

A Case Study of Psychoeducation Group on Career Choice for Secondary School Students

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ABSTRACT: *Many teenagers are less effective in decision making on his career selection. This is because the precise and meaningful career selection with interest and personal personality is very important in determining the direction of a teenager's life. This qualitative study based on case studies was conducted in one of the schools in Labuan involving 30 form five students in psychoeducational groups. This article only reports the development of sessions for groups of 10 people with the aim of being a guide to people around to resolve issues encountered based on the data obtained. The main focus of this group session is to identify factors that lead to career planning and activities conducted on the samples in this study. The findings showed that students have a good impact of career planning in one's career choice making after the psychoeducation group. The study showed individual and family factors were a factor considered by secondary school students in making career planning, which is career selection. Researchers support that with the support and involvement of counselors in assisting or guiding students to have a plan of planning on their careers with a group's psycho-education methodology.*

KEYWORDS: *Career, Career Choice, Career Planning, Psychoeducation Group.*

I. INTRODUCTION

Career is an important issue in an individual's life. This is because the career field is not able to avoid one's daily life. Income or salary has become a factor that is made a guide to an individual in the selection of career fields to be involved. An individual's ideals may not be achieved because of the reality of life that causes him to need to choose a job that has a decent salary. Individual interest or personality factors also allow students to make work choices [1].

Students in their studies demonstrate careers that can give 'job satisfaction', 'the guarantee of employment', 'interesting', 'helping others', 'doing something beneficial to society' and offering 'high salaries' as a career feature or a characteristic of working's important for them in selection of career [2]. Students want a fascinating job with career prospects, providing job assurance and career satisfaction [3].

Moreover, there are family factors that influence the student's career selection in selecting the desired career or employment field. Many career choices are influenced by the cause or pressure of the parents or family members due to the lack of knowledge of the field of study in careers [17]. Working based on family demand has two possible either people are interested in the job by doing happy, happy and more open-minded work while individuals who work because of family demands and who do not care that is, they are more likely to do the work under pressure and less committed to work [17].

Psychoeducation can be developed to provide support and assistance to clients' groups so that they are able to dominate the skills of life through various types of programmes implemented by the group [12]. Psychoeducation programs are beneficial, effective and attractive as it provided knowledge and skills for prevention and intervention using varieties of therapeutic creative activities [13,16]. Many researchers used psychoeducation as an intervention to help students. For instance, psycho-education intervention using creative therapy approaches to help young people improve peer relations and interpersonal skills towards fighting bully [4]. A six session Psycho-educational module was built and applied as an intervention towards cultivating a better culture without bully in an all girl's residential school which the students gained new perspectives towards bully and aspired to change their school culture. This psycho-educational showed a positive intervention by using creative therapy approaches. A study on effects of Sand Tray is able to decrease the aggressive behaviors among female students at a boarding school [5].

Social Cognitive Career Theory's (SCCT) interest model, self efficacy and outcome expectations about particular activities help to mold career interest [14]. Fig. 1 shows an overview of how, from the perspective of SCCT, selected person, environmental and learning or experiential variables contribute to interests and other career outcomes.

