Listening to the Voice Within Effectiveness of a Spirituality-Oriented College Career Planning Course

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Abstract
This action research anchors on the integration of spiritual cultivation related activities into career planning courses in college. Based on Krumholtz’s Planned Happenstance Career Theory approach and applying the concepts of psychology, this study examines the curriculum of this spirituality-oriented college course in career planning. It is hoped that students establish the good habit of “listening” by leveraging chance events in life to create surprises in life and career development. The action research is centered in the 18-week program and based on single-group post-test experiment design. The teaching effectiveness is evaluated with two questionnaires, “Measurement of Satisfaction with Curriculum and Teaching and Feedback Form” issued to students and “teaching assessment” issued throughout the campus. The results indicate that students think positively of the curriculum. The mean of the level of satisfaction with integration of spirituality-related activities into teaching is 4.74 and the standard deviation is 0.44. The mean of the level of satisfaction with overall teaching and planning is 4.81 and the standard deviation is 0.40. Furthermore, the mean of the level of satisfaction with teaching of this curriculum is 4.78 and the standard deviation is 0.42 according to the questionnaire survey on teaching (based on a 5-point scale). Effectiveness is evidenced with the high means shown in the questionnaire on learning satisfaction and the assessment of teaching. This curriculum model achieved a high level of satisfaction among students. The qualitative analysis of open feedback finds that this curriculum model helps to enhance learning satisfaction. Self-concept reinforced by listening to the voice within and learning enhances the ability to think positively and deal with pressure. The pondering of meanings of life, life philosophy and goals in life during the course helps one’s career development. Finally, the findings of this action research suggest that it is feasible to promote the teaching model of spirituality-oriented career planning courses for college students in higher education. Hopefully the resulting ripple effect can advocate and drive long-term vision of spirituality-oriented career planning courses for college students in higher education.

Keywords: spirituality, spiritual cultivation, life education, career planning courses

1. Introduction
In the rapidly changing global economy of the 21st century, our society is affected by various issues related to insecurity and uncertainty caused by the weak global economy. Colleges and universities in Taiwan started to emphasize life education during past years, amid constant social changes. For example, general education centers in different universities began to offer life education related courses. Chinese Association for General Education also recognizes that general education anchored on awaking in life. Some universities have established relevant graduate schools and research centers. Universities should cultivate a campus culture for life education and advocate educational policies centered around life education. Life education should be the focus of education by emphasizing that genuine education doesn't merely instruct the mind but nurtures the spirit. The true essence of life education lies in that “life awaking should be the core value of general education in colleges” (Sun, 2013, 2019). The motivation behind this action research is to advocate the significance of life education and spiritual cultivation, with spiritual cultivation being an integral part of life education. The aim is for students to learn to "listen to the voice within" and connect with their inner calling as a core principle. By learning to coexist with themselves and discovering their true inner desires – understanding what they want from life – they can stimulate proactive learning and enhance their motivation to learn. From the perspective of life education and spiritual cultivation, the content of college courses in career planning can be enriched with themes related to spirituality. This is believed to assist college students in not only education planning, occupational planning, and career...
planning but also life planning.

1.1 Career Planning and Life Planning

At workplaces of the 21st-century, personal career development is non-linear and increasingly unstable, and this results in widespread work-related stress. Due to rapid social development and advancement of high-tech, job security is unpredictable and not straightforward. Therefore, an adult's career development requires adaptability and flexibility in the future. Career development is a proactive and creative process; individuals need to possess their core values. Personal career planning necessitates strategic approaches, and effective career strategies involve thorough employment preparation and arrangement for career development (Herr, 2013). Higher education needs to enhance college students' professional competitiveness, not only by focusing on professional hard skills but also by strengthening soft skills for employability. The concepts of career planning and life planning are interconnected, but they are not entirely the same (Drier, 2000; Wong, 2018). Life planning is more of an integrated philosophical and psychological concept as it concerns an individual’s thinking and planning of goals, meanings and purposes in life. Life planning puts career planning into a bigger picture of life and emphasizes the pursuit of personal values and meanings of life. Life planning aims to assist individuals in ascertaining their core values and establishing goals aligned with these values in various life domains, ultimately leading to overall happiness and achievement; in the context of concepts such as profession, career, calling or mission, college students are not only responsible for education planning, occupational planning, career planning but also life planning (Yang & Wong, 2020).

