



CAREER SKILLS IN YOUTH CAREER MODULE AMONG ADOLESCENCE IN SECONDARY SCHOOL

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Abstract

This paper discusses about the important skills that should be included in youth career module. The discussion covers the features concept of the career module, career models such as Super's Career Development, Career Development Guidelines K-Adult and American School Counselor Association. Furthermore, it also discusses about how to build career module, variables in career module such as self-knowledge skills, career information skills, career planning skills, explore training and education opportunities skills, decision making skills and preparation of employment skills. In order to get the validity and the reliability of the career skills module, it should be built through two stages that are the drafting stage and the testing stage. Thus, the career skills module should be carefully planned. The second part of the discussion was on the intervention of career skills among students at a secondary school. The results showed that all the variables effectively assist the career development of the students. This career skills module is suitable for adolescence at the age of 16 and 17. Based on the findings, implication and suggestions were put forward.

Key words: Career module, Career models, Career skills, Intervention.

INTRODUCTION

Teaching and learning using module is one of the effective approach to deliver a lesson. It is said to be effective because the module is as a teaching and learning package containing components such as teaching and learning objectives, materials, learning activities, assessments, instructions and a systematic procedure that students can follow the steps of a learning unit. Module is a complete teaching unit and free with its main focus. Teaching using the module allows students to follow the lessons by their own speed in a particular course. Module is a small part of its own, but complete. Thus, the module can be regarded as units of teaching and learning a specific title.

FEATURES OF CAREER MODULE

Muhd. Mansur Abdullah and Siti Nordinar Mohd Tamin (1989), when a new career training programme is required, a new teaching module needs to be established. Furthermore, they stated that the career module activities are as follows:

1. Module activities lead to career goals and career programme objectives
2. Career module provides some interesting variables considered in planning career activities with teaching aids such as tape recordings, slides and other materials.
3. Slide show of career information resources.
4. To help students choose careers in relation to major academic courses.
5. Outlook for jobs, plans to make choices.
6. Self-evaluation using career inventories.



Various modules can be built and the content should include the following basic items:

1. The rationale.
2. Behavioral objectives.
3. Obtain useful materials available and coordinate with the objective of the module.
4. To conduct a field survey.
5. Provides guidelines and instructions for teachers and
6. Detailing the practical instructions.

Therefore, an effective career module needs to be established to facilitate self-learning. The module also needs to give freedom to students, convenience and self speed. In certain circumstances a module can be combined with one media to another media. Kobylarz (1996), the module is more of a career training programme focused on career guidance, self-knowledge, education, career exploration and career planning. Morill, Oetting and Hurst (1974), had presented a conceptual framework of career module including the following: (i) purpose, (ii) the target group, (iii) how the module is implemented and (iv) the media used. A career module can be built and the intervention activities can be delivered to students using teaching and learning approach which is called structured career module. The important thing is that the activities of the career module are to ensure that each student has the opportunity to attend all activities. Sharifah Alwiah Alsagoff (1981), each module must have certain characteristics and a module cannot be used by all students because the intellectual ability among the students were different.

CONSTRUCTION OF CAREER MODULE

Here were some views on construction of career modules. Sidek Mohd Noah (2001), has introduced a comprehensive integrated model in the construction of the module. This approach has two different stages of objectives. The first stage is the stage of preparing a draft module and the second stage is to try and evaluate the module.

