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## **A Study Of Career Management Skills Among Students Of Vocational Institutes**

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### **Abstract**

When it comes to school graduates, career management skills are key components that each individual must possess. This is due to the importance of the vocation selection process. One of the biggest reasons students choose a career that does not suit them is that they are less informed of their possibilities at the end of high school. The situation is highly worrying, and it has a lot of negative implications, including increasing work stress and the need to change jobs regularly. In fact, records show that the majority of vocational students have a low level of career management. As a result, the goal of this research is to determine students' career management talents. The research design included a survey with a sample size of 200 participants and a quantitative technique. The data was analysed using the Statistical Package for the Social Sciences statistical programme (SPSS). According to the data, students' overall career management abilities are of middling quality. Career management skills are critical for creating human capital with the necessary competences that may be used to fill shortages in the industry.

**Key Words: Career Management, Students, Vocational institutes, Skills**

### **1 Introduction**

Telecommunications, technical, vocational, and agricultural education and training (TVET) is an important source of vocational education and skill development. In addition, TVET has developed as a critical platform for lifelong learning and growth. Since 2013, vocational education reform has focused on industry practises or technical competencies in order to develop an education system that meets the needs of both labour and industry. At the same time, increases job opportunities for students in order to assist them advance in their careers (Hamzah Bakar & Kazilan, 2006). As a result of this educational system, educational institutions can produce skilled professionals and high-quality human resources.

The economy and technology are evolving at breakneck speed, needing the ability to adapt to workplace changes. Career management components have been introduced into the technical and vocational curricula to offer a basis for the development of skilled workers toward professional achievement. Students must be self-assured and believe in themselves at all times in order to make correct and effective employment choices. When deciding where to pursue a career, individuals are offered with a myriad of possibilities from which to select the one that is best fit for them.

Information such as abilities, qualifications, aptitude, and personality qualities will impact career decisions (Damiri & Yahaya, 2004). Furthermore, students must be astute in their

career management, utilising their information, talents, and attitudes to the best of their abilities. These factors are critical for pursuing a career that will provide long-term employment security.

The process of selecting a vocation for recent high school graduates is becoming increasingly crucial. One of the biggest reasons students choose a vocation that does not satisfy their criteria is a lack of awareness about their career possibilities at the end of high school. The situation is highly worrying, and it has a lot of negative implications, including increasing work stress and the need to change jobs regularly. It is considered that adolescence is a time when students must make decisions about their future careers based on their talents, abilities, and interests in order to be successful in life (Harvey, 2000), and that this may allow them to choose a career that is best for their long-term survival. At some point in their schooling, a student must decide which career field to follow, but the process by which young people acquire and select information about a job is poorly known and investigated (Or pen, 1994). As a result of this predicament, many students make job choices based on a precise set of criteria without taking into account their potential interests and talents, making it more difficult for them to make decisions about their professional lives in the future. When we delve deeper, we discover that one of the obstacles students face when deciding on a career path is a lack of in-depth knowledge about themselves, an inability to make judgments, a lack of interest in planning or thinking ahead, and an inability to solve an issue (Willner, Gati, & Guan, 2015). People in this scenario require training and direction in making decisions and building a professional development plan that is personalised to their interests, goals, and talents.

When one makes the wrong career choice today, it can lead to a variety of problems and conflicts within one's own mind, such as negative work attitudes such as truancy, tardiness, failure to complete work or tasks assigned by the employer, and the habit of changing jobs, which is one of the primary causes of disinterest in one's career and failure to manage one's career. Because of their inadequate career management, they were also unable to identify potential short- and long-term risk factors. According to Harvey (2000), the type of work one chooses affects one's self-concept, values, financial well-being, and general life happiness. The bottom line is that a successful individual will display that success in managing the vocation that he or she chose based on his or her talents, skills, abilities, and interests in their daily routine. This applies to all facets of life.

Career satisfaction (Ng et al, 2005), as well as career management education, have been found to have a substantial impact on an individual's career performance. Graduates can fulfil their career goals (Arthur, Khapova, and Wilderom, 2005; Vertsberger & Gati (2015), which range from workability (Harvey, 2000; Tholen, 2014; Wilton 2008) to financial stability (Harvey, 2000; Tholen, 2014; Wilton 2008). Young professionals require career management skills as part of their professional development. The bulk of today's teenagers are still not unemployed as a result of their indecisiveness after school (Damiri & Yahaya, 2004). Career management skills will help them create their ideal future based on the competencies they have gained as part of their career counselling.

Employee career management is an important aspect of human resource management because it has a substantial impact on an organization's capacity to retain its most talented and skilled employees (Feldman, 1988). Organizations commonly use career management systems because they believe such programmes can increase individual employee performance (Fish & Wood, 1993), generate positive attitudes and corporate loyalty among employees, and reduce employee turnover (Feldman, 1988). People must be able to properly manage their careers in order to make appropriate professional judgments. The consequence of a person's professional selection, according to Ginzberg (1971), will create the pattern and function that individual will play in society. According to Yahya, Othman, and Meruda (2004), one's choice of employment is a fundamental indicator of one's social status and position, and one's social status influences one's life value, attitude, style, and personality (Lawson, 2004). A number of career theories have been developed and implemented in the study of professional areas. Some theories, such as the theory of features and factors, the Holland theory, and the Anne Roe theory, lead to a very visible structure, whilst others are more generic (Sumari, Md.Khalid, & A.Razak, 2015).

