

The Effectiveness of Career Counseling Model towards the Level of Career Maturity among the Drug Addicts

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Abstract

Previous research has found that being unemployed is the most contributing factor towards the relapse rate among the drug addicts. A Career Counseling Model (CCM) was invented to increase the level of career maturity of the trainees in the rehabilitation center. This research was conducted to determine the effectiveness of CCM towards the Career Maturity among the trainees. Two sample groups involved labeled as Rehabilitation A (experimental group) and Rehabilitation B (control group) with total of 64 trainees. Both groups underwent pre-test and post-test but only rehabilitation A was given CCM intervention consisting 9-sessions module. The instrument of Career Maturity Inventory (CMI) was used to measure the effectiveness of the CCM while in-depth interview was conducted to identify the effectiveness of the model from trainees' perspectives. CMI result indicated that there is a positive significant different between the pre-test (11.1563) and post-test (15.6250) within the experimental group. This point out that CCM had positive impact towards the trainee's level of career maturity.

Keywords: Career Counseling Model (CCM), Career Maturity Inventory (CMI), trainee, Rehabilitation Center

1. Introduction

Unemployment is identified as one of the major contributors and challenges that causes relapse among the drug addicts after leaving the rehabilitation center (Boundy & Collelo, 2001). But in fact, even though the drug addicts is employed, they'll still face some problems like maintaining position in their workplaces (Delina & George, 1999), have low eligibility (Feldman, 2002; Isaacson & Brown, 2000) and the employers tend to be have low expectation and judgmental to hire them (Coelho, 1980; Mahmood, NM, Muhammad Dzahir Kasa & Yahya Don, 2004; Marks, 2002; Ost, 2002). Institute of Medicine (1990) found that employment is commonly cited as an important drug and alcohol user treatment outcome. McLellan, Lewis, O'Brien, et al. (2000) stated that high unemployment rates and lack of career skills have been identified to have a negative impact on the recovery process. It is therefore important for trainees to follow the recovery programs for generating self-esteem or self-reliance to enhance their vocational skill.

This is supported by United Nation Office on Drugs and Crime (UNODC) in 2008 that already outlined components in recovery management which are career components (Domain 5) and component of vocational skills (Domain 6). In line with these components, researchers found that trainees who are about to be acquitted from the rehabilitation custody will find a hiccup in confronting the tribulations of outside world due to their low expectation with respect to the productivity level (Fauziah Ibrahim, Bahaman Abu Samah, Nasrudin Subhi, Kamaruzaman Jusoff, Mohd Suhaimi Mohamad, Norulhuda Sarnon, Sheau Tsuey Chong & Lukman, 2012) and this literally portrays that the intervention program imposed are seemed to be less effectiveness.

These discoveries had demonstrated the significance of career intervention during the recovery process to help drug addicts to obtain life-time abstinence. Thus, there is a need of new approach in career intervention or career therapy to help drug addicts to be employed in the future. According to the Canadian Association of Occupational Therapist (2017), career therapy will help those with drug abuse problems, in identifying strengths, values, interests, resources and challenges in implementing a recovery plan. The approach of career therapy also brings trainees to see not only the personal needs but also the needs of the family and the community of trainees. Therefore, to strengthen the treatment and rehabilitation process of the Career Counseling Model is required as a new strategy to ensure the success of the treatment and recovery program.

According to Opp (2007) Career therapy is a unique approach and can help those in the process of recovering from drug abuse. As a mean to further strengthening the rehabilitation treatment for drug abuse problem, it is clear cut to underpin the need for career intervention among the trainees. Hence, a strong career plan needs to be given to provide chance for them to enter a more realistic workplace. In line with that, a Career Counseling Model (CCM) had been designed to enhance the vocational skill of the trainees in the rehabilitation center.

The core element of CCM is career maturity. Career maturity is the main concept of Super's Life Span Theory which was defined as the readiness of the individuals to make a proper career decision (Super 1953). Career maturity had been seen as a key-factor in ensuring the employment rate of the trainee in rehabilitation treatment program. Super (1955) describe 5 major components in career maturity which are career planning, readiness to explore, informational competence (includes educational requirements, skill requirements, the types of professions available, job climate, and regulations and expectations of a particular field or industry), decision making and reality orientation. Consequently, CCM is intended to develop trainee's career maturity and have better vocational skill in the future. Thus, this paper is written to discuss on the effectiveness of Career Counseling Model (CCM) towards the level of career maturity among the trainees in drug rehabilitation center.