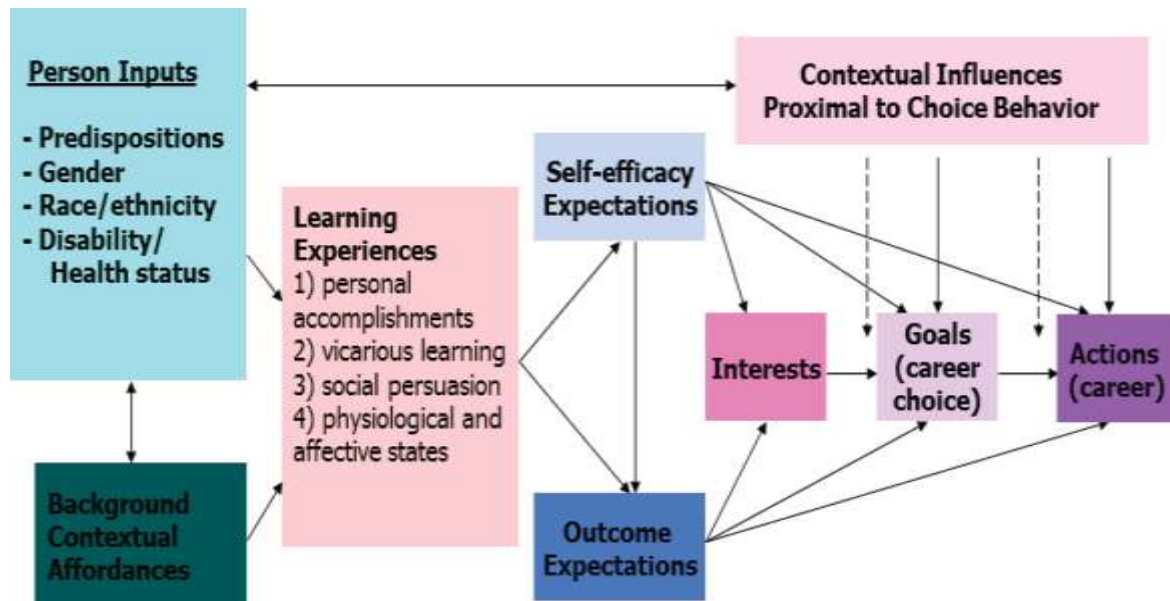


figure 1: a simplified view of how career related interests and choices develop (SCCT, Lent, Brown, Hackett, 1993 in [14]).

II. Research's Objective

The objectives of this psychoeducational study are as follows:

1. To identify factors that influence the choice making of career among form five students through psychoeducational group counseling.

III. Methodology

Design of this study is a qualitative study. This study is a group psychoeducation intervention on Form 5 students who have the constraints and barriers in the issue of career choice. The respondents of the study consisted of 10 Form Five students aged between 17 and 18 years of age who were selected through a sampling aimed at making it easier for the researcher to get data. Group participants have participated in 4 group sessions in which this study was conducted at the SekolahMenengahKebangsaan Labuan (SMKL), Labuan Federal Territory. Each time of this session takes a period of 1 hour.

Preliminary data collection involves the Career Thought Inventory (CTI) survey and structured interview to get information on group participants' thoughts. All of these counseling sessions run in open and closed settings depending on the activities that have been designed. Data collection already uses observation methods, surveys and document analysis. The researcher has used the Career Thought Inventory (CTI) to see the career readiness of group participants. The scores collected through the questionnaire have been analyzed and transferred to the statistical analysis to see the correlation before and after psychoeducation. With the analysis of the document, a counseling session report, the reviewer has seen the progress of the session for group participants.

Subsequent sessions are the use of activities modified by the researcher, The Career Window. In the first career window, the group participants need to write the traits of self-power that are known by themselves and others. In the Second career window, the group participants need to write traits that are known to themselves only where the other person does not know about it. In third career window, participants of the group need to write features that others know but do not know. In the Fourth window, the group participants had to explore the features that were not known to anyone. Several structured questions were also presented to the group's participants to support the data.

The next activity session is the vision of life. Members of the group are asked to write and state the career to be achieved, universities that wish to pursue, the group participants are asked to express their strengths and barriers that prevent members from achieving their ambition based on the results of the PT3 examinations and Form 4's examinations.

IV. Finding

4.1 Starting session (1st session of psychoeducational group)

The initial session began with the activity of "Name Chain" which involved participants to introduce the name, age, target Malaysian Certificate of Education (SPM) year. In this session, I as the facilitator have obtained the informed consent of all members of the cluster for participation in a cluster session. The facilitator

also questioned several questions to group members like "What do you think about your future and the work or university that wish to apply after form five?" Through this question, the participants were given the freedom to give ideas, opinions and answers to the group's member. There are positive answers such as "Incoming public universities", "wish to get scholarship and continue the lessons", "Enter Form 6", "Enter Matriculation" and others. However, some negative answers are voice out. For example, "I want to find a job", "It's wasting time to learn while I'm not clever", "already lazy to learn", "the promise of a high wage", "want to find money first" and so on.

All of these answers do not have one standard that says wrong. Among these different answers had the same views in the previous study that stated that most individuals made a career selection without a systematic preliminary planning [17]. Individuals are also easily influenced by the benefit of a career field without considering the disadvantages, difficulties or inconvenience that may be faced by them.

