



International Journal of Research in Social Sciences

(ISSN: 2249-2496)

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
<u>1</u>	Implementation of The Literature and Culture Program (LCP) in The Malaysia National Service Program (MNSP). Dr. Chew Fong Peng	<u>1-21</u>
<u>2</u>	Reviewing Statistical Methods in Innovation Activities: New and Old Lessons. George M. Korres, Efstratios Papanis, Aikaterini Kokkinou and Panagiotis Giavrimis	<u>22-48</u>
<u>3</u>	Does National Pursuit Of A Healthier Enviroment Lead To Reduced Economic Growth? Some Cross Country Evidence. William R. DiPietro	<u>49-65</u>
<u>4</u>	Towards The Development Of Career Exploration Program For Secondary School In Malaysia: Needs Assessment. Poh Li, Lau, Diana-Lea Baranovich and Mariani Md Nor	<u>66-83</u>
<u>5</u>	Challenges To Be Faced By The Dealers Of Household Appliances In The Changing Business Environment With Special Reference To Coimbatore City. Dr. (Mrs.) A. Kumudha and Mr. K. Prabakar	<u>84-95</u>
<u>6</u>	An Integrated Approach to Rural Digital Services-Case Study on Common Service Centres in Hundred Thousand Villages of India. Sambhu N. Mukhopadhyay and Jayanta Chatterjee	<u>96-121</u>
<u>7</u>	Understanding Effect of Mass Media on Disaster Management: A Case Study. Ganesh Desai and V L Dharurkar	<u>122-132</u>
<u>8</u>	Operational Adequacy Of Working Capital Management Of Selected Indian Automobile Industry - A Bivariate Discriminant Analysis. Dr. N. Pasupathi	<u>133-158</u>
<u>9</u>	Indian Mutual Fund Industry: Emerging Issues And Challanges. Preeti Aggarwal and Chhavi Bhardwaj	<u>159-181</u>
<u>10</u>	Role Of A Business Plan In Business Promotion. C. S. Ramanigopal and G. Palaniappan	<u>182-202</u>
<u>11</u>	Cultivation Practices of Small Cardamom Growers - A Study in Western Ghats of South India. Dr. S. Manivel, Dr. K. Manikandan and Dr. K. Gunaseela Prabhu	<u>203-230</u>
<u>12</u>	Causal Factors of School Dropouts (A study of Aligarh district, Uttar Pradesh, India). Dr. Saba Khan and Ms Gauri Pandey	<u>231-241</u>
<u>13</u>	The Changing Buying Behavior Of Customers In Organized Retail Sector Of Pune City. Atul Kumar	<u>242-263</u>
<u>14</u>	A Study On Viability Of Bt Cotton In Andhra Pradesh. Dr. A. Balakrishna	<u>264-288</u>
<u>15</u>	Quality Identified Of A Manufacturing Organization From Supply Chain Perspectives: A Case Study. Bhupender Singh and Mahesh chand	<u>289-301</u>
<u>16</u>	British Educational Policy And Its Impact In Tamilnadu. C. Jeya Paul	<u>302-317</u>
<u>17</u>	Does Spatial Usage And Physical Attributes of Thinnai, (House Front Sit Out) Promote Prosocial Behavior Of The Occupants: An Empirical Investigation With Regional Context. K. Premkumar	<u>318-354</u>

Chief Patron

Dr. JOSE G. VARGAS-HERNANDEZ

Member of the National System of Researchers, Mexico

Research professor at University Center of Economic and Managerial Sciences,
University of Guadalajara

Director of Mass Media at Ayuntamiento de Cd. Guzman

Ex. director of Centro de Capacitacion y Adiestramiento

Patron

Dr. Mohammad Reza Noruzi

PhD: Public Administration, Public Sector Policy Making Management,
Tarbiat Modarres University, Tehran, Iran

Faculty of Economics and Management, Tarbiat Modarres University, Tehran, Iran

Young Researchers' Club Member, Islamic Azad University, Bonab, Iran

Chief Advisors

Dr. NAGENDRA. S.