2. Methodology

The choice of which method to employ is dependent upon the nature of the research problem. Morgan and Smircich (1980) argue that the actual suitability of a research method derives from the social of nature phenomena to be explored. Hence, a proper and systematic methodology had been applied in this study to enhance more valid and reliable findings.

Sampling

This research study was carried out at two rehabilitation centers labeled as Rehabilitation centre A (experimental group) and Rehabilitation centre B (control group). Both Rehabilitation centres need to undergone pre-test and post-test but only Rehabilitation A intervened by CCM and involved 32 trainees from both rehabilitation centers respectively. Purposive sampling had been employed in this research. Guarte & Barriers (2007) define purposive sampling as a random selection of sampling units within the segment of population with the most information on the characteristic of interest. The researchers selected the respondents according to some criteria which were 1) trainees have been admitted into the rehabilitation center for a two month period, 2) trainees already completed the detox treatment.

Research Design

The researcher identify the effectiveness of CCM towards trainees career maturity by implementing the experimental research design. In an experiment, an independent variable (the cause) is manipulated and the dependent variable (the effect) is measured; any extraneous variables are controlled (McLeod,2008). The researcher also need to ensure the existing of 'control group' which acts as a point of comparison with the group of participants who receive the experimental manipulation (Alan & Duncan , 2003).

Experimental designs are especially strong in respect of internal validity; this attribute is scarcely surprising in view of the fact that they have been developed specifically in order to generate findings which indicate cause and effect (Alan & Duncan, 2003). This systemic way of researching introduces the naturality into a particular phenomenon studied and figures out the chronological effects that coming out of it.

In this experiment, pre-test and post-test were required to see the changes before and after the sample groups were being intervened by CCM. Alan & Duncan (2003) mentioned that pre-test enables the researcher to determine whether the groups were similar in terms of the dependent variable before the treatment began. It is also allows researcher to determine if there has been any change in the dependent variable before and after the treatment has been given. Thus, the instrument of Career Maturity Inventory (CMI) had been employed during pre-test and post-test to measure the level of career maturity of the trainees.

Career Maturity Inventory (CMI)

The pre-test and post-test were conducted between the interventional sessions respectively by using Career Maturity Inventory (CMI). CMI is an instrument of psychology which invented by Super (1983). Crites & Savickas (1996) mentioned that there are 500 studies were conducted on this augmented CMI, and they supported its internal consistency, test-retest reliability, construct validity, and criterion related validity. There was also research evidence documenting the usefulness of the CMI for program evaluation. Crites & Savickas (1996) also highlighted that CMI is used as a pre-test and post-test criterion measure in many studies of the impact of career guidance interventions on both career choice attitudes and career choice competencies. There are 24 item in this instrument covering 4 main domains namely as concern, curiosity, confidence and consultation and employs two answer options which are "Agree" or "Disagree". CMI had been translated into Malay language by an expert in Counselling that has high proficiency in English and Malay language. The value of the cronbach alpha for this measuring instrument was .723. The items of the instrument are shown in the following table:

Table 1.0 : Items of Career Maturity Inventory

Numb.	Items	Answer	
		Agree	Disagree
1	There is no point in deciding on a job when the future is so uncertain	Agree	Disagree
2	I know very little about the requirements of jobs. Agree Disagree	Agree	Disagree
3	I have so many interests that it is hard to choose just one occupation	Agree	Disagree
4	Choosing a job is something that you do on your own	Agree	Disagree
5	I can't seem to become very concerned about my future occupation	Agree	Disagree
6	I don't know how to go about getting into the kind of work I want to do	Agree	Disagree
7	Everyone seems to tell me something different; as a result I don't know what kind of work to choose	Agree	Disagree
8	If you have doubts about what you want to do, ask your parents or friends for advice	Agree	Disagree
9	I seldom think about the job that I want to enter	Agree	Disagree
10	I am having difficulty in preparing my self for the work that I want to do	Agree	Disagree
11	I keep changing my occupational choice	Agree	Disagree
12	When it comes to choosing a career, I will ask other people to help me	Agree	Disagree
13	I'm not going to worry about choosing an occupation until I am out of school	Agree	Disagree
14	I don't know what courses I should take in school	Agree	Disagree
15	15. I often daydream about what I want to be, but I really have not chosen an occupation yet.	Agree	Disagree
16	I will choose my career without paying attention to the feelings of other people	Agree	Disagree
17	As far as choosing an occupation is concerned, something will come along sooner or later	Agree	Disagree
18	I don't know whether my occupational plans are realistic.	Agree	Disagree
19	There are so many things to consider in choosing an occupation, it is hard to make a decision.	Agree	Disagree
20	It is important to consult close friends and get their ideas before making an occupational choice	Agree	Disagree
21	I really can't find any work that has much appeal to me. Agree Disagree	Agree	Disagree
22	I keep wondering how I can reconcile the kind of person I am with the kind of person I want to be in my occupation.	Agree	Disagree
23	I can't understand how some people can be so certain about what they want to do	Agree	Disagree
24	In making career choices, one should pay attention to the thoughts and feelings of family members	Agree	Disagree