4.2 Second Session (2nd session)

In this session, the facilitator has introduced to the group participants the importance of work in life. After the implementation of the modified an activity, Window Johari (career), the facilitator also raises questions like whether the factor that affects the group's experts in making career selection. From the group's members ' partnership, it is found that family factors, knowledge of a broad career, knowledge of extensive work, themselves such as difficulties in making decisions. These factors were in line where several factors that influenced a career selection among teenagers, such as myth about careers, difficulties to make decisions, and lack of information on specific careers [2,15].

It is deniable that environmental factors are a aspect that can influence the direction of form five students in the career selection process. This is evident when the group's participants stated that they were more interested in job rank, lucrative salaries to be received compared to earning a high degree. This causes them to be unaware of or have difficulty making decisions and decisions about the careers they want to pursue. There are individuals who choose a career as they require high salaries for them to improve their quality of life [17]. This is because a good salary or reward can provide the satisfaction and the need of an individual in one's life. In this session, the family factor was also discussed and found that 7 of the 10 participants of the group that they would be able to influence themselves in the process of career selection or decision making. There are among those who explain that they have difficulty in making decisions and they believe that parents ' decision is best for them. There was a child's influence on the selection of children's career. The facilitator also explains that career is one of our lives and will be experienced by everyone.

The work we are interested in actually gives us space in living our lives. Group members also explained that they would be more motivated to show seriousness in life including their work. They also get information through a work program held at school. These include career talks, career psychoeducation, exhibitions from public or private universities, school counseling services by school counselors and others. Group participants agree that a person needs to have a systematic career plan to help an individual succeed and have a high mental toughness to cope with the challenges. Students can increase their career readiness if given the opportunity to expand their potential with career programs that meet their needs [6, 8].

4.3 Third session (3rd session)

In life vision activities, the group participants are asked to write and state the careers that wish to achieve, the university who wishes to extend, the results of the PT3 exams, the strengths that are in person and barriers that prevent members from achieving an individual's ambition. As a result of the activities, the members were able to recognize themselves and know the ways to be done to address the challenges in his career. Group members can also associate these activities with their careers. As expected by the group members, members of the group get a whole picture of their career life. In addition, through this sharing session, members of the group can build confidence and make plans [7] and decisions on their own career development.

4.4 Last session (4th session)

This session is generally to end the counseling session as a whole. In other words, this fourth session is the last session. The researcher administered the Career Thought Inventory (CTI) which developed by Peterson, Sampson and Reardon in 1996. The study consisted of 48 items that use the scale of likert, 4-point rating scale (Strongly Disagree to Strongly Agree). There are three main construct scales in CTI. The first subscales in CTI is Decision Making Confusion (DMC). It showed th inability to initiate or sustain the decision making process as a result of disabling emotions and/or a lack of understanding about the decision-making process itself. DMC consists of 14 items. The second construct scales of CTI is Commitment Anxiety (CA). CA consists of 10 items which reflects an inability to make a commitment to a specific career choice, accompanied by generalised anxiety about the outcome of the decision-making process that perpetuates the indecision. The third construct scales of CTI is External Conflict (EC), consists of 5 items to reflect an inability to balance the importance of one's own self-perceptions with the importance of input from significant others, resulting in a reluctance to

assume responsibility for decision making. As a tool, the CTI provides a measure of learning outcomes associated with various counseling and guidance interventions.

For 48 items answered, the score for the Decision Making Confusion (DMC) is 28, which is in the high category. Based on the interpretation found on the DMC scale, it indicates that an individual is less obvious how to understand the decision making process [17]. Among the questioning, there are a member who feels confused and can not make a proper choice of study or work. There are also members who feel very difficult to decide on the given selection. DMC shows clients are less stable and often affected. Individuals with high scores in DMC have negative emotions such as confused, frustrated, upset, shame, and shy. This negative emotion affects a person's daily problem solving process where the individual may be stressed and suffers from depression or anxiety to his or her career.

Scores are obtained by group members for the commitment of concern (CA) construct scale in an average of 19 to 25 in which are also at high levels. This shows that many members of this group have the inability to commit to the career choices that have been made. They also lack the effort to release alternative options that are less appropriate. There are those who feel a few doubts about the choice because the client is not very thorough choice. In other words, they require the encouragement of other people or third parties to memilihkan their choice for it because he has a extreme anxiety. In short, they also have problems in making decisions when given many options or alternatives.

