WELCOME INTRODUCTION

Dear INTED2011 participants,

INTED, being in its 5th edition, is a key annual networking event for the sector of technology, education and development, attracting and bringing together experts in education from around the world.

INTED2011 has once again emerged as a large international platform for exchanging ideas and experiences. Experts and academics presenting at this conference will share with you their most up-to-date and practical information on education and learning innovations.

In 54 parallel sessions, delegates will discuss the latest trends and developments in education and ICT supported learning. More than 410 oral presentations, 125 posters and 600 attendants from 65 countries will contribute to this intensive program.

This is an excellent opportunity to acquire skills and inspire yourself by learning from experiences and innovative approaches in education. We invite you to participate in INTED2011 and take the best of its presentations and specific sessions, discussions and debates, as well as the posters exhibition throughout the two-day conference.

In addition, we also wish you enjoy your stay in Valencia. Having a heritage of over two thousand years of history, Valencia offers a wide range of monuments and cultural places to visit, being as well a very modern city. Its culture, cuisine and art tradition along with its location on the Mediterranean coast and its pleasant climate make this city an ideal setting to enjoy during your stay.

We thank all of our participants for attending this event and making it a unique place to learn and discuss about Education and Technology.

INTED2011 Organising Committee
Self-esteem is one of the most widely examined personality variables in job search research [6]. The relationship between self-esteem and job search is often significant. Students who have higher self-esteem are more likely to engage in job search activities and are more successful in finding employment. These students also tend to have better job satisfaction and are more likely to stay in their chosen careers. On the other hand, students with lower self-esteem may experience increased anxiety and stress during the job search process, which can negatively impact their job search outcomes. Therefore, interventions aimed at improving self-esteem can be beneficial for students in their job search endeavors. 

Modeling

Students: An Application of Structural Equation Modeling Intensity and Career Decision-Making Among Final Year Students

The relationship between self-esteem, job search intensity, and career decision-making is a complex one. While self-esteem is positively correlated with job search intensity and career decision-making, it is also influenced by other factors such as personality traits, past experiences, and social support. 

Abstract

The purpose of this study was to examine the relationship between self-esteem, job search intensity, and career decision-making among final year students. The sample consisted of 150 students from different faculties at a university in Malaysia. The research design was a correlational study, and the data were collected through a self-administered questionnaire. The results of the study indicated that self-esteem was positively correlated with job search intensity and career decision-making. The study also revealed that personality traits and past experiences were significant predictors of self-esteem, job search intensity, and career decision-making. The findings of the study have important implications for both students and educators in promoting effective job search strategies and career decision-making. 

Keywords: Self-esteem, Job search intensity, Career decision-making, Structural Equation Modeling
low self-esteem tend to be less successful in their job searches [11]. In relation to these two factors, students should have high self-esteem throughout the academic session, and they also have to start searching for jobs in the final stage of their academic studies. A recent study related to these two factors found that, students divide their effort between studying and job-search shortly before graduation. Study effort generates higher grades, while search effort increases the probability that an individual starts working immediately after graduation [12].

Job-search is a process that gathers information about potential job opportunities, generates and evaluates job alternatives, and chooses the most potential and appropriate from the alternatives [9]. One of the earlier studies examined job search intensity as a function to determine self-esteem and financial need, which in turn predicted employment [13]. Job-search intensity is also refers to the degree of job search effort by future job seekers. It entails behaviours that are likely to lead to job interviews and job offers [14]. Currently, job-search intensity been defined as the frequency with which job seekers engage in job search activities such as preparing a resume [15]. Overall, the concept of job-search intensity has been utilized in several studies as a measure of the frequency of job seeking behaviours [16, 17, 18, 19 & 20]

When an individual search for viable career alternatives, they make comparison, and then decide one, it will involved the process of career decision-making [21]. Career decision-making include choices made by individuals about occupations, education, training, and employment. The sequence and number of these decisions will vary among individuals depending on their situations [16]. Career decision-making is one of important career developmental tasks [22, 23, 24]. Most career development theories are based on the notion that individuals will explore their environment, have insight into their own behaviours, values and affect, and use this information and insights to make decisions about choosing work and career [25,26]. One of the domains that need to develop by school leavers is decision-making [27]. Accordingly, decision-making is also one of the three aspects of students’ self-development that need to be considered in order to achieve Vision 2020 in Malaysia [28]. Decision-making increases if someone has sufficient information about possible career alternatives and is able to project the possible outcomes of different career choices [29]. Furthermore, research showed that decision-making mediated the relationship between goal-orientation and career concerns [30].

