

KRITERIA PEMBINAAN MODEL PERKEMBANGAN KERJAYA: SATU ANALISIS LITERATUR BERSISTEMATIK

CRITERIA FOR BUILDING A CAREER DEVELOPMENT MODEL: A SYSTEMATIC LITERATURE REVIEW

Ahmad Rosli Mohd Nor ^{1*}
Muhammad Saifullah Samsul ²
Abdul Azim Akbar ³
Mohd Izwan Mahmud ⁴
S. Salahuddin Suyurno ⁵

¹ Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, Melaka, Kampus Bandaraya Melaka 75300 Melaka, Malaysia (E-mail: ahmadrosli@uitm.edu.my)

² Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, Melaka, Kampus Bandaraya Melaka 75300 Melaka, Malaysia (E-mail: 2023437602@student.uitm.edu.my@uitm.edu.my)

³ Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, Melaka, Kampus Bandaraya Melaka 75300 Melaka, Malaysia (E-mail: azimakbar@uitm.edu.my)

⁴ Fakulti Pendidikan, Universiti Kebangsaan Malaysia, Bangi 43600 Selangor, Malaysia
(E-mail: izwab@ukm.edu.my)

⁵ Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, Shah Alam 40450 Selangor, Malaysia
(E-mail: ssalahud@uitm.edu.my)

*Corresponding author: ahmadrosli@uitm.edu.my

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Abstrak: *Kerjaya dan kehidupan amat berkait rapat dan saling melengkapi antara satu sama lain. Melalui pekerjaan manusia mendapat rezeki untuk menyara dan meneruskan kehidupan. Kajian ini dilakukan untuk membincangkan hasil dapatan kajian lepas berkaitan model-model perkembangan kerjaya di seluruh dunia dan kriteria utama dalam pemnghasilannya. Kesemua data telah diteroka secara elektronik (2005-2023) melalui EBSCOHOST, Proquest SAGE dan Science Direct. Hanya artikel yang memperincikan tentang model kerjaya, ditulis dalam Bahasa Inggeris atau Bahasa Melayu bagi model kerjaya tempatan dan mempunyai methodology yang lengkap sahaja yang dipilih. Sebanyak 89 artikel daripada 951 artikel yang dikenalpasti telah dipilih dan memenuhi kriteria yang disyorkan untuk dikupas. Dapatan kajian menunjukkan 3 kriteria utama dalam pembinaan model perkembangan kerjaya iaitu (i) Model Kerjaya berasaskan Perkembangan Usia; (ii) Model Perkembangan Kerjaya untuk Kumpulan Sasar Khusus; dan (iii) Model Kerjaya Akademik Khusus. Kebanyakan model perkembangan kerjaya diolah sesuai dengan kehendak dan citra budaya perkembangan kerjaya penduduk tempatan demi meningkatkan kualiti kehidupan masyarakat mereka tetapi berdasarkan teori-teori kerjaya seperti Super, Holland, Krumboltz dan sebagainya. Justeru*

pembinaan model perkembangan kerjaya yang sejajar dengan aspirasi tempatan sangat kritikal bagi memastikan aspirasi negara mampu berkembang sejajar dengan perkembangan dunia kerjaya alaf baru.

Kata Kunci: *Aspirasi kerjaya; perkembangan kerjaya; model kerjaya; cabaran globalisasi*

Abstract: *Career and life are intricately interconnected and mutually reinforcing. Through labour, humans obtain nutrition to sustain and perpetuate life. This study aims to analyse the outcomes of prior research concerning global career development models and the principal criteria involved in their formulation. All data was examined electronically (2005-2023) via EBSCOHOST, Proquest, SAGE, and Science Direct. Only publications that describe the career model, authored in English or Malay for the local career model, and containing a comprehensive methodology are picked. Out of 951 identified articles, 89 were selected as meeting the specified criteria for peeling. The study's findings identify three primary requirements for constructing a career development model: (i) Age Development-Based Career Model; (ii) Career Development Models for Specific Target Groups; and (iii) Specific Academic Career Model. Most career development models are formulated in alignment with the aspirations and cultural perceptions of local populations to enhance the quality of life within their communities, while also being grounded on career theories such as those proposed by Super, Holland, and Krumboltz. Consequently, the formulation of a career development model aligned with local aspirations is essential to ensure that national objectives evolve in tandem with the advancements in the contemporary job landscape.*

Keywords: *Career aspirations; career development; career model; Challenges of Globalization*