The members' external conflict (EC) in the administered CTI inventory is 11 marks on average. It is at a high level. This proves that the cluster members lack the ability to distinguish self-perception with other people's perception. There are among the members who do not have their own opinions and hear from various parties in making a choice. The members also explained that they were unable to distinguish other people's perception as an important input in deciding on certain factors [17]. This is because they have high reliance on others or are rigid in a matter of which they are lacking in their exploration, especially when the individual needs to achieve his career goals.

V. Discussion

This research also implicate that the career counselling should using the test of CTI in understanding their clients, build profiles and identify needs for suitable career interventions for university students in local context [8]. In addition to this study, it is possible to explore SCCT and CIP theory in designing a career intervention program. Apart from that, past studies that used the CIP theory specifically by applying the workbook and pyramid application CIP [7] able to explain about dysfunctional career thinking that can be improved through suitable interventions.

Psycho-educational group shows that students have the planning of their careers. External factors such as family and environment are not key factors that affect their career planning. Systematic and comprehensive planning gives students assurance and satisfaction in their work such as the study in [10]. Psychoeducation is an alternative in helping learners have career readiness so that they can explore themselves and achieve career satisfaction [8] after the Form Five education. Career planning is important to students and career willingness can be enhanced through student involvement in structured career programs [6, 8].

Based on the psychoeducation of the group, the complainant supports that high school students must be given a career development program to increase career willingness and to help students in career planning to achieve harmony between career satisfaction and student personality. If there is a harmony between the personality and the selection of individual study program of an individual, then the satisfaction of work will increase and the individual can achieve satisfaction [9]. The findings showed that individual and family factors were a factor considered by secondary school students in making career planning, which is career selection. This is in line that the environment and experience gained by individuals from families influence the growth of interest which then influences the selection of individual careers [15]. There are also students' thinking levels of a relatively low career where they are unable to identify the tendency of their career interest and the career path to be planned. This causes many students to experience various events such as being unable to work, not feeling well in furthering their education, feeling pressured by college or university life and so on. This caused many students to experience various events such as not being able to work satisfied, feel unenergetic in pursuing their studies, feeling depressed with life in college or university and so on.

High career decision self-efficacy has make a positive decisions to help students more confidence to make a career choices [5]. This study shows the readiness of career and career maturity among secondary students, especially Form 5 students should be guided and focused by career counsellors in Malaysia so that students have awareness and be able to make a career selection that means their life. Choosing the right career selection can provide fun and satisfaction to everyone [11, 15]. On the other hand, poor career choices can be boring to an individual and ruin an individual's future. Everyone has the right to make his own decisions and decisions. It is clear that adolescents must take responsibility for the decisions made in their choice of study program in order to find job satisfaction upon graduation. The findings of this research explained that majority

of the research subjects had high dysfunctional career thinking where high level refers to negative career thought which pose as obstacles towards an individual's ability to make career decisions [8].

VI. Challenges and Improvements

Career development programs need to be improved over time based on the globalization and student needs. Structured career programs should be built on theories and models of careers that are compatible with local demographics and cultures to enhance the effectiveness of student readiness, selection and career satisfaction [8, 14]. In addition, an effective career program will enhance career maturity, career preparedness, career selection and career satisfaction among students in line with the aspiration of the Ministry of Education Malaysia in producing various quality workers and professionals. Standard instruments need to be used with the benefit and planning or development of a career-building program by a secondary school career counselor to help students identify traits and students' career interest. By understanding the variables of career readiness, these problems can be solved through a systematic career interventions such as counselling, guidance, career consultation or others.

VII. Conclusion

The psychoeducation of the conducted group has given a clear picture to the Form 5 students of the career selection factor. The activities undertaken allow students to make supplies to career willingness and make the exploration of careers to be achieved. In summary, this psychoeducation group is seen as a positive alternative to assist the Form 5 students in the career path so that this student has awareness and can make the best decision for him in his career. Thus, the psychoeducation of the group clearly shows that the career and psychoeducational counseling process is important in assisting the Form 5 students in making career choice making and career planning.

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