WELCOME INTRODUCTION

Dear INTED2011 participants,

INTED, being in its 8th 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 51 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
INTRODUCTION

Structural Equation Modeling

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The relationship between structural equation modeling and other statistical techniques can be challenging. This study aimed to explore the potential of using structural equation modeling in education research. The results showed that structural equation modeling can provide a powerful tool for understanding complex relationships between variables. The study concluded that structural equation modeling is a valuable technique for educational research.

MODELING

Students' Application of Structural Equation Intensity and Career Decision-Making Among Final Year

The relationship between self-esteem, job-search, and career makes...
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 [6]. 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 referred to as 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 has 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 behaviour [16, 17, 18, 19 & 20].

When an individual search for viable career alternatives, they make a comparison, and then decide one. It will involve the process of career decision-making [21]. Career decision-making includes choosing 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 the important 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].

Several studies have investigated certain variables related to self-esteem [5, 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 between 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 third-year students.

1.1 Research framework

The research framework were based on Saks' [9] model (An Integrative Self-Regulatory Model of Job Search Predictors, Behaviors, 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 have been done previously [5, 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 contact process, such as sending out resumes and interviewing with prospective employers [14]. As such, with this additional information of job-search intensity, this activity proper for the final year students and was significant for the study. Others studies related with this variable been done previously [30, 31, 32 & 33] and the current study as the continuation of the knowledge.
2.2 Research Instrument

model with 20 parameters should have a minimum sample size of 200 cases [30].

The proportion of the study consisted of high-year school, final year college, and graduate students, and included all students enrolled in the Federal University of Espirito Santo (UFES) for the semester of 2018/2019.

The selection of the study sample of final year students from a public university is preferable.

2. METHODS

Hypothesis 3: Selective attention influences the career decision-making self-efficacy.

Hypothesis 2: Selective attention influences the career decision-making self-efficacy.

Hypothesis 1: Selective attention influences the career decision-making self-efficacy.

The problem addressed in this study is that students may be unaware of the job market with the selected framework and the career decision-making self-efficacy.
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>SF</td>
<td>0.96 [44]</td>
<td>0.85 [45]</td>
<td>0.60 [46]</td>
<td>0.64 [47]</td>
<td>0.89</td>
</tr>
<tr>
<td>JSI</td>
<td>0.71 [40]</td>
<td>0.78 [48]</td>
<td>0.80 [48]</td>
<td>0.60 [47]</td>
<td>0.85</td>
</tr>
<tr>
<td>CDMSE</td>
<td>0.94 [43]</td>
<td>0.96 [47]</td>
<td>0.80 [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 (e.g., sample, faculty, class, section) which is also known as multistage sampling. On the selected data 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 16) 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 "u"-fitted 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 -4.4 to 4.0. The CFI (.951) and TLI (.941) III indicated a goodness-of-fit threshold of .95, 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 3.835 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 research hypothesis (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).
4. Discussion, Implication, and Suggestion

4.1 Discussion

The predictions were supported by the data.


The hypothesis was supported by the data.

Hypothesis 1: Self-Esteem Influences the Career Decision-Making Self-Efficacy.

The hypothesis was supported by the data.

Figure 2: Results of Structural Equation Modeling Shows Effectiveness of Self-Esteem, Importance, and Career
The results for the relationship between job-search intensity and career decision-making and 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 more good career decision-making.

The relationship between self-efficacy, goals, and choice actions also was found. Suggestion also 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 [5]. Job-search behaviour is 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 (personality) 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 and 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 are more likely to have good career decision-making and more likely to choose a job and organization that are fits well 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 researches. For example, only one study has investigated networking intensity, and only a select number of predictors and outcome were studied. The result of the current finding can be considered 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 prepare them for the work world. This involves their development of personal, 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 Suggestions

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 membership 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 counselors, 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 be comparison among the universities and more diverse samples. Furthermore, it would be interesting to investigate other variables (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] Feinschein, Measinger, G. The nexus among career decision self-efficacy, family factors, and career decision-making among college students from different ethnic and racial groups. PhD Dissertation. City University of New York: 2007.