Several studies had investigated certain variables related to self-esteem [5, 6, 7, 8 & 9 ], job-search intensity [30, 31, 32 & 33], and career decision-making [34, 35, 36, 37, 38 & 39]. However, there has been little discussion about the relationship on these three variables. As mentioned by Saks [9], not every relationship in his model has received the same amount of attention in previous research. For example, only one study has investigated networking intensity, and only a select number of predictors and outcome were studied. He also suggested that, any single study would be able to test all of the relationships in the model. As such, this study aimed to examine the relationship between self-esteem (individual differences variable), job-search intensity (job-search behaviour) and career decision-making (outcome predictor) among final year students.

1.1 Research framework
The research framework were based on Saks’ [9] model (An Integrative Self-Regulatory Model of Job Search Predictors, Behaviours, and Outcomes) for the current study with limits the validation process to three profound constructs such as self-esteem, job-search intensity, and career decision-making.

Self-esteem is among the common personality variables included in job-search research and was originally included in Schwab et al.’s job-search model [8]. Related studies with this variable been done previously [5, 6, 7, 8 & 9], as such, this variable been identified in the current study.

Job-search intensity has two distinct measures, such as preparatory job search behaviour and active job search behaviour. Preparatory job search behaviour involves gathering job-search information and identifying potential leads during the planning phase of job search. Active job search behaviour involves the actual job-search and choice process, such as sending out resumes and interviewing with prospective employers [14]. As such, with this additional information of job-search intensity, this activities proper for the final year students and was selected for this study. Others study related with this variable been done previously [30, 31, 32 & 33] and the current study as the continuation of the knowledge.
The instrument used in this study was the Rosenberg Self-Esteem Scale (Rosenberg, 2001). These constructs have been chosen for current study based on local literature reviews and previous investigations. These constructs focus on the relationship among self-esteem, job search intensity, and career decision-making. Career decision-making has been identified as an important area of study in the context of career counseling and guidance. The study's purpose is to investigate the relationship between these constructs and explore potential applications for career counseling and guidance. The study's findings could provide valuable insights for practitioners and researchers in the field of career counseling and guidance.
Table 1: Cronbach Alpha for the instruments used

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Study 1</th>
<th>Study 2</th>
<th>Study 3</th>
<th>Study 4</th>
<th>Current study</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE</td>
<td>0.86 [44]</td>
<td>0.85 [45]</td>
<td>0.60 [46]</td>
<td>0.64 [47]</td>
<td>0.69</td>
</tr>
<tr>
<td>JSI</td>
<td>0.71 [20]</td>
<td>0.78 [48]</td>
<td>0.89 [46]</td>
<td>0.86 [47]</td>
<td>0.86</td>
</tr>
<tr>
<td>CDMSE</td>
<td>0.94 [43]</td>
<td>0.96 [49]</td>
<td>0.89 [46]</td>
<td>0.92 [47]</td>
<td>0.93</td>
</tr>
</tbody>
</table>

2.3 Research Procedure
The study was a survey-based type and participants were recruited using cluster sampling procedure. This procedure often involves a selection of clusters within clusters (example, faculty, class, section) which is also known as multistage sampling. On the selected date the questionnaires were distributed in the class room to the participants. The participants were given 30 minutes to complete the survey.

2.4 Data analysis
This research used the classical test to determine the reliability of the instrument. The study applied a two-stage Structural Equation Modeling, using the AMOS (version 18) model-fitting program to test the research hypotheses. The study first assessed the validity of the measurement models for self-esteem, job-search intensity and career decision-making self-efficacy. Next the researcher examined the good-fit of the full-fledged model.

3 RESULTS
Figure 2 presents the empirical results of hypothesized structural relationship model of self-esteem, job-search intensity, and career decision-making self-efficacy. The overall fit of the model was adequate with CFI = .951, TLI = .941 and RMSEA = .062. The statistics indicate that the parameters were free from offending estimates, ranging from .43 to .90. The CFI (.951) and TLI (.941) fit indicators exceeded the threshold of .90, indicating a very good fit. The root mean square error of approximation (RMSEA = .062) met the cut-off point requirement for a reasonable error of approximation. The normed chi-square of 3.635 for a good fit was also met [50]. The final fit index indicates that the test failed to reject the hypothesized model. Therefore, the hypothesis testing failed to reject the three statements (Self-Esteem influences the Career Decision-Making Self-Efficacy; Job-Search Intensity influences the Career Decision-Making Self-Efficacy; Self-Esteem influences the Job-Search Intensity).
The findings support the study done by Steve [9] based on the model, the self-esteem (individual) relationship was significant at the other week (1.77).