This Career Maturity Inventory is believed to be an essential data for the researcher to measure the effectiveness of career counseling model.

Career Counseling Model (Interventional activities)

Career Counseling Model had been adapted from the career planning processes by Magnusson (1995) which influenced by Super's Career Development and emphasize on one's career maturity. The activities had been arranged thoroughly according to Magnusson Career Planning processes which consist of 5 stages which are

initiation, exploration, decision-making, preparation and implementation. The list of intervention activities are as follows:

Table 2.0 List of intervention activities

Session	Activity	Tools/Procedure
Pre Test		Career Maturity Inventory
1	Career Interest	Scaling
2	Career maturity	Group Work (Role Play)
3	Decision making	Group Work (Discussion)
4	Lecture from Human Resources Department	Talk/Sharing Session
5	Success Story	Talk/Sharing Session
6	Job Preparation	Instrument/Additional career information
7	Action Plan	Group Work (create a career planning)
Post Test		Career Maturity Inventory

According to Magnusson (1995), there are five processes to have an effective career planning: initiation, exploration, decision-making, preparation, and implementation. In initiation stage, the counselor built rapport with the trainees and conducted the pre-test by using CMI. Followed by exploration stages, the facilitators assisted the trainees to explore themselves including their self-concept, interest, vocational skills, job-shadowing and working experienced. The trainees were given a Self-Directed Search Inventory (SDS) to explore their interest in career. After gaining awareness on their own strength and knowledge, the facilitator guided the trainees to make decision on their career in the third stage. The fourth stages which involved preparation stages lead the facilitators to provide an open discussion sessions with an authority party from government. This session intended to provide more career information for the trainee. The specific steps planned by the trainees monitored by the facilitators. According to Magnusson (1995), there are two key issues involves in preparation stages which are developing an action plan and developing prerequisite skills and resources for implementation stage. The trainees finished the action plan written and will carries out the action plan. At the end, the implementation of the action plan will be monitored by the staff from the rehabilitation center. Hence, with all the activities and modules invented seems to be more systemic and believe can improve the trainees' career maturity and vocational skills.

Data Collection

The researchers conducted the data collection by using 'mix method' that involved qualitative and quantitative data. According to Creswell (2008) mix method is used when qualitative and quantitative data can be considered to facilitate the comprehension of problem of the research. This is also emphasized by Connelly (2009) which states that the mix method empowers a study and reduces the disadvantages of qualitative and quantitative research methods.

Quantitative data was collected by using the CMI for both rehabilitation centres. Trainees from rehabilitation centre A need to undergone pre-test and post-test session after intervened by CCM while trainees from rehabilitation B undergone the pre-test and post-test without the intervention of CCM. On the other hand, qualitative data were collected include the facilitators observation, semi-structured feedback questions and in-depth interview sessions.

According to Tripp-Reimer (1985) quantitative data are prone to be exploratory in nature, providing rich portrayals and documentary information about a phenomenon. Facilitators observe trainees acceptance in each 7 sessions conducted while both semi-structured feedback questions and in-depth interview steered after all the sessions ended. Observation will generate insight and better understanding on the phenomenon under studied (Noor, 2008). Noor (2008) also explained that semi-structured questions provide sufficient flexibility to approach different respondents differently while still covering the same areas of data collection. Thus, the corroboration of quantitative (CMI) data and multiple qualitative data will enhance the validity and reliability of findings.

Data Analysis

In this study, data triangulation has been used to analyse the data collection of this study. Perone and Tucker (2003) say that the triangulation approach involves the use of more than one study methods or more than one data collection techniques. This is because these data represent the dimensions of different topics in a study.