Introduction

Career development is essential for every individual, as their future is intricately linked to their professional objectives. Career selection is a continuous process that commences with a child's understanding of the workforce and thereafter advances through adolescence and early adulthood (Sharf 2010). Super (1957; 1972; 1996) posits that a career encompasses the preparatory activities undertaken by an individual prior to employment, as well as the tasks assumed post-retirement. Consequently, one may assert that a career constitutes the preparation undertaken prior to an individual's entry into the professional realm, as well as the various positions assumed post-retirement. A career encompasses work selection, the execution of assigned responsibilities, and post-retirement activities aimed at fulfilling the individual's physical, mental, spiritual, and psychological needs (Sidek 2011).

Mohamad Sattar et al. (2016) assert that the integration of career and technical education within the academic curriculum has effectively diminished dropout rates among high-risk individuals. This aligns with a research by Akbar et al. (2024) demonstrating that a strategically planned career can alter the circumstances of the impoverished. Selecting a specific job route and acquiring relevant education and training is crucial for career development, particularly throughout the transition from childhood to adulthood. Turkey has implemented significant measures by combining career and vocational counselling with information services and career development specialists to address contemporary career issues. The endorsement of these

career concepts is promising; however, the precise role, function, and significance of these ideas in professional training programs and service delivery remain in progress and anticipated to be progressively embraced. The concept of career development is rapidly being embraced in Turkey (Owen et al. 2011).

A study conducted by Nasuka et al. (2023) on a cohort of TVET students in Malaysia demonstrated that career planning accounted for 78.3% of career maturity and 81.2% of self-efficacy in students' careers. This indicates that a one-unit improvement in the career guidance program will result in a .901 unit rise in the student's career self-efficacy. The linear regression analysis indicates a significant impact of career planning on students' self-efficacy and career maturity levels.

All of these research unequivocally endorsed the perspectives of Super (1952; 1984; 1996), Gottfredson (2005), Amla (2010), Brown (2007), and Zunker (2012), who advocated for the provision of professional guidance to individuals from a young age until they attain career maturity. This would enable the nation to cultivate industrious and forward-thinking individuals who constitute the bedrock of affluent communities. Malaysia requires this to facilitate its recovery from the economic slowdown induced by Covid-19, which has demonstrated a global humanitarian disaster. Career progression theory posits that advancement occurs when an individual effectively fulfils a series of career tasks during their professional development (Wessel et al. 2003). Nevertheless, during job growth, particularly among students, individuals frequently encounter difficulties in addressing career-related issues. The frequent unwillingness to compromise and the ambiguity inherent in employment decisions lead to challenges. Career planning has become increasingly complex due to the ever-evolving dynamics of the labour market, influenced by national development trends and various global challenges.

Consequently, numerous career development models grounded in career theories have been developed by scholars and researchers to address the career needs of individuals. Numerous theories have established specific criteria to delineate the relationship between individuals and their occupational fields, particularly concerning career alignment, job satisfaction, and job performance, alongside fundamental enquiries pertaining to individual career development (Sidek 2011; Amla et al. 2010; Amla et al. 2008; Osipow and Fitzgerald 1996; Gybers et al. 2003; Brown 2003). This study was undertaken to examine the criteria employed by each research development model for their target clientele.

Methodology

Multiple databases were selected to ensure maximum retrieval of studies. This includes EBSCOHOST (CINAHL, Medline, PsychARTICLE), Proquest, SAGE, Science Direct. Keywords used were indigenous, non-Western, wellness, mental health, well-being, perceptions, understanding, definition, research, and were used in multiple combinations. Inclusion criteria were articles written in English, empirical studies that considered indigenous people's understandings of wellness and mental health, and provided details on methodology. The year 2005 was chosen as the beginning point due to the emergence of wellness movement in influencing subsequent approaches to mental health practice and research.

The methodology of the *systematic review* was fully used in this study covering information search, material selection and study code. It is implemented in accordance with the procedures and guidelines introduced by *the Campbell Collaboration* (2014) regarding systematic study procedures.

Selection Criteria

The selection of eligibility *criteria* in this study was limited to: studies conducted on career development; the role of career coaching models on career development; covering experimental and quasi-experimental studies on the impact of career coaching programmes on target groups; and trends in career coaching models. However, the criteria of language, publication and country are not used as the basis for selecting information searches. The conceptual definitions of career guidance, career development and career aspiration models used in this study cover all academic levels, career development levels and career fields. It covers (i) the impact of mentorship models on career motivation for students; (ii) continuous learning to foster career interests among students; (iii) the implementation methods of the career guidance model for the target group to foster career maturity. Career here is defined as described by Super (1957; 1977; 1990) which is a series of situations that occur consecutively in a person's life related to the choice of career, the role played and the status of a person throughout his or her life.

