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THE UAE YOUTHS' CAREER EXPLORATION: A PATH MOD- EL TO EXAMINE FACTORS IN- FLUENCING THEIR CAREER INSIGHT

Key Words

*College Students;
Career Choices; Career
Insight; Career
Information;
Employment
Opportunity; Parent
Encouragement; Parent
Educational Level.*

Abstract

This paper is concerned with career exploration by college students in the UAE. The research instrument was constructed using several career scales measuring different factors such as career insight, availability of career information, perception of employment opportunities, and parental encouragement along with some demographic variables indicating students seniority, gender and parents education level. A random cluster sample was used to collect the data and a measurement model was fit to assess the validity and reliability of the selected indicators. No significant differences in the four factors under consideration were detected by students seniority, gender and levels of parents education, except that sources of career information were found to be more available to females than to males. A path model was used to establish that information availability, employment opportunities and parental encouragement have positive influence on career insight. However, while perception of employment opportunities had significant direct effects, parental encouragement had both direct (79%) and indirect (21%) significant effects on career insight. In contrast, the significant effects of information availability on career insight were totally indirect. The postulated model was also found to explain about 60% of the variation in career insight for those students whose parents have higher levels of education.

Introduction

Career exploration involves gathering and processing information about career-related issues (Wood, 1999). The correlates of career motivation and choices were investigated by many authors (Ware and Lee, 1988; Noe *et al.*, 1990; Blustein *et al.*, 1991; Maple and Stage, 1991; Dawson-Threat and Huba, 1996; Pearson and Dellman-Jenkins, 1997; Heckert and Wallis, 1998; Yang, 1998; Fisher and Padmawidajia, 1999; King, 1999; Smith *et al.*, 1999; Wahl and Blackhurst, 2000; Peterson *et al.*, 2002).

The ability of individuals to explore their careers, especially those who are at the early stages of career exploration, is probably influenced by such factors as availability of information, work opportunities, life experience, parental encouragement and parents level of education. The objective of this research is to study the extent to which those factors influence the UAE youths' ability to explore their career and gain insight of it. In particular, a path model is used to examine the correlates of career insight and the differences between various groups of college students regarding their career choice, the information they used to gain career insight, and the significance of parents and their education in the process of career exploration are investigated.

The remainder of the paper is organized as follows. The literature is briefly reviewed, and the research hypotheses are derived. The participants in the study are described next. The validity and reliability of the research instrument, which is described in Appendix I, are then established. Subsequently, the research hypotheses are tested and a data-driven exploratory model is proposed. Hence, the results are discussed and the paper concludes with a number of implications for research and practice.

Literature Review

Career insight is defined as the extent to which individuals have realistic career expectations and knowledge concerning themselves and their future work (Noe *et al.*, 1990). Unlike mature working individuals, who demonstrate more realistic perception about their future, youths at the college level are expected to have little insight of their careers (Chan *et al.*, 1998).

Sources of information about careers such as books, seminars, government and business organizations, and college courses help individuals to gain knowledge of their careers and the opportunities around them. A study conducted on college students by the U.S. General Accounting Office (1994) found that lack of information

availability about a certain job influences the way youths view the job. Thus, information availability may have positive influence on the youths' career insight.

The extent to which youths are enthusiastic and optimistic about their future careers depends on the employment opportunities that are available for them after graduation (Nadler *et al.*, 1975; Abdel-Halim and Ashour, 1995). Thereby, perception of employment opportunities may have positive influence on the youths' career insight.

Parental encouragement is defined as the extent to which parents help their children to set future goals and clarify the means and ways to achieve them. Researchers have found a positive relationship between youths' parental encouragement and expectations and their knowledge about their future careers (Blustein *et al.*, 1991; Van Scoter, 1994; Fisher and Padmawidajia, 1999).

Previous studies show that the U.S. society holds individualistic values while the Arab society holds collectivistic values (Hofstede, 1984; Marin and Triandis, 1985). Unlike individuals in individualistic societies who are independent from their work institutions and families, individuals in collectivistic societies are expected to be loyal to and dependent on their institutions and families. Many studies concluded that

youths, depending on how they have been brought up by their parents, hold different views on issues such as adolescence, work commitment, and upward social mobility (Kuvlesky and Patella, 1971; Cok, 1997; Cohen, 1999).