Senior Asst. Professor,

Department of MBA, Mangalore Institute of Technology and Engineering, Moodabidri

Dr. SUNIL KUMAR MISHRA

Associate Professor,

Dronacharya College of Engineering, Gurgaon, INDIA

Mr. GARRY TAN WEI HAN

Lecturer and Chairperson (Centre for Business and Management),

Department of Marketing, University Tunku Abdul Rahman, MALAYSIA

MS. R. KAVITHA

Assistant Professor,

Aloysius Institute of Management and Information, Mangalore, INDIA

Dr. A. JUSTIN DIRAVIAM

Assistant Professor,

Dept. of Computer Science and Engineering, Sardar Raja College of Engineering,
Alangulam Tirunelveli, TAMIL NADU, INDIA

Editorial Board

Dr. CRAIG E. REESE

Professor, School of Business, St. Thomas University, Miami Gardens

Dr. S. N. TAKALIKAR

Principal, St. Johns Institute of Engineering, PALGHAR (M.S.)

Dr. RAMPRATAP SINGH

Professor, Bangalore Institute of International Management, KARNATAKA

Dr. P. MALYADRI

Principal, Government Degree College, Osmania University, TANDUR

Dr. Y. LOKESWARA CHOUDARY

Asst. Professor Cum, SRM B-School, SRM University, CHENNAI

Prof. Dr. TEKI SURAYYA

Professor, Adikavi Nannaya University, ANDHRA PRADESH, INDIA

Dr. T. DULABABU

Principal, The Oxford College of Business Management, BANGALORE

Dr. A. ARUL LAWRENCE SELVAKUMAR

Professor, Adhiparasakthi Engineering College, MELMARAVATHUR, TN

Dr. S. D. SURYAWANSHI

Lecturer, College of Engineering Pune, SHIVAJINAGAR

Dr. S. KALIYAMOORTHY

Professor & Director, Alagappa Institute of Management, KARAIKUDI

Prof S. R. BADRINARAYAN

Sinhgad Institute for Management & Computer Applications, PUNE

Mr. GURSEL ILIPINAR

ESADE Business School, Department of Marketing, SPAIN

Mr. ZEESHAN AHMED

Software Research Eng, Department of Bioinformatics, GERMANY

Mr. SANJAY ASATI

Dept of ME, M. Patel Institute of Engg. & Tech., GONDIA(M.S.)

Mr. G. Y. KUDALE

N.M.D. College of Management and Research, GONDIA(M.S.)

Editorial Advisory Board

Dr. MANJIT DAS

Assistant Professor, Deptt. of Economics, M.C.College, ASSAM

Dr. ROLI PRADHAN

Maulana Azad National Institute of Technology, BHOPAL

Dr. N. KAVITHA

Assistant Professor, Department of Management, Mekelle University, ETHIOPIA

Prof C. M. MARAN

Assistant Professor (Senior), VIT Business School, TAMIL NADU

Dr. RAJIV KHOSLA

Associate Professor and Head, Chandigarh Business School, MOHALI

Dr. S. K. SINGH

Asst. Professor, R. D. Foundation Group of Institutions, MODINAGAR

Dr. (Mrs.) MANISHA N. PALIWAL

Associate Professor, Sinhgad Institute of Management, PUNE

Dr. (Mrs.) ARCHANA ARJUN GHATULE

Director, SPSPM, SKN Sinhgad Business School, MAHARASHTRA

Dr. NEELAM RANI DHANDA

Associate Professor, Department of Commerce, kuk, HARYANA

Dr. FARAH NAAZ GAURI

Associate Professor, Department of Commerce, Dr. Babasaheb Ambedkar Marathwada University, AURANGABAD

Prof. Dr. BADAR ALAM IQBAL

Associate Professor, Department of Commerce, Aligarh Muslim University, UP

Dr. CH. JAYASANKARAPRASAD

Assistant Professor, Dept. of Business Management, Krishna University, A. P., INDIA

