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The Effects of Career Intervention Program on Community College Students' Career Development

Jasmi Abu Talib^{a,*}, Azlinda Mohd Ariff^a, Amla Salleh^a^a*Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia*

Abstract

The paper reports a proposal to evaluate a career module program on community college students' self-efficacy, career maturity and, career planning ability (aspects of Career development). A quasi-experimental study is designed based on a pre and post test plus control group model. Sixty participants from community college population will be selected using purposive sampling method; 30 will be assigned to an experimental group and the remaining 30 will be assigned to a control group. Data will be collected using three set of questionnaires. Pre-test and post-test scores for both groups will be compared to examine the effectiveness of the module.

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Keywords: Self-efficacy; Career maturity; Career planning; Career development; Career module

1. Introduction:

Career choice and planning have become a critical issue in life especially to teenagers. Numerous educational opportunities and highly competitive and drastic change of labor market trend are all challenges faced by young people as they are preparing themselves for the future. These challenges may caused confusion and pose placement problems for those in position of making career decision. The emergence of new educational fields and learning subjects may add stress to already confused teenagers. Parents are also anxious and concern over the issue o

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Career decision making is a long process. It requires the ability to integrate various kind of information related to personal and career. Career decision can only be made after the individual consider career information which relates to the jobs (Sidek Mohd Noah, 2002). Nevertheless, whatever career choice is made by an individual it is important that it is done based on knowledge and experience which are related to career of his dream. Fisher (1985) emphasized the importance of getting a job that matches an individual's interest by saying that an individual who is working in an environment that matches his/ her interest, he/she is more likely to be successful and satisfied because such environment will allow him to demonstrate his/her talent and ability. Therefore, it is important for young people to be guided and assisted in planning their career path systematically to avoid frustration in the event of mismatched career choice.

2. Statement of the Problem

It has been reported that level of career awareness among people in Malaysia including secondary school and college students is relatively low. Parents or families from low socio economic status (SES) are found to be unable to influence their children's career choice due to lack of knowledge and career awareness. Consequently, teenagers who come from low SES will face numerous problems in getting jobs of their interest as they are not prepared psychologically, mentally as well as socially. Limited knowledge both in general term and knowledge related to career may cause young people lack of career awareness, less career experience, and may not be able to track the development of labor market trend which information normally published in mass media; print and digital form. Consequently they may appear not putting effort to acquire career information.

Research also found that career choice problem is one of the biggest problems that have been voiced out by teenagers. Besides the environmental factors which have great influence on decision making process by teenagers in choosing their careers, the problem may also occur due to internal factors such as lack of interest, lack of skills in making choices, and lack of information on the career itself. There are three main reasons why teenagers have difficulties in making career choice is. First, the problem of not clear of one's interest or he/she has not thought about his/her own interest. Second, there is no guarantee that everyone will make an accurate decision. Teenagers sometimes may make inaccurate prediction about their interests, abilities and personalities which result in choosing career that does not match with their personality characteristics. Third, lack of knowledge and information relating to jobs sometime may also caused identity problem. In addition, the problem of not being able to make career decision is also due to uncertainty which may related to the inability to understand one's interest, ability, or talent, and personality (Sidek Mohd Noah, 2001).

Career maturity and self-efficacy are found to be among factors which contribute to the student's career planning ability. There are studies indicate that failure in making career planning is related to career immaturity, lack of career information as well as low self-efficacy. However, studies on self-efficacy, career maturity, and career planning are only conducted on school students population. There is no study carried out on community college students. Lack of knowledge about community college students; career development suggest that studies in this area is timely and critically important. The goal of present study to understand some of career development aspect among community college students will be among the first step in understanding community college students career development and developing strategies for Community college students development program.

3. Objectives of the Study

The main aim in this study is to assess the ability of career educational module based on the Career Exploration Module (1997) in improving self-efficacy, career maturity, and career planning ability among community college students.

The objectives of this study are:

1. To develop three sub modules of career which will be integrated to the Career Exploration Module
2. To assess the effectiveness of the new integrated Career Educational Module called the *Community-Career Exploration Module* in enhancing self-efficacy, career maturity, and career planning ability among the

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3. To identify the relationship between the self-knowledge, information seeking behavior in career preparator ability to make decision with self-efficacy, career maturity, and career planning ability,
4. To identify the relationship between the self-efficacy, career maturity, and career planning ability among th Community college students
5. To identify the main contributing factor to the self-efficacy development, career maturity, and career planni Ability among the community college students,
6. To determine the mean differences between self-efficacy, career maturity, and career planning ability amon Community college students, and
7. To determine the effect of career developmental module on self-efficacy, career maturity, and career planni Ability base on the demographic factors such as gender, parents' education level, economy status, and place live.

4. Significance of Study

The significant of the present study could be seen in term of its contribution to knowledge on asp community college students' career development. As knowledge in this area is realtively limited, the st therefore considered as one of the pioneers in this field. It is hope that the findings of the study wil information related to career behavioral pattern among community college students which may have implications for career development program for community college population.

As Community college is only recently introduced in Malaysian educational system, thus career gu program in these colleges has yet to be developed. The present study will contribute to the knowledge on str and techniques in providing career guidance services in community college. Base on this finding, stakeholde are or will involved in the career educational services in Community College, will able to develop a special program base on the need and college's aspiration, students and their world of work effectively. This n considered in line with Level II of the National Strategic Planning of Higher Education (Improvising the Te and Learning Quality) in its goal to produce marketable graduates by year 2020.