There are currently an extensive body of research domestic and overseas on career planning. Karaca-Atik, Meeuwisse, Gorgievski & Smeets (2023) emphasize that higher education needs to purposefully nurture students’ ability to cope and enhance students’ self-efficacy, so that they are proactive in engagements, have greater resilience and can reduce anxiety. The career development trends of the 21st century offer individuals numerous possibilities; it is necessary to remain aware, sensitive to potential opportunities, and have the courage to take action (Krumboltz, Foley & Cotter, 2013). Building upon the happenstance learning theory, Krumboltz (2009) believes that five attitudes, i.e., five career counseling "skills", are needed in the face of uncertainty. These are (1) curiosity: exploration of new learning opportunities; (2) persistence: endeavors despite frustration; (3) flexibility: change of attitudes according to scenarios; (4) optimism: treating opportunities as achievable new targets; (5) adventure: willingness to break the mold and attempt new actions. Krumboltz & Levin (2004, 2005) in their great book “Luck Is No Accident” explain the influence of chance events such as coincidence and luck on life development. Career flexibility is considered a key competence and skill for career transition and innovation. When it comes to stay on top of good luck or chance opportunities in life, there are three key points: (1) experiencing random events; (2) being able to sensitively perceive and recognize potential opportunities during chance events; (3) effectively responding and taking action to unexpected life events, thereby increasing the likelihood of personal career transitions and the possibility of turning ideas into reality. Nobody can predict the future but everybody’s career is subject to the influence of mostly unexpected events.

Traditional theories in the past viewed uncertainty in career as a sign of the person’s indecisiveness. Nowadays, the Happenstance Approach towards careers aims to help individuals "accept" the uncertainty in their careers and be willing to "respond astutely" to unpredictable and complex future possibilities. This involves maintaining career flexibility, creating, and seizing timings, actively engaging in life, and creating opportunities to increase countless chance occurrences (Mitchell, Levin & Krumboltz, 1999; Valickas, Rašienė & Rapuano, 2019; Yang, Yaung, H., Noh, Jang & Lee, 2017). Postmodern theories advocate the respect for diversity and the focus on individual subjectivity. They stress that individuals should create meanings in life, maintain flexibility and enhance adaptability (Ahmet, Eryılmaz & Çubuľcu, 2020; Savickas, 2016). Yuliawati and Ardyan (2022) indicate the importance of career planning, as it can proactively predict goal attainment and fulfill an individual's vocational mission. Research by Peng & Chen (2014) found a significant relationship between spirituality and work values among both Christian and non-Christian college students. Additionally, "purpose and meaning in life" and "inner strength" and "spirituality" collectively predict the career indecision of university students. This suggests that spirituality has an impact on college students' career decision-making.

1.2 Spirituality and Spiritual Cultivation

Th wide application of spirituality-related literature in domains such as clinical practice, counseling, health, psychology, physiology, and interpersonal relations highlights the increasing emphasis of spiritual matters. There is no uniform and universally accepted definition for spirituality, as it can vary significantly across different cultures, religions, and personal beliefs. Whilst religion encompasses spiritual aspects, spirituality does not necessarily belong to religion. Spiritual psychology in the east and in the west, both acknowledge that spirituality
Career planning is a component of life planning. It is about determining life goals rather than merely finding a job. Dedication to work that one loves is a mission, not just a profession. We receive education to gain knowledge, with the purpose of following our inner compass and responding to the "call from the soul" to fulfill our mission in career development (Peng & Kan, 2016). Given the advancement of technology and the rapid development of the economy around the world today, college students face increased uncertainty in life. The young Generation (I generation, IGen) college students easily tend to feel lost (James, Davis, Charramaram, Konrath, Slovak, Weinstein & Yarosh, 2017). The explosion of online information and the dominance of the digital world consume a significant portion of our daily lives. As a result, many people are beginning to question the purpose of acquiring vast amounts of knowledge and skills in life. Are we often blindly pursuing surface-level values and missing out on genuine happiness? As the mainstream culture of education focuses on utilitarianism and prioritizes talents, these issues are easily overlooked. Hence, higher education workers have been placing a greater emphasis on spiritual perspectives in teaching during recent years. There is extensive discussion and attention. Spirituality emphasizes continuous self-exploration, which in turn enhances personal confidence and proactive learning. In the context of career planning, individuals should consider whole person development for career development. This includes the spiritual dimension and it involves exploration of not only values and interests, but also beliefs and passions. It is about how an individual's work aligns with their spiritual convictions (Chirico, Acquadro & Sharma, 2023; Delle & Segaro, 2023). Spirituality has potential influence in the career planning process, including its significant impact on an individual's values, career choices, job satisfaction, life meaning, and mental/spiritual well-being (Hassan, 2023; Jondar, Sampaleng & Halim, 2023; Yadollahpour, Nourian, Faramarzi, Yaminfirooz, Shams & Gholinia, 2023; Hsiao, Chien & Li, 2009). The studies on spiritual well-being indicate that the top priority for spiritual health is to know oneself truthfully and accept oneself (Hung, 2008). The attention to spirituality/spiritual health is related to age (Shen, 2010; Casanova, Machado & Melo, 2023).