The first stage is called the stage of preparing a draft module because the validity and reliability of the module has not been proven. The steps in the first stage of the construction of a module are as follows:

Stage I: Preparing the draft module

1. Determining the purpose of general construction module to be produced, the content of the module and its target group.
2. Identify the theory, rationale, concepts, targets and time frame that forms the basis for the module to be constructed. The theory used may consist of a combination of one theory or many theories. From the chosen theory, the models can be developed which will then be the basis of the module construction, particularly in terms of content, order and sequence of module. Theoretical foundation is the backbone of the strength of a module. Construction module should explain the relevant aspects of the rationale, needs and benefits of the use of modules to be produced. The concept of modules must be reflected in an actual implementation, such as the form of games, exercises, lectures, and drills. The target group must be identified sequentially with the objectives of the module. The time period to complete the module must be determined accurately according to the capability of the students to achieve the purpose of the module activities.
3. Study the needs of the parties related to the target group that will use the modules such as principal, senior assistant teachers, students and student counselor. They can be selected at random in the study of these requirements. Information obtained will determine whether there is a need for the construction of a module.
4. Determine the specific objectives of the module. The objective must be in the



form of behavioral objectives which can be seen and can be measured at the end of the module implementation.

5. The selection of the content should be listed and selected to suit the target group and be able to achieve the objectives of the module.
6. Determine the strategies to implement of the module.
7. Ensure all visual aids can be used to run the module.
8. Determine the media and how the module will be presented. Media selection can be made singly or in combination of various media. Media used should be able to attract and stimulate the students to follow the module.
9. The next step is to consolidate the draft module.

Stage II: Trying and evaluate module

1. This pilot study aims is to get the information about the quality of the modules particularly to check the suitability of the module content, activities, appropriate language, language level and the possibility of language errors.
2. The pilot study includes of the validity test and reliability test. The validity test of the module describes the extent to which the module should produce what the module produce. Module is said to have high validity if the module is able to achieve well and achieved the objectives of the module.
3. Module reliability testing of the reliability of a module that describes the extent to which the module is able to provide consistent results. Reliability of a module can be determined by test method that is pre-test and post-test, the equivalent form or method of Cronbach alpha.
4. To evaluate the effectiveness of the module which created a summative evaluation seeks is to ensure that each construction stage has been reached with

the good module and to see the effectiveness of the overall module.

While formative assessment was conducted to obtain information about what needs to change in a module and it is looks at the process of building modules.

The construction of a module should begin by determining the objectives to be achieved by the students. Further more he added that the module specified behavior objectives are not too much and he suggested only three to four objectives. The construction module should form measurement items for testing students' understanding of the module. The questions set may be created base on the objectives that have been built. Then, the module that was built to be made related to student achievement analysis that will follow the module. Student achievement can be directed into three categories: achievers, medium and weak. Each category of student achievement requires a different approach to module looking at the ability, aptitude and ability of students. Modules are arranged in sequence and subsequently adapted to the specific media as strengthening the material and the understanding of the module. Module that has been built has to under go the pilot review process. The aims are to test the lack of available, test the validity and reliability and then performed experiments to determine the efficiency study. If the module is able to provide good impact and is capable of achieving the objectives set, the module is considered to have met the construction of the modules and can be used.

Therefore, the construction of the career skills modules is to comply with the order of the steps that have been set. This ensures that the built module was really good in quality and can give a good impression to the user. Module that has been built has to go through the process of revision from time to time as needed and over time. This review includes the use of media, the



addition of objectives, additional activities, and such additional time is necessary to modify from time to time as needed.

CAREER PROGRAMME MODELS

There were a few numbers of opinions on the model of career programmes. Super and Nevill (1986), the model of career programme in secondary school curriculum should include the aspects of career development. They proposed career development curriculum should include the following:

1. The informations world of work and how far a person knows and what steps will be taken to succeed in the working world.
2. Career exploration, which is how a person is using the ability to explore and use the information for career planning.
3. Career planning, which is how a person is thinking about the future of his career with career planning.
4. Decision-making, which is how a person involved in the problem of education and making a career choice.
5. The attitude of career development, which is how one combines the knowledge and skills in the career exploration process.
6. The formation of skills and knowledge, which is how one combines the knowledge, skills and information work in career selection decisions.
7. Orientation of the actual work, which is how a person is using the knowledge and the ability to combine information on the work, career exploration, career planning and career decision making.

