

RESEARCH ARTICLE



Career Development Intervention Module: Towards Enhancing Unskilled Workers in Malaysia

Mona Adlina Adanan^{1*} | Roziah Mohd Rasdi¹ | Asmah Ismail¹

¹Faculty of Educational Studies,
Universiti Putra Malaysia

Abstract

This study validated and tested the reliability of Career Development Intervention Module (CDIM) meant for unskilled workers within the context of Malaysia. The module was developed based on Intelligent Career Model (ICM), with incorporation of Sidek's Module Development Model (SMDM) at the time of the development process. The content validity of the developed module was determined by gaining feedback from a panel of five experts during the module development phase. The reliability test was performed via pilot test that involved 30 unskilled workers in a vehicle assembly plant. The participants were composed of young employees who had joined the selected company for less than three years and yet to obtain certification for their skills. The validation analysis revealed that the panel of experts was in agreement with the suitability of the developed CDIM for unskilled workers in order to improve their career competencies. The outcomes of the pilot test displayed that the objectives of each submodule (Knowing-Why, Knowing-How, and Knowing-Whom) were successfully met. Therefore, this study ascertains that the developed CDIM is indeed suitable for unskilled workers, especially towards enhancing their career competencies.

Keywords: Career development intervention, unskilled workers, young employees, module development, career competencies

Copyright : © 2021 The Authors. Published by Publisher. This is an open access article under the CC BY-NC-ND license (<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

1 | INTRODUCTION

1.1 | Background

The Malaysian workforce proportion showed that 68

One of the career development initiatives that can be done to employees is career development intervention, including through a structured module. In this study, a career development intervention module was developed to improve the career competencies of

unskilled workers. The development of the module was based on the

Sidek's Module Development Model (SMDM), Sidek and Jamaldin (2005) was used to develop the module. SMDM has two stages in its module development process. This model was selected in this study as it is the established model in module development in the Malaysian context and has been used by many researchers in developing modules.

1.2 | Objective

The objective of the present study is to develop a career development intervention module that is suitable to be conducted on unskilled workers to improve their career competencies. Therefore, it aims to determine the validity and reliability of the module to ensure its suitability for the targeted group.

1.3 | Literature Review

To further explore the areas related to this study, a literature review was done on ICM, career development module validity and reliability, and career competencies.

1.4 | Intelligent Career Model (ICM)

In analysing the impact of intelligent enterprise on work and career, Arthur, Claman and DeFellippi (1995) have introduced the ICM. This model provided a framework that integrates career data into a clear picture, and the three ways of knowing are interrelated (Parker, 2002). The interrelation between knowing-why, knowing-how, and knowing-whom, as cited in Parker (2002, pg. 87), is illustrated in Figure 1.

Supplementary information The online version of this article (<https://doi.org/xx.xxx/xxx.xx>) contains supplementary material, which is available to authorized users.

Corresponding Author: *Mona Adlina Adanan*
Faculty of Educational Studies, Universiti Putra Malaysia

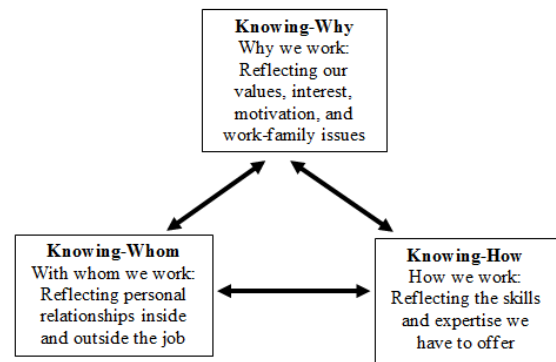


Figure 1: The Intelligent Career as the interplay among three ways of knowing

2 | CAREER DEVELOPMENT MODULE VALIDATION AND RELIABILITY

In the Malaysian context, Jamaludin and Sidek Mohd Noah (2002) tested the effects of the Self-Improvement Programme, which combines aspects of career exploration with learning techniques and used content validity analysis based on Russell (1974) view on the characteristics of good and quality modules. The findings showed that the module has high content validity. In determining the reliability coefficient of the module, a questionnaire was developed to evaluate the participants' rating on the module activity steps. The results reliability test found that the value of the module reliability coefficient is high, between .92 to .97 for the sub-modules.

The studies on career development module content validation and reliability were also conducted by other researchers such as Abd Halit Hanid (2007), Syed Mohamad Abdullah (2005), Mohd Ali Jaamat (2010), Lau Poh Li (2011), Nur Liyana Ibrahim (2016) and Mohd Izwan Mahmud (2017). All the studies showed that the developed modules have high content validity and a high-reliability coefficient in order to proceed with the implementation of the modules in a real setting.