Research has dealt with gender-based career choices (e.g., Hackett, 1985; Ware and Lee, 1988; Hannah and Kahn, 1989; Maple and Stage, 1991; Eccles, 1994; Dawson-Threat, and Huba, 1996; Helwig, 1998). These studies showed that although females have chosen more nontraditional majors than males, both genders continue to generally choose careers associated with their gender.

Heckert and Wallis (1998) found that freshmen were more likely to expect working in jobs related to their degree and earning higher starting salary than what seniors expected. Other research found significant differences between seniors' job expectations and other students' expectation at the lower college levels (Gottlieb, 1975; Shepperd *et al.*, 1996).

Pearson and Dellman-Jenkins (1997) investigated the effects of family structure, gender, parental encouragement and parent educational backgrounds on freshman major choice. Significant differences were found for family structure, gender and parental encouragement but not for parent educational backgrounds.

Research Hypotheses

Given the above studies the following hypotheses will be tested:

- H1a** : *Availability of career information positively influences career insight.*
- H1b** : *Perception of employment opportunities positively influences career insight.*
- H1c** : *Parental encouragement positively influences career insight*
- H2a** : *Career insight, availability of career information, perception of employment opportunities and parental encouragement are affected by students' seniority.*
- H2b** : *Career insight, availability of career information, perception of employment opportunities and parental encouragement are affected by students' gender.*
- H2c** : *Career insight, availability of career information, perception of employment opportunities and parental encouragement are affected by parents' education level.*

Participants

Participants in this study were undergraduate students from the UAE University. Students were chosen to be the research subjects because: (i) college students make important career choices that can effect the rest of their lives, (ii) college age represents a turning point for college

students from being guided by their parents to being independent, and (iii) college students tend to be more influenced by the external environment such as cultural and socioeconomic factors.

A questionnaire including the 37 items that appear in Tables I-IV of Appendix I, along with some demographic variables, was given on one day in a random cluster sample of freshman orientation classes and senior capstone courses across disciplines. During class time, the participants completed a copy of the questionnaire using a 5-point Likert scale. The students did not receive a monetary or grade award for participation. The sample comprised 248 students from 18 to 24 years old. About 51% of the students were males, 57% were seniors and 62% of their parents had at most an elementary education.

Research Instrument

The research instrument was constructed using several career scales measuring different variables. The scales were taken from the body of literature reviewed. In order to meet the research requirements, some items were either slightly modified or incorporated with other items from other scales. The indicators of the four factors under consideration are described in Tables I-IV of Appendix I.

A measurement model was fitted to investigate the validity and reliabil-

ity of the various indicators of career insight, information availability, employment opportunities and parental encouragement using LISREL 8.30 for Windows 2000. The results appear in Tables I-IV of Appendix I.

Factor Reliabilities and Goodness-of-Fit Measures

The composite reliabilities of the study's four factors appear in Table 1 along with some goodness-of-fit measures, namely, the adjusted goodness-of-fit index (AGFI), the root mean square error of approximation (RMSEA), and the root mean square residual (RMR).

According to Bagozzi and Yi (1988), composite reliabilities greater than about 0.6 are desirable. They also state that values of AGFI equal to or greater than about 0.9 suggest meaningful models from a pragmatic point of view. On the other hand, Browne and Cudeck (1993) suggest that values of RMSEA up to 0.08 represent reasonable errors of approximation in the population. It is also suggested

that RMR should not exceed 0.05. Using these benchmarks, it is apparent from Table 1 that the measurement model produced satisfactory results for career insight, information availability, employment opportunity, and parental encouragement.

Assessment of Differences due to Seniority, Gender and Parents' Educational Level

A two-group LISREL model was fitted to the data to study the differences in career insight, information availability, employment opportunity, and parental encouragement between seniors and freshmen. Such differences are due in part to age whose effects are confounded with seniority.

To estimate the means of the four factors, a common scale is defined by assuming that the means of the factors are zero in the freshmen group, and that the loading of the indicators on the factors are invariant over groups. Further, the first indicator was fixed as a reference variable (with a loading of one) for each factor. Thus, the means

Table 1
Composite Reliabilities and Goodness-of-Fit Measures

Factor	Reliability	AGFI	RMSEA	RMR
Career Insight	0.73	0.92	0.069	0.050
Information Availability	0.82	0.91	0.068	0.051
Employment Opportunity	0.90	0.86	0.085	0.049
Parental Encouragement	0.88	0.88	0.040	0.120

of the factors in the seniors group were interpreted as the mean differences between the two groups. Similar two-group LISREL models were fitted to the data to study the differences in the four factors between males and females and between students whose parents had at most an elementary education and those whose parents had a higher level of education.