Kobylarz (1996), had developed a career model programme, National Career Development Guidelines K-Adult (NCDG). This model programme focus on career guidance and self-knowledge, education, career exploration and career planning. This programme also included the personal needs, organizational capability and

implement actions. Three main parts in the model are as follows:

1. Self knowledge
 - a. Understanding the influence of positive self-concept.
 - b. Skills to interact positively with others.
 - c. Understanding the impact of growth and development.
2. Education and Career Exploration
 - a. Understanding the relationship between educational attainment and achievement careers.
 - b. Understanding the need to have a positive attitude towards learning and careers.
 - c. Skills to locate, evaluate and interpret career information.
 - d. Skills to prepare to seek, obtain, maintain and change jobs.
 - e. Understanding how the needs and functions influence the nature of community and career structure.
3. Career planning
 - a. Skills to make career decisions.
 - b. Understanding the role of life is interconnected.
 - c. Understanding the changes in gender roles is ongoing.
 - d. Career planning skills.

Dahir, Sheldon and Valiga (1998), had built a career programme model known as the American School Counselor Association (ASCA). This programme provides training and materials to create career training. The focus of this programme model is on academic, career development and the development of social relationships. The components and standards developed by their programme contain the followings:

1. Academic: This section is divided into three standards.
Standard A: Students will acquire attitudes, knowledge and skills that will



provide strengthening of the effectiveness of learning in schools. Standard B: Students will complete the personal preparations to make a choice after completing secondary school. Standard C: Students will understand the relationship between the world of work, family life and life in society.

2. Career development: This section is divided into three standards. Standard A: Students will gain skills to explore the working world and correlates with self-knowledge. Standard B: Students will use strategies to achieve future career with a successful and satisfied with their achievements. Standard C: Students will understand the relationship between personal qualities, education and training and understand the world of work.

3. The development of social relationships: This section is divided into three standards. Standard A: Students will be able to control the attitude, knowledge, interpersonal skills to help them understand and respect themselves and respect others. Standard B: Students will be able to make decisions, set goals and take action themselves to achieve personal goals. Standard C: Students will understand the safety and survival skills.

Mizan Adiliah Ahmad Ibrahim (1992), effective career counseling programme in secondary schools should consider the following three basic components, namely:

1. Career programme content. Good career counseling programme need to provide information and opportunities to be explored by the students with ease. It also must function as a self exploration, planning and group activities. A strong career programme can help students plan their work, discuss how to join and examine the place of employment and

opportunities to pursue higher education center.

2. Career counseling programme should be shared by students, staff and parents. Parental involvement is important not only in the planning stage but also at the implementation stage.
3. Easy to use. Career counseling programme should be comfortable to the students.

CAREER SKILLS MODULE

A career skills module consists of skills to be achieved through activities that have been carefully planned. The career skills that will be discussed are:

1. Self-Knowledge Skills

McKay (2003), self-knowledge is a combination of all the information about yourself such as values, interests, personality and skills for the purpose of making a career choice. He further stated that an assessment of yourself is the first step to making a career choice. Krishnan (1996), students need to choose a career field based on the consistency of personality with a career environment. To know these things, students can take career tests. Through the results, students can understand the things they like or dislike, understand the goals themselves, know the strengths and weaknesses. The career tests that students can take are the Personality Inventory proposed by Sidek Mohd Noah (1992), and Career Development Inventory-School Form submitted by the Super, Albert, Richard, Jean and Roger (1986).

Super (1990), self-knowledge leads to a person aware of the potential, privileges, advantages and disadvantages of self or also known as self-concept. Self-knowledge includes personality, interests, talents, attitudes, perceptions and abilities of self and relationship with the



related job. An individual choosing or leaving a job is because it is compatible or not with himself. Implementation of self-concept in career choosing process is not only show the status of themselves, but to submit themselves to the experience to expand the talents, abilities and interests. Self-concept has to keep pace with the development of mental, physical growth, the observation of the work, relationship with adults who work and experience the environment.