Additionally, Sun (2013) indicates that universities should promote a campus culture of life education and advocate education policies centered on life education. Therefore, the study assumption is that spiritual cultivation in life education will serves as a great medium for career planning. Life education refers to spirituality as spiritual cultivation and requires emotional (spiritual) linkages between awareness and action. How to achieve it is the alignment of knowledge and action highlighted in spiritual cultivation in life education. The direction of spiritual cultivation is towards happiness and goodness. The essence of spiritual cultivation in life education will serves as a great medium for college career planning courses.

1.3 Spiritual Cultivation for College Career Planning Courses

Career planning is a component of life planning. It is about determining life goals rather than merely finding a job. Dedication to work that one loves is a mission, not just a profession. We receive education to gain knowledge, with the purpose of following our inner compass and responding to the "call from the soul" to fulfill our mission in career development (Peng & Kan, 2016). Given the advancement of technology and the rapid development of the economy around the world today, college students face increased uncertainty in life. The young Generation (I generation, IGen) college students easily tend to feel lost (James, Davis, Charramaram, Konrath, Slovak, Weinstein & Yarosh, 2017). The explosion of online information and the dominance of the digital world consume a significant portion of our daily lives. As a result, many people are beginning to question the purpose of acquiring vast amounts of knowledge and skills in life. Are we often blindly pursuing surface-level values and missing out on genuine happiness? As the mainstream culture of education focuses on utilitarianism and prioritizes talents, these issues are easily overlooked. Hence, higher education workers have been placing a greater emphasis on spiritual perspectives in teaching during recent years. There is extensive research related to spirituality in higher education domestic and overseas (Andrei, 2023; Chickering, Dalton & Stamm, 2015; Tirri, 2023). Some studies focus on the impact of spirituality during career transitions and transformations, where spirituality becomes a source of support and stability and assists individuals in overcoming challenges and finding a sense of happiness (Koburtay, Jamali & Aljafari, 2023).

Career planning courses should emphasize spirituality and spiritual cultivation to enhance employability and soft skills and elevate inner vitality for realization of aspirations. What truly matters to college students is to understand their life direction, i.e., life philosophy, and to establish the right work values. Traditionally, career planning has often been associated with practical and material considerations such as aptitude, interests, and
belief systems. However, the increasing emphasis of integrating spirituality into career counseling during recent years indicates its importance (Puffer, Brooks & Davis, 2023; Peng & Chen, 2014; Peng, 2015; Peng & Kan, 2016). Incorporating mindfulness into career planning can help individuals make conscious decisions that align with their inner needs, reducing stress and enhancing job satisfaction (Panda, 2022). Director (2023) indicates that spiritual intelligence, a relatively new concept in the field of psychology is garnering attention due to its potential impact on various aspects of life. Spiritual intelligence is positively correlated with academic performance, as it enhances cognitive abilities, critical thinking, creativity, and problem-solving skills, thereby improving academic results. Spiritual intelligence is also linked to psychological health, which can positively influence academic achievement. Peng and Chiang (2018) incorporated art therapy into career planning courses at colleges to assist students in finding tranquility and listening to inner voices. They included art therapy related activities into career planning curricula and found that it contributed to enhancing students’ learning focus, interest, and overall teaching effectiveness.