Technical Advisors

Mr. Vishal Verma

Lecturer, Department of Computer Science, Ambala, INDIA

Mr. Ankit Jain

Department of Chemical Engineering, NIT Karnataka, Mangalore, INDIA

Associate Editors

Dr. SANJAY J. BHAYANI

Associate Professor, Department of Business Management, RAJKOT, INDIA

MOID UDDIN AHMAD

Assistant Professor, Jaipuria Institute of Management, NOIDA

Dr. SUNEEL ARORA

Assistant Professor, G D Goenka World Institute, Lancaster University, NEW DELHI

Mr. P. PRABHU

Assistant Professor, Alagappa University, KARAIKUDI

Mr. MANISH KUMAR

Assistant Professor, DBIT, Deptt. Of MBA, DEHRADUN

Mrs. BABITA VERMA

Assistant Professor, Bhilai Institute Of Technology, DURG

Ms. MONIKA BHATNAGAR

Assistant Professor, Technocrat Institute of Technology, BHOPAL

Ms. SUPRIYA RAHEJA

Assistant Professor, CSE Department of ITM University, GURGAON

Title

**TOWARDS THE DEVELOPMENT OF CAREER
EXPLORATION PROGRAM FOR SECONDARY SCHOOL
IN MALAYSIA: NEEDS ASSESSMENT**

Author(s)

Poh Li, Lau

*Department of Educational
Psychology and Counseling,
University of Malaya, 50603,
Kuala Lumpur, Malaysia*

Diana-Lea Baranovich

*Department of Educational
Psychology and Counseling,
University of Malaya, 50603,
Kuala Lumpur, Malaysia*

Mariani Md Nor

*Department of Educational
Psychology and Counseling,
University of Malaya, 50603,
Kuala Lumpur, Malaysia*

Abstract:

This article discussed a proposal for developing a career guidance and counseling program: Career Exploration Program (CEP) for Malaysian Secondary Schools (high school). The needs of career intervention or program have been discussed. The Planning of CEP in this research employed the Five-Stages Planning Model for Career Guidance and Counseling by Herr, Cramer, and Niles (1996). For the purpose of developing program rationale and program philosophy, needs assessment was also conducted. In order to get the required information for the needs assessment, the researcher conducted a few methods of data collection for needs assessment such as conducting interview sessions with the school's counselors and secondary school students as well as conducting a survey by using the Crites Career Maturity Inventory (1995). The findings from the needs assessment, as well as the the input from the needs assessment for the researcher in designing the CEP were also discussed.

Keywords: *career guidance, career exploration program, career intervention, need assessment, career maturity*

Introduction:

The academic world is like a bridge and/or path that has to be taken by all young people before entering the job world which is much more challenging. Schools offer a transition to the job world so that the individual can contribute to peace and harmony in the family, society, as well as the country. Hence, students are required to think about career choices and career planning. The career planning of individuals should start when they are in school because school is a place for developing talent, ability, potential, interest and personality. School time, especially at the secondary school (high school) level, is an important time for the students to develop career awareness, make career plans and start to decide on career matters.

Career development and preparation for adolescents can involve such tasks as establishing stable vocational preferences, narrowing one's occupational choices, developing career goals and engaging in long-term career planning (Skorikov, 2007). Adolescents are still developing their career awareness and career interests, which can result in their occupational choices continually

changing (Heiwig, 2003; Wahl & Blackhurst, 2000). However, if they are provided with effective career guidance during this time of change, they can become both knowledgeable and focused in their career development (Trusty, Niles, & Carney, 2005).

The Needs of Career Interventions Or Programs For Secondary School Students:

One of the important methods suggested in past research in order to help the students to increase their knowledge of potential occupations, as well as to enhance their career maturity and self-concept, is by implementing career counseling interventions or programs. A career intervention could increase students' awareness of their interest, as well as their career decision-making skills (Loos, 2008; Osborn & Reardon, 2006). However, the majority of research on the efficacy of career guidance programs has neglected to utilize populations in Asia, such as Malaysia, as samples. In Asian countries, the students choose their career based on their parents' criteria (Aida Mauziah, Norazura, & Ang, 2004). It is found that Asian students really need help through services of career counseling (Aida Mauziah et al., 2004; Lee & Mixson, 1995; Pope, Cheng, & Leong, 1998). In Malaysia, past research by D'Cruz (1966), Reutens (1967), Goon (1975) and Lee (1976) showed that many Malaysian students face problems in making career choices and career planning. However, after almost two decades, it is discovered that there is still no research done on the career interventions that are suitable for helping the secondary school students in their career development. Many research findings still showed that secondary school students in Malaysia are facing problems of not being prepared in making career planning (Chan, 2001; Guan, 2004; Kamarul, 2006; Teo, 2005). Hence, there is a need to design a career guidance program that is suitable for Malaysian adolescents.