Before a student make the right career choice, he must first know himself. The students can take a self-knowledge assessment is by using the following method:

- i. Determining the subject of great interest to students in schools. This involves a combination of the subjects language, literature, science and technical subjects.
- ii. Knowing the activity level of involvement in extra-curricular activities at school. This include activities of uniformed bodies, associations, sporting and community bodies.
- iii. Knowing your hobby.
- iv. Knowing what type of personality that they have.
 - i. Knowing what is motivating make students to work (wages, job satisfaction or welfare/services)

2. Career Information Study Skills

McKay (2003), gathering career informations are an important part in the process of career planning. Career informations include the selected job description as a whole, wages, education, training required, the duties and responsibilities at work. Therefore, the

career informations is very important conveyed to the student. Judith (1999), a lot of websites provides information that can be used by students and counselors to find jobs and job plans. Among the "search engine" and web indexes that can help them find employment information, education and information are Yahoo < Yahoo.com /> <mckinley.com> Magellan, Alta Vista <AltaVista. digital.com /> and HotBot, and ERIC Clearinghouse <hotbot.com/> <ericacre.org/>. Exploration of career information via internet electronic systems is a recent source of employment information.

Herr and Cramer (1996), career skills can be done through role-play activities among students. A basic methods suggest that the role play are: i) Students are asked to complete personal profile that describes the personal information such as interests and capabilities, ii) Students get information through small group discussions, iii) Students explore careers and make a tentative career choice based on self-interest, iv) Make arrangements ahead of time involving academic career, employment, family life and leisure activities and v) Students receive the results of the discussion.

3. Career Planning Skills

McKay (2003), important thing that should be done by an individual in the career planning process is to determine what his career goals. The career planning process involves four stages of exploration of self-knowledge, make selections, adjust the options to them and finally take action. Sandra (2000), the career planning is an important component of career development programmes of the secondary school



students). A good career planning can help students assess the abilities, weaknesses, interests and chosen career education and career paths.

Sidek Mohd Noah (2001), based on the current perspective, most students have various objectives, goals but some of them the career goals are not clear. This is due to obscure the ability of students and at the same time they are not clear the relationships between planning capabilities and career choice. Students who know their academic and career paths were often highly motivated and happy with his choice compared to the students who have blurred their career goals.

To success in their careers, students must initiate first their ambitions and then prepare themselves to achieve that ambition. This preparation involves many things, including equip themselves with good academic performance and schedule short-term plans and long term plans. Short term career plans would normally be implemented within five years. This includes the training and skills in the field that one wish to undertake. The long-term plan requires careful planning and preparation, like patience, diligence, determination and fortitude to face resistance.

4. Exploring Education and Training Opportunities Skills

Sahol Hamid Abu Bakar (1999), institutions of higher learning in Malaysia offer places for school leavers in 1996 is 60% in science and technology field and 40% in social sciences field. But this ratio has turn over within three years later. The students join into science applications had dropped from 60% to 20% while

students application in the field of social sciences students have been increasing from 40% to 80%, These figures does not match with the aspirations and needs of human resources in Malaysia. Based on these facts, the alternative actions that can be done by career guidance and counseling unit in schools is to provide career training programme to help students to plan their careers as early as possible in secondary schools.

Krishnan (1996), SPM holders have many options to continue their studies to a higher level, but the more choices lead to them make students more confused to choose the course that suits them. He added that a student's career choice is greatly influenced by the level of achievement of academic training. The academic training that students followed after SPM are diploma level courses and degrees offered by public and private educational institutions. Apart from that they can also apply for vocational training courses. Students may apply for vocational skill courses run by the government or the private sector either at certificate or diploma level.