In sum, the literature abovementioned shows a connection between spirituality and career planning. Therefore, it is necessary to practice and enhance spirituality/spiritual cultivation in career planning courses at colleges. Sun (2019) notes that the topics of life education are suitable for integration into all disciplines to varying degrees and with different strategies. The integration principles involve R&D of relevant topic subjects, courses, instructional materials, and teaching models that encourage educators to incorporate philosophical thinking, exploration of humanity, ultimate concern, value reasoning, and spiritual cultivation into curricula. This approach aims to achieve the life educational goals of self-awareness, respect for others, and enriching one’s life.

The objectives of this action research are as follows:

1. To explore the design and implementation of a spirituality-oriented career planning curriculum and to develop a model centered around spiritual cultivation for college career planning courses by including specific themes and contents.
2. To investigate whether the spiritual-oriented career planning course model enhance the teaching effectiveness of career planning courses.

2. Research Method

This study was designed as a one-group post-test experiment. The subjects are the 27 freshman students (9 males and 18 females) who elected this course in the department of finance of a business university in Taiwan. These students are studying part-time in the four-year vocational program and at an average age of 25, older than typical university students. The action research project is centered on an 18-week spirituality-oriented college course in career planning, with 20-30 minutes of guided activities incorporated with spiritual contents. Two questionnaire surveys were conducted before the end of the one-semester course: (1) “Measurement of Satisfaction with Curriculum and Feedback Form” with open-ended questions, such as “What do you think about this course?” “What do you think are the strengths and weaknesses of this course?” “Do you have any suggestions for teachers?” (2) “Teaching Assessment Questionnaire” designed for the action research. The data is organized and analyzed with descriptive statistics. The sample is the university freshmen studying in the evening program of a business university in Taiwan (with 90% of these students working in the daytime and studying in the evening). “Measurement of Satisfaction with Curriculum and Feedback Form” is designed with the five-point Likert scale: 1. Very dissatisfied; 2. Dissatisfied; 3. Satisfied; 4. Quite satisfied; 5. Very satisfied. The six questions are as follows:

(1) How satisfied are you with the integration of spirituality cultivation into this course?
(2) How satisfied are you with the interactive teaching method?
(3) How satisfied are you with the instructor’s teaching attitude?
(4) How satisfied are you with the reasonableness of the course design?
(5) How satisfied are you with the sufficiency of course materials?
(6) Overall satisfaction with this course?

2.1 Curriculum Design of Spirituality-oriented Course in Career Planning

This action research is based on the concept of spiritual cultivation and primarily adopts Krumboltz's Happenstance Approach to career theory. It employs a framework of psychology and philosophy to design guided activities for the course (as shown in Figure 1), integrating the following elements: (1) Cultivation of positive thinking habits through positive psychology concepts: introduction of the positive thinking model A-event─B-thought─C-response; (2) Utilization of Adler’s individual psychology regarding separation of tasks
and teleology, to foster the courage to rebel and set career goals with awareness of motivations for any actions; (3) Incorporation of existential meaning therapy to assist college students in listening to inner voices and finding the meaning in their lives, and directions of efforts in career planning; (4) Application of expectancy effect in psychology and the law of attraction in a three-step process “Ask, Believe and Receive” in daily practice, to find the balance in life and achieve a state of tranquility. The goal is for students to make career choices of their own and to create the brilliance of their own lives.

2.2 Course Structure

An 18-week (one semester) spirituality-oriented college course in career planning was designed with pre-class activities for spiritual cultivation. The essence of this course was to assist students in developing the habit of "listening to inner voices" - utilizing serendipitous events in life to create surprises in life and career development and to find meanings in life and direction of efforts in career development. Teaching materials: an 18-week spirituality-oriented college course in career planning, supported with the content of the ten chapters in the book Krumholtz and Levin in Chinese edition (2005) “Luck is No Accident”, videos about inspiring career stories and the relevant data from the teaching website Reading for Dreamer (https://www.dreamerpengh.com/). Overall teaching design and implementation process: (1) Guided activities - "Listening to the Voice" and "Seeing Things from Perspectives" are designed based on the structure of guided activities in the curriculum (Figure 1), including practices of mindful meditation, positive thinking from positive psychology, exploration of the meaning of life and values in meaning therapy; (2) Utilizing suitable booklists relative to spiritual orientation and career development stories on YouTube; (3) Lesson plans: The spirituality oriented career planning activities for each class can be updated and expanded as needed for the curriculum, which has been revised to incorporate the essence of life education into the themes of career planning; (4) End-of-semester questionnaire survey: Satisfaction questionnaire and feedback form for the spirituality oriented career planning course; a campus-wide teaching assessment questionnaire to survey on the teaching effectiveness of this course.