This study will also become one of the references in the area of career awareness to those who are w towards improving career educational services especially on students' career path. The procedure of l students develop their career path, making realistic career decision implementing it could be developed ba findings of the present study. The tested career module could be introduced into the career guidance program.

5. Review of the literature

Career development modules that have been implemented in America have been reported as having profound effect on students behavior. One of the programs is the Career Academy. The main target of this m is to the at-risk groups. The findings showed that this program improved the attendance among the at-risk gro school, no drop outs although this model did not effect from academic achievement.

A career model which relates to this study is the DISCOVER Career Choice Model . The target gr this model is among the university and college students. The model is also known as a computer-based progr college student groups and adults. This program was developed by the American College Testing Program ir DISCOVER program has good modules and its main objective is to assist college students to develop their destination and later to choose their appropriate career with their values and needs. The nine processes DISCOVER modules are:

1. Introduction to career exploration
2. Learn to know world of work
3. Learn about yourself
4. Exploring and surveying a job
5. Learn about jobs
6. Perform career choice exercises
7. Career choice step planning
8. Career planning
9. Perform the transition process from academic world to career

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The RAISE Career Awareness Module is also developed for the at-risk groups of students. This module emphasizes the importance to assist children to develop their decision making skill in their developmental stage. The RAISE Model is also suitable to all type of children; however it is appropriate and effective to the at-risk of students .

Sidek Mohd Noah (2002) has introduced another career module called the Integrated Career Development Model. This model is based on the trait and factor principle which aimed to ensuring the personal characteristic individual's personal. The Integrated Career Development Model is implemented according five phases:

Phase 1: Client's Self-Exploration Stage

This phase focuses on knowing one's own potential which includes the strengths, weaknesses, personality structure, personal values, interest tendency, and achievement level. These elements usually measured by using psychological tests or psychometric technique such as personality test, career inventory, career value achievement.

Phase 2: Client's Goal Development Stage

During the second phase clients will be guided to integrate the information about him/her from various psychometric measures which use in the Phase 1. Relevant career information is gathered from the job information sources. Clients will develop goals based on their individual potential through action plan which involves an eliminating process. This phase has two sub modules which are career information sub module and career goal module.

Phase 3: Motivational Input to Client

This phase will take clients to many aspects of self-motivational input directly through various activities such as seminar, workshop, talk, and motivational courses.

Phase 4: Sharing of Basic Technique

This phase is related to approach or technique to achieve the goal stated in the second phase. This phase focus on basic technique in learning such as note-taking technique. Time management and stress management techniques are also included.

Phase 5: A Sharing of Advance Technique

The fifth phase focuses on advance support techniques such as resume writing technique and interview technique. Nevertheless, according to Sidek Mohd Noah, the module will only effective if it is applied with flexibility. Users may choose to start at any phase. The effectiveness of this model has been proven by researchers which carried-out with the secondary and matriculation students. The findings showed that the model was effective – as there was positive effect on the motivation level of students .

6. Methodology

6.1. Research design

The research design will be the non-equivalence quasi-experimental pretest and posttest control group . This research design will be used to select the subject by intact group .(Weirisma, 2000) - one experimental group and a control group. The experimental group will be given a treatment when they participate in a career workshop on Community-Exploration Module, while the control does not receive any treatment and continue with the normal activities. The control group is used as a standard to measure the effect of the treatment given to the experimental group. The comparison will determine whether the treatment given to the experimental group will show differences compared to the control group. The sample of the study is 60. Russell (1974) stated that

6.2. Participants

The sample will consist of 60 students from a community colleges in Mesjid Tanah Melaka. The sample selected using purposive sampling method. Thirty of the participants will be assigned to an experimental group the remaining 30 will be assigned to a control group.

6.3. Materials

The career planning module which used in this study was developed by Amla, Mizan & Salleh (1998) module contains learning and career planning activities. With the addition of two more sub modules the module for the study will contain five components which are :

6.4. Manual

The manual a set of information and schedule of the career workshop to the counselors and the student information is a guideline for them and to prepare themselves to be ready in the workshop. At least they will have a general view of what will be happen in the career workshop. This workshop program information also developed to guide school counselors conduct the career workshop effectively.

6.5. Career Interest Inventory

A Malay version (Amla Salleh, 1984) Holland's Self Directed Search is one of the items in the module. This inventory will help participants to identify their career interests.

6.6. Career Information

Another part of this module is a six-set of Career Dictionary which provide information about the selected occupations. There are 800 occupational grouped into six categories of Realistic, Investigative, Artistic, Social, Enterprising and Conventional with six dimensional information: job title, job specification, career advance opportunity, qualification, and training requirement.

6.7. Intervention

This career planning module will be implemented in three consecutive days. This approach has been recommended by American School Counselor Association (1997) The 3 days career workshop will be conducted following a schedule planned in advance.

7. Conclusion

To conclude, this study will be carry out in the non-equivalent pre-test and post-test control group design involves the students in their fourth semester in a community college to identify the differences of career self-efficacy, career maturity, and career planning ability after their involvement in the experimental session implementing Community Exploration Module that was developed based on the Amla Career Exploration Module (1997)

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