

IMPACT OF CAREER DEVELOPMENT INTERVENTION MODULE ON GENDER, INCOME LEVEL AND ACADEMIC ACHIEVEMENT IN SAUDI ARABIA

ALBALAWI SULIMAN DAQELALLAH JAZY¹, WAN MARZUKI WAN JAAFAR²,
ASMAM ISMAIL³, YUSNI MOHAMAD YUSOP⁴

¹DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY, UNIVERSITI PUTRA
MALAYSIA

sulimanjazzy@hotmail.com

²DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY, UNIVERSITI PUTRA
MALAYSIA

wanmarzurki@upm.edu.ng

³DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY,
UNIVERSITI PUTRA MALAYSIA

asmahis@upm.edu.my

⁴DEPARTMENT OF COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY, UNIVERSITI PUTRA
MALAYSIA

yusni_my@upm.edu.my

Abstract

This study aimed to investigate the impact of implementation of the career maturity intervention module among the students according to the variables of gender and financial income with the dependent variables of career maturity, career indecision, and career decision-making self-efficacy. Through MANOVA (multivariate analysis of variance). There were no statistically significant differences in the effect of the career development intervention on career maturity, career indecision, and career decision-making self-efficacy among high school students based on gender or family financial income. This could be as a result of the way people in Kingdom of Saudi Arabia live without any daily life necessities. The Saudi government's directive to provide equal opportunities for men and women in terms of career paths may help to explain the non-significant gender differences among students. This is supported by the fact that Saudi high school students are more likely to be male than those from lower income families.

Keywords: Career Development, Gender, Income Level, and Academic Achievement Introduction

Today's younger generations are highly ambitious and saddled with expectations of extensive education and professional career trajectory. However, research has shown that most fail to establish well-structured strategies for such goal attainment (Alhamoudi & Alnattah, 2018). Teenagers are first and foremost bestowed the ultimatum for decision-making that will ultimately position them for the initial career

journey (Abdulrahman et al., 2012). The career option is undeniably one of the hardest resolutions to be made in their life, their respective socioeconomic background notwithstanding (Bernard-Phera, 2000). Therefore, they need to be provided with a climbing frame that is straightforward, coherent, and widely accepted for their lifelong occupational growth (Walters et al., 2009).

Indeed, career intervention cannot be created in a vacuum; it necessitates design and development with a consideration of local provisional attributes (Ali et al., 2012).

Previous work has revealed that students who already declared their major appear less driven towards their options and thus may find such career counseling services valuable as a form of career intervention (Newman et al., 1990). Consequently, this study was especially significant due to several reasons. Firstly, it certainly will be yielded value-added information for the body of knowledge about the SCCT and its relation to career development. Secondly, it may be utilised as a guide for improving the educational system in Saudi Arabia. Thirdly, the use of the quantitative method may enhance current comprehension of the subject matter and be utilized comparatively with other countries (Almojali et al., 2017). Despite increased access to higher education, students are generally provided with little aid in their career development management, which is reflected by the lack of a national agenda or curriculum for career guidance and counseling schools funded by the government. Overall, the main contributions of the current study are as follows: (1) to establish a theory-based and culturally-relevant career intervention to aid Saudi students in improving their career decision-making levels; (2) to better comprehend the importance and associations between educational career intervention with career decision-making self-efficacy, career maturity level, and career indecision level, which were the three constructs assessed; and (3) to develop recommendations for career interventions plan and strategy formulated for Saudi Arabia high schools.

In this research, the importance of career development intervention courses for school and college students in Saudi Arabia is highlighted accordingly. The nation is in real need of a theory-based career development course to aid its students' entrance into secondary school via making a career decision. In contrast, a majority of career courses were assessed empirically in the USA, whereby Gainor (2005) reviewed the efficacy of theory-based interventions over the last 25 years (1981 - 2005) and reported the

majority of works undertaken using an American sample population. Subsequently, similar works on career interventions in other countries such as Taiwan (Peng & Herr, 1999) and the Middle Eastern regions (Gati et al., 2013) can be found, but the coverage in Saudi Arabia remains at the lowest level.