Literature Search Strategy

Comprehensive and diversified search strategies are emphasized in systematic studies to find important information whether published or unpublished (Papaioannou et al. 2009; Schucan Bird & Tripney 2011). Ten major referrals were searched electronically (including ProQuest Education, DOARJ, ERIC, JetP, EBSCHOST, JStor.

First, the search in each database combines vocabulary and language terms in its field, specifically to three concepts in Career [PTAR UiTM, Scival Expert UKM and THES) *career*, *career development* and *Career Guidance Model*]. Second, searches are conducted on specialized databases and library catalogs, covering general searches and titles from specific sources. Third, official government websites, research centres, related foundations, professional bodies and other relevant organisations. Fourth, we examined the reference list of previous searches including past studies. Fifth, look at citations including past studies. Sixth, obtain additional information related to the study from the authors referred to in the study and also references from experts in the relevant field.

Literature Search Size

A total of 951 articles have been identified through electronic search, 125 articles have been identified as potential for review have been taken for research. Meanwhile, another 41 studies were identified through manual non-database searches. Finally, a total of 89 articles from 43 different publications were identified as meeting the study criteria.

Findings

As a result, three (3) main themes have been identified as the main criteria of the development of the Career Model, namely: (i) Age-Based Career Model; (ii) Career Development Models for Specific Groups; and (iii) Specific Academic Career Model. It is also evident that an overarching construct from review of the studies was the dynamic interconnectedness of

culture, spirituality, identity, family and community, land/country, and socio-historical background, with each defining, influencing, being part of and impacting on the other. In short, no element appears to exist without the other elements influencing and impacting on wellness.

Age Development-Based Career Model

Learning, planning, and career selection are interconnected. Career selection generally pertains to adolescents and young adults. This group is mostly engaged in education and learning within higher education institutions. Consequently, unbeknownst to them, some individuals have harboured specific job aspirations and objectives since their school years. Career development can commence at an early age (Rasul et al., 2021).

Career development is described as the lifelong self-development achieved through the interplay and integration of roles, life contexts, and all events throughout an individual's life (Gybers et al. 2003). It concentrates on a person's complete career trajectory. The term career pertains to the engagement of individuals (employers, daily activities, education, family, and society) in various contexts (residence, educational institutions, community, and workplace) and encompasses life events, both anticipated and unforeseen (employment, marriage, promotions, divorce, and retirement). Individual career development elucidates the individual's relationship with variation in lifestyle (Sears 1982; Natasha et al. 2019). Career progression involves setting career goals and identifying suitable educational and developmental programs to cultivate the skills necessary for attaining both long-term and short-term objectives (Holland 2011). Individuals who systematically plan their careers are more likely to achieve success and maintain a positive outlook on their professional trajectories compared to those who do not engage in career planning (Hess 2006; Muridan et al. 2023). Most career development models are fundamentally grounded in several theories related to human age, including career selection theory, traits and factors, Ginzberg's career theory, Super's career development theory, and Holland's personality-career environment theory, among others. Many models developed by scientists over their careers are designed to assist specific demographic groups.

Numerous models and modules have been developed based on age progression, as proposed by the Career Development Theory (Super, 1957). The Experiential Career Guidance Model is designed as a pragmatic framework that incorporates children's daily activities, such as financial transactions, where they will be instructed on earning and then spending money in the school store. The offered sales items consist of educational game supplies frequently utilised in various classes, including medical game kits, engineering game kits, and associated literature. Subsequently, children will embark on educational excursions to beneficial locations, like children's museums, supermarkets, and career information centres, facilitating their engagement with the practical realm of professions. They will be afforded the room and chance to investigate and thoroughly examine certain facets of vocations aligned with their interests, aptitudes, and initial inclinations (Kyle & Hennis 1995; Bredekamp & Rosegrant 1995).

