THE VALIDITY AND RELIABILITY TEST FOR CAREER INTERVENTION PROGRAM QUESTIONNAIRE (CIPQ)

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Abstract
The purpose of this study was to develop a questionnaire for Career Intervention Program which can be used in career development program at exploration stage among the secondary school students. This study was based on Super’s Career Developmental Theory (1971). Six variables used that were self-knowledge, career information exploration, career planning, educational and vocational exploration, career decision making and job readiness strategy. The research design was the ex-post factor design. The instrument used in this study was Career Intervention Program Questionnaire (CIPQ). The validity test sample of this study consist of 35 Form IV students. The first reliability test was conducted to 35 Form IV students at a secondary school in Kuala Terengganu District. While for the second time test was conducted on 35 Form IV students at a secondary school in the district of Dungun, Terengganu. All together 70 students were involve this study. The results showed that the validity of CIPQ was .85 and the reliability was .91. Thus, the validity and reliability of the instrument are highly good. More than that, the Super’s Career Development Theory (1971), the measuring instruments CIPQ was suitable to be used for the career development program in secondary school students. Based on the findings of this study, implications and suggestions were put forward.

Key words: intervention, Exploration, validity, reliability, career and questionnaire.

INTRODUCTION
If the research instrument was built by the researchers, all aspects of how does the instrument was structured and together with the tests of validity and reliability need to be discussed. Mohamed Othman (1990) states that the measurement instrument used in every research should be discussed clearly and the issues of validity and reliability of the instruments should be highlighted. In this discussion the measurement instrument used was the Career Intervention Program Questionnaire (CIPQ). CIPQ was built specifically to measure students’ career development at the exploration stage. The career development was based on Super’s Career Development Theory.

METODOLOGY
The design of this study was the study of experimental pre-test and post-test control group. This design is used in order to study the effect of the program on career development career exploration in the tentative stage among high school students. The study was conducted in two secondary schools, one in the district of Dungun, Terengganu and another in the district of Kuala Terengganu. Based on the Super Career Development Theory (1971) have pointed out that students in the age group 15 to 17 years old is a student at the age of exploration in the tentative stage. They are very suitable for the career program activities. The selection of students in Form IV in this study because they are not involed in public examination.

Fraenkel and Wallen (1996) stated that the minimum amount for an experimental study group was about 30 people. Therefore, the sample size of 35 members who were selected in conformity with the design of this study. Every the training activities, the students came to the audiovisual room. This room is no stranger to the students because they often use this room to learn through radio and TV education and also learn other subjects that require teaching aids such as overhead projectors, computer and LCD.

THE CONSTRUCTION CAREER INTERVENTION PROGRAM QUESTIONNAIRE (CIPQ)
The CIPQ measurement tool is built upon a view to measure the impact of career development at the exploration stage among students at secondary school. To build a measurement tool CIPQ, the
researchers have referred to several previous studies including Super Career Development Theory Approach (1971), Career Development Inventory: School Form (Super, Albert, Richard, Thompson, Linderman, Jordaan & Roger A. Myres, 1986), Super's Vocational Developmental Tasks and National Career Guidelines (Hodgkinson, 1992). Super and Nevill (1986) stressed that a career program should include other aspects of self-knowledge exploration, the exploration of the world of career information, career planning and orientation of the actual work.

The researcher has also referred to some researchers' view of career development including Peterson, Sampson and Reardon (1991) and Zunker (1994) stated that the selection of a job closely related to self-concept and self personality. Tolbert (1980) stated that one of the aspects that need to be known by an individual in career development is the ability to know yourself, know the interests and nature, knowing the field of employment, knowing the entry requirements and to learn about job opportunities.