The Systematic Planning of Career Exploration Program (CEP):

The Planning of CEP in this research employed the Five-Stages Planning Model for Career Guidance and Counseling by Herr, Cramer, and Niles (1996). This model was chosen because systematic planning for career counseling or guidance is consistent with the efforts to implement

evidence-based, results-based, skill-based, or counseling programs rather than rely only on traditional models of process-based or services-based program (Sexton, 2001).

For the purpose of developing program rationale and program philosophy, needs assessment was conducted. In order to get the required information, the researchers conducted a few methods of data collection such as conducting interview sessions with the school counselors and secondary school students as well as conducting a survey by using the Crites Career Maturity Inventory (1995). The interviews involved 8 school counselors and 10 secondary school students from five different secondary schools in Malaysia. The five different schools are from 5 different states in Malaysia which are Kedah, Penang, Selangor, Johor and Pahang.

Findings From The School Counselor Interviews:

The findings from the school counselor interviews showed that the school counselors do not have clear guidelines in conducting career programs. The school counselors only conduct career guidance in the classroom when they replaced the class by conducting the psychological test or giving a talk about career.

Besides, it was found that the school counselors spent most of their time helping students with academic achievement; preparing the students for exams, and helping them with personal growth and development. Unfortunately, helping students with their career development was their lower rated goal. The findings from the interview with the school counselors also showed that the guidance and counseling units in secondary schools together some outside consultant company have conducted many programs such as talks, workshops and motivational camps to help students gain in personal growth, as well as to acquire some knowledge in career choice and career planning.

Findings From The School Student Interviews:

Interviews with the students revealed that the secondary school students are still uncertain and hesitant about their career choices. They do not see the relation between subjects studied in school and their career choices. Besides, they do not understand the task of careers that they

choose. The findings also showed that the secondary school students do not have realistic career goals; they decide on careers without reference to their talents, potential or personality. The secondary school students feel bored with some of the career programs conducted in school especially in the form of talks because these offer one way interaction that is from the speaker to the students. The students hope to have some interactive activities in the programs.

The students' opinion, however, seems to differ with the opinions given by school counselors interviewed. School counselors stated that the guidance and counseling units in secondary schools together with some outside consultant companies have conducted many programs to help students gain in personal growth, as well as to acquire some knowledge in career choice and career planning. Even though the students stated that they did participate in programs such as talks, workshops and motivational camps, they are still uncertain about their career choice and career planning. Based on some of the students' responses, they are still uncertain with their career choices because of the unclear explanation given.

Therefore, in the CEP, this aspect is considered where the researchers would like to change the school counselors' perceptions such that the program quality is more important than the program quantity. It is not only the quantity of program that is important but the quality of the program, that is, how far the aspects in career choice and career planning are conveyed with clarity and detail so that the secondary school students understand and are able to relate talent, potential, ability, and interest in suitable career choices.

Findings From Student Survey:

The information about students' needs and characteristics is important because the program objectives are to increase students' ability and skills in career choices and career planning. Therefore, one of the important steps in planning the career guidance program is to identify the students' needs and characteristics and this can be done by using a questionnaire (Brown, 2006). The information about students' needs and characteristics as well as their basic knowledge about career is important in designing the CEP.

In order to get the data needed, the researcher has performed one entry behavior test that is the Crites Career Maturity Inventory Revised (1995) on 176 secondary school students. Based on the

students' responses to the Career Maturity Inventory and the interview conducted with the students, it can be concluded that the early attitude and students' characteristics include:

- a. knowing self at the minimum level from the aspects of personality, interest, ability, potential and talents.
- b. make career choices without relating to the aspect of self such as the personality, interests, ability, potential and talents.
- c. have a changeable standpoint in career choice.
- d. have unrealistic career goals with the majority of them only focusing on the glamorous career field.
- e. have a limited knowledge about the occupation names.
- f. do not see the relation between the subject taught in schools with the career choices.
- g. show unclear career planning.