4.1 Discussion

The hypotheses were supported by the data.

Hypothesis 1: Self-Esteem influences the Job-Search Intensity, Decision-Making-Effectiveness.

Hypothesis 2: Self-Esteem influences the Career Decision-Making-Effectiveness.

Hypothesis 3: Decision-Making-Effectiveness among Self-Esteem, Job-Search Intensity and Career

Figure 2: Results of structural relationships among Self-Esteem, Job-Search Intensity and Career
The results for relationship between job-search intensity and career decision-making self-efficacy among final year students showed that there was a significant relationship. This finding also affirms the study done by Saks [9], which is, the job-search intensity (job-search behaviour) was significantly related to the job choice decision-making (other outcome predictors). In other words, students who had high job-search intensity are more likely to have a high level of confidence or make good career decision-making.

The relationship between self-efficacy, goals and choice actions also was found. Suggestion been made that those who were confident of making career decisions were more likely to set career-related goals, and thus are more likely to make career plans and engage in career exploration [51]. Job-search behaviours are directly related to job-search and employment outcomes. Job seekers who are more skilled at making job choice decisions are more likely to choose a job and organization that are good fits and more likely to obtain quality employment [9].

The results of this study also showed that there was significant relationship between self-esteem and job-search intensity among final year students. This finding is similar to the findings gathered from other researchers [14, 15, 30 & 31] which is self-esteem (personally) was positively related to job search intensity (job-search behaviour).

4.2 Implication
Finding from this study can be divided into theoretical and practical implication. Based on theoretical implication, the results of this study support the idea of the relationships among self-esteem (individual differences variable), and job-search intensity (job-search behaviour) with career decision-making self-efficacy (outcome predictors) as mentioned in Saks’ model [9]. Based on the model, self-esteem has the relationship with the job choice decision-making. In other words, students who have high self-esteem more likely to have good career decision-making and more likely to choose a job and organization that are fits nicely and obtain quality employment. Furthermore, students who have high job-search intensity more likely to have high confidence level or good career decision-making. As mentioned by Saks [9] in his study that not every relationship in the model has received the same amount of attention in previous research. For example, only one study has investigated networking intensity, and only a selected number of predictors and outcome were studied. The result of the current findings can be concluded as a new addition and confirmation to the model.

An implication for the practitioners such as guidance counsellor are to guide students develop attitude beliefs, students' psychological development and prepares them for the work world. This involves their development of personality, thinking, behaviour and emotion. To help students to understand themselves and others, the competencies based on self-knowledge (e.g. skills to maintain a positive self-concept), educational and occupational exploration (e.g. skills to locate, evaluate, and interpret information), and career planning (e.g. skills to make decisions) [52] can be referred. These skills can be taught to students through proper career development programmes guidance system in the university settings.

4.3 Suggestion
One of the most significant findings emerge was that the results are useful in helping the transition process of students from university to work. Such information could lead to an improvement in planning and policy-making for the development of a more effective and efficient counselling and career guidance system in the university settings. Career counsellors can assist through training workshops and provided with tools, manuals, annual labour supply/demand report. Alumni mentorship programmes can be created to link students with successful alumni working in a career field of similar interest. Online community portal can be included an interactive website for posting questions and answers to facilitate collaboration for career counsellors, students, new graduates and employers. Curricular contents in educational institutions should stress more on psychology and soft skills such as critical thinking and decision making and been taught within the formal setting of the university system.

The current study is conducted at one particular university, thus the results may not be generalised to other final year students from other universities. It is suggested that future study should do comparison among the universities and more diverse samples. Furthermore, it would be interesting to investigate others variable (e.g. conscientiousness, extraversion) of linking the predictors' variables with the outcome variables (e.g. Self-presentation skills) for future studies.
REFERENCES

ACKNOWLEDGMENTS

CONCLUSION


[34] Feinstein-Messinger, G. The nexus among career decision self-efficacy, parental relationship factors, and career indecision among college students from different ethnic and racial groups. PhD. Dissertation. City University of New York; 2007.