The scaled means and differences in career insight, information availability, employment opportunity, and parental encouragement by seniority, gender and level of parents education

are given in Table 2 along with the corresponding t-tests and p-values.

Table 2 reveals no significant differences between the factor means ($p > 0.05$), except for information availability by gender ($p = 0.008$). Thus, the two hypotheses H2a and H2c were not supported. As for H2b, the three factors: career insight, perception of employment opportunities and parental encouragement were not affected by gender, whereas sources of career information were more available to females than to males.

Table 2
Means, Differences, t-Tests and p-Values

Factor	Seniority	Gender	Parents Education
Career Insight	Seniors: 2.982	Females: 3.003	High: 3.014
	Freshmen: 3.024	Males: 2.977	Low: 2.991
	Diff = -0.042	Diff = 0.006	Diff = 0.023
	t = -0.812	t = 0.129	t = 0.468
	p = 0.418	p = 0.897	p = 0.640
Information Availability	Seniors: 2.970	Females: 3.088	High: 3.039
	Freshmen: 3.040	Males: 2.917	Low: 2.977
	Diff = -0.070	Diff = 0.171	Diff = 0.062
	t = -1.187	t = 2.662	t = 0.987
	p = 0.236	p = 0.008	p = 0.325
Employment Opportunity	Seniors: 2.978	Females: 2.992	High: 3.010
	Freshmen: 3.029	Males: 3.007	Low: 2.994
	Diff = -0.051	Diff = -0.015	Diff = 0.016
	t = -0.617	t = -0.192	t = 0.206
	p = 0.538	p = 0.848	p = 0.837
Parental Encouragement	Seniors: 2.928	Females: 3.072	High: 3.081
	Freshmen: 3.094	Males: 2.932	Low: 2.951
	Diff = -0.166	Diff = 0.140	Diff = 0.130
	t = -1.599	t = 1.415	t = 1.256
	p = 0.111	p = 0.158	p = 0.210

Effects of Information Availability, Employment Opportunity, and Parental Encouragement on Career Insight

The correlation coefficients between career insight, information availability, employment opportunity, and parental encouragement are given in Table 3 along with the corresponding t-tests and p-values.

The correlations in Table 3 are disattenuated in the sense that the effects of measurement errors in the indicators have been eliminated. Such moderate correlations are highly significant though and indicate, in particular, that career insight is positively related to information availability, employment opportunity, and parental encouragement.

To further examine the extent to which information availability, employment opportunity, and parental encouragement influence career in-

sight, LISREL was used to conduct an exploratory analysis by means of a sequence of confirmatory analyses. We begin by fitting the following simple linear model:

$$\text{Career} = \beta \text{Info} + \gamma \text{Employ} + \delta \text{Parental} + \varepsilon, \quad \text{I}$$

where the regression coefficients represent the partial effects of the respective factors on career insight. Model I provides a formal framework for testing the hypotheses H1a, H1b and H1c, as posited by the underlying studies that led to these hypotheses. As suggested by Hartwick and Bakri (1994), hypothesized paths in the model can be tested and possible relationships among the model constructs can be explored. Then, additional models can be assessed to find a best fitting model for the study data.

For Model I, the chi-square statistic was found to be 886.382 with 604

Table 3
Correlation Coefficients and t-Tests^a

Factors	Information Availability	Parental Encouragement	Employment Opportunity
Career Insight	r = 0.284 t = 3.589	r = 0.411 t = 5.546	r = 0.390 t = 5.351
Employment Opportunity	r = 0.359 t = 5.339	r = 0.372 t = 5.572	
Parental Encouragement	r = 0.286 t = 3.978		

^aAll t-tests were highly significant ($p < 0.001$)

degrees of freedom ($p < 0.001$). However, Hartwick and Bakri (1994) noted that "in large samples, the chi-square statistic will almost always be significant, since chi-square is a direct function of sample size". Consequently, they suggested other measures of overall model goodness of fit, namely, that chi-square/degrees of freedom ≤ 3 , Non-Normed Fit Index ≥ 0.90 and Comparative Fit Index ≥ 0.90 , see also Segars and Groove (1993) and Chau (1997). For Model I, the observed values of these measures were 1.47, 0.885 and 0.896, respectively, which satisfy the recommended conditions. Further, the observed values of AGFI, RMSEA and RMR were 0.81, 0.044 and 0.074, respectively, while the inspection of standardized residuals did not reveal any violations of assumptions. The estimated parameters of Model I are given in Table 4.

