantaged students, and to foster their feelings of self-efficacy, which, in turn, will allow them to overcome these obstacles (Lent et al., 1994). This perspective was one of the basic elements of the programme developed in this research. Finally, the training programme included six foundational principles of Amundson (2008): competency and skills-based training (teaching a set of skills and techniques to support students' career development), experiential learning (including discussion, observation, and practice on the topic), strength challenge (increasing teachers' confidence by supporting their strengths), critical reflection (encouraging critical consideration of the career activities and services provided to students), dynamic interventions and processes (e.g. use of therapeutic cards, role-playing etc.), and embedded learning and innovation (e.g. collaborative learning activities). Additionally, cultural sensitivity (e.g. to low socioeconomic status), language (e.g. designing activities appropriate to the developmental stage of the students), and length of time for training (five days is suggested, Amundson, 2008) were all considered in the development of the programme.

Method

Research design

This study was based on mixed-methods design, using the embedded design with concurrent data collection (Creswell, 2005). The quantitative section investigated the effectiveness of the intervention on teachers' sense of self-efficacy, as well as on communication skills, in the provision of CDL programmes to middle school students. In this investigation, a weak experimental design with only a single group pre-test-post-test was used. Before the intervention, teachers' sense of self-efficacy in delivery of the career planning course and their communication skills were measured (pre-test). Then, the training programme was applied. After the intervention, teachers' self-efficacy in delivery of the career planning course and their communication skills were tested again (post-test). In the qualitative part of the research, we examined potential negative and positive outcomes of the intervention by asking teachers about their experiences throughout the intervention in the focus group interviews (see Creswell, 2005).

The participants

This study was carried out with middle school teachers who were teaching in a socioeconomically disadvantaged province of Gaziantep, a city in Eastern Turkey. By using purposive sampling, the inclusion criteria were as follows: teaching at middle schools, serving as a classroom guidance teacher, having an equal proportion of female and male teachers, and volunteering to participate in the study. The sample consisted of 48 teachers (54% women). The teachers specialised in the fields of English Language ($n = 10$), Turkish Language ($n = 7$), Elementary Math Education ($n = 6$), Science ($n = 7$), Social Sciences ($n = 5$), Religious Studies ($n = 3$), Computer Technology ($n = 4$), Art ($n = 2$), or other fields ($n = 4$). Of all the participants, 38 (89.6%) had less than five years of teaching

experience. For practical reasons, the sample was divided into two groups (25 in one group, 23 in the other) considering the fields of teachers (e.g. math, science, etc.) and their gender (female vs. male). It was considered that it would be hard to create group cohesion, give each participant an opportunity to begin to speak, and implement the activities with the participation of each teacher if the group size was 48.

The instruments

Efficacy in the delivery of career planning course

We developed a questionnaire to evaluate the opinions of teachers regarding self-efficacy in the delivery of the aforementioned career planning course considering the aim and the content of the programme. After generating items, expert opinion was gathered from two academicians who had expertise in the area of career counselling about the content and clarity of the items, and the items were revised according to expert suggestions. In this 11-item questionnaire, participants were asked to evaluate how competent they felt regarding several different areas, such as the required CD characteristics and tasks regarding middle school students, namely, the career planning process (e.g, "how competent do you feel about the goals and objectives of career services offered at the middle school level?"), CD theories (e.g. "How competent do you feel about the use of career theories in providing career services?"), and related classroom practices based on those theories (e.g. "How competent do you feel about developing classroom activities based on the career theories?"), requiring motivational interviewing techniques (e.g. "How competent do you feel about interviewing students by using motivational interviewing techniques?"), and ethics (e.g. "How competent do you feel about the ethical considerations on career counselling?"). The responses were gathered on a five-point Likert type scale (1 = I do not feel competent at all, to 5 = I feel completely competent) and the total scores ranged from 11 to 55.

The communication skills scale-adult form

The scale was developed to evaluate communication skills of adults in Turkish culture (Korkut-Owen & ve Bugay, 2014). It consisted of 25 items (e.g. "I listen to others without prejudice"; "I can express my thoughts verbally") on a 5-point Likert type scale. Although Korkut-Owen and ve Demirbaş-Çelik (2018) reported a five-factor solution, it is also possible to have a total score in which higher scores reflected better communication skills. The Cronbach alpha, which was .95 in the original study, was calculated as being .89 in this study.