Therefore, it can be concluded that the Malaysian secondary school students generally are less skilful in career choices and career planning.

Inputs From the Needs Assessment:

Findings from the needs assessment give an input to the researchers to plan for the CEP which can be conducted in the classroom. The approach of group guidance is used in the CEP. According to Maluwa-Banda (1998), the group guidance is aimed at enhancing the students' understanding of potential and enabling students to develop their potential.

The CEP with an approach of group guidance is able to save time and money because the group guidance intervention can avoid repetition of the same thing in the aspect of giving education and career information. The mission and philosophy of the CEP is to guide the secondary school students so that they are able to look at the importance of career, understand themselves and are later able to make suitable career choices and undertake appropriate career planning. The objectives of CEP are to help the students:

- a. Learn about themselves

- b. Learn about the world of work
- c. Formulate the career goals with linking the educational and career information with self information.
- d. Develop an effective strategy to realize their career goals, as well as undertake career planning.

Based on the need assessment, Malaysian secondary school students have been found to be lacking in self, educational and career knowledge. Thus, this program sought to address this deficit by giving the consideration to the inclusion of self, career knowledge and educational knowledge. Educational knowledge component was included in this program, as students at the end of Form Five are expected to know what the requirements are for higher education. By providing the students with knowledge of their interests, job aptitudes and work-related value, and pairing this information with educational requirement and career information, students were guided to formulate the career goals as well as making career planning.

Another aspect of the Planning Model for Career Guidance and Counseling: Career Exploration Program (CEP) is to review current research and theory on what the program's directions might be, what knowledge or behaviors might be affected by the program, and what basic concepts and assumptions should be considered. Based on the needs assessment, the Super Vocational Development theory is chosen due to its comprehensive theory in explaining about the career developmental tasks. The majority of Super's research has focused on the period of adolescence.

Super (1990) described this exploration stage as a tentative time in the career development process. The first of the main tasks in the exploration stage during adolescence is *crystallization*. This task is typically accomplished between the ages of 14 and 18. In Super's view, this is a period in which cognitions regarding the formulation of general career goals are formed through awareness of resources, contingencies, interests, values and planning for the expressed preferences. In this sense, knowing one's abilities, interests and values which developed gradually as the person becomes aware of all these factors, will eventually facilitate the match or synthesizing to a satisfying career choice (Super, 1980, 1990). He also describes this stage as one in which the individual's career choices are narrowed but have not been finalized. Knowing these and other components and goals for career exploration programs is important to take into account when designing such interventions for this age group.

The CEP was divided into five stages. The first stage, self knowledge, focused on activities designed to assist students in recognizing their personal interest, aptitude, and work-related values. The second stage, educational knowledge, was designed to provide students with information on course requirement, as well as information on the various vocational programs available in Malaysia. The third stage, career knowledge, focused on gathering the career information as well as learning the occupation names. The fourth stage, career goals, focused on activities designed to assist the students in linking the career information with their self information, and formulating their general career goals. The fifth stage, career plans, focused on activities designed to help the students plan the subjects and courses that they should take.

Self-Knowledge:

The self-knowledge component was presented first in the specific career guidance program. Gordon and Meyer (2002) who studied South African college students found that career indecision was not just impacted by career information, but also by self information and the ability to integrate one's self and career information. A lack of self knowledge consequently can hinder a student's ability to make satisfying educational and/ or occupational selections (Loos, 2008). By providing the students with activities in which they could identify their personal interests, job aptitudes and work-related value, the students were presented with an opportunity to acquire self-knowledge that can later increase their self-awareness. Brown (2006) stated that testing and assessment instruments are useful in career developing programming and counseling such as vocational interest inventories, aptitude test, and work value inventories.