5. Career Decision-Making Skills

McKay (2003), knowledge of oneself is the first step in making career decisions. In this process, the individual will combine all information about him before he can make a career choice. The important information that should be considered are related to values, career interests, personality and skills of self-owned. Self-worth is the thing that is important to oneself, such as achievement, status and independence. Interest is the thing that makes a person happy to do it like repairing a machine, computer, sales of goods and so on.



Personality traits is an individual such as motivation, attitude, extrovert, while refers to the mastery of skills in an activity such as writing, teaching, computer software and so on.

A career choice decision-making skill is one thing to do to all secondary school students. This activity is known as the place of career readiness based on decisions made. Students should be able to connect what they learn in school with the future planning of their work (Roger, 1998). Career decision has been determined by a student would motivate him to determine the future direction of career would venture. A student can also makes an assessment of the capabilities and abilities to achieve personal career goals.

Super (1990), the important influences in career selection decision process is the influence of individual cultures such as the value held by certain classes of society, the influence of relationships with peers, ethnic, religious influence and interpersonal relationships. Based on the above views, it can be concluded that career decision-making skills is one of the important activities that are required in the career programme activities in secondary school.

6. Preparation for Employment Skills

McKay (2003), the preparation of a job application associated with the preparation of resume and job application covering letter. Resume is a self description provides background qualifications of a person. Thus, the resume is a reflection on the qualifications of the person and the content is only providing important information related to the job applied for.

The information displayed should be self-oriented skills possessed by the person.

A good way to apply for a job is to use a resume. Resume is a self-information data to be provided by a person before they do a search of employment. Resumes are tools used by an employer to recognize a job applicant. It is a short and clear summary of the history of life, academic background and personal experience of a job applicant. The salient features that should be as follows: personal informations, academic qualifications, language abilities, personal experience, special skills, extracurricular activities. When a vacancy published in local newspapers and magazines, many applicants will submit their application to apply for that position. Candidates who submit an application is sometimes overlooked for some of the essential requirements. Therefore, the student must be taught to study and get the full facts before submitting an application. This information can be obtained through job advertisements appearing in local newspapers. Once the students have the skills to review the job advertisement, they also need to learn the skills to make application for employment. In this regard, the job applicant must submit personal data when applying for any position. Further more he stated the preparations before attending a job interview is as follows:

- i. On time. A candidate must be at least half an hour before attending a job interview conducted.
- ii. Provide appropriate clothing. Clothing often reflects an organization.
- iii. A neat character and self-confidence.



- iv. Disciplined while attending the interview.
- v. Able to demonstrate appropriate academic credentials to the position applied for. Able to show proof of experience you have.
- vii. Can show evidence of materials or skills appropriate to the position applied for.
- viii. Capable of using good communication skills.

Samsiah Yahya (1990), The necessary skills to find employment information based on the following items: i) Students already know the goals themselves, ii) Students already know how to implement a plan, iii) Students are ready to do research on the job and iv) Student is ready acting together in respect of employment information. She further stated that the initial steps that need to be known by students when making application for employment are as follows:

- i. Personal goals: At this level students will need to specify the date when the time for making application for employment for an elected office.
- ii. Strategy planning application: a suitable strategy to apply for a position you want and type the appropriate letter for the post.
- iii. Review: That is how to make the application and how to develop your resume.
- vi. Action: That makes the relationship to get an interview, make copies of important documents and provide a resume.

Preparation for employment skills are associated with reviewing job postings. Several methods can be done by the students to review

information on job advertisements or job vacancies. The proposed rules are as follows:

- i. Making a personal context: this source includes relatives, friends and significant people and students. The more individuals the student met, the more crowds of people that can be entered in the list of the student network. But the students need to make sure that the person they've met really understands the students' ability and type of job you want.
- ii. Advertisements in the press: This is probably the best source. Vacant positions are advertised every day. Get the two newspapers in Bahasa Malaysia and English and that the advertisements are specially sealed.
- iii. Communicate directly with employers: Students can contact the company or firm you're interested in (without waiting for the ads) by letter, phone or come personally to meet with certain people.
- iv. Through professional magazines: Magazines professionals sometimes have to advertise vacancies. Therefore, the student can get the magazine to expand the information and find job vacancies in the area.

