The effect of work integrated learning in highlighting the complexity of work: A pilot study of work self-efficacy

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This pilot study aims to examine the effect of work integrated learning (WIL) on work self-efficacy (WSE) for undergraduate students from the Queensland University of Technology. A WSE instrument was used to examine the seven subscales of WSE. These were: learning, problem solving, pressure, role expectations, teamwork, sensitivity and work politics. The results of this pilot study revealed that, overall the WSE scores were highest when the students’ did not participate in the WIL unit (comparison group) in comparison to the WIL group. The current paper suggests that WSE scores were changed as a result of WIL participation. These findings open a new path for future studies allowing them to explore the relationship between WIL and the specific subscales of WSE.

Keywords: Work self-efficacy; undergraduate psychology students; work placements; work self-efficacy inventory (WSEi); work politics; work-integrated learning