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# Evidence in Action

## *A K20 Center Research Brief*

### Contribution of Job Shadowing Experience to the Career Development of High School Students

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#### Introduction

Seval Apaydın and Gülfem Çakır Çelebi (2024) investigated how job shadowing contributes to high school students' career development. Drawing from global and national literature, the authors highlight the importance of career counseling and experiential learning in helping students transition from school to work. The study is grounded in Donald Super's Career Development Model and Social Cognitive Career Theory, which emphasizes self-awareness, career awareness, and informed decision-making. Super's model is perhaps the most widely known life-span view of career development. His research on developmental theories recognize the changes that people go through as they mature. He emphasizes a life-span approach to career choice and adaptation. The research addresses a gap in academic high schools by exploring how real-world exposure through job shadowing can shape students' career perceptions and choices.

#### Methodology

##### Research Design:

A qualitative case study design was used to explore the real-life impact of job shadowing on students' career development.

##### Sample:

The study involved 38 students (21 female, 17 male) from an academically-focused high school in a metropolitan area of Turkey. Students were selected through purposeful sampling based on their willingness and participation.

##### Data Analysis:

Researchers analyzed open-ended survey responses using content analysis and thematic coding. Three main themes emerged: self-awareness, career awareness, and career decision-making. Reliability was ensured through interrater coding and detailed documentation of procedures.



## Results:

Key findings include the following:

- **Self-Awareness:** Students gained insights into their strengths, areas for improvement, and how their traits aligned with career demands.
- **Career Awareness:** Participants learned about job roles, required qualifications, and work environments. Misconceptions about professions were corrected.
- **Career Decision-Making:** Over half of the students (54.1%) changed or clarified their career choices post-intervention. Students reported increased motivation, self-efficacy, and clearer academic and career goals.

## Application Into Practice:

To replicate this intervention in a high school setting, the researchers recommend the following:

- **Preparation:** Have students identify careers they are interested in exploring.
- **Partnerships:** Coordinate with local businesses, public institutions, and professionals willing to host students.
- **Grouping:** Organize students into small groups (1–7) based on career interests.
- **Supervision:** Have school staff accompany student groups during visits to partners.
- **Reflection:** Use open-ended surveys or guided discussions post-visit to assess impact.
- **Dosage:**
  - **Frequency:** One-time intervention
  - **Duration:** One job shadowing session (3-7 hours)
  - **Implementation Period:** 3 days including pre- and post-activities

## Works Cited

Apaydın, S., & Çakır Çelebi, S. G. (2024). Contribution of job shadowing experience to the career development of high school students. *Kırşehir Eğitim Fakültesi Dergisi*, 25(2), 1053–1090. <https://doi.org/10.29299/kefad.1332561>

Super, D. E. (1953). "A theory of vocational development." *American Psychologist* 8:185-190.