2.3 Design of Guided Activities for the Curriculum

The 18-week course design and implementation of teaching: planning of a spirituality-oriented college career planning course, with guided activities to deliver the topics relevant to career planning of college students. Each unit began with a 20–30-minute creative activity, followed by a core lesson aligned with career planning themes and related content. This course placed an emphasis on guided activities for spiritual cultivation, to inspire students to be more attentive and reflective during class, to listen to their inner thoughts about course contents, and to subsequently engage in earnest life planning.

![Figure 1. Theoretical Framework and Design of Guided Activities for Spirituality Oriented Career Planning Courses at College](image_url)

From a psychological perspective, positive psychology emphasizes a meaningful life and the establishment of positive experiences. Based on positive psychology and an emphasis on a positive thinking, it aims to foster positive traits and empower resilience. Positive psychologists also mention that accumulating positive meanings from life experiences contributes to positive adaptation and enhances the sense of well-being (Davis,
Worthington & Schnitker, 2023; Seligman, 2002). Ünverdi (2022) reviewed the perspective of individual psychology on spirituality, the relationship between individual psychology and spirituality, how individual psychology conducts spiritual assessments, and how individual psychology is applied to cases with spiritual/religious orientations. Individual psychology takes into consideration the phenomenological domain of each person for assessment; therefore, the spiritual dimension of the client's religious beliefs will not be overlooked in the counseling process, and the importance of spirituality in personal life is acknowledged. Both foreign and Chinese philosophies, as well as various religious beliefs, provide teachings on positive attitudes towards life and spiritual contemplation.

The existential psychologist Frankl, V. E. (2011) believes that individuals can discover the meaning of life by realizing their own values. The theoretical foundation of logotherapy is a philosophy of life, comprising three interconnected basic beliefs: the freedom of will, the will to meaning and the meaning of life. The meaning of life differs from person to another and from time to time. What's most important is to understand the specific meaning of one's life in concrete moments. Steger, Dik & Duffy (2012) mention the integration of the concept of meaning emphasized by spirituality and existentialism into career development. They also emphasize the identification of meanings and goals in the career development and the alignment of work with values, strengths, and interests. Zharifah & Parahyanti (2022) suggest that perceiving work as meaningful can reduce feelings of boredom; thinking patterns influence one's feelings and behaviors. Wong (2023) indicates that the spiritual thinking of the Faith-Hope-Love model can be a certain belief or one's own positive and profound contemplation.

Concepts in psychology help in self-understanding and planning for one's own life. When it comes to Adlerian psychology (also known as individual psychology), Carlson & Carlson (2000) mentioned the application of Adlerian psychotherapy with Asian-American clients to key concepts including “separation of tasks” and “teleology”. Separation of tasks refers to the process of detaching an individual's problems or challenges from their sense of self, focusing on problem-solving rather than getting trapped in the emotions or dilemmas surrounding the problems. This approach aims to assist individuals in better addressing challenges, finding solutions, and developing the psychological status of health and growth. Furthermore, Adlerian psychology believes in the teleology of human behavior. Human behavior is purposeful. Individuals are driven not only by mechanical pushes but also by free will to progress towards specific self-fulfillment goals or excellence. Teleology refers to the idea that an individual's behavior and psychological processes are guided by goals and intentions. The individual is not propelled by a single reason but drawn by a target. An individual is regarded as someone who can choose their own behavior in order to achieve predetermined objectives. People first set goals for themselves and then align their actions with these goals. It is what we pursue that truly matters. College students need to learn to listen to their inner voices and respect their inner thoughts, to create their own career plans and life plans, and to set their own career development goals by applying Adler’s concept of “separation of tasks” in personal career planning.