**The Construction Tool Dimensions CIPQ**

To build the measurement tool CIPQ, the researcher refers to the model building process measurement instruments presented by Brown (1983). The steps that have been done are as follows:

1. Specifically determine the purpose of the measurement instruments developed. Then change the purpose to form an operational or behavioral change of shape can be measured.
2. Identify content and skills, traits or factors are included in the measurement instruments. Information traits or factors obtained through literature review was conducted.
3. Based traits or factors that have been identified, the researcher formulate items that represent traits or factors. This stage is consolidating draft questionnaire.
4. Researchers provided methods, test instructions and time frame to complete the test.
5. Running experiments and analyze items.
6. Restructure and write item questionnaire.
7. Then the researcher conducted a pilot test to determine the quality of the content validity of the items that have been formed. Through this pilot test items were identified statistically significant.
8. Once the quality of the items are identified, the items are arranged in a predetermined format. Arrangement pursuant to this format is intended to facilitate the process of calculation.

The CIPQ was built up of part I and part II. Part I of the questionnaire contains questions to obtain background information of respondents. The information refers to gender, form and class career experience program. The respondents were asked to provide background information and to the mark (X) in the box provided. Part II of the questionnaire is divided into six parts, namely Part A, B, C, D, E and F. The questionnaire consisted of 67 items. The researcher has ensured that the questionnaire items were carefully drafted so that it represents a trait or idea being studied career development. Table 1 shows the number of items displayed the content of Intervention Questionnaire Career Program (CIPQ) which were constructed. Measurement scale used in the questionnaire is the Likert scale of 5 points (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree.

<table>
<thead>
<tr>
<th>Table 1: Composition Survey Intervention Career Program (CIPQ)</th>
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<tbody>
<tr>
<td>the questionnaire</td>
</tr>
<tr>
<td>Part A: Knowledge of self</td>
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<tr>
<td>Part B: Review of career information</td>
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<td>Part C: Career Planning</td>
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The Content Validity of Pilot Test Measurement Tool CIPQ

Before CIPQ measurement instruments can be used, the researcher has conducted a pilot test to test the validity and reliability. Sidek Mohd Noah (2002) explained that the researcher has conducted a pilot test to determine the quality of the questionnaire items that have been developed. The pilot test is sometimes known as validity and reliability study. The content validity of a measurement tool depends on the scope and objectives of the study. It is said to be suitable if the data and information collected showed comprehensive coverage of an achievement against a field and to ensure that the items contained in a measurement tool that truly represented the field where it should be measured (Sidek Mohd Noah, 2002).

The measurement instruments are said to have high content validity if the device can measure all the content and content areas investigated effectively. One of the methods to determine the content validity of a measurement tool is through expert opinion (Mohd. Konting Majid, 1998). While Neuman (1994) stated that the purpose of the pilot test was to obtain the content validity of a measurement tool based on expert evaluation of the suitability, the general view of the phenomenon and method of study. The CIPQ content validity of the pilot test was carried out twice. For the first pilot test on the validity of the content the researcher has referred CIPQ to the assessors. For the second pilot test, the researcher has CIPQ refer to two panels of evaluators to assess the validity of the content. They consist of a lecturer in counseling at a teaching institution in Besut, and another is Senior Counselor at a secondary school in Kuala Terengganu, Terengganu.

Then a set of questionnaire contained statements relating to the content CIPQ has been given to all the evaluators to assess the validity of its contents. This questionnaire has been referred to a language teacher and upon acknowledgment of validity is that it could be used in this research. Here is an example of the content validity questions CIPQ submitted to the panel are as follows:

1. Content of the questionnaire is suitable intervention program for career exploration age level secondary school students in Form IV.
2. Intervention questionnaire content of this career program in accordance with the objectives to be achieved.
3. Questionnaire content is appropriate career intervention program with the skills to be achieved.
4. Part A: The career program intervention questionnaire is suitable to measure students self-knowledge related to the profession.
5. Part B: The questionnaires career intervention program is suitable to measure the students study career information skill.
6. Part C : The intervention questionnaires career program is suitable to measure career planning skill.
7. Part D: The intervention questionnaires career program is suitable to measure the students explore educational opportunities skill after Malaysian Certificate of Education examination.
8. Part E: The intervention questionnaires career program is suitable to measure the students career decisions skill.
9. Part F: The intervention questionnaires career program is suitable to measure the students preparation to get a job skill.
10. The whole content of the questionnaire is appropriate career intervention program to measure high school students career development.
PILOT TEST FOR VALIDITY MEASUREMENT TOOL CIPQ