Career Knowledge:

Career knowledge was included as the second component of the specific career guidance program. While adolescents indicated the need for self knowledge as their highest priority, the need for career information was rated as the second priority (Akos et al., 2004). Malaysian adolescents have been found to be lacking in career knowledge, where the majority of them just know about 11-20 occupational names (Kamarul, 2006; Suradi Salim, 1998). By providing the students with activities in which they could learn the occupational names, as well as the sources

of career information, the students were presented with an opportunity to acquire career knowledge. According Zunker (2002), students need to help to develop an understanding of and value for the diversity of the world. Gordon and Meyer's (2002) findings that self-information alone does not explain career indecision supported the inclusion of career knowledge as the second component for the specific career exploration program.

Educational Knowledge:

Educational knowledge was included as the third component of the specific career exploration program. Adolescents are always cognizant of the grades and coursework needed in order to obtain their desired career goals (Julien, 1999). The career program provided students with information on the number of credits needed to graduate from secondary school, choosing a college or vocational pathway, and how to plan out higher education courses. By providing the educational information to the students with the requirements of the courses in college and higher education as well as the sources of education information, the student should comprehend the relationship between school performance and future choices. According D'Achiardi (2005), the ultimate purpose of an effective career development process during adolescence is not only the achievement of personal identity but also the attainment of effective and satisfactory educational and/or professional goals in the future.

Career Goals:

Another aspect found to be important is the ability to integrate one's self and career and education information (Gordon & Meyer, 2002). Malaysian adolescents either have too many and unrealistic career goals or they do not have career goals at all (Mohd Ali Jamaat & Sidek Mohd Noah, 2000). The process of gathering career and education information and connecting it with self-information is vital, as the establishing of tentative vocational preferences must first be prefaced with the provision of career information and transferred to career direction (Akos et al., 2004). Thus, activities were designed in the specific career program to assist the students in linking the career and education information with their self information and formulate their general career goals. One of the components of career program at high school level suggested by

Herr et al. (1996) is that the counselors need to facilitate students' establishment of educational and occupational goals.

Career Planning:

Herr et al. (1996) suggested that counselors need to help students understand that even though they do not have to make an immediate career choice, recognizing their abilities and interests is important because their parent course and curriculum choices will help in not prematurely foreclosing career choices later. Thus, activities designed to help the students plan the subjects and courses that they should take as well as making career planning was the last part of the career program.

Conclusion:

The information obtained from the needs assessment gives input to the researchers for designing the Career Exploration Program (CEP). The CEP introduces students to self and career exploration. It provides an appealing and engaging framework that helps students focus on their future.

References:

- Aida Mauziah, B., Norazura, A., & Ang, C. L. (2004, November 29-30). *Career decision making: A study of sub-urban secondary school students*. Kertas kerja untuk Seminar Pembangunan Kerjaya Abad 21, Kuala Lumpur.
- Akos, P., Konold, T., & Niles, S. G. (2004). A career readiness typology and typical membership in middle school. *The Career Development Quarterly*, 53(1), 53-66.
- Brown, D. (2006). *Career information, career counseling & career development* (9th ed.). Boston, MA: Pearson Allyn & Bacon.