The focus group interview form

These forms contained semi-structured questions to be used in the focus group interviews. The aim was to explore potential outcomes of the intervention by enabling each participant to share his/her experiences regarding the intervention through mutual interactions with other participants. Sample items included "What is your opinion of the training programme?" and "How do you feel about the activities implemented in the training programme?"

The training programme

Based on the aforementioned theories and Amundson's (2008) model, the training programme consisted of five modules. Module 1 aimed to raise awareness about the CD characteristics and needs of middle school students. Module 2 aimed to increase the knowledge and skills of the teachers about using motivational interviewing in the provision of career services. Module 3 aimed to enable teachers to develop awareness about the concept and importance of CA and to increase their competences in applications that support students' CA, including its four dimensions, namely Concern, Control, Curiosity, and Confidence. Module 4 aimed to ensure that participants gained awareness and learnt ethical practices regarding the career-planning process, and regarding individual and

environmental barriers that socioeconomically disadvantaged students might encounter during this process. Module 5 aimed to allow teachers to become familiar with the basic helping skills available to them while communicating with students in the provision of career services by also paying attention to career gender stereotypes. For detailed information about the contents of each module, the readers can contact the authors.

The Procedure

The relevant ethical and official permissions from the Ethics Committee of Hasan Kalyoncu University and the MoNE were obtained. A pilot study was conducted during March-April 2019 in two middle schools with approximately six teachers by applying selected activities from each module. To evaluate the effectiveness of each application, teachers filled out an "Activity Evaluation Form" in addition to expressing their feedback verbally. The researchers filled out an "Evaluation Form of the Pilot Study" based on their observations (e.g. whether the instructions were clear for the teachers and feedback of the teachers on the activities etc.). Researchers responded to instructions, enriched the materials used, and reconsidered the duration of the activities to be used in the main study.

For the main study, the purpose, content, and outcomes of the study were explained to all the middle school teachers during the in-service training period of June 2019 in the aforementioned district of Gaziantep. Volunteer teachers, who met the inclusion criteria, informed their school administrators who sent the list of the participants to the researchers. The same training programme was conducted in two groups simultaneously by the same researchers. The training consisting of five modules with 15 different sessions delivered on five consecutive days between 9.00 am and 3.00 pm between 2–6 September 2019, which was the in-service training period of the 2019–2020 Academic Year, as designated by the MoNE. Pre-tests were implemented on the first day, and post-tests, including focus-group interviews were implemented on the last day of the programme. The first and the second researchers conducted two separate focus group interviews with teachers from both groups (first group, $N = 20$; second group, $N = 19$) by providing a chance for all teachers who were informed about focus groups to participate. The interviews lasted for around 45 minutes, and the audio was recorded and transcribed verbatim by the researchers. Before conducting qualitative analysis, the data gathered from two focus groups were combined.

Data analysis

In the quantitative phase, the non-parametric test of the Mann Whitney U independent samples test was first conducted to compare the differences in the pre- and post-test scores between the two groups in terms of communication skills and teachers' efficacy in the delivery of a career planning course to middle school students. Next, the Wilcoxon Signed Rank Test, a non-parametric equivalent of the t-test for related samples, was applied to examine whether there was a statistically significant difference in the study variables. As a measure of effect size, the eta square correlation coefficient (η^2) was calculated (<.3 medium effect; >.5 large effect, Field, 2009). Data was analyzed by using SPSS 24.