Saudi Arabia is one of the largest trades across the region, with many expatriates working and taking advantage of the job vacancies yielded. Therefore, the need for research assessing whether theory-based interventions among students yield positive results in Saudi Arabia is apparent, similar to the experiences of other countries, especially in providing a variety of qualified job seekers across multiple fields. The results obtained from Saudi-based research will not solely further the pre-existing literature describing career development and decision-making but also generate a strong driver in developing all-inclusive and culturally-relevant career courses for students and colleges in Saudi Arabia. Additionally, the findings of this study may serve as guidance for domestic regulators in improving the present education system (Almutairi et al., 2018; Alswat et al., 2017).

The number of students enrolled in undergraduate degree programmes in Saudi Arabia reached 1.3 million in 2015. Percentage of unemployment is around 12.9 percent for the first quarter of 2018. However, Most of the unemployed graduates are in the social sciences, business, and law fields.

The easier accessibility for tertiary education is not translated into comprehensive aid for students in positioning their career development, evidently seen via the lack of a national agenda or curriculum formulated for career guidance and counseling in schools funded by the government.

The third Saudi Arabia Kingdom was formed in the year 1932 by King Abdulaziz bin Abdulrahman Al Saud, whereby oil discovery in 1960 rendered the nation as the first oil distributor, boasting a huge number of 260 billion oil tanks sold per year (Altamimi et al., 2017). Following this, the government exerted its efforts to develop other fields including education, namely through scholarship programmes that

benefited 114,000 scholars. These students were to complete their study abroad in developed countries, which include the United States of America (USA), the United Kingdom (UK), Canada, Japan, and more. But, the comparison of this figure to the total population of 31 million with 72 percent of the number being the Saudi Nation where the rest are expatriates from around the world (Aljadhey et al., 2017; Zaitoun, 2018).

Saudi's education system is almost similar to the system implemented in the USA. A student typically initiates their formal learning at a primary school when age seven and continues for six years before going to the intermediate level for another three years. Then, they go through three more years of secondary education, whereby school graduation occurs at the age of 18 years (Kassimi, 1983; Nader, 1980).

Social Cognitive Career Theory (SCCT) was originally introduced by Albert Bandura in 1986 under the name Social Cognitive Theory. SCCT focused on self-efficacy that focused on the Behavioral Change Theory. This was identified as an important aspect to increase confidence, ability, and trust in self. SCCT was improvised and expanded in the career aspect starting in 1994 by Lent et al. to emphasize the interest, career choice, and performance aspects (Lent et al. 1994; 1996). Social Career Cognitive Theory also emphasizes the importance of self-efficacy in the development of a career internally and externally (Lent et al. 1994; 1996; Nauta, 2004; Gushue et al., 2006; Nik Rafidah et al., 2019). SCCT focuses on three things, namely the development and explanation of interest regarding career, academic and career choice, and performance and hard work in education and career (Lent et al. 1994). Meanwhile, career self-efficacy (CSE) refers to an individual's confidence and belief in himself towards career choice, effective career decision-making, and making the desired choice (Hackett and Betz, 1981). Whereas Betz and Hackett (1986) stated that career self-efficacy is an expectation of self-efficacy related to behaviors needed in career choice and career adjustment (Nik Rafidah et al., 2019). Furthermore, career self-efficacy also refers to an individual's ability to make consideration, organize and accomplish the

desired action to achieve the goal according to skills (Zalizan et al., 2013). According to Mohd Izwan Mahmud et al. (2016), career self-efficacy is an element that can measure career readiness in the career development process and can be increased with a systematic method.

Based on the extensive elaboration in literature reviews, it is clear that SCCT (Bandura, 1986; Lent et al. 1996) is the most suitable career theory to explain career self-efficacy (CSE). After the comparison made between other career theories, it is found that CSE clearly explains in detail about CSE because of the justifications mentioned. Therefore, SCCT is chosen based on the compatibility and advantages it has compared to other career theories (Zacher et al., 2018; Nik Rafidah et al., 2019).