- Chan, S. K. (2001). *Sikap kematangan kerjaya di kalangan pelajar remaja di sekolah menengah kerajaan dan sekolah menengah swasta*. Latihan ilmiah yang tidak diterbitkan. Universiti Kebangsaan Malaysia, Bangi.
- D' Achiardi, C. (2005). *A new approach to measuring adolescents' career maturity: Evaluating a career exploration intervention*. Doctoral dissertation, Southern Illinois University, Carbondale.
- D'Cruz, U. N. (1966). *A survey of the vocational interests and occupational choices of Form Five students in a Malaysian Secondary school*. Unpublished master's thesis, University of Malaya, Kuala Lumpur.
- Goon, Ai Chin. (1975). *A study of a pattern of vocational preferences of Form Four girls in selected English medium school in Selangor*. Unpublished master's thesis, University of Malaya, Kuala Lumpur.
- Gordon, L. & Meyer, J. C. (2002). Career indecision amongst prospective university students. *South African Journal of Psychology*, 32(4), 41-47.
- Guan, Teik Ee. (2004). *Kematangan kerjaya pelajar Cina di sebuah sekolah menengah jenis kebangsaan*. Kertas Projek Sarjana Kaunseling, Universiti Malaya, Kuala Lumpur.
- Herr, E. L., Cramer, S. H., & Niles, S. G. (1996). *Career guidance and counseling through the life span: Systematic approaches*. New York, NY: Longman.
- Heiwig, A. A. (2003). The measurement of Holland types in a 10-year longitudinal study of a sample of students. *Journal of Employment Counseling*, 40, 24-32.
- Julien, H. E. (1999). Barriers to adolescents' information seeking for career decision making. *Journal of the American Society for Information Science*, 50(1), 38-48.
- Kamarul, Md Shah. (2006). *Pengetahuan dan kecenderungan kerjaya pelajar di tiga buah sekolah menengah luar bandar*. Kertas Projek Sarjana Pendidikan, Universiti Malaya, Kuala Lumpur.
- Lee, Fook Kwang, A. (1976). *The extent of occupation information possessed by fifth formers in some urban schools*. Unpublished master's thesis, University of Malaya, Kuala Lumpur.

- Lee, W. M. L., & Mixson, R. M. (1995). Asian and Caucasian client perceptions of the effectiveness of counseling. *Journal of Multicultural Counseling and Development*, 23, 48-56.
- Loos, L. A. (2008). *Career education: Addressing career indecision in middle school students*. Doctoral dissertation, Capella University.
- Maluwa-Banda, D. W. (1998). School counselor perceptions of a guidance and counseling programme in Malawi secondary school. *British Journal of Guidance and Counseling*, 26, 287-295.
- Mohd. Ali Jamaat, & Sidek Mohd Noah. (2000). Keberkesanan Modul Perkembangan Kerjaya Bersepadu terhadap peningkatan motivasi pencapaian pelajar di beberapa buah sekolah menengah daerah Jelebu, Negeri Sembilan. *Jurnal Perkama*, 8, 49-67.
- Osborn, D. S., & Reardon, R. C. (2006). Using the self-directed search: Career explorer with high-risk middle school students. *The Career Development Quarterly*, 54(3), 269-273.
- Pope, M., Cheng, W. D., & Leong, F. T. L. (1998). The case of Chou: The inextricability of personal/ social issues to career. *Journal of Career Development*, 25, 53-64.
- Reutens, M. (1967). *The vocational choices of a sample of boys on Form III and V in relation to interest, values, prestige and fathers' occupation levels*. Unpublished master's thesis, University of Malaya, Kuala Lumpur.
- Sexton, T. L. (2001). Evidence-based counseling intervention program: Practicing best practices. In D.C. Locke, J. E. Myers, & E. L. Herr (Eds.), *Handbook of counseling* (pp. 499-512). Thousand Oaks, CA: Sage.
- Skorikov, V. (2007). Continuity in adolescent career preparation and its effects on adjustment. *Journal of Vocational Behavior*, 70, 8-24.
- Super, D. E. (1980). A life-span, life space approach to career development. *Journal of Vocational Behavior*, 13, 282-298.
- Super, D. E. (1990). A life span, life space approach to career development. In Brown, L. Brooks & associates (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed.). San Francisco, CA: Jossey-Bass.

- Suradi Salim. (1998). Matlamat dan kesedaran kerjaya pelajar sekolah menengah di Lembah Kelang. *Jurnal Perkama*, 7, 15-27.
- Teo, Siew Beng. (2005). *Kematangan kerjaya di kalangan pelajar perempuan di dua buah sekolah menengah*. Laporan Penyelidikan Sarjana Kaunseling, Universiti Malaya, Kuala Lumpur.
- Trusty, J., Niles, S., & Carney, J. V. (2005). Education-career planning and middle school counselors. *Professional School Counseling*, 9(2), 136-143.
- Wahl, K. H., & Blackhurst, A. (2000). Factors affecting the occupational and educational aspirations of children and adolescents. *Professional School Counseling*, 3(5), 367-374.
- Zunker V. G. (2002). *Career counseling: Applied concept of life planning* (6th ed.). Belmont, CA: Wadsworth.