3 | CAREER COMPETENCIES

Wang (2013) concluded career competencies based on prior studies as '[PU Thila1] an employee's

adaptability in relation to their career, which enables them to fulfil career developmental tasks or to satisfy their career development needs'. DeFillippi & Arthur (1994), in predicting the success of boundaryless careers, classified career competencies into three main competencies, namely knowing-why, knowing-whom, and knowing-how. These competencies are derived from the firm's competency-based view and the relationships among firm competencies, career competencies, and common approaches in career and human resource management. Eby, Butts, & Lockwood (2003) have examined the predictors of each way of knowing where eight competencies have been identified. For knowing-why, the competencies were proactive personality, openness to experience, and career insight. The competencies for knowing-whom were experience with a mentor, internal network, and external network. For knowing-how, the competencies were career/job-related skills and career identity. Based on the career competencies identified by Eby et al. (2003) for three ways of knowing, Khong (2010) has developed a questionnaire to measure career competencies of hotel managers in China.

4 | METHODOLOGY/MATERIALS

This study was done at a Malaysian automotive company and has involved thirty unskilled vehicle assembly workers. The career development intervention module was developed using SMDM, and the content was based on the ICM. The draft of the developed module was then sent to five experts to determine its content validity. Finally, for its reliability, the module was conducted on the sample of this study.

4.1 | Sample of the study

This study's sample was 30 young employees of a vehicle assembly plant of an automotive company who had joined for less than three years and without any skills certification obtained.

4.2 | Module Development

According to SMDM (Sidek & Jamaludin, 2005), it has two different stages with different goals for each stage. It starts with determining the module development's purpose and ends with the completed module ready for use .

The validity and reliability of the module were determined through a pilot test. This model also suggested that the module draft with high validity and reliability is ready to be used. The Sidek's Module Development Model is presented in the Figure 2 below:

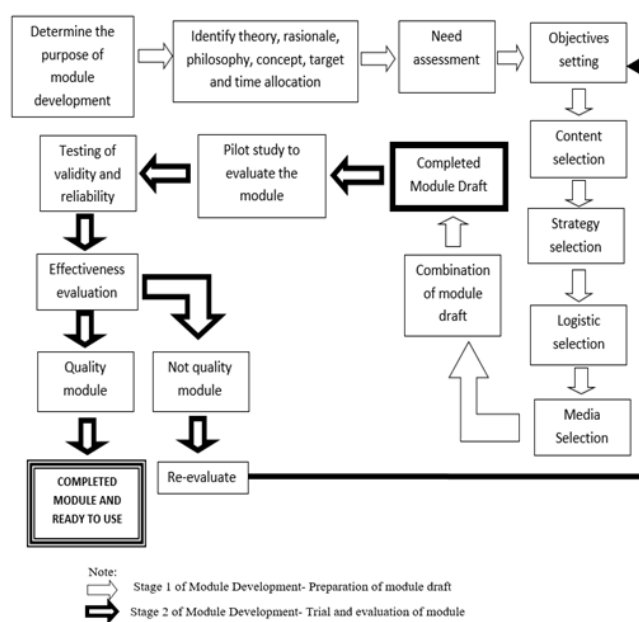


Figure 2: Sidek's Module Development Model (SMDM)

In this study, the CDIM has three sub-modules: Sub-module A, Sub-module B, and Sub-module C. Sub-module A addressed the knowing-how competencies and contains three activities which are Career Interest, Self-Personality, and Career Values. Under Sub-module B, it addressed the knowing-how competencies with two activities: Career Path and Career Development Opportunities and Career Planning and Previous Achievements Recognition. Finally, two activities were under Sub-module C, which are Sharing and Who were for knowing-whom competencies.

4.3 | Module Validation

The draft developed from the CDIM has been sent to five experts to determine its content validity. The experts appointed were lecturers from four Malaysian universities (UPM, UTM, UMT, and UPSI) and one from the

The content validity was conducted using a questionnaire by Jamaludin Ahmad (2002) who adapted the module content validity questionnaire by Russell (1974). The questionnaire contains five items with a Likert scale of five, namely (5) strongly agree, (4) agree, (3) uncertain, (2) disagree, and (1) strongly disagree. To determine the validity value for CDIM, the formula recommended by Sidek Mohd Noah and Jamaluddin Ahmad (2005) below was used, and the acceptable validity value is at 70%:

$$\frac{\text{Total score by experts (x)} \times 100\%}{\text{Maximum score}} = \text{Value of validity}$$

4.4 | Module Reliability Testing

For module reliability testing, the CDIM was conducted on thirty unskilled vehicle assembly workers from an automotive company's vehicle assembly plant. After the subjects have completed the CDIM, a questionnaire was given to them to evaluate the quality of the module. The questionnaire contains 30 statements related to 30 objectives of eight activities conducted in the CDIM. The data then were analysed using Cronbach's Alpha α .05 and statistical power of .99.