In the qualitative phase, content analysis was conducted by following four steps: data coding, the identification of themes, the organisation of codes and themes, and the identification and interpretation of the findings (Yıldırım & Şimşek, 2016). The process began with two researchers coding the data of the two focus groups of teachers. Afterwards, the researchers came together and reviewed the existing code lists created for each dataset and compared the consistencies and differences. Accordingly, inconsistencies between data coding were minimised, and content integrity was increased in order to meet dependability requirements. Then, the codes were subsequently grouped under categories and themes, and in order to ensure the objectivity of findings and to satisfy the credibility of the study, researchers gathered expert opinion from another researcher (peer debriefing, Creswell, 2013) who is an expert in career counselling, guidance, and qualitative studies. Necessary changes were made, and theme and category lists were subsequently updated

based on the expert evaluation of data coding, data analysis procedure, and the findings of the study. Furthermore, direct quotations from interviews were provided in the details for transferability of the findings.

Results

Quantitative results

The results of the Mann–Whitney U tests indicated that there was no significant difference in pre-test scores between the two groups in terms of teachers' efficacy in the delivery of career planning course ($z = -.15$; $p = .89$) and communication skills ($z = -.44$; $p = .66$). Similarly, no significant difference was found in the post-test scores between the two groups in teachers' efficacy in the delivery of career planning course ($z = -.64$; $p = .52$) and communication skills ($z = -.09$; $p = .93$). The two groups were found to be similar in terms of study variables; therefore, we decided to combine the datasets of two groups and analyzed them together. The results of the Wilcoxon Signed Rank test for two groups ($n = 48$) indicated that post-test scores were statistically significantly higher than pre-test scores ($M = 33.10$, $SD = 7.69$ for pre-test; $M = 44.27$, $SD = 3.80$ for post-tests; $z = -5.77$, $p = .00$, $\eta^2 = .59$) in terms of teachers' sense of self-efficacy in the delivery of the career planning course. However, the post-test scores, which were based on negative ranks, were not statistically significant ($M = 105.09$, $SD = 8.84$ for pre-test; $M = 105.81$, $SD = 8.87$ for post-tests; $z = -.89$, $p = .38$) in terms of communication skills (see Tables 1 and 2).

The qualitative study

The results suggested three main themes: training and development, the intervention characteristics, and improvement points. The first theme included two categories: *professional* and *personal development*. The teachers mentioned learning how to support students' CD ($n = 11$) and increasing self-efficacy to provide career guidance ($n = 12$) under the first category. For instance, T7 said, "I have learned how to provide information while guiding students towards their ideal occupation", and T14 emphasised, "We used to provide career support informally but now we can do it more professionally", respectively. This category also encompassed different codes, such as learning different skills and techniques about career guidance ($n = 9$), "acquisition of knowledge about how to instruct this course ($n = 7$), questioning self-efficacy" ($n = 7$), and "discovering one's own mistakes as a teacher ($n = 7$), and empathy with students ($n = 1$)". For example, T3 stated, "From now on, there will be significant differences in the way this course is taught" by referring to the acquisition of knowledge about how to instruct this course. Under the personal development category, the teachers mostly referred to self-evaluation of personal and CD ($n = 6$). For instance, T2 underlined that "I have had insights about my own CD and needs".

The second theme, *the intervention characteristics*, included three categories: *the content, the process*, and the *trainers*. The most frequently stated code regarding *the content* was the effectiveness of the applied training ($n = 13$). For instance, T9 said, " … this was the first time I had used drama in teaching in my life in role-plays and discussions. This method allows me to experience and apply all my memorised theoretical knowledge into practice here in a more persistent way". The following codes were the diversity of methods/techniques ($n = 4$) and comprehensive and

Table 1. Descriptive statistics for teachers' sense of self-efficacy in delivery of CDL and communication skills.

		M	*SD*	Min	Max
Group	Efficacy in Delivery of CDL (Pre-Test)	33.10	7.69	11.00	49.00
	Efficacy in Delivery of CDL (Post-Test)	44.27	3.80	33.00	54.00
	Communication Skills (Pre-Test)	105.09	8.84	87.00	123.00
	Communication Skills (Post-Test)	105.81	8.87	86.00	122.00

Table 2. Results for Wilcoxon Signed Rank Test.