Samsiah Yahya (1990), the important things that need to be addressed when study the information on job advertisements / vacancies are as follows:

- i. Name of office: Name of the advertised positions is usually printed in large letters.

- ii. The main task or responsibility: This is a job description that must be done in a job,
- iii. Eligibility requirements: Each position requires a qualified person at a particular level of academic, special experiences and some of the features and other personal information.
- iv. Salary: Salary may become an important factor for students deciding whether or not students wish to apply or not. However,
- v. Procedure to apply: The procedure to apply for an advertised position is usually described in the ads.

In summary, the following displayed model career skills module

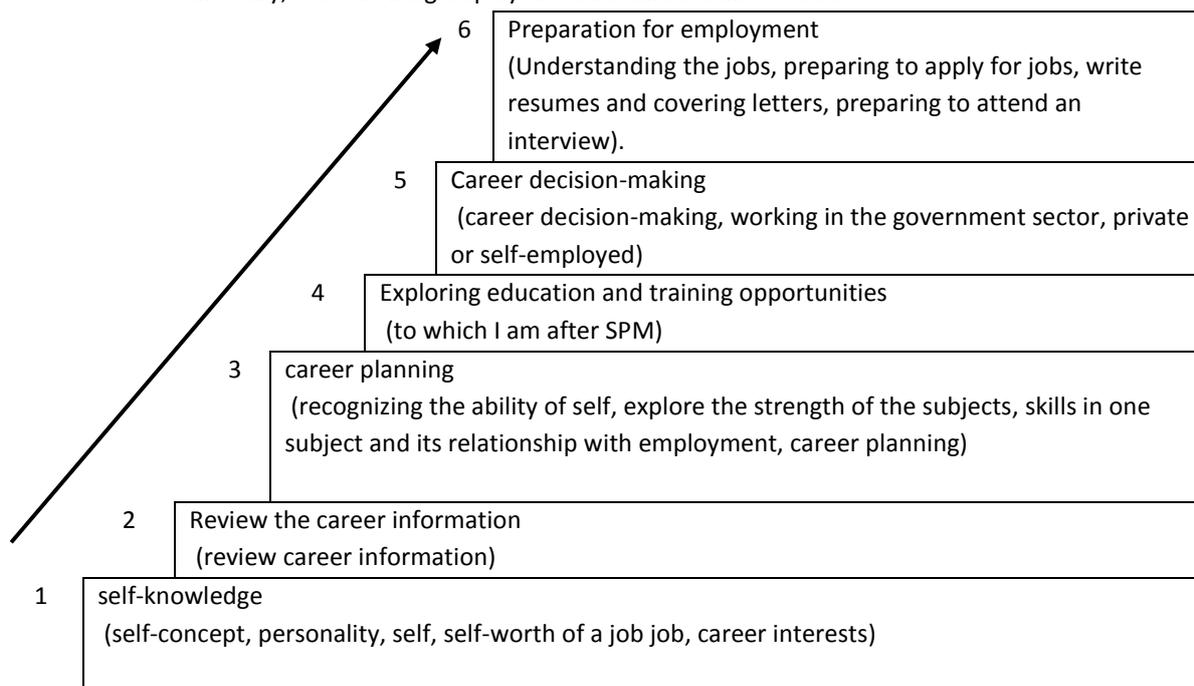


Figure 1: Model of Career Skills Module

CAREER SKILLS INTERVENTION AMONG STUDENTS AT SECONDARY SCHOOL

The purpose of the study was to examine the impact of career skills module at the level of exploration among students at secondary school. Six variables skills were used: self-knowledge,

explore career information, career planning, education and training opportunities, make decisions and prepare for employment. The design of the study was pre-test post-test experimental with a control group. This design is used intended to examine the effect of career skills intervention on the career development of students at secondary school.