Figure 1.0: Mix Method Triangulation, Sources from Creswell (2008)

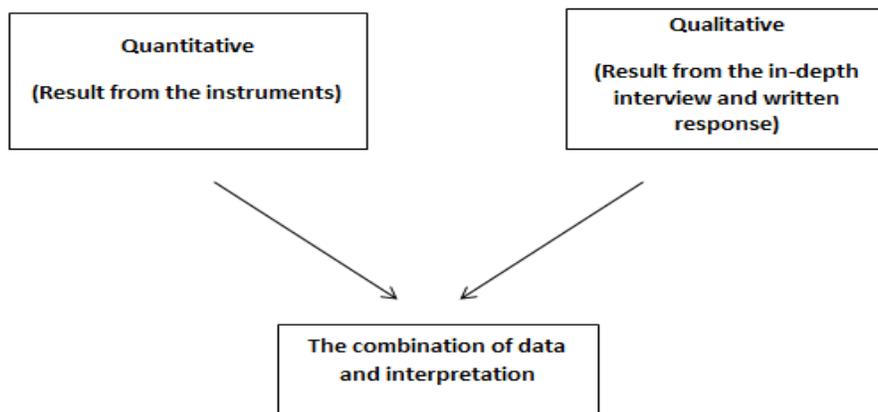


Figure 1.0 above shows the triangulation method used to collect data for this study which propounded by Creswell. The first batch of data is the quantitative data which was the score of CMI measuring tools assigned to the experimental group and the control group. Comparisons between mean score of pre and post tests were used to determine the difference between the mean results. T-test was conducted to see the existence of the significant different between the mean score (Alan & Duncan, 2003). This paired t-test is a one sample (population) t-test on the mean difference the stems from Gossett’s work on small sample tests of means (Student, 1908) and is a classic method to test gains from pretests to posttests (Lord, 1956; McNemar, 1958). The quantitative data in this research was supported by qualitative data obtained by the researcher. Rothbauer and Paulette (2008) state that a qualitative study will be more authoritative in term of the findings of study by collecting supporting data from multiple sources. Among the sources collected by researchers are data types of interviews, observations, author documents, document archives, articles and photographs. Each collected data will produce different evidence and produce different views on the phenomenon studied.

The results of qualitative and quantitative data results can also be compared to see the similarities from the findings of both data types. In this study, qualitative data was gathered to obtain information on the career development of the trainees. The information obtained from this study intervention was discussed to see the effectiveness of this career therapy model. There were three types of approaches used to collect qualitative data in this study:

1. Facilitator's observation data
2. Semi-structure questions feedback
3. In-depth interview sessions - former experiences, feelings, knowledge and behaviors while in the intervention group run on experimental groups.

Three types of qualitative data contain observation from facilitators, participants’ feedback in writing after group activity and in-depth interview sessions with participants of the experimental group. The collected data was written descriptively and analyzed according to the frequency of responses to develop the theme from the answer. This theme is matched to the question of the study for the purpose of supporting the findings of quantitative data.

3. Result

3.1 Quantitative Data

The result of the CMI test showed that there is a significant increase in the career maturity planning among those who had undergone this model (experimental group) compared to the control group. Post control group showed low mean score (8.9688) compared to the total experiment group mean score (15.6250). The recorded t-test value was - 7.463 (p = 0.00 <0.05) as shown below.

Table 3.0: Mean comparison between pre and post experimental group

	Mean	N	Std. Deviation	Std. Error Mean
Pre	11.1563	32	3.33224	.58906
Post	15.6250	32	3.07697	.54394

The collected data shows the positive impact experienced by the respondents in the experimental group that received the Career Counseling Model. Positive effects can also be proven by comparing CMI test scores from pre-test (11.1563) to post-test (15.6250) experimental groups themselves. The recorded statistical test value was -4.874 ($p = 0.00 < 0.05$). This shows the significant differences experienced by the experimental group that follow this Career Counseling Model.

Table 4.0: Comparison of t-value between the pre-test and post-test for the experimental group

	Paired Differences					T	Df.	Sig. (2-tailed)
	Mean	Std. deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Post	-4.46875	5.18673	.91689	-6.33877	-2.59873	-4.874	31	.000

Based on Table 4.0, the t-value recorded was -4.874 ($p = 0.00 < 0.05$). This means that the Career Therapy Model intervention gives a positive significant difference to the level of maturity of career planning on the respondents in the experimental group. For the control group, the mean score for pre-test and post-test for CMI are shown below.