It is evident from Table 4 that parental encouragement had the greatest positive influence on career insight. The second largest effect was the students' perceptions of employment opportunities. However, the ef-

fect of information availability on career insight was not significant. Furthermore, the percent variation in career insight explained by the three factors was only 24.5%.

To study the effects of information availability, employment opportunity, and parental encouragement on career insight in different groups, two models were fit to the data. Model II is the (full) two-group regression model:

$$\begin{aligned} \text{Career} = & \alpha^{(g)} + \beta^{(g)} \text{Info} \\ & + \gamma^{(g)} \text{Employ} \\ & + \delta^{(g)} \text{Parental} \\ & + \varepsilon, \end{aligned} \quad \text{II}$$

where $g = 1$ for the first group and $g = 2$ for the second group, while Model III is the (reduced) homogeneous slope regression model:

$$\begin{aligned} \text{Career} = & \alpha^{(g)} + \beta \text{Info} + \gamma \text{Employ} \\ & + \delta \text{Parental} + \varepsilon \end{aligned} \quad \text{III}$$

The parameter $\alpha^{(1)}$ was set to zero, so that $\alpha^{(2)}$ is interpreted as a measure of the group effects in Model III,

Table 4
Parameter Estimates for Model I

Parameter	β	γ	δ	Error Variance	R^2
Estimate	0.115	0.242	0.288	0.755	0.245
t-test	1.282	2.394	2.734		
p-value	0.201	0.018	0.007		

which is tested against Model II. If the reduction in chi-square is significant, then Model II is retained, otherwise the simpler Model III is adopted.

Upon comparing freshmen (group 1) and seniors (group 2), the reduction in chi-square was found to be 4.617 with 3 degrees of freedom ($p = 0.202$). Hence, the homogeneous Model III was not rejected. The seniority effect on career insight (adjusted for information availability, employment opportunity, and parental encouragement) was estimated by $\hat{\alpha}^{(2)} = -0.010$, which is still not significant ($p = 0.840$).

Further, upon comparing males (group 1) and females (group 2), the reduction in chi-square was found to be 0.184 with 3 degrees of freedom ($p = 0.980$). Hence, the homogeneous Model III was not rejected. The adjusted gender effect on career insight was estimated by $\hat{\alpha}^{(2)} = -0.023$, which is still not significant ($p = 0.623$).

On the other hand, upon comparing low and high levels of parents education (groups 1 and 2, respectively), the reduction in chi-square was found to be 12.570 with 3 degrees of freedom ($p = 0.006$). Accordingly the homogeneous Model III was rejected. The estimated parameters of the (full) two-group regression Model II are given in Table 5, for both the low and high levels of parents education.

For the group whose parents have low levels of education, none of the effects of the three independent factors on career insight were significant. In contrast, for the high levels group, both the perception of employment opportunities and the availability of parental encouragement had highly significant positive influence on career insight. Also, it should be noticed that the percent of variation in career insight explained by the three factors was 15% for the low levels group compared with 59.8% for the high levels group.

Table 5
Parameter Estimates for Model II

Parents Education	α	β	γ	δ	Error Variance	R^2
Low	0.0 ^a	0.153	0.079	0.089	0.097	0.150
t-test		1.647	1.112	1.632		
p-value		0.101	0.267	0.104		
High	-0.012	-0.041	0.280	0.220	0.044	0.598
t-test	-0.250	-0.423	2.918	2.953		
p-value	0.803	0.673	0.004	0.003		

^aThis parameter was set equal to zero.

An Alternative Model for Career Insight

Since Models I-III involve only direct effects, an alternative model was entertained. Model IV in Figure 1 was motivated by the results of Table 3, which indicate the existence of highly significant positive correlations between the four factors, and the results of Tables 4 and 5, which indicate that taking employment opportunities and parental encouragement into consideration has resulted in non-significant partial effects for information availability on career insight. Thus, the evidence seems to suggest that information availability has indirect effects on career insight.