The population of the study comprised 1826 Form IV students in the national secondary schools in the Dungun District, Terengganu, Malaysia. Form IV students were selected to serve the population of this study because they fulfill the purpose and criteria for the study. Super (1971), students at the age group 15 to 18 years is the age level of career exploration. The sample comprised 234 students obtained through cluster random sampling method. For more subjects, researcher have carried out pre-test on the sample of 234. This pre-test was carried out to ensure that only samples with a score average is taken and made the subject of this study. This method is used to prevent students who scored extremely high and low extremes of points involved in the study. Statistical regression method can be controlled. Mohd Sidek Noah (2002), regression is a statistical phenomenon in which members of the group selected on the basis of extreme scores that are too high or too low.

The pre-test result was 162 of 234 samples received moderate scores. From the 162 samples, 140 were randomly selected from a simple and distributed to two groups of subjects, the experimental group (70 persons) and the control group (70 persons). A total of 140 subjects are in line with Cohen (1992), for medium-sized batch sizes appropriate number of members was

over 64 people with the power of .80 at the alpha .05 level of significance.

Tools

In this study, two instruments used that were Career Skills Intervention Survey (CSIS) and Career Skills Module (CSM). Both devices were tested the validity and the reliability through pilot studies. The content validity of CSIS was .85 and reliability obtained based on Cronbach alpha reliability coefficient was .91. While the content validity of CSM was .89 and reliability was obtained based on Cronbach alpha reliability coefficient was .98. Thus the study of both instruments has high validity and reliability.

Results

Descriptive statistical analysis showed an increase mean score in experimental group for the six variables compared to the control group showed no increase. This statement is based on the results of analysis of post-test mean score for the experimental group of six variables is between $M = 4.19$, $SD = .17$ and $M = 4.44$, $SD = .15$, while the results for the control group obtained between $M = 2.51$, $SD = .29$ to $M = 2.97$, $SD = .25$, as tabulated in Table 1.

Table 1: Pre Test and Post Test Results for the Experimental Group and Control Group

Variables (Career Skills)	Experimental Group		Control Group	
	Pre Test Mean (SD)	Post Test Mean (SD)	Pre Test Mean (SD)	Post Test Mean (SD)
-Self Knowledge	2.97 (.31)	4.19 (.17)	2.91 (.33)	2.97 (.25)
-Career Information	2.79 (.35)	4.38 (.13)	2.79 (.30)	2.85 (.21)
-Career Planning	2.83 (.38)	4.39 (.17)	2.82 (.28)	2.88 (.23)
-Exploration of Education and Training Opportunities	2.77 (.47)	4.42 (.17)	2.79 (.32)	2.83 (.27)
-Career Decision Making	2.75 (.52)	4.44 (.15)	2.73 (.32)	2.51 (.29)
-Preparation for Employment	2.75 (.49)	4.40 (.17)	2.74 (.29)	2.79 (.25)

An effectiveness of career skills intervention on the experiment can be seen as a result of differences in pre-test mean score (M = 2.81, SD = .37) with post-test mean score (M = 4.37, SD = .14) for the six variables. The difference between the two mean score is 1.56 as shown in Table 2. Thus, the career skills interventions have been effectively enhance the career development of the experimental group.

Table 2 : Summary of Pre Test and Post Test Experimental Group For the Six Variables

Subject Group	Pre Test		Post Test		Mean Differences
	Mean	SD	Mean	SD	
- Experimental Group	2.81	.37	4.37	.14	1.56

Inferential Analysis

The results of inferential statistical analysis experiments showed that there was a significant differences between pre-test mean score and the post-test mean score for the experimental group as shown in Table 3. Meanwhile, the results of inferential statistical analysis of the control group showed no significant difference exists, as shown in Table 3 and 4.



