

The Development of Career Guidance Models in The Higher Education Institutions Under The Ministry of University Affairs

Samnao Kajornsinsin and Boonreang Kajornsinsin¹

ABSTRACT

The purposes of this study were to develop two models of career guidance services, and to study the opinions of studentaffair staffs who were involved with career guidance services as to the appropriateness of the models to be used in colleges and universities. The career guidance models developed by the authors and endorsed by twelve experts. Each model contained two units; the career development unit and the placement unit. The career development unit provided career counseling for students on each campus. This unit contained four services; counseling services, testing services, a career library, and student records. The placement unit provided employment services for students and alumni at each campus. The unit contained three models of influence which comprised the majority of job placement functions. The study showed that 93.33 to 100 per cent of the student-affair staffs totally agreed with all aspects of these career guidance models.

INTRODUCTION

For decades, the Thai higher educational system had provided individuals with training and education which ensured opportunities for high earnings and occupational status. In 1960's and the 1970's in particular, the job market for college graduates was exceptionally strong. Education was a major means to socioeconomic advancement and for the nation economic growth. With minority of young Thais attending colleges and a growing demand for the educated persons, the financial rewards for the college graduates were great enough to stimulate increasing number to extend their education up to and beyond the bachelor's degree program. Spurred by the demand for college training, enrollment in colleges and universities was found increased at an unprecedented rate.

The golden age of our higher education collapsed at the end of the 1970's with the subsequent withering of the college job market. The growth and expansion in the job market could not keep up with the growing influx of students into the nation's colleges and universities. The big increase of college graduates has caused a serious problem in college job market. Over 20 per cent of college graduates were unemployed in 1978; the number of unemployed increased to 40 percent in 1986.

In 1983, the government took many steps to solve unemployment problems. The development of career guidance services in colleges and universities was one of the steps. Many studies concerned with career guidance services revealed that career guidance services for higher education institutions in Thailand was a new and growing

¹ Dept. of Education, Faculty of Education, Kasetsart Univ.

concept. Most of the new colleges do not provide this services to their students. Some universities have established some career guidance programs, but the quality of the services is uncertain because the career guidance concept is ambiguous to most of the staffs involved with the services. This creates a pressing need for the desired models of career guidance services in colleges and universities.

THE PURPOSE OF THE STUDY

- (1) to develop two models of career guidance services: one for universities and large colleges and the other for small colleges,
- (2) to study the opinions of student affair staffs who involved with the career guidance services on the appropriateness of the model to be used in colleges and universities.

PROCEDURE

The procedure used to develop the models included.

- (1) to study the career guidance models in the literature,
- (2) to make a study visit to five college and university counseling centers in the United States,
- (3) to make a study visit to eight college and university guidance services in Thailand,
- (4) to develop the Career Guidance Model I,
- (5) the model was adopted to be used at Kasetsart University and was accepted by staff members,
- (6) to develop the Career Guidance Model II,
- (7) the two career guidance models were considered by twelve experts,
- (8) the experts agreed with Model I, and some small revision was made on Model II, and

- (9) student-affairs staffs on colleges and universities were asked to consider on the appropriateness of the two models.

RESULTS

1. The two Career Guidance Models.

Career Guidance Model I consists of two units, the career development unit and the placement unit. The career development unit provides career counseling for students on each campus. This unit contains four services; counseling, testing, a career library and student records. The emphasis of counseling services is on career group counseling. Career discussion groups are designed to assist first and second year students in understanding the relationship of their academic education and career training. This program will teach students to take career preparation steps while attending college, especially; (1) to better understand the relationship of the college and careers; (2) to introduce basic concepts in the career planning process; (3) to increase awareness of the campus resources which may foster specific skill development and (4) to introduce the career planning services and resources of the guidance services.

A number of services are available for students who are involved in the career counseling process. Interest inventories, values surveys, personality inventories and attitude tests are available. Student cumulative records are kept and used for counseling and career placement purposes. A career library is available for students, alumni, and staff. Supervised by an occupational librarian, the library material encompasses a number of categories including: (1) occupational descriptions; (2) occupational outlook projections, college information publications; (3) resource person

files; (4) financial aid information; (5) career planning resources; and (6) audio-visual material.

The placement unit provides employment services for students and alumni at each university. The unit contains three modules of influence which comprise the majority of job placement functions. The first module relates to services offered employers in locating qualified applicants. This module consists of various activities such as public relations, interpretation of university programs, and off-campus student and alumni interviews. The second module involves the vigorous recruitment of students and alumni applicants and on-campus activities such as the dissemination of employment information, the provision of student work experience, the provision of an on-campus students and alumni interview schedule with employers, and the provision of job references for students and alumni. The third module relates to the teaching responsibilities of career placement services. Seminars and workshops on various topics such as job-search strategies, writing resumes, and filling out employment applications are offered for students bi-weekly by placement office staffs. Instructional materials related to employment are developed and provided for through seminars and workshops to interested individuals.

Career Guidance Model II consists of two units: the career planning unit and the placement unit. The career planning unit provides career counseling for students on each campus. This unit contains four services; counseling, testing, career information, and student records. Since small colleges offer few fields of study, students have limited choices to make or little opportunity to change their major fields for their career preparation; therefore, the career planning rather

than career development is included in this model. The placement unit of this model is exactly the same as that of the Career Guidance Model I.

2. The Opinions of Students Affairs Professionals on the Two Career Guidance Models.

The data from the study showed that extremely high percentage of those in the student affairs staffs absolutely agree with all aspects of the two career guidance models. The detail of the opinions of the student affairs staffs could be illustrated as follows:

(1) The minimum agreement of the student affairs staffs with the purposes of the two career guidance models is 98.98 per cent with a maximum agreement of 100 per cent.

(2) The number of student affairs staffs who chose the Career Guidance Model I and those who chose the Career Guidance Model II was 57 persons and 33 persons respectively. The minimum agreement of the student affairs staffs who chose the Career Guidance Model I, especially with student records and testing services, is 96.49 per cent and the maximum agreement, especially with both a career library and counseling services, is 100 per cent. All student affairs staffs who chose Career Guidance Model II agreed with all of the components of this model.

(3) The student affairs staffs agreed that the range of counseling services, testing material, career library materials for universities and career information for small colleges are appropriated for using in higher education institutions. The figure of 93.33 to 100 per cent of the staff members agreed with the range of these services.

(4) Placement function is one of the important parts of the career guidance models. This function is composed of three modules.

All student affairs staff (or 100 per cent) agreed with Module # 1 and Module # 2; 97.77 per cent agreed with Module # 3. The minimum agreement with the components of each module was 96.66 per cent while the maximum agreement was 100 per cent.

(5) The student affairs staffs agreed that a full-time staff is necessary to implement fully the Career Guidance Models. The staff titles should include the head of guidance services, counselors, career information specialists, placement specialists and clerks. The minimum agreement of the student affairs staffs with the staff titles used in the models was 97.77 per cent, while the maximum agreement was 100 per cent.

(6) Evaluation is essential to career guidance services 97.77 per cent of the student affairs staffs agreed with the process evaluation which is designed to examine the effectiveness of each part of the program while 100 per cent of the staffs agreed with the product evaluation which is designed to evaluate the attitudes of the students and alumni towards the guidance services. Moreover, the student affairs staffs also agreed that the results of these evaluations should be used for program planning and the establishment of specific goals and objectives for career guidance services.

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