The design of the guided activities for spiritual content at the end of the curriculum is based on the expectancy effect, a concept in applied psychology. Ghanbari Noshari, Kempton & Kreplin (2023) describe it as how the specific expectation people hold towards something affects their behavior and attitudes and how this eventually increases the likelihood of expected outcomes. This effect may influence people's behavior and performance because their expectations create their beliefs and motivations. The law of attraction is a theory of spiritual growth and self-help. It can be succinctly defined as "you attract what you focus on". It is believed that people's thoughts and emotions can influence the experiences and events they attract. According to this theory, if you focus on positive thoughts and feelings, you will attract more positive things, and vice versa (Carvel, 2022; Dixon, Hornsey & Hartley, 2023). These two concepts are similar to a certain extent, as they both involve how thoughts and expectations influence people's real-life experiences. The expectancy effect emphasizes how individuals' expectations of specific outcomes affect their behavior, while the law of attraction focuses more on how individuals' thoughts and emotions influence the experiences they attract. The law of attraction has not received definitive support within the scientific community and remains controversial, whereas the expectancy effect enjoys broader research support within psychology.

Hence, the guided activities of this curriculum are designed according to the abovementioned theoretical frameworks. With the activities designed for spirituality-oriented courses in career planning, this study assists college students in career planning with their own dreams and goals so that they know how to apply the expectancy effect and the law of attraction to formulate short-term, mid-term and long-term career planning and life planning. Below is an explanation of the course planning for one semester, as shown in Table 1.
Table 1. Spirituality Oriented Career Planning Course at College Thematic Structure

<table>
<thead>
<tr>
<th>Week number</th>
<th>Topic</th>
<th>Content of guided activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(*: elements of spiritual cultivation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Luck is No Accident” as a supporting material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 topics on YouTube</td>
</tr>
<tr>
<td>Week 1</td>
<td>Topic 01</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concept of grit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Highlights of spirituality-oriented career planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Encourage full attendance, listening to lectures and getting involved. Introduce the framework of guided activities; positive thinking in positive psychology; Jung’s individuation and synchronicity; expectancy effect in psychology and the law of attraction*</td>
</tr>
<tr>
<td>Weeks 2 to 5</td>
<td>Listen to the voice within and spirituality-oriented career planning.</td>
<td>2. Habit of solitary contemplation and patterns of mindful thoughts*</td>
</tr>
<tr>
<td>Topic 02-05</td>
<td></td>
<td>Basic concepts of positive psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why career planning?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why specialty-oriented career planning?</td>
</tr>
<tr>
<td>Weeks 6 to 9</td>
<td>Krumboltz’s Happenstance Theory</td>
<td>3. Develop the habit of gratitude, positive thinking and visualization*</td>
</tr>
<tr>
<td>Topic 06-09</td>
<td>Importance of positive thinking</td>
<td>4. Basic concepts of career planning</td>
</tr>
<tr>
<td></td>
<td>Getting to know your own personality and professional interest</td>
<td>5. Content of Professional development in finance</td>
</tr>
<tr>
<td></td>
<td>Importance of career values and positive thoughts</td>
<td>Alumni invited to share stories of career development</td>
</tr>
<tr>
<td></td>
<td>Study plans and time management techniques</td>
<td>6. Practice of the three steps of the Happenstance Approach: Experience, Awareness and Actions*</td>
</tr>
<tr>
<td>Weeks 10 to 13</td>
<td>Adler’s individual psychology</td>
<td>7. Practice the recording of A event – B thought – C response*</td>
</tr>
<tr>
<td></td>
<td>Separation of tasks and teleology,</td>
<td>8. Knowing your own life philosophy and values; self-organization and career beliefs*</td>
</tr>
<tr>
<td></td>
<td>Meaning therapy: meaning of life; what do you want from life?</td>
<td>9. Understand goal management and effective learning strategy</td>
</tr>
<tr>
<td>Topic 10</td>
<td>Career choices and state of flow</td>
<td>10. Independent thinking and courage to rebel*</td>
</tr>
<tr>
<td></td>
<td>Importance of learning portfolio</td>
<td>Motivation to become aware of day-to-day behavior.</td>
</tr>
<tr>
<td>Weeks 14 to 17</td>
<td>Law of attraction and the mind map shares. Group presentations about thoughts about the class and interview highlights</td>
<td>11. Create a vision board*</td>
</tr>
<tr>
<td></td>
<td>Collection of the career interest test results</td>
<td>12. Identify your own strengths/potential to attain “the zone”!</td>
</tr>
<tr>
<td></td>
<td>Interviews with alumni to understand the professional development of the current majors in university.</td>
<td>13. Bios and CVs;</td>
</tr>
<tr>
<td>Week 18</td>
<td>highlights</td>
<td>14. Visualization and gratitude*</td>
</tr>
<tr>
<td></td>
<td>Review and Recap</td>
<td>15. Collection of data on professional development for departments/faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16. Set the short-term, mid-term and long-term career plans*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Career tests to help self-understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. Review and Evaluation</td>
</tr>
</tbody>
</table>
Teaching methods for this course: PowerPoint presentations and YouTube video materials on topics related to career planning of college students; in-class interactive dialogues; inspirational activities; career planning assignments; internalized learning - regular meditation, solitary note-taking and reflective writing to develop the habit of quiet contemplation (regular assignments). In sum, because spiritual factors are important in the context of career planning, the spirituality aspect in this research refers to spiritual reflection that involves listening to one's inner voice. The curriculum design in this study aims to help enrolled students listen to their inner voices.