Group	Variables	Ranks	*N*	Mean Rank	Sum of Ranks	*z*	η^2
	Efficacy in Delivery of CDL	Negative	43[a]	23.92	1028.50	−5.77[d]*	.59
		Positive	2[b]	3.25	6.50		
		Ties	3[c]				
	Communication Skills	Negative	24[a]	24.83	596.00	−.89	
		Positive	21[b]	20.90	439.00		
		Ties	3[c]				

Note: $N = 48$, [a]post-test < pre-test, [b]post-test > pre-test, [c]post-test = pre-test, [d]based on negative ranks, * $p < .01$.

rich content ($n = 4$). One teacher said, "The content became clear as we were physically part of the process and experienced it" (T22). The other codes included usability of activities in classrooms ($n = 5$) and difficulties in the application of activities (content, level) ($n = 5$). For instance, T8 said, " … However I was worried that students, especially the ones here in Gaziantep, do not have dreams", by referring to difficulties in the application of activities. Under *the process* category, the most frequently observed code was *a necessary and efficient process* ($n = 11$) (e.g. "It was a great and beneficial five-day training", T10). The other codes appeared as follows: *the effectiveness of teamwork* ($n = 5$), and *a systematic process* ($n = 8$) (e.g. "We participated in several training sessions, but we had never attended such a professional, punctual, and well-designed training before", T6), *voluntary participation* ($n = 3$), *the effectiveness of participation of different fields* ($n = 2$), *its necessity during the first years of teaching* ($n = 1$), and *feeling valued as a teacher* ($n = 1$). *The trainers* category included *the professionality of trainers* ($n = 5$) which was mentioned as follows: "All of the trainers were well-prepared, equipped, and well-educated" (T29).

The third theme, the *improvement points*, included two categories: *aspects open for improvements* and *recommendations*. The first category indicated that some aspects of this training could be improved, such as *the length of training* ($n = 9$) (e.g. "Some activities were too short whereas others were too long", T11), *the lack of theoretical knowledge* ($n = 2$), *repetitive activities* ($n = 1$), *the complexity of theoretical knowledge* ($n = 1$), and the *incompatibility of scenarios with the real problems of the region* ($n = 1$). T17 mentioned the incompatibility of scenarios by saying, "The problems that we faced in here did not completely overlap with the career problems that we discussed in activities". The second category referred to teachers' recommendations to improve the quality, effectiveness, and application of the training. The recommendations included *providing the training to all teachers* ($n = 2$), *supporting teachers in practice* ($n = 3$) (e.g. "Trainers can visit the schools and accompany trained CDL teachers in class. This would allow us to better appreciate our shortcomings", T26), *providing similar training to parents* ($n = 3$), *having theory and practice equal in amount* ($n = 2$), *providing similar training for other topics* ($n = 1$) and *the inclusion of a career guidance course into the education faculty curriculum* ($n = 1$).

Discussion

This study developed and tested a five-module training programme for teachers. As it was hypothesised, the quantitative findings of the study indicated an increase in teachers' sense of self-efficacy in providing a career-planning course to middle school students. Self-efficacy is conceptualised as perceptions about capabilities to execute a particular task (Bandura, 1986), and teachers' self-efficacy can be associated with teachers' self-beliefs regarding their abilities to perform given educational tasks (Tschannen-Moran & Woolfolk Hoy, 2001). Considering that carrying out CDL programmes for children which require specific field knowledge, skills, and capabilities is not a primary duty (e.g. teaching, educating) of teachers, perceived self-efficacy would help carrying out these programmes effectively. Thus, in this study, an increase in teachers' perceived self-efficacy can be explained by the development in their abilities and capabilities to provide career services to their students. This finding was consistent with the previous work indicating the

effectiveness of career education training programmes for teachers to improve teachers' relevant skills and positive attitudes while providing career services to children (e.g. Schloss, 2011; Slomp et al., 2012, 2014; Welde et al., 2016). In Turkey, on the other hand, the previous studies provided evidence that teachers had concerns about their capabilities in providing career planning courses to students (Öztürk et al., 2020), there were no trainer training programmes for teachers to improve their capabilities (Nassar et al., 2020), and even school counsellors expressed their in-service training needs regarding vocational guidance (e.g. Güven et al., 2016).