5 | RESULTS AND FINDINGS

The content validity was performed through evaluation by five experts in module development and career development. The validated module then has been tested for its reliability on 30 unskilled vehicle assembly workers.

5.1 | Content Validity Analysis of Module

For the content validity of the module, five experts were approached to give their responses. From the evaluation done by the experts, the overall percentage for content validity was 90% which is equivalent to the content validity coefficient of .90, >.70. This shows that this module has high and good content validity. The details of the content validity evaluation results are as per Table 1.

TABLE 1: CIDM content validity by experts

Expert	Percent-age	Validity Coefficient
Expert 1	92%	.92
Expert 2	84%	.84
Expert 3	96%	.96
Expert 4	84%	.84
Expert 5	92%	.92
Overall Content Validity	90%	.90

For evaluation through the statements, all experts have accepted that the module is suitable for the targeted population, and the module content can be implemented successfully. The module content is also appropriate with the time allocated. It is suitable to be implemented through the big group guidance method, and the module content can increase the career competencies of unskilled workers.

Table 2: CIDM content validity

Statement	Percentage	Validity Coefficient	Expert Opinion
The module content is suitable for targeted population.	96%	.96	Accepted
The module content can be implemented successfully.	84%	.84	Accepted
The module content is appropriate with the time allocated.	84%	.84	Accepted
The module content is suitable to be implemented through big group guidance method.	92%	.92	Accepted
The module content can increase the career competencies of unskilled workers.	92%	.92	Accepted
Overall Content Validity	90%	.90	Accepted

5.2 | Reliability of Module

A pilot test was conducted to test the reliability of the Career Development Intervention Module.

CAREER DEVELOPMENT INTERVENTION MODULE: TOWARDS ENHANCING UNSKILLED WORKERS IN MALAYSIA

The participants for the pilot test were 30 unskilled workers in a vehicle assembly plant. The selected participants were young employees who had joined the company for less than three years and yet to obtain certification for their skills.

The module was conducted on the participants. After completion of the module, a questionnaire containing 30 statements related to 30 objectives of eight activities in the CDIM was given to each participant to gauge their response to each statement. The details of the analysis of the reliability test are as in Table 3.

TABLE 2: Reliability values by sub-modules and activities

Sub Modules and Activities	Percentage (%)	Validity Coefficient	Cronbach's Alpha Coefficient (α)
Sub Module A	81.48	.819	.93
Activity 1 : Career Interest	80.66	.807	.74
Activity 2 : Self Personality	80.66	.807	.89
Activity 3: Career Values	83.12	.831	.93
Sub Module B	81.24	.812	.95
Activity 4: Career Path and Career Development Opportunities	82.88	.829	.90
Activity 5: Recognition of Prior Achievements (RPA)	80.88	.809	.75
Activity 6: Career Planning	80.66	.807	.91
Sub Module C	82.92	.829	.92
Activity 7: Sharing	83.20	.832	.95
Activity 8: Who?	82.44	.824	.78
Overall values for CDIM	81.76	.818	.98

The reliability test findings showed that the value of Cronbach Alpha for CDIM was .98. In comparison for Sub-module A was .93, Sub-module B was .95, and Sub-module C was .92. For each sub-module

A activity, the Cronbach Alpha for Career Interest, Self-Personality, and Career Values were .74, .89, and .93, respectively. The Cronbach Alpha for activities under Sub-module B was .90 for Career Path and Career Development Opportunities, .75 for Recognition of Prior Achievements (RP RPA), and .91 for Career Planning. Finally, for Sub-module C, the Cronbach Alpha for Sharing was .95, and for Who was .78.

6 | CONCLUSION

This study has proposed a career development intervention for unskilled workers in the Malaysian context to enhance their career competencies. The Career Development Intervention Module (CDIM) was developed by applying the Intelligent Career Model (ICM) with three ways of knowing: knowing-why, knowing-whom, and knowing-how.

The development of a career module through this study will contribute to the enrichment of ICM application by career counsellors and the studies on the ICM. This study also contributes to the studies on career competencies, especially in Asian settings, particularly for Malaysian working environments . It is recommended that the CDIM be conducted on unskilled workers' real settings and test its effectiveness in further studies.

7 | REFERENCES

- Abdul Hanid Halit. (2007). *Keberkesanan program kerjaya ke atas perkembangan kerjaya peringkat penerokaan dalam kalangan pelajar sekolah menengah di daerah Dungun*. Tesis Doktor Falsafah yang tidak diterbitkan. Universiti Putra Malaysia, Serdang, Selangor.
- Arthur, M. B., Claman, P. H., & DeFillippi, R. J. (1995). Intelligent enterprise, intelligent careers. *Academy of Management Executive*, 9(4), 7-22.
- DeFillippi, R. J., & Arthur, M. B. (1994). The boundaryless career: a competency-based perspective. *Journal of Organizational Behavior*(15), 307-324.

