Biodata as indicators of university vocational behavior: Elaboration of an evaluation instrument

Esperanza Rocabert, Adela Descals, Amparo Gómez

Dept. of Developmental and Educational Psychology,
University of Valencia

Spain

esperanza.rocabert@uv.es

Abstract

This paper forms part of inter-university research project, subsidized by the Ministry of Science and Technology, whose purpose is to enhance scientific knowledge of vocational and preprofesional behavior of university students. Among the different indicators of vocational behavior considered within this research, this study focuses on developing a questionnaire to analyze academic biodata (or biographic data in the academic area) related to students' vocational development. In other words, student experiences, facts and behaviours are analyzed as they relate to his or her vocational development, in order to test the adequacy and effectiveness of the latter when it comes to planning and exploring specialization options and preparation for professional practice. Based on a review of relevant theory from the contributions of diverse research experts and from the results of several studies in this field, we developed the "University Biodata Questionnaire" (in Spanish, *CBU*), made up of nine items grouped in five sections: Motivation or Interest in the University program selected; Academic or Preprofesional Decision Making (elective subjects, practicum); Degree of Decidedness regarding one's specialty or professional options; Work Experience; and Difficulties Perceived in the Process of Making Preprofessional Decisions. This questionnaire was applied to 2169 university students to determine their internal uniformity and its relationship to efficient career development. Statistical analyses show how the questionnaire is able to appropriately classify university students according to their degree of career development: from efficient to inefficient.

Keywords: Vocational guidance, vocational behavior, biodata, university teaching