The availability of educational opportunities, work experience, shifts in goals, shifts in financial resources, and job market demands are all factors that influence an individual's ability to achieve a balance between personal life and the reality of work. All of these factors must be handled in our professional lives if we are to meet our goals and be successful. Knowledge, talents, and attitudes are the three components of competence. These features will help young people make more educated job choices. Ginzberg (1971) backs this up by claiming that a person's level of education is critical in influencing their work choice. The type of profession that is most suited for a person is determined by the amount of education achieved. A greater level of education enhances the chances of getting a better job, whereas a primary education raises the chances of getting a decent job (Bimrose & Hearne, 2012). Aside from education, skills and attitudes influence job decisions and the likelihood of achieving professional success.

## **2 Problem Statement**

Rapid technological breakthroughs have a negative influence on both economic growth and human capital development. Economic success necessitates the production of high-quality human capital by countries. Employers are seeking for people with both technical and non-technical skills in the workplace, as well as abilities in career management. According to survey findings, educational institutions place a higher value on academic achievement than on supporting students in planning and preparing for life after graduation. Several studies have revealed that educational institutions' engagement in supporting students to plan and prepare has the biggest impact on their growth and job choices when compared to other aspects such as prior career knowledge and career development chances (Hughes & Karp, 2004). People who believe that career management skills are a required talent for navigating the world of work proactively, and who believe that the professional development process itself is a reference to lifelong learning, are adjusting to the skills provided by educational institutions. Nonetheless, there is evidence that students have not gained the necessary job skills in the real world of work (Watts, 2013). It is vital to measure students' career management abilities in order to help them make educated career

decisions. Students are more likely to succeed when this is done. One of the key purposes of this research is to determine the amount of career management skills that vocational students in general possess.

### 3 Methodology

To answer the research questions, a descriptive survey was used with a quantitative technique. With a sample size of 200, the participants in this study were vocational students from four Vocational Colleges in the National Capital Region. This study's data was gathered through a series of questionnaires. The research instrument was adapted from the Career Competency Indicator, which was developed by Haase and Smythe (2007) to assess vocational students' career management skills.

Descriptive statistics were used to analyse the data in order to determine the mean, standard deviation, frequencies, percentages, and interquartile range. As indicated in the table, the distribution of replies based on the engineering technology programme attended by the students was described using frequencies and percentages. The capacity to manage one's career was ranked among vocational students using the mean and standard deviation as metrics of skill. Table 1 displays the item indicators for career management abilities, which are dispersed as shown.

Table 1: Elements of career management skills

Element of career management skills		No Item	
1	Career building	1-17	(17 items)
2	General knowledge	1 8 -32	(15 items)
3	Achievements in Employment	3 3 - 42	(10 items)
4	Self-management	4 3 - 52	(10 items)
5	Knowledge of Organisation	(8 53-60	items) (19items
6	Generic skill	61-74	) (8
7	Self-appearance	75-82	items)

### 4 Findings

Table 2 the number of responders and their genders are displayed for demographic sampling. The mean scores and standard deviations for the elements of career management skill elements are shown in Table 3 as well.

Table 2: Respondents' demographic distribution

Gender	No.	Percentage
Male	109	54.5
Female	91	45.5
Total	200	100

Table 3: Career management skill scores

Variables	Min	SD	Score mean	Rank
Achievement in employment	3.51	0.47	Medium	1
Self-management	3.44	0.51	Medium	2
Knowledge of organisation	3.29	0.59	Medium	4
Generic skill	3.38	0.46	Medium	3
Career building	3.22	0.64	Medium	5
General knowledge	3.15	0.69	Medium	7
Self-appearance	3.18	0.55	Medium	6

Achievement in employment, self-management, comprehension of organisation, generic skill, and self-appearance are among the career management elements with modest mean scores; career building and general knowledge are also included. The most significant career management skill is employment success, whereas self-management is the second most important career management skill. According to the study's findings, vocational college students do not fully understand how to manage their jobs properly. They can, however, advance to high positions in organisations if they have good career management abilities; they can also learn the social skills required to mingle with others; and they are responsible individuals who can keep secrets or official information secret from others (Raybould & Sheedy, 2005).

## 5 Discussion and Conclusion

According to the research, students must have certain professional abilities before graduating from high school. This is crucial since efficient management is a necessary skill for obtaining professional success. This finding is corroborated by Bridgstock (2010), who states that students' career management is a vital component in the development and formation of a country's economy. The institution of vocational education clearly plays a significant role in the growth and shaping of this process, guaranteeing that vocational students can get a secure job, through strategic effort and the enhancement of teaching and learning. Students' intentions to pursue graduate studies are related to their capacity to manage their professions (Seibert et al., 2013). Students who desire to advance in their

careers should take charge of their own development. In order to advance in their jobs, they must be able to manage their careers effectively. Career management skills are critical for creating human capital with the necessary capabilities that can be used to fill sector shortages. Early career management skills must be developed in order to give school leavers with career counselling and help them find work. Other stakeholders, such as the business community, parents, and vocational college professors, must collaborate to help students develop their self-management and employability skills. For one reason, they are more motivated to continue their studies when they have mastered skills related to the environment, human behaviour, and students' attitude through their daily activities. Teachers and career counsellors must work together with industry to offer students with direction and motivation, allowing them to build higher career management skills and become amazing employees in the future. Students require guidance throughout their academic and training careers, and it is the college's responsibility to provide them with relevant education that fills gaps in the industry's needs.

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