Previous scholarly reviews have emphasized the areas of career development and subjective and objective career successes, as presented by attaining personal aspirations or tangible benefits, such as higher titles throughout multiple occupational fields (Ng et al., 2005; Sullivan & Baruch, 2009; Vinkenbunrg & Weber, 2012; Wang & Wanberg, 2017). Career development intervention extends beyond testing or inventorying career decision-making attributes; it incorporates how students are aided in achieving better career journeys and promoting the varying and diverse roles they can challenge. It includes enhancing the career development process via career education, coaching, counseling, and more. Prior works on career choice and development have primarily focused on knowledge and skill identification necessary for career decision-making. They encompass career awareness, career development module effectiveness to enhance secondary student achievements and motivation, and the association between career guidance and counseling towards career choice (Suradi Salim, 1998; Chua, 2002).

Career indecision may be defined as a "state which comes and goes over time", and thus perceived as a common developmental stage that many encounters during decision-making. It may be rooted in varying sources including difficulties in personal and vocational identity, whereby career decision-making difficulties are a big part (Gati et al., 1996). Most research on career

decision-making has positioned on assessing career indecision, CDSE, and career decision-making difficulties (Osipow, 1999). Bin Abu Talib et al., (2015) investigated the influence of the Career Exploration Module on community college student capability for career planning, career self-efficacy, and career maturity by using a quasi-experimental design. The research findings have revealed a significant difference observed between the control and experimental groups for career planning, career self-efficacy, and career maturity variables following the experiment. Such outcomes have indicated that the capability may be enhanced should a systematic career programme is adhered to by the students. Park et al. (2018) evaluated the influences of a future time perspective (FTP)-based career intervention on career decisions. Their findings have shown that the intervention group has higher FTP, career decision-making self-efficacy, and career search self-efficacy levels for the post-test in comparison with its control group counterparts (Xu and Bhang, 2019).

According to Bin Abu Talib et al. (2015), a career intervention programme utilizing the Career Exploration Module has facilitated enhanced career planning, career self-efficacy, and student career maturity proficiencies. Career maturity is commonly viewed as reliant upon individual knowledge regarding their selves and the occupational world, as well as decision-making competencies and a positive mindset for the process. It is gradually developmental and occurs alongside their developing maturity in all areas.

Several kinds of research have continuously substantiated the negative association between Career Decision making self-Efficacy (CDMSE) and career indecision (Betz & Luzzo, 1996; Lopez & AnniYi, 2006), thereby validating career interventions emphasising CDMSE. According to Choi et al. (2011), such emphasis on CDMSE improvement may be a particularly effective plan for career indecision alleviation. Furthermore, Reese and Miller (2006) have indicated an increased CDMSE via such programme formulated using a cognitive information processing model. Therefore, it

becomes a helpful construct in empirical evaluations, thus facilitating further comprehension and knowledge regarding career decision-making, as well as other constructs linked with career behaviour (Xu and Bhang, 2019) Many previous studies have reported that career decision-making is undoubtedly one of the many crucial decisions capable of shaping a person's life and future, especially that the career choice positively influences school and even college students' remaining life journey. Career decision-making is an intricate process characterised by many vital decisions being made by some students, while the remaining majority opt to dedicate minimal time to this important career decision. This impacts the core elements of their life (Omari & Woodcock, 2012), with many being less equipped with the key components necessary for a correct career decision. Therefore, paying more attention to the career indecision issue can facilitate adolescent students' awareness of the challenges they may have to endure because crucial decisions about career choices are generally made during high school years (Halawany et al., 2018).

The indecisiveness of the students regarding their major or career results in less-than-optimum career and academic selection harms their career (Fouad et al., 2009). Therefore, schools generally need to aid students by ensuring their participation in career decision-making courses to improve their level of career maturity which in turn increases their capabilities to make clear career decisions (Halasz & Kempton, 2000; Reese & Miller 2006; Şeker, 2020). The focus on adolescents, particularly high school students, is because the age group is the most group that faces difficulties in career choice, and the issue of career choice is a big concern for adolescents (Vignoli, 2015).

Despite research revealing the effectiveness of the career interventions implemented, there is still a need to investigate the factors that influence career decisions among high school students (Citarella, Maldonado Briegas, Sánchez Iglesias, & Vicente Castro, 2020). The need for career development modules will inevitably raise the number of students going for their higher education, but such modules should be made

responsive to their dynamic career requirements and allow their adaptability to any unpredictable changes (Reese & Miller, 2006). Therefore, the current study aims to investigate whether the intervention has led to any changes in the three constructs of career maturity, career decision, and career decision self-efficacy because there is no clear evidence for any study in the area of career maturity among Saudi high school students. That is, in the experimental design, the Saudi secondary schools are evaluated before and following the intervention to ensure that any changes in the responses of the students are attributed to the intervention which will provide a better understanding of career maturity among Saudi adolescents.