In addition to the pilot test content of validity CIPQ has been through the process of validity of the pilot study. Mohd Salleh Abu and Zaidatun Tasir (2001) stated that there are various methods of measurement can be used to determine the reliability of a measurement tool of the study. In this study, the researcher tested the validity of the measurement instruments CIPQ internal consistency using Cronbach alpha through procedure in SPSS for Windows version 10.0. George and Mallery (2001) stated the validity coefficients .70 or more acceptable as a good value for the validity of a test measurement instrument. While Mohd Salleh Abu and Zaidatun Tasir (2001) stated that if the accepted validity coefficient is .60 it may be assumed that the study of measurement instruments to be used has a good validity coefficient value. If the coefficient of validity is below than .60 means that the question of the consistency of the research is poor and needs improvement.

In terms of the sample size to test the validity of CIPQ, the researcher referred to the view of Fraenkel and Wallen (1996) stated that the sample size for a large group is between 15 to 30 people enough for experimental studies. Based on the above insights, measurement tools have gone through twice CIPQ pilot test validity. The validity of the first pilot test was conducted on 35 students in Form IV at a secondary school in Kuala Terengganu, Terengganu. While the second validity was conducted on 35 students in Form IV at a secondary school in the district Dungun. This pilot test was carried out twice to ensure measurement tool is completely reliable and measure the study variables consistently.

The pilot test measures the validity of CIPQ was carried out systematically. Before the pilot test the researcher conducted a short briefing on school counselors concerned. Then a total of 35 students in Form IV has been chosen randomly. All the students were gathered in a room. Then a short briefing was given before they answer the questionnaire. After the students finished answering all of the questionnaires, they were collected. Then the researcher has analyzed the responses from the questionnaire using a computer-assisted program SPSS version 10.0. Table 2 shows the results of pilot test content validity.

<table>
<thead>
<tr>
<th>The Content of CIPQ</th>
<th>Validity of the Content CIPQ</th>
<th>Test 1</th>
<th>Test 2</th>
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<tbody>
<tr>
<td></td>
<td>(%)</td>
<td>Coefficient legality</td>
<td>(%)</td>
</tr>
<tr>
<td>1. The CIPQ content appropriate for the age level of exploration of secondary school students in Form IV.</td>
<td>85</td>
<td>.85</td>
<td>80</td>
</tr>
<tr>
<td>2. The CIPQ content compatible with the objectives to be achieved.</td>
<td>85</td>
<td>.85</td>
<td>70</td>
</tr>
<tr>
<td>3. The CIPQ content appropriate skills to accomplish.</td>
<td>90</td>
<td>.90</td>
<td>90</td>
</tr>
<tr>
<td>4. The contents Section A, CIPQ is suitable to measure students' self-knowledge.</td>
<td>85</td>
<td>.85</td>
<td>80</td>
</tr>
<tr>
<td>5. The content section B, CIPQ is suitable to measure the skills students study career information.</td>
<td>80</td>
<td>.80</td>
<td>80</td>
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<tr>
<td>6. The content of C, CIPQ is suitable to measure skills in planning a career.</td>
<td>80</td>
<td>.80</td>
<td>90</td>
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<tr>
<td>7. The content of D, CIPQ This is</td>
<td>90</td>
<td>.90</td>
<td>80</td>
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</table>
ideal for measuring explore students' skills education and training opportunities

8. The content of E, CIPQ is suitable to measure students knowledge of career decision making.

9. The Content section F, CIPQ is suitable to measure students knowledge to make preparations to get a job.

11. Overall content CIPQ is suitable to measure the level of exploration of the career development of high school students.

