Workforce Transition Readiness Following an Online Career Psychoeducational Intervention: A Pretest–Posttest Study

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This study examines changes following of a structured online psychoeducational intervention designed to support workforce transition readiness among emerging adults. Workforce transition readiness in this study refers to participants' understanding of workplace challenges, career preparation, and adaptive perspectives related to entering the workforce within the framework of Social Cognitive Career Theory (SCCT). A quasi-experimental one-group pretest–posttest design was conducted with 79 emerging adults, including final-year university students or individuals experiencing early workforce transition who participated in an online intervention titled "Stay Cool, Stay Long: Understanding the Challenges of Entering the Workforce for the Young Generation." The program combined psychoeducational materials on career transition, emotional regulation, and workplace stigma awareness. Quantitative data were collected through pre-test and post-test assessments, while qualitative responses were analyzed using thematic analysis. The results showed a significant increase in workforce transition readiness assessment scores following the intervention, $t(78) = 5.41$, $p < .001$, with a medium-to-large effect size (Cohen's $d = 0.72$). Qualitative findings further indicated greater awareness of workplace expectations, career preparation strategies, adaptability, and professional development. Overall, the findings suggest that brief, digitally delivered psychoeducational interventions may support workforce transition readiness among emerging adults. The study contributes to the literature by applying an SCCT-informed intervention framework that integrates career transition knowledge, workplace awareness, and adaptive preparation among emerging adults.

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