Furthermore, Saudi Arabia is a conservative society due to the social and cultural norms which can be noticed in the low number of employed females when compared with employed males, and the influence of the family on the career decision of adolescents and high school students. However, there is a great tendency in society for openness during the last few years makes it necessary to enlighten high school students to avoid accepting stereotypes related to career choice and understand that their personal or cultural values may affect and interfere with their career decision-making. Therefore, they should make healthy decisions and opt for the best option based on their interest because career expectations have gradually shifted over time (Bahkali et al., 2014) so high school students need to focus on their wanting careers that meet their expectations of satisfaction on a deeper level, with the associated financial security. An individual's tendency for a good career is of importance due to the evolving work practices worldwide and due to rapid globalisation and technological advances. Therefore, school, as well as college students, should be guided throughout their career decision-making to navigate the increasing educational and employment settings (Ahmad, 2015).

To conclude, adolescents are the most age group that encounter difficulties in career choice. Moreover, to date, there is no evidence for studies that have investigated the impact of

career development training on high-school male and female students' career maturity, career indecision, and career decision-making self-efficacy among high school students in the Kingdom of Saudi Arabia. Thus, this research will contribute to examining and evaluating the understanding of the effect of the career development intervention module on high school students to provide empirical findings on the issues of career maturity among adolescents in Saudi Arabia. The investigation of the career maturity variable of the current study in the context of K.S.A. might provide new findings because of the cultural, social, and educational characteristics of this country that differ from the context of past studies.

The current study aims at examining the effect of the career development intervention module on career maturity, career indecision, and career decision-making self-efficacy among high school students in terms of gender, financial income, and academic achievement. The core goal of the current study is to establish the career development intervention module and evaluation of its effect on career maturity, career indecision, and career decision-making self-efficacy levels of high school students in Saudi Arabia. Therefore, the following research questions guided the study:

1. What is the effect of the career development intervention module on the career maturity of Saudi high school students?
2. What is the effect of career development intervention module on the career indecision of Saudi high school students?
3. What is the effect of the career development intervention module on the career decision-making self-efficacy of Saudi high school students?
4. What is the difference in the effect of the career development intervention module on career maturity, career indecision, and career decision-making self-efficacy among high school students according to gender, financial income, and academic achievement?

Method

This study adopted a quantitative research design to evaluate and investigate the effect of the career development intervention module on career maturity, career indecision, and career decision-making self-efficacy among Saudi Arabia high school students according to gender, financial income, and academic achievement. The quantitative approach is used to collect the data through a survey, which makes it suitable for this study due to its ability to answer the stated objectives and feasibility in terms of time and resources invested in the research, and it helps to generalize the findings (Creswell 2009). Therefore, this study used three quantitative instruments, namely a career maturity survey, a career indecision survey, and a career maturity self-efficacy survey.

Besides, the current study utilized a quasi-experimental intervention as the study participants received training in career decision maturity. Scholars have discussed different types of quasi-experimental studies. According to Gall, Borg, and Gall (1996) and Creswell (2014), when there is one intervention group and there is not a control group in the study, this type of intervention is called a quasi-experimental design. Hence, the current study utilized the quasi-experimental design, which is suitable for the study because the data of the study questions will be investigated through pre- and post-surveys. The comparison between the pre- and post-surveys helps to investigate the effect of the career decision module on Saudi high school student's career maturity, career indecision, and career decision self-efficacy. So, the current study is primarily quantitative in nature and it utilized a quasi-experimental pre-test/post-test intervention (Campbell et al., 1963; Heiman, 2002; Austin et al., 2005).

The demands for career intervention will ultimately help students to decide on what they need to study in their higher education, whereas such interventions must remain responsive to their needs and fluid career demands (Reese & Miller, 2006). Hence, the current work aimed to formulate a relevant career intervention that aims to improve students' career maturity, minimize career indecision, and career maturity self-

efficacy. In the context of the research aims outlined, the selected quasi-experimental method was ultimately ideal as it was apparently 'the only way of definitively answering causal questions' (Davis & Bremner, 2006). Furthermore, the work aimed to assess whether these three constructs and their changes were due to the intervention and to what extent the changes became influenced.