The validity coefficient value of CIPQ

<table>
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<tr>
<th>The Content Section</th>
<th>Reliability</th>
<th>Test 1</th>
<th>Test 2</th>
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<tbody>
<tr>
<td>Part A: Self Knowledge.</td>
<td>11</td>
<td>.73</td>
<td>.70</td>
</tr>
<tr>
<td>Part B: Review of Career Information.</td>
<td>13</td>
<td>.78</td>
<td>.75</td>
</tr>
<tr>
<td>Part C: Planning a career.</td>
<td>11</td>
<td>.62</td>
<td>.63</td>
</tr>
<tr>
<td>Part D: Exploring the education and training opportunities.</td>
<td>11</td>
<td>.66</td>
<td>.62</td>
</tr>
<tr>
<td>Part E: Making a career decision.</td>
<td>11</td>
<td>.80</td>
<td>.75</td>
</tr>
<tr>
<td>Part F: Preparation get Jobs.</td>
<td>10</td>
<td>.67</td>
<td>.67</td>
</tr>
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</table>

The reliability coefficient value of CIPQ 67 .91 .89

Mohamed Othman (2001) stated that when the items have produced negative values, the level of Cronbach alpha reliability coefficient value questionnaire will increase. The findings of the first pilot test reliability CIPQ shows the value obtained reliability coefficient of .91 is good and the reliability of the findings of the pilot test CIPQ .89 second. So the test of the pilot test reliability of CIPQ are shown in table 3.
THE DISCUSSION OF THE VALIDITY AND RELIABILITY MEASUREMENT EQUIPMENT

In this study, the measurement tools used is The Career Intervention Program Questionnaire (CIPQ). The researcher have discussed several important aspects related to the study of measurement instruments. Among the aspects discussed are as follows:

(i) Basic theory used to construct both the study measurement instruments,
(ii) Reference view of the construction-related researchers study measurement instruments,
(iii) Procedure for the pilot test to test the content validity and reliability of both the measurement instruments.

Review the Measurement Tools CIPQ

The CIPQ study measurement instruments have gone through twice pilot test content validity in two different places. The findings of the content validity of the measurement instruments CIPQ in the first pilot test was .85 and the validity of the content in the second pilot test was .80. This finding indicates that the contents of this measurement tool has good content validity value. The validity coefficient values obtained for the 10 sub-scales contained in the questionnaire validity CIPQ is worth between .80 to .90. The results of this test may be concluded that the items contained in this CIPQ measurement instruments are significant in statistical terms.

The CIPQ measurement tool has good validity and value can be used to measure students’ career development in the tentative exploration stage. These statements conform to the statement presented Dewa Ketut Sukardi (1997) states that the content validity of a measurement tool is an attempt to measure the content or items in the measure. The CIPQ study of measurement instruments has undergone into pilot reliability study in two different places. The findings of the Cronbach alpha reliability of measurement instruments CIPQ in the first pilot test was .91 and the validity of the second pilot test was .89. The reliability coefficient values obtained in the two pilot tests of the six sub-scales contained in CIPQ measurement tool is worth between .62 to .75. These findings prove that the items contained in this CIPQ measurement instruments is significant in terms of statistics or in other words it has a good quality.

The findings of the pilot test reliability analysis CIPQ was consistent with the statements made by Mohd Salleh Abu and Zaidatun Tasir (2001) and Borg, Gall and Gall (1993) which stated that if the accepted reliability coefficient .60 it may be assumed measurement instruments used in this study have good reliability coefficient value. Therefore it can be concluded that CIPQ measurement instruments have good reliability values and can be used for this study. It can be used to measure students’ career development in the tentative exploration stage.

Theoretical Implications

The findings of this study have shown that the program was carried out successfully improving the exploration stage of career development in the tentative among secondary school students. The effectiveness of the programs conducted career is closely related to the suitability of the theoretical background, career program model, study design, sample selection and measurement instruments used in this study. Here are some theoretical implications presented.