The estimates of the parameters of the structural equations of Model IV appear in Table 6 and are seen to be highly significant. Consequently, the

availability of sources of career information had highly significant indirect effects of 0.192 on career insight ($t = 3.220, p < 0.002$), total effects of 0.363 on perception of employment opportunities ($t = 4.466, p < 0.001$), and direct effects of 0.291 on parental encouragement ($t = 3.633, p < 0.001$). Further, parental encouragement had highly significant total effects of 0.392 on career insight ($t = 3.317, p = 0.001$), and direct effects of 0.290 on perception of employment opportunities ($t = 3.476, p < 0.001$). Furthermore, perception of employment opportunities had highly significant direct effects of 0.280 on career insight ($t = 2.678, p = 0.008$). Moreover, 21% of the total effects (0.392) of parental encouragement on career insight were indirect significant effects ($t = 2.264, p = 0.025$), while 23% of the total effects (0.363) of information availability on perception of employment

Figure 1
Model IV

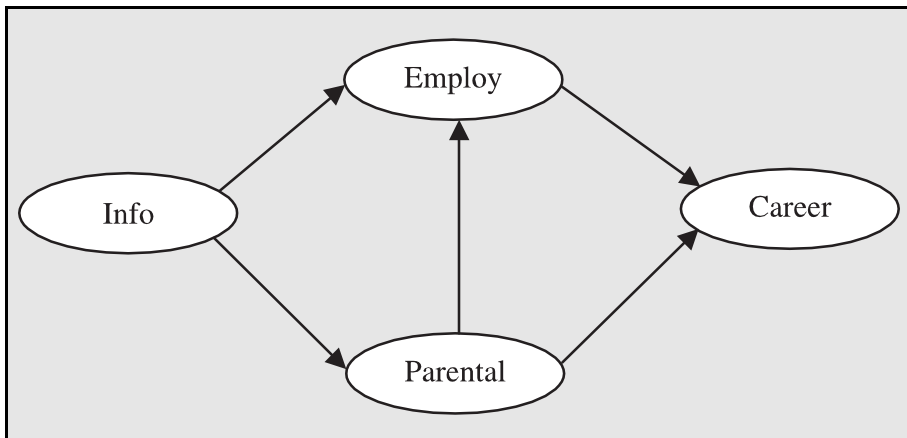


Table 6
Parameter Estimates for Model IV

Dependent / Independent	Employ	Parental	Info
Career	0.280	0.311	
t-test	2.678	2.836	
p-value	0.008	0.005	
Employ		0.290	0.278
t-test		3.476	3.514
p-value		< 0.001	< 0.001
Parental			0.291
t-test			3.633
p-value			< 0.001

opportunities were indirect significant effects ($t = 2.720$, $p = 0.007$). Thus, the hypotheses H1a, H1b and H1c were strongly supported.

Discussion

Although the job market in the UAE is dominated by males, the results show that the UAE female students had as much career insight, perception of employment opportunities and parental encouragement as males. Furthermore, females had a significant edge over males in terms of career information availability. Moreover, while senior students may have more career insight, freshmen are more likely to expect working in jobs related to their degree and earning higher starting salary than what seniors expect (Heckert and Wallis, 1998). Accordingly, no significant differences were detected between freshmen and seniors in any of the four factors under study. Also, while no

significant differences were detected for parent educational backgrounds, students seem to benefit from parents who have higher levels of education in the sense that parental encouragement was more effective in that case. This is in line with the findings of Pearson and Dellman-Jenkins (1997) that parental encouragement was more likely if the parent had graduated from college.

In the Arab world career choice is more of a family decision (Abdel-Halim and Ashour, 1995). In fact, college students who are closely tied to and dependent on their parents begin college by making career choices based on their parents' expectations without exploring their own interests (Yang, 1998). Further, the technology and positions in the new economy of the net are not as apparent to most parents in the Arab world. So, if students are depending on their parents for guidance, they could be missing employ-

ment opportunities for which they are both interested and qualified.

The UN Educational and Cultural Development Organization's (UNESCO) report of 1992 indicated that 100 million Arabs out of the Arab states' total population of 230 million cannot read and write (Literacy, 1992). The report predicted that the illiteracy number would even increase as the region's population reaches 400 million by the year 2025. In the information and technology millennium, it is not even enough for those parents who can only read and write to give their children the appropriate career advice. Parents must have functional literacy, which is defined by Smith (1997) as the ability to understand what is written and said, and subsequently, being able to act upon that understanding. While parents' literacy raises their ability to help their children discuss different careers, schools can also act to provide this information for students (Literacy, 1992; Smith, 1997). In fact, many students change their majors because of mentors and internship programs (Thurmond and Cregler, 1999; Wood, 1999). In addition, Wahl and Blackhurst (2000) recommend that career curricula be formulated to assist students with evaluating their interests and abilities with career options.