Data collection was conducted using one intervention group. Three dependent variables will be evaluated in testing the impact of the suggested career development intervention module on career decision-making self-efficacy, career maturity, and career indecision. Before the intervention, all recruited individuals will be required to complete the pre-test measures on the first day of the career maturity program. Following this, the treatment group will be oriented in a preliminary class with directives and guidance for the module completion. After the self-exploration intervention will be successfully undertaken, all participants will go through a post-test, which included career maturity, career indecision, and career decision-making self-efficacy. The pre-surveys, as well as the post-survey measures, take up to ten minutes, and all the participants receive the pre- and post-surveys online through emails and the WhatsApp application.

To sum up, the current study adopted a quantitative research design since the data was collected through pre- and post-surveys. Also, the study employed a quasi-experimental intervention since the career maturity module will be taught to one group only, and there is no control group in the study. The absence of the control group is because the experimental group took the pre- and post-surveys and this is enough to answer all the study questions and achieve the study objectives without the need for the control group.

The sample of the current study is high school students of the Medina Province Centre in the academic year 2020-2021. The researcher selected the two biggest schools for boys and girls to carry out the study in these two schools. The current study is quasi-experimental, the number of participants is 40 students, of which

20 students are boys and 20 students are girls. The number of 40 participants is sufficient to carry out the study according to Austin, et al. (2005). The study sample will be representative of the high school students in Saudi Arabia because all high schools (excluding international schools) follow the same education system. The participation of the students will be voluntary. That is, the research put promotion posters in the schools, and the researcher requested the manager of the school to inform the students about the career maturity module, and to let them know that participation is voluntary.

The selection of the participants was based on probability simple random sampling because all the students in the selected schools have the right to participate or reject participation in the career maturity module (Creswell, 2014). The selection of the students from among the 11th and 12th grades is because they were generally between 17 and 19 years old and at the developmental age characterised by self-assessment, role try-out, and occupational extension in school, leisure activities, and part-time work. Moreover, Inclusive and Exclusion Criteria were set as follows: High school students in Al Medina Al Munawara, Saudi Arabia. Male and female students whose age between 17 and 19 years old. They have not received any career maturity training before. Participants should be Saudi nationals because other students might have other social and cultural backgrounds. Currently, student living in Al Medina Al Munawara. However, International schools were excluded due to the use of multiple systems, and also students who have attended career development programs were excluded.

Intervention

The setting of the study will be Madinah in K.S.A., and the participants will be from two schools. One school is for the boys and the other one is for the girls. The selection of the two schools is based on the that these two schools are the biggest in the city. So, the number of students in these schools is the highest in the city, and there are students from different locations who come to study in these schools. This ensures the

participation of as many as possible students. Also, the selection of the two schools ensures the participation of boys and girls. Another important point is that these schools are public so students from different social statuses and different income families will participate in the study. The recruitment of the students will be through the schools' management. They will make announcements for the students, and then the students will have the freedom to participate in the study.

In terms of the training, it will be carried out by the researcher himself. The researcher is a qualified trainer in job consultant as he has delivered different workshops in different cities in K.S.A. on career choice. Also, he has trained people of different age backgrounds. An important point is that the researcher is a certified trainer from the Technical and Vocational Training Center in K.S.A., which is the government center that is responsible for career training. The qualification and experience of the researcher in career consulting qualify him to carry out the intervention of the study.

In terms of the content of the intervention, it will be designed based on the needs analysis that will be distributed to different students in the targeted population. Based on the findings of the need analysis survey, the intervention content will be designed.

The delivery of the content will be online for different reasons. First, students live in different locations so some of them might not be able to attend the intervention if the time is determined to be outside the study hours. More importantly, the spread of COVID-19 is a big barrier to face-to-face training. Therefore, online training will be the best solution for the intervention. Accordingly, upon the design and the validation of the content from selected experts, the content will be designed in PowerPoint slides and it will be delivered to the students. The content is expected to contain training materials related to the study objectives as well as tasks that the students will do during the training sessions.