The FOCUS (Finding Out Child's Underlying Self) Career Awareness Model was initially developed by Tammy Smith and subsequently refined with the assistance of Cathy Jacobs, Jennifer Levine, Lyn Mason, and Barbara Terracina (Mohamed Fadzil et al. 2008). It is derived from Eric Erikson's perspective on the psychosocial development of persons throughout the childhood phase (industry versus inferiority stage). This approach will assist children in

exploring and identifying job opportunities as they mature, utilising methods of personality exploration and interests that may have developed or emerged throughout that period. The FOCUS model incorporates the perspectives of congruence and differentiation proposed by Holland (1973) and is also grounded in the framework of the trait and factor model. The four fundamental steps in this model are (1) the kid's self-report of professional interests, (2) the evaluation of the child's interest demonstrated in tasks or work situations, (3) the assessment of the child's personality, and (4) the natural observation of the child. This concept enhances career awareness in youngsters throughout their transition to adulthood (Smith et al. 1994).

The Career Success Club has been established based on career intervention initiatives, including the professional Success Plan, Career Advisory Services, and Periodic Bulletins on careers, to enhance students' professional understanding. It is established as a social club and may be joined voluntarily by university students. Members will receive guidance in career planning to facilitate their concentrate on their desired professional path. The process comprises six phases: (1) Phase one - Recognising one's self-worth, competencies, and career interests; (2) Phase two - Investigating career options and associated academic disciplines; (3) Phase three - Cultivating skills for job acquisition; (4) Phase four - Acquiring experience pertinent to the desired career; (5) Phase five - Engaging with full-time employment opportunities or preparing for graduation; and (6) Phase six - Implementing lifelong career management practices. Each of these phases represents the stages of career growth that must be navigated and experienced during their courses. A research by Wessel et al. (2003) demonstrates that students participating in the Career Success Club exhibit enhanced academic attention, possess a clear vision for their future occupations, and are capable of linking their peers to the professional realm.

The DISCOVER Career Selection Model, developed by the American College Testing curriculum in 1995, is a computer-assisted curriculum including nine modules. The initial module focusses on initiating a career search; the subsequent module addresses understanding the professional landscape; the third module emphasises self-awareness; the fourth module involves job selection; the fifth module reiterates insights into the professional realm; the sixth module pertains to making informed career decisions; the seventh module concentrates on future planning; the eighth module is dedicated to career strategising; and the ninth module involves managing transitions. This model is among the premier career coaching instruments for college and university students. Each module has been meticulously constructed based on the use of each phase for its users (Walker-Staggs 1998; Snipes & Kemple 2000). A study conducted by Maples and Luzzo (2005) demonstrated that college students utilising the DISCOVER model exhibited a considerable advantage over those receiving conventional career counselling services.

Hughes (2004) developed a School-to-Work Career Development Model. This module emphasises students' transition from education to employment via participation in vocational training, internships, and skills development programs.

Career Development Models for Specific Target Groups

the ability to plan using systematic, scientific procedures and to utilise information grounded in the target group's past is a crucial factor, particularly concerning professional advancement. Numerous career-oriented intervention programs have been implemented internationally,

according to the backgrounds of their target demographics. In comparison to our nation, such programs remain underdeveloped and lack significant emphasis within the educational system.

The RAISE Career Guidance Model was established for 'at-risk adolescents,' specifically those who are at danger of academic failure due to several factors (Amal et al. 2008). The RAISE model was established based on Super's career development theory, emphasising the significance of assisting students in cultivating a professional decision-making process at each phase of career development. The objective is to sustain the engagement of these at-risk students for an extended duration and guarantee their graduation alongside their peers. This model comprises five steps: (1) Identifying students at risk of academic failure at an early stage, (2) Evaluating the academic needs and interests of at-risk students, (3) Enhancing academic performance through incentives, (4) Promoting involvement from family, school, and community, (5) Assessing and monitoring the progress of at-risk students (Baker 1996).

The subsequent module is the Integrated Career Development Module by Sidek Mohd Noah (2002), which is an interventional career education program. This model's creation is founded on trait principles and factors designed to align an individual's personal qualities with the requirements of a particular sector. This model aims to enhance decision-making and career planning abilities, while also examining its effect on participants' academic achievement. Five steps of personalised learning development have been designed to assist participants in making suitable job choices. The initial step involves client self-recognition; the subsequent phase focusses on goal establishment; the third phase emphasises client motivation; the fourth phase pertains to basic method dissemination; and the fifth phase addresses advanced technique dissemination. According to Sidek, to enhance student interest, career counsellors should exclusively execute phases 1 to 3. Phases 1 and 2 enhance pupils' intrinsic motivation, and phase 3 activates their extrinsic motivation. To ensure the model's efficacy, career counsellors are advised to implement all five phases deemed appropriate for students aged 17 to 24.