Table 5.0: Mean comparison between pre-test and post-test for the control group

	Mean	N	Std. Deviation	Std. Error Mean
Pre	10.2188	32	3.73073	.65951
Post	8.9688	32	3.60541	.63735

The data shows that there is a slight decrease in the pre-test and post-test for the control group test score. Clearly, there is a negative significant difference in the comparison of mean scores between pre-test and post-test for the control group. The data of the t-test for the pre-test and post-test control group are shown below.

Table 6.0: Comparison of t-values between pre-test and post-test for the control group

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Post	1.25000	3.13153	.55358	.12096	2.37904	2.258	31	.031

Based on Table 6.0, the t-value recorded was 2.258 ($p = 0.031 < 0.05$). This means there is a negative significant difference in the maturity of career planning on the control group participants. The data obtained for comparison of post-test experimental group and post-test control group, are as shown below.

Table 7.0: The mean comparison between the post-test of control group and the post-test of experimental group

	Mean	N	Std. Deviation	Std. Error Mean
Pre	8.9688	32	3.60541	.63735
Post	15.6250	32	3.07697	.54394

The post-test was conducted for both groups after the intervention is given for the experimental group. There is a significant difference between these two groups and the t-test result is shown below.

Table 8.0: Comparison of the t-value between post-test of control group and post-test of experimental group

	Paired Differences					T	df.	Sig. (2-tailed)
	Mean	Std. deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Post	-6.65625	5.04566	.89195	-8.47540	-4.83710	-7.463	31	.000

Based on Table 8.0, the recorded t-value was -7.463 ($p = 0.00 < 0.05$). This means there is a significant difference in the maturity of career planning among participants of control and experimental groups and the experimental group showed a larger mean score.

3.2 Qualitative Data

The effectiveness of CMI is counted by analyzing observation, written feedbacks and in-depth interviews from the trainees. The results of this qualitative data support the results of quantitative data. Qualitative data explains that trainees feel happy because they got more knowledge to the appropriate work environment after taking the SDS test. They feel that SDS can describe their personality and the appropriate field and work environment as commented by the trainee:

"SDS sangat membantu saya dalam meneroka minat kerjaya saya yang sebenar" (R22)

The trainee mentioned SDS is really helpful in helping exploring his career interest. After answering the SDS inventory, he can define his career interest according to dimensions and field more specific. Another respondent stated:

"Sebelum saya melibatkan diri dalam program ini, saya sentiasa tercari-cari apa yang saya perlu buat dan tidak terlalu memikirkan mengenai pekerjaan. Sekarang saya dah nampak dengan lebih jelas apa yang saya perlukan selepas keluar daripada pusat pemulihan" (R4)

The trainee stated that he was being clueless and always thinking for something that needs to be done. He also mentioned that prior, he have never thinking seriously in planning for his future career but now, everything seems to be clear for him. After undergone the second and third activity (Am I ready & My Decision) respectively, these made the trainees to think about their jobs and career opportunities in the future. It is also helped trainees to identify which opportunities suit them the best.

During the sharing session from Human Resource Department (fourth activity), the trainees stated that they had new information and will benefits them in the future. Trainees said that:

"Jobs Malaysia dapat membantu saya untuk mencari pekerjaan" (R20)

The trainee mentioned that *Jobs Malaysia* can help him out in searching for jobs. This is in tandem with career planning proses by Magnusson (1995) in the second (Exploration) and third stage (Decision). Next activity was the sharing experiences session (fifth activity) with former drug addicts that have successfully managed themselves and carried out jobs. This activity aimed to help trainees gain some insights and ideas in planning their future career. This activity also was intended to let the trainees see how abstinence can have them live a good life in the future.

The sixth activity helps the trainee to build a realistic plan of action in which the blueprint would guide them to start their respective career paths. The trainees give positive feedback towards this activity as one of them had mentioned that:

"Model ini membantu saya membuat keputusan kerjaya yang lebih realistik. Ketika menjalankan aktiviti pelan tindakan, maklumat-maklumat yang saya perolehi lebih spesifik mengenai kerjaya yang saya minat." (R11)

The trainee declared that this activity help him to plan more realistic career planning. He also gains more specific information regarding the career path. Having a realistic career planning seems to be essential to increase the employment rate among the trainees. After acknowledging the factors that can be the determinants for motivation building, another crucial aspect to be taken in count is implementation phase. The trainees had to develop an action plan which encompasses how the steps will be measured, evaluated and reported, timelines for the guidelines, or action plan graphs in detail monitored by counselor. This is the sixth activity in this model and it aims to improve the basic skills of trainees and equip them with reality of the job environment that they will face ahead.