Findings

The overall findings of the survey shows that career development module has a significant

effect on Saudi high school students' career maturity as shown in Table1

Table 1: Analysis of Pre and Post Test Scores of Career Maturity Scale

CMS	Mean	N	SD	t-value	df	Sig. (2-tailed)
Pre-survey	31.3750	40	4.27688			
Post-survey	40.5250	40	4.48352	10.081	39	.000**

** Difference is significant at the 0.01 level (2-tailed)

Table 1 shows that the mean of the career maturity pre-survey is 31.37, while the mean value of the post-survey is 40.52. This shows that the mean value of the post-survey is greater than the mean value of the pre-survey. The difference between the mean values between the pre and post surveys indicates that career maturity of Saudi high school students is improved after the implementation of the career maturity training.

The result also, shows that there is a statistically significant difference in career maturity between the pre-survey and the post-survey (t-value = 10.081, p-value = 0.000 < 0.05). Consequently, it is concluded that career development module has a positive effect on career maturity of Saudi high school students.

Table 2 shows the impact of the career development module on the career indecision

Table 2: Analysis of Pre and Post Test Scores of Career Indecision

CMS	Mean	N	SD	t-value	Df	Sig. (2-tailed)
Pre-survey	70.7750	40	13.23011			
Post-survey	80.3000	40	15.50432	3.219	39	.003*

* Difference is significant at the 0.05 level (2-tailed)

Table 2 shows that the mean of the career indecision pre-survey is 80.30, while the mean value of the post-survey is 70.77. This shows that the mean value of the post-survey of career indecision is greater than the mean value of the pre-survey. The difference between the mean values between the pre and post surveys indicates that career decision of Saudi high school students is improved after the implementation of the career maturity intervention. This shows that

there is a statistically significant difference in career decision between the pre-survey and the post-survey (t-value = 3.219, p-value = 0.000 < 0.003), which is statistically significant at 0.05. Consequently, it is concluded that career maturity intervention has a positive effect on career decision of Saudi high school students.

Table 3 shows the impact of the career development module on the career decision-making Self Efficacy

Table 3: Analysis of Pre and Post Test Scores of Career Decision-Making Self Efficacy

CDMSE	Mean	N	SD	t-value	Df	Sig. (2-tailed)
Pre-survey	91.200040	10.92680	3.505	39	.001*	
Post-survey	97.800040	13.22430				

* Difference is significant at the 0.05 level (2-tailed)

Table 3 shows that the mean value of the survey of career decision-making self-efficacy pre-survey is 91.20, while the mean value of the post-survey is 97.80. This shows that the mean value of the post-survey of career decision-making self-efficacy is greater than the mean value of the pre-survey. The difference between the mean values between the pre and post surveys shows that career decision-making self-efficacy of Saudi high school students is improved after the implementation of the career maturity intervention. Also, there is a statistically significant difference in career decision between the pre-survey and the post-survey (t-value = 3.505, p-value = 0.001 < 0.003), which is statistically significant at 0.05. Consequently, it is concluded that career maturity intervention has a positive effect on career decision-making self-efficacy of Saudi high school students.

The last objective of this study aims to investigate if there are significant differences after the career maturity intervention module was implemented among the students based on the independent variables of gender and financial income and the dependent variables of career maturity, career indecision, and career decision-making self-efficacy.

To answer this objective, MANOVA (multivariate analysis of variance), a version of

univariate analysis of variance (ANOVA), was utilised by the researcher (Pallant, 2011). In an ANOVA test, we look for statistical differences in one continuous dependent variable using an independent grouping variable. The MANOVA takes this analysis a step further by aggregating numerous continuous dependent variables into a weighted linear combination or composite variable. If the newly created combination differs from the independent variable's unique groups or levels, the MANOVA will be used to determine this. The MANOVA determines if the independent grouping variable simultaneously explains statistically significant amounts of data. The MANOVA determines if the independent grouping variable simultaneously explains a statistically significant amount of variation in the dependent variable.

Before moving to the findings using MANOVA, a descriptive analysis of factors is discussed first. Table 4. x shows the descriptive analysis of independent variables, as there are 20 males and 20 females, and the family income of 10 participants (25%) is less than SR 5000, the family income of 15 participants (37.5%) is between SR 5000 and SR 10000, the family income of 13 participants is between SR 11000 and SR 20000, and finally, 2 participants only have a family income more than SR 20000.