In this study students in Form IV were only 16 years old has been chosen as the target of a career program. The age of these students at this level are categorized as the age at of the tentative exploration stage. This statement refers to the Super Career Development Approach (1971) which labeled that students in the age group of 15 to 17 years belong to the career development described above. Within this ages, students perform self-examination, try role, exploratory work, leisure activities and do part-time work.

The Career Development approach Life-span Super (1990) is a continuation and modification of his previous Career Development Theory. The approach to the career development of the new Super adopt stages of development, and strengthen the process stages of development, design and development tasks predicted social role that can leave an impact on an individual's career development. Although Super (1990) has made some modifications to the original theory. He still clarifies aspects and phases of the development phase of career development tasks. Career development is described through five stages in the development of life, the growth stage (aged 4 to 13 years), the exploration stage (aged between 14 and 24 years), the reinforcement (aged between 25 to 44...
years), the retention (aged between 45 to 65 years) and the decrease (aged 65 years and above).

The Career exploration stage occurs between the ages of 14 to 24 years. At the exploration stage, the individual will try different roles and responsibilities that are associated with a job such as working part-time or volunteer work either in school or in the community life. Development tasks performed in this exploratory stage can help individuals increase self-awareness, understanding them selves, and in them selves, knowing what needs themselves, knowing the interest and value their self.

The exploration stage is the first stage of the three stages of development leading to the selection of a realistic career. Exploration activities conducted gave way to tentative career selection. At this level an individual will want to learn as much information as the most suitable career with him and learn deeper about the opportunities and options available. Super (1990) stated that every individual through daily life varies based on the first two factors, personal factors such as needs, values, interests and attitudes and local factors such as family, neighbours, population settlements, economic policy, gender and racial differences. Personal factors and local factors interact with each other and form a responsibility in life, the formation of self concept and then deal with career development tasks. All these aspects should be managed well in order for effective career development. In this way the Lifetime Career Approach to form self-concept and cross hetrogenius and grow to adult stage of career development.

Super Career Development Theory (1971) can be used as a basis for implementing career development of students in high school and it was proved by the findings of this study. On other hand, Super and Nevill (1986) stated that career programs in secondary schools should consider a career development curriculum, including:

1. Information world of work and the extent to which a student is aware of the world of work and what steps it will take to succeed in the working world.
2. Career exploration, which is how a student uses the ability to use the information to plan a career.
3. Career planning, which is how a student thinks about the future with career planning.
4. Decision-making work, which is how a student involves in the problem of education and choosing a career.
5. Career development attitude, which is how a student combines career planning and career exploration.
6. Skill development and career knowledge, namely how one combines the results of choosing a career with the world of work information.

This finding supports the explanation Sidek Mohd Noah (2002) stating that Super Career Development Approach is a suitable foundation to build a career development program for this theory concerning with the development process. This is also consistent with the concept that education in general education as a developmental process that occurs in stages. He also noted that career education is a character education program focused on career.

If we refer to the Career Development Approach Ginzberg (1965) noted that students in the age of exploration between the ages of 15 to 16 years is the pace of development. He said that stage, teenagers insert themselves into the process of career choice and it became a priority after the interests and abilities. Thus, there is little in common age-level career development in the tentative exploration of the Super Career Development Approach (1971) and Career Development Theory Ginzberg (1965).

**Recommendations**

A comprehensive career program that is identified to give the effect of increasing high school students career development. Based on the theoretical implications and applications of this research, the following proposals are submitted. First, as an effort to realize the career education curriculum, it is recommended at high school career program should be implemented rather than merely formal side activity during the co-curriculum only. Second, career programs in secondary schools are important to help students' career development in line with the pursuit of academic excellence. Therefore, it is proposed that the Curriculum
Development Centre in conjunction with the School Department, the Ministry of Education should set up a committee to study the proposal to expand the program to make students career education as one of the compulsory subjects in school officially.