According to Joha (1999), the Arab region GDP average growth was 0.6 percent that is far below the

1.8 percent average GDP growth for the developing countries. Thus, the Arab youths need to exert more effort to explore their careers.

Conclusions and Implications

The hypotheses H1a, H1b, and H1c were strongly supported. In fact, it turned out that perception of employment opportunities had significant positive direct effects on career insight, while parental encouragement had both direct (79%) and indirect (21%) significant positive effects on career insight. In contrast, the significant positive effects of information availability on career insight were totally indirect. The postulated model was also found to explain about 60% of the variation in career insight for the group of students whose parents have higher levels of education.

The hypotheses H2a, H2b and H2c, which state that the study's four factors are affected by students' seniority, gender and levels of parents education were not supported with the exception that sources of career information were found to be more available to females than to males.

The findings of this study provide a number of implications for research and practice. From a research perspective, the final model should be viewed as data-driven exploratory model fitting. Even though this model could be trea-

ted as good in the statistical sense, the overall theoretical meaning of the model must be evaluated with caution. Thus, further validation must be done, for instance, by collecting a new set of data and conducting the confirmatory analysis again, in order to confirm the validity of the model. It is also obvious that additional variables need to be considered in order to increase the explanatory power of the model. Examples for such variables include androgyny, self-esteem, self-efficacy and career indecision (Wulff and Steitz, 1999), self-identity, insight and resilience (King, 1999), learning experiences, self-efficacy, outcomes expectancies, interests and goals (Smith *et al.*, 1999) and career decision-making self-efficacy, degree utility and student persistence (Peterson *et al.*, 2002). Further, since our sample covered various disciplines and the number of participants in each discipline was limited, the effects of discipline (major) could not be assessed. Therefore, it might be worthwhile in a future research to focus on certain majors and study their effects on career insight.

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- From a practical standpoint, the current study has given reasons for better counseling of students both in school and at home. In view of the fact that availability of career information has an instrumental effect on career-related issues, and since illiterate parents' are not prepared to help their children explore different careers, colleges and universities should act to provide this information for students. Several approaches such as organizing career workshops and internship programs, developing career curricula, and providing job-search support and ongoing follow-up with employers and employees can be used to serve this purpose. On the other hand, since youth may be differently talented, parents need to listen to their children and find out in what line of business the youth may be prominent. The youth should also increase their efforts to explore different careers. They are particularly encouraged to take advantage of the Internet to track employment opportunities and investigate their career options.

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Appendix I

Eight items were used to measure career insight. They were taken from Noe *et al.* (1990) who gave reliability estimates, scale intercorrelations, and internal consistency reliability estimates. For our sample, the validity and reliability of the eight items are given in Table I.

The information availability scale is constructed from the original Exploratory Activities Scale used by Greenhaus and Connolly (1982). The scale consisted of ten items. The sample validity and reliability of the ten items are given in Table II.

The employment opportunity scale was incorporated from the Nadler, et. al's Michigan Organizational Assessment Package Scale (1975) and Abdel-Halim and Ashour's Career Mobility Scale (1995). The scale consisted of thirteen items. The sample validity and reliability of the thirteen items are given in Table III.

The parental encouragement scale was incorporated from the Fisher and Padma-widajia's (1999) parental influence scale and Frost *et al.* (1990) parental expectations scale. It consisted of six items. The sample validity and reliability of the six items are given in Table IV.

Table I
Validity and Reliability of Career Insight Items

Items	Validity	Reliability
(1) To what extent do you have a specific career goal	0.35	0.13
(2) To what extent do you have a specific plan for achieving your career goal	0.54	0.29
(3) To what extent do you feel you are aware of your strengths and weaknesses	0.41	0.17
(4) To what extent do you feel you are aware of your skills and capabilities	0.72	0.52
(5) To what extent have you looked for information that will help you learn about your future work	0.53	0.28
(6) To what extent have you looked for information that will help you explore yourself	0.71	0.51
(7) To what extent have you asked your parents or professors () To discuss your specific skills, strengths, and weaknesses	0.33	0.11
(8) To what extent do you know about the availability, in your area, of the kind of work that you are interested in	0.33	0.11

