

ICMC 2023**The 3rd International Conference on Management and Communication****INCREASING STUDENTS' CONFIDENCE IN SELECTING
CAREER CHOICES THROUGH UNIVERSITY CARRIER
DEVELOPMENT MODULE**

Ermeey Bin Abd Kadir (a)*

*Corresponding author

(a) Student Affair Unit, Universiti Teknologi MARA Cawangan Terengganu, Malaysia, ermee461@uitm.edu.my

Abstract

At the end of each academic year, all students who are in their final year of study at the Universiti Teknologi MARA Terengganu Campus are required to enrol in a module that focuses on career preparation. Multiple aspects of a student's professional development as well as an integrated learning experience at work are incorporated into the curriculum. The primary purpose of this research is to evaluate whether or not the learning activities and assessment tasks included in the module have a positive impact on students' confidence in their ability to make good decisions regarding their future careers. Following the start of a work placement experience, there was a webinar on several carrier modules that was held. This webinar included exercises that were tied to the improvement of the model's first three stages, which were self-awareness, opportunity awareness, and ambitions. A questionnaire was given to the participants both before and after the session. When the findings were compared, it was found that there were significant differences between the students' levels of self-confidence, vocational knowledge, and goal setting.

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1. Introduction

Universiti Teknologi MARA(UiTM) Cawangan Terengganu has campuses in Dungun, Kuala Terengganu, and the Bukit Besi, located in different districts in Terengganu, Malaysia. The teaching and learning module at UiTM seeks to give students chances to gain information and skills that may be utilised in the community. Carrier Development Module (CDM) is a final-year activity for Diploma and Bachelor students at all campuses. The objective of incorporating this module is to educate students about the future industry requirement they will participate in and to give students first-hand experience with the working environments of numerous firms where they may choose to work. The module is developed to enrich and link the students' academic curriculum by exposing and preparing them for the workplace. For about 24 hours, the enrolled students must complete a simulated work experience in their desired industry. The module incorporates career development and work-integrated learning (Pažur Anicic & Divjak, 2022). The module convener and a Career facilitator and Employment department led these sessions, which featured exercises linked to opportunity, self-awareness, and ambitions. The final component of the carrier development module, outcomes, is addressed in the companion module at the end of the modules, by following their placement.

Students were obliged to deliver oral presentations, one on their action plan and the other on their views on their experiences (Murcia et al., 2020). The module is graded, and evaluation components include the creation of an individual profile, formulating of an action plan, a tailored job study, placement execution, a self-review diary relating to the placement, and online presentations. These learning experiences utilised different sources of knowledge that advocated for acquiring and modifying student confidence (Scherrer & Preckel, 2019). The performance achievements were boosted by completing self-awareness and occupational awareness tasks (Steeb et al., 2021). Students synthesised data from assessments of self-interests, objectives, talents, personal attributes, and associated group discussions (Chaiyama & Kaewpila, 2022). Students were asked to conduct a customised employment study and set objectives in a job action plan as part of their assignments (Steeb et al., 2021). The enrolled student has gathered career-related information through interviews with relevant industry professionals. The student also notes that other students' stories of triumph, professional decision-making, and setbacks are often very different from his or her own. Moreover, other students report their career decision-making processes, successes, and failures by applying all suitable indirect learning or modelling methods.

Furthermore, the module facilitator effectively modelled and discussed parts of their professional decisions (Jabarullah & Iqbal Hussain, 2019). Positive reinforcement and support from module academicians and other students provided verbal persuasion (Steeb et al., 2021). Moreover, group members offered and received encouragement by discussing previous and present career-related triumphs (Detgen et al., 2021). Finally, emotional stimulation was promoted by raising awareness for destructive self-talk during all module sessions and emphasising favourable activity and objective-setting techniques (Chang et al., 2022).