Table 1: Descriptive analysis of Between-Subjects Factors

		Value Label	N
Gender	F	F	20
	M	M	20
Family monthly income	Less 5000	1	10

5000-10000	2	15
11000-20000	3	13
Above 20000	4	2

The multivariate test is shown in Table 1. The findings of the differences among the participants in the three scales based on gender and monthly income are not statistically significant as shown in Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root tests. That is, the values of the comparison among the independent

variables (gender and monthly income), and the dependent variables (career maturity scale, career indecision scale, and career decision-making self-efficacy scale) are not significant at the p-value of 0.05.

Table 2: Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.990	1115.778b	3.000	33.000	.000
	Wilks' Lambda	.010	1115.778b	3.000	33.000	.000
	Hotelling's Trace	101.434	1115.778b	3.000	33.000	.000
	Roy's Largest Root	101.434	1115.778b	3.000	33.000	.000
Gender	Pillai's Trace	.053	.621b	3.000	33.000	.607
	Wilks' Lambda	.947	.621b	3.000	33.000	.607
	Hotelling's Trace	.056	.621b	3.000	33.000	.607
	Roy's Largest Root	.056	.621b	3.000	33.000	.607
Familymonthlyincome	Pillai's Trace	.260	1.109	9.000	105.000	.363
	Wilks' Lambda	.759	1.071	9.000	80.464	.393
	Hotelling's Trace	.292	1.027	9.000	95.000	.425
	Roy's Largest Root	.145	1.693c	3.000	35.000	.186

a. Design: Intercept + Gender + Familymonthlyincom

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Based on the above findings, it is concluded that there are no statistically significant differences among the participants in terms of the effect of the career development intervention module on career maturity, career indecision, and career decision-making self-efficacy among high school students in terms of gender and family financial income.

The final objective aimed to investigate if there are differences among the participants in terms of the effect of the career development intervention on three scales of career maturity, career indecision, and career decision-making self-efficacy according to the independent variables of gender and family financial income. The findings reported no significant differences among the students in terms of the comparison between the three scales based on gender and the family monthly income.

This objective aimed to investigate the differences due to the implementation of the career maturity intervention among the students according to the variables of gender and financial income with the dependent variables of career maturity, career indecision, and career decision-making self-efficacy. This research objective was achieved through running MANOVA (multivariate analysis of variance). The findings of this objective showed that there are no statistically significant differences among the participants in terms of the effect of the career development intervention on career maturity, career indecision, and career decision-making self-efficacy among high school students in terms of gender and family financial income.

Gender and ethnicity may hurt adolescent career decision-making (Wang & Degol, 2013). Various sources have noted that the processes are more sophisticated and limited for females than for males (Betz, 2014; Huttges & Fay, 2015), and numerous scholars have stated the need for career interventions to address gender influences on career development, particularly for women (Huttges & Fay, 2015). Even though there might be equal access to education and employment

opportunities, numerous studies have found gender inequalities in perceived occupational efficacy, career choice, and preparation development (Bandura, 2006). Some scholars have argued that the relationship between gender and career decision is unrelated to career maturity and career decision (Taylor & Popma, 1990; Lau, Chung & Wang, 2021), which supports the findings of this research.

In terms of family income, directly or indirectly influences the career path of high school students. That is, students who live in poverty face a high risk of deprivation and exclusion when it comes to preparing for their career path, as a result of limited financial and emotional support from their parents (Chung, 2019). A growing body of scholarship has expressed concern that the influence of parental background on kids' job development may become a mechanism producing social stratification and inequality (Lee, Lee, Kim & Lee, 2021).

The findings of this study revealed that there are no differences among students in career maturity, career indecision, and career decision-making self-efficacy in high schools in Saudi Arabia. This might be explained by the that people in KSA live without any needs in terms of daily life necessities. Such fulfillment of everyday life needs might explain the non-significant differences among students according to monthly income. In terms of the non-significant differences among students according to gender might be explained by the direction of the government to provide equal opportunities for males and females in terms of career paths, which supports the non-significant differences among high school students in Saudi Arabia.

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