Table II
Validity and Reliability of Information Availability Items

Items	Validity	Reliability
(1) Availability of career handbooks to read	0.44	0.19
(2) Availability of government agencies to contact	0.59	0.34
(3) Availability of business organizations to contact	0.64	0.41
(4) Availability of professors or professional counselor to consult with	0.63	0.39
(5) Availability of parents or family members to consult with	0.36	0.13
(6) Availability of ability test and aptitude test to take	0.55	0.30
(7) Availability of career or life management college course to enroll	0.62	0.38
(8) Availability of career seminar to attend	0.74	0.55
(9) Availability of part-time or summer job to learn about yourself and your future job	0.59	0.35
(10) Availability of college internship in which to enroll	0.37	0.14

Table III
Validity and Reliability of Employment Opportunity Items

Items	Validity	Reliability
(1) Work that gives you good pay	0.58	0.34
(2) The chances you get to work in your area of specialization	0.62	0.39
(3) Work that gives you greater responsibilities	0.51	0.26
(4) Work that lets you do something that makes you feel good about yourself as a person	0.64	0.41
(5) The chances you get to contribute something to your society or country	0.62	0.39
(6) The opportunity to develop your skills and abilities	0.68	0.48
(7) The opportunity to share your skills with other members in your workplace	0.68	0.47
(8) Work that gives you greater social ties and contacts	0.74	0.55
(9) Work that gives you strong social image and status	0.66	0.44
(10) Work that gives you enough freedom to do your job	0.71	0.50
(11) The opportunity of getting a promotion	0.64	0.41
(12) Work that lets you fulfill your religious belief	0.55	0.31
(13) Work that lets you receive respect from family and friends	0.68	0.46

Table IV
Validity and Reliability of Parental Encouragement Items

Items	Validity	Reliability
(1) Your parents are usually available to talk and listen to your future plans	0.59	0.35
(2) Your parents want you to be the best at everything	0.75	0.57
(3) Your parents placed a huge emphasis on continuing your education because they want you to have achievements for yourself	0.83	0.69
(4) Your parents provide you with advice and guidance about career and life	0.86	0.74
(5) Your parents always have high expectations for your future	0.72	0.52
(6) Your parents are always supportive to your career plans	0.63	0.40

الملخص

استكشاف المسار العملي لشباب الإمارات: نموذج مساري دراسة العوامل المؤثرة في رؤيتهم للمسار العملي

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لاستكشاف المسار العملي لشباب دولة الإمارات العربية المتحدة تم سحب عينة عشوائية عنقودية من طلبة جامعة الإمارات لجمع بيانات عن الكثير من مؤشرات رؤية المسار العملي: كتوافر المعلومات عن المسار العملي، وإدراك فرص العمل، وتشجيع الآباء، بالإضافة إلى بعض المتغيرات الديموغرافية التي توضح النوع (ذكر/أنثى)، الصف الدراسي (الأول/الأخير)، مستوى تعليم الآباء (ابتدائي/عالٍ)، وقد تم توفير نموذج قياسي لبيانات العينة لإظهار مدى ثبات وصدق المؤشرات التي وقع عليها الاختيار. ومن جهة أخرى أوضح التحليل الإحصائي عدم وجود فروق معنوية ترجع للنوع أو الصف الدراسي أو مستوى تعليم الآباء، باستثناء وجود فرق معنوي في توافر المعلومات عن المسار العملي لدى الطالبات بدرجة أكبر منها لدى الطلاب. كذلك تم استخدام نموذج مساري لإثبات وجود تأثير إيجابي معنوي لتوافر المعلومات عن المسار العملي، وإدراك فرص العمل، وتشجيع الآباء، على رؤية الطلبة للمسار العملي. وفي حين كان هناك تأثير مباشر لإدراك الطلبة لفرص العمل على رؤيتهم للمسار العملي، كان لتشجيع الآباء تأثير مباشر بنسبة ٧٩٪ وتأثير غير مباشر بنسبة ٢١٪ على هذه الرؤية، وفي المقابل تبين أن تأثير المعلومات عن المسار العملي على الرؤية هو تأثير غير مباشر. كما اتضح من التحليل الإحصائي أن النموذج المقترح يفسر حوالي ٦٠٪ من التباين في رؤية المسار العملي لمجموعة الطلبة الذين حصل آبائهم على قسط عالٍ من التعليم.

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