2. The Goal of the Research

This study investigated the effectiveness of career development learning activities in connection to the enrolled students' career outcomes to look for real-world opportunities in firms connected to their diploma and undergraduate modules. The findings will be used to determine module changes for future students. Three major research questions were addressed in the study:

1. How did the module's learning experiences influence the enrolled students' confidence?
2. How did the module's learning activities improve students' confidence concerning:
 - i. understanding of their assets and shortcomings in terms of employment?
 - ii. specific information on the job they would like to fill in?
 - iii. capability to fit in their career objectives?
 - iv. able to strategise to attain their career objectives?
 - v. their capability to tackle job relating challenges?
3. Which situation has the enrolled student completed the module tasks that influenced students' confidence in choosing a good job choice?
 - i. the individual report?
 - ii. what is the career strategy?
 - iii. the tailored job assessment?
 - iv. what about the self-review report?

3. Collection of Raw Data

The study was carried out on a group of 300 final-year comprised of diploma and undergraduate students from UiTM Terengganu campuses. The Survey Form was used to gather data and was done at the start (pre) and conclusion (post) of the module's learning activities. On a five-point Likert scale, students were asked to score their comprehension and confidence in five variables (25 statements), with 1 indicating 'no confidence at all' and 5 indicating 'complete confidence.' Among the elements investigated were occupational information (OI), self-evaluation (SA), planning (P), goal selection (GS), and problem-solving (PS). The Wilcoxon ranked pairs test using Microsoft Excel was used for statistical analysis (Coenen et al., 2021; Hoffer & Savini, 2021; Wu et al., 2021). This analysis is ideal for data with an ordinal scale. The test assesses if the mean difference is likely to be zero. The five sub-scales were scored: occupational knowledge, self-appraisal, planning, objective selection, and problem-solving. The enrolled students also completed an online questionnaire prepared for this research at the end of the module workshop (Rahimee & NOH, 2022). The questions encouraged students to respond and express their perspectives freely. The questionnaire was created by a group of career counsellors and comprised of short response questions about various module elements (Maree, 2019).

4. Results

The research questions are used as headers in this summary of the study findings.

4.1. What changes were made to the students' career confidence due to the module's learning experiences?

Table 1 shows the findings from the analysis using the gathered data at the end of the career module. The final analysis was significantly higher ($p > 0.05$) than those acquired by students at the beginning of the module. The scores indicated that students had achieved significant confidence in their general career decision and the five sub-rules of adequate knowledge of the related job, objective selection, self-examination, problem-solving skills, and career planning.

Table 1. Comparison of the result of the survey questionnaire, pre- and post-module conditions

Survey Question	N ¹	W ²	T- Critical	Finding
Adequate information on a related job	225	8456	10796	Yes- Significant difference
Self-examination	193	0	7837	Yes-Significant difference
Objective selection	294	112	18822	Yes-Significant difference
Planning	18	0	40	Yes-Significant difference
Problem-solving skills	54	25	515	Yes-Significant difference

Note:

- i. The experiment removes data pairings with no variation in the calculation.
- ii. Parameter W is the experiment statistic; the p is set at 0.05; any value less than the critical value where the value p is less than 0.05 indicates that the median difference is unlikely to be 0.

4.2. How did the module's learning activities improve students' self-esteem and self-confidence?

- i. How did the module's learning activities improve students' career self-confidence in becoming aware of their unique strengths and employability weaknesses?

According to the responses, practically all students enrolled in the carrier module better understood their strengths and shortcomings in employability positions due to the module's learning activities. The personal profile was viewed as a great educational activity that aided in the improvement of a better knowledge of these concerns.

- i. What effect did the module's learning activities have on students' career self-confidence regarding information relevant to a particular occupation to which they are attracted?