4. Discussion

Six specific activities have been implemented in focusing on giving the direction for respondents to secure jobs after being released so as they understand the personality, the suitable working environment, the job information they want to find out before they make the decision and plan to work. To measure this effectiveness, CMI instrument has been used. During the first activity, the facilitators help the trainees to explore themselves including their self-concept, strength and career interest. SDS had been employed to measure the career interest of

the trainees. Hence, SDS helps the trainees in identifying the areas of employment they are interested in. SDS was from Holland Theory (1966) that has been translated into Malay language and has been formed based on the assumption that vocational interest is one of the aspects of a person's personality. Indirectly, it also illustrates that individual interest is a reflection of one's personality. This theory also contributes in various fields, especially in career choices (Ahmad & Halim, 2004). This activity was carried out to help client to know they better and choose the right job that is in line with their interest and personality and motivates the trainees to maintain abstinence.

For activities 2 and 3, overall respondents can understand the importance of career choices that are in line with interests and also compatible with their strength and weakness. This is because one of the objectives outlined through this activity is to make sure that the participants really understand about themselves and evaluate the best choice with the best opportunity they have. According to Ackermen & Beier (2003), it has been suggested that an approach to career decision making that includes trait complexes would be an appropriate and beneficial one. It also coincides with exploration stage propounded by Magnusson (1995). At the exploration stage, clients explore their own work experiences, skills and interests. It aims to develop the spirit and expectation of clients in seeking appropriate careers. In addition, the client has the opportunity to express something meaningful within them in the career planning process. After realizing the strengths and weakness, it will direct them to the stage three which is the decision making stage. The decision making stage refers to the appropriate job listings based on client experience and interests. Clients also need to identify appropriate careers based on their passion. The counselor explores the perception of the client by using the 'what if' question technique in some of the listed job situations. Trainees also noted that the fourth activity in this model helps them in exploration of information and decision making that makes them prepared and ready to improve themselves. This case is in line with the fourth stage (preparation stage) and contributes to the fifth stage (implementation stage) based on the stages outlined by Magnusson (1995). In the preparation stage, there are two main keys that must be focused on which are developing an action plan and prerequisite skills and resources to help in implementation.

Fifth activity is successful story sharing session from former drug addicts that already survived and secured a job and this really opened the eyes for the rest of them. Guay, Sene´cal, Gauthier and Fernet (2003) stated that peers and friends have a strong influence on individuals' development and social adjustment. According to the respondents, the Career Counseling Model helps them clarifying their own career path and knowing where to get the information about the job they are searching for. Besides that, it helps the respondents to decide on their own after considering the cause and effects of their decision. They gain their positive spirit after that sharing moment session because they know if they are really working on it, they will survive and get a proper job. There are few things to consider in the preparation stage, include work (job search), education (study skills, admission applications to educational institutions), and individual skills (emotional management, drug abuse). The sixth activity that helps the respondents to build up the action plan is important because it will contribute to the implementation stage.

In implementation stage, the client needs to implement the action plan that they have already discussed with counselor; which is securing the suitable job for them in order to help them being abstinent. As stated by Cebulla, Smith and Sutton (2004) employment can support the recovery substance dependency (trainees) by enhancing self-esteem and providing daily routines to structure time and lifestyles. There are two strategies that have been identified to implement the action plan; one of it is developing a support system. Magnusson (1995) states that most decisions made together with the counselors were not successful because of lack of support systems. Clients need to learn how to identify people who are interested in their lives and how to build a good relationship. Furthermore, clients also need to develop systems to monitor and reward their progress.

Conclusion

In conclusion, the Career Counseling Model shows an impact of the effectiveness for the career maturity among respondents. The CMI results that compare the post test for control group with the post test for experiment group reveal the significant different with t value is -7.463 ($p = 0.00 < 0.05$). The in depth interview also shows the positive feedback for all six activities and it strengthen the result for the effectiveness of Career Counseling Model.

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