The Career Planning module is founded on Holland's career selection theory as proposed by Amla Salleh et al. (1997; 2004). This module was subsequently revised by a consortium of researchers from The National University of Malaysia (UKM) utilising an IRPA research funding in 2004. It comprises four primary components: workshop implementation details, the Malaysian version of the self-directed search, job information, and career planning forms. The four fundamental components have been organised in a deliberate and logical fashion. Each component possesses distinct goals and objectives while maintaining continuity with one another. This module is an activity-oriented and student-centered program (Mohamed Fadzil et al. 2008). The development was grounded in the Holland Career theory and is utilised with a career dictionary that comprises a compilation of career titles and information derived from the Holland Three-Letter Code, specifically RIASEC. This module is conducted throughout the workshop period and comprises a series of activities organised into three primary sub-modules: (a) Career Journey Module, (b) Learning Motivation Module, and (c) Learning Skills Module. Each sub-module encompasses certain activities executed sequentially.

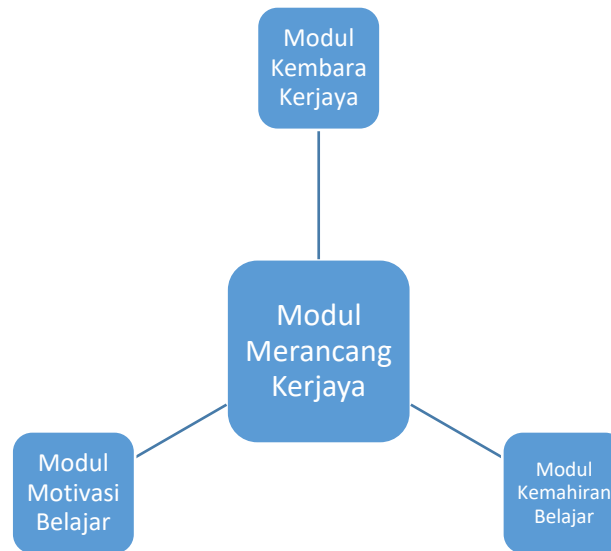


Figure 1: Main Parts of the Career Planning Module

The subsequent focus is on the Multicultural Career Exploration Model tailored specifically for adolescent females. It was created to facilitate career exploration at the secondary education level. This methodology emphasises target demographics based on gender and race to enhance their self-assurance in profession selection. The framework is founded on the Teen Exploratory professional System (TECS Model), enabling adolescent girls to navigate and investigate the phases of their professional development. It encompasses personality attributes, career decision-making, career objectives, and personal career profiles. This model encompasses several fundamental features, including social roles, sexual identity, interpersonal skills, aptitude, familial impact, personality strengths and traits, goal setting, and decision-making (Craig, Contreras & Peterson 1996).

Specific Academic Career Model

The world is evolving swiftly, significantly influencing human development, particularly in the realm of career advancement. Consequently, it is essential to construct a career model that better addresses the career development landscape than the conventional model predicated on job and personality alignment. The previously stated models predominantly focus on specific demographics, including at-risk students, adolescent females, and children. Nevertheless, there are no models that concentrate on particular professions, such as those in the hospitality sector, Technical and Vocational Education and Training (TVET), scientific disciplines, literature, and others.

This was addressed in section eight (8) of the Skills Commission's Report (2008) titled "Inspiration and Aspiration: Realising Our Potential in the 21st Century" in the United Kingdom. The analysis indicates that the paradigm of job matching predicated on personality and attributes has remained prevalent in career coaching from the first century to the twentieth century. In the 21st century, this approach is deemed obsolete, necessitating the adoption of a more effective guidance framework. The professional model ought to exhibit greater flexibility in response to contemporary changes, rather than merely serving as a means of subsistence

while being governed by external autonomous forces. We do not wish for our professional trajectory to be governed by others.

The traditional career paradigm has undeniably contributed much to the advancement of human careers. Nevertheless, the passage of time necessitates periodic examination and adaptation to contemporary changes. Otherwise, these theories would be deemed obsolete and lack substantial significance. In the past century, the necessity of pursuing a job for sustenance has been scrutinised due to several factors, including economic recessions, the effects of globalisation, and advancements in information technology that have significantly altered personal career trajectories (Collin & Watts, 1996). The necessity to traverse career advancement trajectories informed by continuous education and professional experience is getting progressively vital.