Mainly, 92% of the enrolled student stated that they learned more about a given vocation after completing the module. Various learning exercises were offered to learn more about specific occupations. A student commented in the feedback, the tailored employment study was fantastic; the research provided me with much information about my intended job. A separate student remarked that his knowledge and career plan were significantly boosted. Furthermore, this situation made me more comfortable realising

my work prospects after graduation. The assignment component of the module effectively provided theoretical and practical insights into specific occupations. Students said they had become more aware of information-gathering alternatives, particularly on the conditions and circumstances of certain occupations. Several students said that the module's learning tasks had confirmed their desired job choice, although others revealed that it was beneficial to look at various alternatives. According to one student, the training clarified the tasks and responsibilities of a given employment. the training has offered a better understanding of Physiology exercise and what the profession entails they have miscalculated."

- i. How did the module's learning activities influence students' professional self-confidence regarding their capacity to create career goals?

Students generally felt that the learning activities improved their ability to create professional objectives. A student responded that the training assisted her in setting objectives and identifying professional paths. One student stated that her aims were clearer and more explicit. However, 18% of the enrolled student said that slight variation had followed in this area throughout the module since they had acquired job placement and established goals before starting the module. They have previously established their objectives; therefore, they understood that they could get anything they needed to attain them by researching. More than 200 students mentioned that their approach to getting their career goals were advantageous since every task has been managed into the simple assessment. The listed objectives initiative was instrumental in establishing the group goal-setting module said by majority of the students. This project challenged students to develop clear, quantifiable, attainable, reasonable, and time-bound goals.

- i. How did the module's learning activities improve students' professional self-confidence in terms of abilities in preparation to accomplish their career objectives?

The student said their planning capabilities improved and became more structured after the training. Several participants reported being more aware of their current abilities and those they needed to learn to increase their employability. The module assisted in the development and identification of abilities that aid in the planning and achieving career objectives. Many students answer that their job-seeking skills had been strengthened; they are now more confident before they attend the career module. Two hundred fifty-five students stated that the module for the learning activities they had completed aided them in providing possessions to which they could turn for support. Now, majority of the group know somewhere to look for relevant information, which assisted them in setting immediate objectives regarding modules they needed to finish. A different student stated that the individual profile helped her gain the confidence he needed to prepare for her upcoming profession properly.

- ii. How did the module's learning activities improve students' professional self-confidence regarding their capacity to address difficulties connected to their career development?

Students agreed that the module of the learning activities improved their abilities to tackle difficulties linked to their growth, especially in career development. It has inspired them to stay dedicated and committed to improving my academic point for every semester. The module also has helped them erase my fear of work-related fears, boosting my confidence. Students reported that the work-experience discussion, self-review report, face-to-face interview, and interactions with industry representatives upgraded their experiences for confidence-related skills. One student remarked that the module arranged for her had increased her awareness, especially the challenges she will face after graduation. She was more versed on where to seek relevance knowledge from recognised sources. The enrolled students reported that the module of the learning activities provided them with more connections within the university that may help them solve their difficulties with their future job.

4.3. How has completed each module task influenced students' belief in choosing good career choices?

- iii. In what approaches has completed the personal profile influenced students' confidence in choosing good careers?

The completion of the personal profile boosted the self-efficacy of 96 % of students in making positive career choices. The most prevalent response (given in brackets) emphasised an increased understanding of my strengths, shortcomings, and values. It helped them uncover their talents and limitations to guarantee and find the right spot to meet my personality and ambitions, one respondent said. In the session, students also demonstrated a growing understanding of the importance of transferable skills. Several students stated that completing the individual profile trained them to analyse their objectives and understanding. As a result, it helps them to be calmer and dig deeper into theirself, something they have not done in a long time, the respondents said, Before this, most of them had not investigated these topics. The three negative comments suggested that the assignment was neither meaningful nor educational to the students. They did not realise it was helpful. They also noticed that it difficult to connect to and feel uncomfortable.

- iv. How has completed the career activity influenced students' confidence in selecting good career choices?