3. Research Results

The action research project adopts the single-group posttest design. The findings of this action research on the spirituality-oriented college career planning course are as follows: (1) The survey with “Measurement of Satisfaction with Curriculum and Teaching and Feedback Form” indicates positive responses by students to the curriculum. The satisfaction with the integration of spiritual content into the teaching and related activities reported an average score of 4.74, with a standard deviation of 0.45. (2) The overall teaching plan received an average satisfaction score of 4.81, with a standard deviation of 0.40. In a campus-wide "Teaching Evaluation Questionnaire" (on a 5-point scale), the results indicate that students who took the course had an average satisfaction score of 4.78, with a standard deviation of 0.42. The research results show high mean scores in both the survey on students’ satisfaction and the assessment of teaching and suggest that the students were highly satisfied with the course. Below is the learning satisfaction questionnaire analysis, as shown in Table 2.

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>N</th>
<th>Mean Average</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spirituality Cultivation related contents</td>
<td>27</td>
<td>4.67</td>
<td>0.62</td>
</tr>
<tr>
<td>2. The interactive teaching method</td>
<td>27</td>
<td>4.70</td>
<td>0.61</td>
</tr>
<tr>
<td>3. The instructor’s teaching attitude</td>
<td>27</td>
<td>4.85</td>
<td>0.36</td>
</tr>
<tr>
<td>4. The design of the course model</td>
<td>27</td>
<td>4.74</td>
<td>0.44</td>
</tr>
<tr>
<td>5. The materials of the course</td>
<td>27</td>
<td>4.78</td>
<td>0.42</td>
</tr>
<tr>
<td>6. Overall learning satisfaction</td>
<td>27</td>
<td>4.81</td>
<td>0.40</td>
</tr>
</tbody>
</table>


Open-ended questions in both measurements: What are your views about this course? What are you most satisfied with?

(1) Enhancement of self-concepts, very helpful for self-understanding: It's very interesting to learn different things in every class and understand myself better. I'm most satisfied with being able to find myself on the course. It helps me understand myself, explore the future and evaluate my suitability. I can clarify what I want in the relaxed learning process and understand myself better from different topics in the relaxed learning atmosphere.

(2) Reflection on the meaning of life, life philosophy, and life goals during the course is helpful to career planning: The course was quite relaxing and allowed for a thorough exploration of aspirations and appreciation of the importance of time management. It was a fabulous course as it provided students with many inspirations for future career planning and life philosophies. I think it was a great thing that I listened to my inner voice and understood myself better during the course and engaged in planning a career that suits my inner self. My perspective changed after the course and I started to have goals. I feel it's great to learn many ways to energize life. I've learned a lot of practical wisdom for surviving in the society, and I know better what to be mindful of in the workplace. Exploring both my present and future self is essential with a positive and proactive attitude. I believe it is genuinely helpful for my life. I know that I should pursue what I want to do because I will not know the outcome until I try. I have more ideas about career development.