Third, it is proposed that the State Education Department should hold a dissemination of information to schools about the importance of improving the academic excellence go hand in hand with efforts to improve their career development. In addition, adequate financial provision should also be made available to implement the career programs in the school as financial provisions provided for academic excellence activities. Fourth, the State Education Department is also proposed to monitor the career program conducted in schools according to a clear plan and implemented more effectively.

Fifth, students in Form IV should be given the opportunity to follow the career programs as early as possible and focus on improving their knowledge and skills about self-knowledge, study career information, career planning, opportunities to pursue education, decision-making skills and employment preparation. Sixth, the Guidance and Counselling Unit in secondary schools can provide a variety of career programs to help students. This program is very critical and should be given to students so that they have a clear career direction before they finish high school.

Seventh, CIPQ study measurement instruments and the module used in this career program has been proven effective in improving students’ career development. It is highly desirable for secondary school counselors to use CIPQ tools when implementing career programs in their schools. This study has produced findings that focused on the effectiveness of these programs in the exploration stage of career tentative among secondary school students. As a result a number of theoretical implications presented for further research.

Application Practice
Beside the theoretical implications of this study also suggests acquired some practical applications. The form IV students are very appropriate to Indulge the career program because they would learn from low secondary school to senior secondary school learning. At this level they are in the stream of various classes offered by the school. The various subjects offered concept of the open certification set by the Malaysian Ministry. This situation allows the students to choose their school class based on the knowledge, skills, interests and academic achievement. Thus, to help them get a reasonable career development, the career program should be given to them as early as possible.

This study has acquired evidence that shows that career programs that can help improve student career development. The factors that influence the career development students need to be delivered to them. If the vision of a school is to achieve academic excellence together with the excellent career development of their students, the career program should be given to Form IV students as early as possible. To ensure that the career program, objectives can be achieved with a memorable, then the determination of the set target students need to be given attention. The career program targets need to focus the following three sets of students:

1. The career can set for the student with low stage of career development, then they need the high support of activities.
2. The set of students in the medium career development stage, they require medium support of activities.
3. Lastly, the set of student with high career development stage, they require the minimum support of the activities.

The determination collection of the target students need to be given attention in order to carry out the career program. In this case CIPQ tool can be use for measuring career development. Beside using a structured and rigorous, the need to provide appropriate training environment and convenient also be considered because it can stimulate the involvement of students in training activity. Training activities can effectively enhance the career development of students. As a result the number of students who are able to master the elements of career development will increase and in turn will reduce the number of students who need support or high dependency in career guidance.

The structured career program contributed to increase students motivation to continue to achieve academic excellence together with the excellence of their career development. This condition can occur as a planned career program can help them recognize their potential and direction of future clearly. The diversity of student needs and differences in terms of life background,
interests, personality, values and academic achievement make a career program activities as a strategy to enhance their career development. The implementation of career exploration stage in accordance with the tentative levels among students in Form IV.

CONCLUSION

In conclusion, this study has been carried out successfully achieve goals and objectives. Some questions that have been raised in the earlier part of this study can be answered satisfactorily. On the whole, the CIPQ has been carried out successfully career affect the exploration stage of career development in the tentative among secondary school students studied. This fact has been proved by the findings of this study. Super Career Development Theory (1971) has proved suitable as a base to test a career program especially in the tentative exploration ages among high school students. Career programs in secondary school students should be given particular attention. This is because a career program at the school is referred to the effectiveness of a student dealing with his progress tasks and ability to continue the progression from one age to another age in a culture system within the community.

How successful one for secondary school leavers can continue their studies or for the world of work has always been a measure of the effectiveness of a career programs in line with the effectiveness of the academic program followed by the students. It therefore becomes the responsibility of the particular school career counseling services unit to provide a steady career program designed to help students master the knowledge and career skills as findings in this study.

References