- Department of Statistics Malaysia. (2020). *Malaysia 2017 Labour Force Survey Report*. Putrajaya: Department of Statistics Malaysia.
- Eby, L. T., Butts, M., & Lockwood, A. (2003). Predictors of success in the era of boundaryless career. *Journal of Organizational Beha*, 24, 689-708. doi:doi:10.1002/job.214
- Jamaludin Ahmad & Sidek Mohd Noah. (2002). Pendekatan alternatif menentukan kesahan dan kebolehppercayaan modul program maju diri. Jabatan Pendidikan Selangor. *Jurnal PERKAMA* 9:97-118.
- Jamaludin Ahmad. (2002). *Kesahan, kebolehppercayaan dan keberkesanan modul program maju diri ke atas motivasi pencapaian di kalangan pelajar sekolah menengah negeri Selangor*. Tesis Doktor Falsafah yang tidak diterbitkan. Universiti Putra Malaysia, Serdang, Selangor.
- Kong, H. (2010). *Determinants and Outcome of Career Competencies: Perspectives of Hotel Managers in China*. Pao Yue-kong Library, The Hong Kong Polytechnic University. Retrieved from Pao Yue-kong Library, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong: <http://hdl.handle.net/10397/4159>
- Lau Poh Li. (2011). *Effect of career exploration program on career maturity and self-concept among form four students*. Unpublished PhD thesis. University Malaya.
- Malaysian Qualification Agency. (2017). *Malaysian Qualifications Framework 2nd Edition*. Malaysian Qualification Agency: <https://www.mqa.gov.my/pv4/mqf.cfm>
- Mohd Ali Jaamat. (2010). *Mengaplikasi teori Erikson, Piaget dan Super dalam pembinaan pembinaan modul kesedaran kerjaya untuk pelajar sekolah menengah rendah di Malaysia*. Tesis Doktor Falsafah yang tidak diterbitkan. Universiti Putra Malaysia, Serdang, Selangor.
- Mohd Izwan Mahmud. (2017). *Kesan program kerjaya psiko-pendidikan cognitive information processing terhadap ketidakfungsian pemikiran kerjaya dan efikasi sendiri kerjaya pelajar di sebuah universiti awam*. Thesis Doktor Falsafah yang tidak diterbitkan. Universiti Putra Malaysia, Serdang, Selangor.
- Nur Liyana Mohd Ibrahim. (2016). *Kesan modul bimbingan penyesuaian pemikiran kerjaya (PPK) berasaskan teori kognitif pemprosesan maklumat terhadap ketidakfungsian pemikiran kerjaya dan situasi vokasional dalam kalangan pelajar tingkatan empat*. Tesis Doktor Falsafah yang tidak diterbitkan. Universiti Perguruan Sultan Idris, Tanjong Malim Perak.
- Parker, P. (2002). Working With The Intelligent Career Model. *Journal of Employment Counseling*, 39, 83 - 96.
- Parker, P. (1996). *The New Career Paradigm: An Exploration of 'Intelligent Career' Behaviour Among MBA Graduates and Students*. Unpublished Master's Thesis, University of Auckland, New Zealand.
- Parker, P. & Arthur, M. B. (2004). Coaching for Career Development and Leadership Development: An Intelligent Career Approach. *Australian Journal of Career Development*, 13(3), 55 - 60.
- Quinn, J. B. (1992). *Intelligent Enterprise*. New York: Free Press.
- Russell, J.D. (1974). *Modular instruction : A guide to the design, selection, utilization and evaluation of modular materials*. New York: Publishing Company.
- Sidek Mohd Noah, & Jamaludin Ahmad. (2005). *Pembinaan modul: Bagaimana membina modul latihan dan modul akademik*. Serdang: Universiti Putra Malaysia.
- Syed Mohamad Abdullah. (2005). *Kesan modul perancangan kerjaya terhadap motivasi, kemahiran pembelajaran dan keupayaan rendah merancang kerjaya*. Tesis Doktor Falsafah tidak diterbitkan. Universiti Kebangsaan Malaysia, Bangi Selangor.
- Wang, Y. (2013). Constructing Career Competency Model of Hospitality Industry Employees for Career Success. *International Journal of Contemporary Hospitality Management*, 25(7), 994-1016. doi:10.1108/IJCHM-07-2012-0106

How to cite this article: Adanan M.A., Rasdi R.M., Ismail A. Career Development Intervention Module: Towards Enhancing Unskilled Workers in Malaysia. *Journal of Advances in Social Science and Humanities*. 2021;1428–1433. <https://doi.org/10.15520/jassh.v7i03.584>