(3) The guided activities related to spiritual factors have enhanced my positive thinking abilities, and the diverse teaching methods have been helpful for career planning and stress management. I'm satisfied with the variety of the curriculum and it is inspirational as a result. The course content is rich and full of positive energy. The curriculum is relatively flexible, covering psychology and philosophy, and the open-ended teaching offers so much to learn. It has improved my resilience to pressure and strengthened my mind. The movies and books recommended by the teacher are thought provoking. The positive energy and the classroom vibes are excellent, with so many things to learn. There was no pressure in class to allow for real thinking.

Furthermore, the feedback form from the satisfaction survey also mentioned that the attitude and style of the instructor can influence learning, and the rich content of the course enhances wisdom and happiness. The teacher
The teaching and the content of the spirituality-oriented college career planning course is based on Krumboltz’s Planned Happenstance Theory and the concepts of applied psychology. This action research focuses on the integration of activities related to spirituality/spiritual cultivation into college career planning courses. This study strives to guide students in the process of career planning via the cultivation of spiritual literacy and the development of habits of solitude and listening to inner voices. It aims to help students establish a connection with their inner selves on a regular basis and apply these concepts to career and life planning. The spiritual cultivation in the spirituality-oriented career planning course refers to the integration of concepts from psychology and philosophy in four main aspects: (1) positive psychology and positive thinking; (2) separation of tasks and teleology in individual psychology; (3) meaning therapy in existentialism, to guide in thinking over meaning of existence and personal life philosophy and values; (4) expectancy effects in psychology and the law of attraction for establishment of one’s short, medium, and long-term career plans. The weekly topics and activities are intended to assist students in developing skills related to self-awareness, emotional management, goal setting, and value formation, to foster overall growth and development. Teaching methods include lectures, group discussions, practical activities, and sharing of case studies to provide a variety of learning experiences.

This study finds that spirituality-oriented college career planning course can boost students’ learning satisfaction and enhance teaching effectiveness. The survey on students with “Measurement of Satisfaction with Curriculum and Teaching and Feedback Form” and the campus-wide “Teaching Evaluation Questionnaire” indicate positive responses by students to the curriculum. The satisfaction with the integration of spiritual content into the teaching and related activities reported an average score of 4.74, with a standard deviation of 0.44. The overall teaching plan received an average satisfaction score of 4.81, with a standard deviation of 0.40. Moreover, the campus-wide “Teaching Evaluation Questionnaire” (on a 5-point scale) showed an average satisfaction score of 4.78, with a standard deviation of 0.42. The high mean scores in the survey on students’ satisfaction and the assessment of teaching suggest that the students were highly satisfied with this career planning course. The qualitative analysis on open-ended questions regarding the highest satisfaction with the curriculum is as follows: (1) Enhanced self-concepts - self-awareness and spiritual growth; (2) Reflection on goal setting and earnest in career planning; (3) Better mental health and resilience against pressure; (4) Activities guided with the teacher’s positive optimism and rich course content contributing to increased wisdom and happiness in life.

Overall, both quantitative and qualitative analyses indicate that the model of spirituality-oriented career planning course design can help college students enhance and grow in spirituality and become better prepared for career and future challenges. In the seeking of unwavering internal strength and anchor amid the ever-changing external environment, spiritual cultivation can emerge as a potential factor for enhancing career planning and psychological well-being of college students. This research reminds and suggests that spirituality plays an important role in career planning, but it may not resonate to the same degree for everyone in the journey of career planning. Career planning remains a highly personalized process, and people's motivations and priorities can vary greatly. Some individuals may find their purpose and fulfillment through spiritual exploration, while others may focus on other aspects of career planning in job-related choices.

Future research may assess students' spiritual intelligence and adjust the content of spirituality-oriented career planning courses for students in different years of education. The limitation of this study is the small sample size of students from a business university’s evening program. These students are older than regular university students and can appreciate the benefits of this curriculum. However, it is difficult to precisely measure whether maturity of inner selves is relevant. Future studies may source a larger sample of young students in the daytime programs under different educational systems and conduct qualitative in-depth interviews to address the limitations of this action research. For example, it is possible to explore which spiritual topics and orientations are more beneficial and provide suggestions for additions or deletions to the content of guided spiritual orientation activities. In summary, the results of this action research indicate that the instructional model for the spirituality-oriented career planning courses is tangible and feasible. It is hoped that the resulting ripple effect can advocate and drive long-term vision of career planning courses based on spiritual cultivation and spiritual contents.
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