The qualitative findings supported quantitative results by referring to the positive outcomes of applied training as well as experiences of the teachers regarding the training, diversity of the methods/techniques, the learning of different skills and techniques about career guidance, the increase in self-efficacy to provide career services, and improving personal and professional development. It was underlined in this study that teachers valued professional development training which provided specific content with pragmatic tools to improve their practice (Rutherford et al., 2017) and enhance their self-efficacy in turn (Tschannen-Moran & McMaster, 2009). In addition, the results indicated that teachers questioned their self-efficacy and realised their own shortcomings in providing CDL services to children, consistent with previous results (e.g. Öztürk et al., 2020). According to Burden (1982), teachers lack sufficient capabilities, professional insight, and self-confidence at the beginning of their professional life. The previous work demonstrated that due to stress and attrition, many teachers quit teaching within five years (e.g. Borman & Dowling, 2008). To prevent this, it was suggested that the personal and professional development of teachers should be supported and in-service training should be provided (e.g. Maandag et al., 2017). The teachers who participated in this study, most of whom have less than five-years of experience, reported that they felt they benefited from the content of this programme. The more teachers' competencies are promoted, the more they appreciate CD (Rivera & Schaefer, 2009), develop a more positive attitude to support the CD of students, better provide CDL programmes through the curricula (e.g. Akos et al., 2011), and utilise trainings in this regard (e.g. Welde et al., 2016).

Contrary to expectations, the training programme did not have an impact on teachers' communication skills. As mentioned, the content of each module covered communication skills, and each module's design was based on creating interactions between participants. Particularly, two modules included basic and applied helping skills and motivational interviewing techniques, for which reason it was expected that the training would increase communication skills of teachers. It could be argued that using better communication skills in the interaction with students would have a positive influence on students' career interests and decisions (Hartung et al., 2005). Additionally, in Turkey undergraduate programmes for teacher education include various elective courses, such as Character Education and Inclusive Education, etc., which might have already improved teacher's effective communication skills (YÖK, 2008). Moreover, the Turkish MoNE (2021) provides many in-service training programmes (e.g. body language, interviewing with children, conflict and stress management, coaching) which also provide communications skills.

This study was not without its limitations. Firstly, as this training programme was tested with a group of teachers who worked with socioeconomically disadvantaged students from only one rural region of the Eastern Turkey, and who had less than five-year experience as a teacher, this limits how applicable the findings are for the other teachers working with socioeconomically disadvantaged groups in other regions of the country. Secondly, the experimental design would have benefited from a control group, but it was not possible to provide one because of pedagogical reasons. A further study could, therefore, investigate the effectiveness of the training programme more effectively through a true experimental design. However, to reduce the effect of this limitation, a mixed method design was used. Thirdly, the form used to measure the self-efficacy of the participants in the delivery of a career planning course was developed by the researchers in this study. Scholars who have interest in this area are encouraged to test the effectiveness of this form in further studies with different teacher populations and develop a valid and reliable scale to assess perceived self-efficacy in delivery of career services in schools. Lastly, a follow-up evaluation (e.g.

six months after training) could not be conducted because the new academic semester had started and teachers were not available to reach.

Implications for further research and practice

This study has some implications in terms of further research and practice. First, it contributed to teachers' sense of self-efficacy in providing CDL programmes to children. The results indicated that teaching new skills and techniques improved early career teachers' self-efficacy feeling in supporting students' CD by increasing their knowledge and competencies. Hence, school counsellors can apply this training in their schools to foster teachers' competencies, or certain modules or workshops can be used, based on students' needs, especially at socioeconomically disadvantaged regions. In addition, the relevant activities of the training programme can be integrated into the classroom curricula by teachers (e.g. Hoyt, 2005; Smith, 2000).

Future studies can investigate long-term effects of CDL training for teachers on teachers' sense of self-efficacy and attitudes toward providing CDL programmes as well as their students' career exploration behaviours, maintaining their career goals, and improving their career planning skills. The current study revealed some research implications, especially based on the recommendations of the teachers. The participants recommended that researchers could develop and test similar training programmes for different age groups, socioeconomic contexts, parents, and/or integrate this teacher training programme into the curriculum of education faculties. It was even suggested that supervised training be provided.

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