We require a career development model tailored to specific professions rather than a universal model applicable to all vocations. This indicates that individuals in technological fields may require distinct professional development trajectories compared to those in non-technical fields. This is due to the distinct foundations and backgrounds of each sector, which require specific adaptation. Bassot (2012) addressed this difficulty by proposing Career Learning Development (CLD). This model underscores the necessity for individuals to maintain flexibility in their career development to address the challenges posed by globalisation. Career is not solely a correlation between attributes and job characteristics; it is also a lifelong journey for an individual. An individual requires guidance not only to cultivate enthusiasm in their work but also to navigate the changes and obstacles inherent in the professional landscape. The capacity to endure is essential in the age of globalisation and information technology to safeguard individual career competitiveness and enhance productivity.

In the United States, Career Technical Education (CTE) has been optimised through the implementation of The 16 Career Pathway Curriculum initiative, which amalgamates academic and vocational prerequisites relevant to technical disciplines. Orozco's (2010) study unequivocally demonstrates that students in the technical stream who engage in this program exhibit enhancements in many abilities, particularly communication, and serve as a conduit for technical students' transition into the workforce. Alferld et al. (2007) demonstrated that technical stream students in the United States derive enhanced educational value from supplementary programs emphasising vocational information and decision-making support, namely the vocational and Technical Student Organisation (CTSO) program. This program is designed to assist technical stream students in exploring their employment opportunities as they advance their education. The study's results indicate that this program enhances career planning confidence among technical stream students in the United States and significantly improves their self-assurance and communication skills. It has been demonstrated to positively influence academic motivation, grades, employability skills, and self-awareness.

In the United States, TVET students in community colleges benefit from a distinct career development approach known as the Integrated Basic Education and Skills Training (I-BEST) program, implemented in Washington State. I-Best is a career pathway initiative designed to assist community college students in navigating their professional trajectories, whether they aim to pursue more education, get high-level vocational skills, or establish successful entrepreneurial ventures. The program has been incorporated into the curriculum of community

colleges in Washington, effectively assisting students in exploring and comprehending their career objectives, resulting in enhanced income and achieving the minimum wage benchmark set by the Washington State Board for Community and Technical Colleges (SBCTC) of USD 8.51 to USD 27.31 per hour. It is highly beneficial for community college students, who predominantly possess merely a minimum high school qualification. Numerous career development models have been established for community college students in the United States, including Washington State's Integrated Basic Education and Skills Training (I-BEST) (Wachen et al. 2011; Zeidenberg et al. 2010), The College and Career Transitions Initiative (CCTI) (Watford 2006), and the Career Pathway Certificate for Lane Community College, among others. These career models were designed to assist middle-achieving community college students in navigating their career trajectories, whether to maintain employment or pursue advanced education. These career models have demonstrated the capacity to enhance the career success of community college students, both academically and professionally. Research conducted by Long & Kurlaender (2009), Wachen et al. (2011), and Zeidenberg et al. (2010) revealed that community college students in the United States with moderate academic achievement earned higher salaries than high school graduates, and their income doubled upon obtaining their degree from a community college. In Malaysia, the ROSS Career Model has been established to assist TVET students in constructing their careers from the onset of their education (Ahmad Rosli, 2016). This concept is founded on the Super professional Progression Theory, which assists students in planning, exploring, acquiring professional knowledge, and making career decisions. This strategy has demonstrated its efficacy in assisting TVET students to systematically, organizedly, and flexibly plan their career trajectories (Nor et al, 2023).

Consequently, it is imperative to build more career models in Malaysia to address contemporary employment demands and facilitate the nation's attainment of developed status by 2020. The academic landscape of our nation encompasses several disciplines, including science, literature, religion, hospitality, technological fields, and the service industry, each presenting unique hurdles for career advancement. Consequently, career counselling professionals must interact with specialists from several academic disciplines to assist students in delineating their career development trajectories from an early age. Otherwise, our age would remain marginalised within the context of global globalisation.

Conclusion

Career development in the 21st century clearly shows a drastic change compared to the previous century. Career coaching models and programs are needed to help the current generation to plan their future careers well. As a result, various career development models or programmes have been developed either in general or specifically for certain target groups such as at-risk students, female students and so on. Most of them are based on certain theories that are based on personality traits or job matches. However, in line with the changing times, some reforms need to be made to these career development models such as developing a suitable career model according to study. This can help the student to focus on his or her discipline and be in line with career progression according to his or her level.

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