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

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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.