Table 3: Mean Score Differences Between Pre Test and Post Test Experimental Group For the Six Variables

Variables	Pre Test	Post Test	Mean Differences	SD	df	t	Sig. t
	Mean	Mean					
-Self Knowledge	2.97	4.19	1.22	.33	69	-31.22	.000*
-Career Information	2.79	4.38	1.59	.38		-35.16	.000*
-Career Planning	2.83	4.39	1.56	.42		-31.04	.000*
-Exploration of Education and Training Opportunities	2.77	4.42	1.65	.49		-28.05	.000*
-Career Decision Making	2.75	4.44	1.69	.54		-26.33	.000*
-Preparation for Employment	2.75	4.40	1.65	.51		-26.98	.000*

Note: * Significant at the .05 alpha level

Table 4: Mean Score Differences Between Pre Test and Post Test Control Group For The Six Variables

Variables	Pre Test	Post Test	Mean Differences	SD	df	t	Sig. t
	Mean	Mean					
-Self Knowledge	2.91	2.97	0.06	.34	69	-1.52	.133*
-Career Information	2.79	2.85	0.06	.36		-1.49	.140*
-Career Planning	2.89	2.88	0.06	.32		-1.68	.097*
-Exploration of Education and Training Opportunities	2.79	2.83	0.04	.21		-1.47	.147*
-Career Decision Making	2.73	2.51	0.22	.23		8.05	.000*
-Preparation for Employment	2.74	2.79	0.05	.24		-1.59	.116*

Note: * Significant at the .05 alpha level



Finally, the results of post test experimental group and control group for the six variables showed a significantly differences between mean scores of the post test for experimental group and the control group for all variables as shown in Table 5.

Table 5: Comparison of Mean Score of Post Test Between Experimental Group and the Control Group for All Variables

Variables (Career Skills)	Post Test (Experimental)		Post Test (Control Group)		df	t	Sig. t
	Mean	SD	Mean	SD			
-Self Knowledge	4.27	.16	2.65	.22	138	-50.05	.000*
-Career Information	4.80	.15	2.86	.19		-66.05	.000*
-Career Planning	4.46	.16	2.73	.20		-66.43	.000*
-Exploration of Education and Training Opportunities	4.49	.15	2.75	.25		-50.55	.000*
-Career Decision Making	4.51	.15	2.77	.19		-60.36	.000*
-Preparation for Employment	4.47	.17	2.81	.23		-48.70	.000*

Note: * Significant at the .05 alpha level

Based on the results, it can be concluded that the career skills module that have been carried out effectively enhance student career development. This summary is based on the fact that both groups started with the same level mean score. But after a career skills intervention/training given to the experimental group all variables has increased significantly, whereas the control group that does not given career skills intervention/training does not increase the score.

DISCUSSION

Experimental study of the pre-test post-test with a control group that was carried out was able to achieve all the objectives of the study. It is proven that all the variables can be used in career skills module for the secondary school students. All career skills variables in accordance with the recommendations of Super (1971), Super and

Nevill (1986), and the Malaysian Ministry of Education (1995).

The effectiveness of career skills interventions that have been carried out were related to the suitability of theoretical background, study design, sampling methodology, the career model and tools used. The Super Career Development Theory (1971) can be used as a basis for career development programme at secondary school students. Career skills intervention model focuses on the purpose of career interventions, the accuracy of the target group, how interventions was carried out and the media to intervene. Therefore, career skills approach that has been carried out is considered as a comprehensive approach in the career counseling profession.

SUMMARY



Teaching and learning approach using the module can increase the interest, motivation, teamwork and develop the self-confidence. It can also lead the broad-minded of students to progress in mastering the knowledge. This statement is due to Zakaria Abd Rahman (1998), the method provides a professional modules are similar to those provided in each unit and lesson modules. However there are differences between the two in terms of individual approaches to learning. Finally, it can be concluded that the six career skills that have been discussed above is crucial presented to secondary school students. The process of delivering these skills can be done through a systemic career planned.

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