It was shown that 97 % of students said that the activities in the module of career planning enhanced their confidence in choosing a promising career. However, several students indicated that they did not see a significant improvement. They already had a good concept of what they needed to do to reach their objectives. According to the comments, the planning for a student career emphasised the need to identify near and future objectives. The student also required steps to achieve those objectives. The planning helped most of them oversee what they would like to accomplish and the proper way to accomplish their goals, one remarked, he was able to list his future objective into more manageable action. He think those listed actions seem more feasible than something he cannot do," added another. Finishing the action plan after placement when the career concepts are clearer with the help of appropriate

information, mostly responded according to 235 students, would have been more helpful. One hundred twenty-four students emphasised the need for organisation in achieving a professional goal and gave them an organised way to analyse a professional route, whether they wanted to continue, and how to get there.

- v. How has completed the individualised job analysis influenced students' confidence in making good career choices?

Nearly 96 % of students said this activity helped strengthen their confidence to make excellent career choices. It did not help majority of them to pick a professional selection, but it did help them understand how to get the necessary knowledge. The most common response was to learn critical job-related information. The job analysis was the favourite section in this career module since the analysis provided them with a heap of information about their chosen profession. The analysis activity assisted them in deciding if it was something they wanted to achieve." According to similar responses from 225 students, the information acquired from the industrial panel aroused their interest in various careers. Those feelings made them consider what their right job would be. What will the job provide them in terms of pay and perks. A single insightful statement emphasised the need to remain current on industry advancements under examination. The activity taught her to identify the altering employment climate and how job opportunities always evolve with time."

- vi. How has completing the reflective diary influenced students' confidence in making good career choices?

The reflective notebook was advantageous to the student's capacity to make effective career selections, according to 91% of students. Reflection is wonderful, but it should not be assessed stated by majority of the student. 75 % of students reported that the exercise allowed them to oversee different aspects of their job that they valued and how to overcome additional challenges they will face. The self-review note enabled them to think on aspects of the job they appreciated as well as skills and attributes that they need to polish or acquire. The self-review helped them to know themselves and what they love to do," another added. It was nice to think about the excellent and poor parts of the profession".

5. Conclusion and Discussion

The findings of this study clearly show favourable trends in students' assessments of the advantages of the Career Development Module in improving their career decision self-confidence. Graduates of diploma and undergraduate in UiTM Cawangan Terengganu join a highly competitive job market where making professional decisions is critical. As a result, the module offers students a range of knowledge encounters that have significantly boosted their confidence in this area. These findings support strategies for increasing professional confidence by emphasising performance achievements, indirect skills, oral influence, and emotional encouragement (Corti & Gelati, 2020). After participating in numerous self-awareness and occupational activities, students became more aware of their accomplishments. Completing informative interviews with relevant job specialists and witnessing other

students reflect on their victories and disappointments in their professional decision-making processes aided students' vicarious learning. The assistance offered by module teachers and other students and the importance of the excellent value of self and group discussion created a perfect situation for the enrolled students to enhance their confidence and talents to influence the career growth of their targeted job.

Each of the module tasks was found to help students gain confidence in choosing good career choices. According to the general view, the individual profile boosted students' understanding of their talents, shortcomings, and values (Chang et al., 2022). Students reported that the employment plan improved their comprehension of the methods necessary to achieve short- and long-term objectives. Students gained helpful knowledge about certain occupations they were interested in as a result of the targeted job study. While on placement, students noted that the reflective notebook helped them consider their professions' problematic and positive aspects. In the future, it would be advantageous to incorporate the individual report and career strategy as the main project so that individuals may better comprehend and apply their profile results to their career plans. Applying what they learned in this initial work, the student would benefit from the customized employment study to choose the best path to their career goal. Students' long-term professional development would be more successful and complete by including these projects.

In conclusion, this investigation yielded some significant discoveries. Following the training, the enrolled students became more informed of their assets and shortcomings in terms of employability. The learning activities were beneficial in providing students with information on careers they are interested in. After completing the module, students said they were better equipped to identify and implement plans to attain their career goals. Students said they were more than confident in their capacity to handle difficulties and were more interested in potential connections inside the institution to support their career development.

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