

The Effectiveness of a Career Guidance Program from the Perspective of General Social Work Practice in Building University Students' Professional Identity

Abstract:

The world is undergoing rapid transformations across social, political, economic, cultural, and technological dimensions. These changes have placed significant pressure on educational institutions, particularly universities, to swiftly develop their programs to meet labor market demands. Universities are uniquely positioned to drive community development and respond effectively to societal changes due to their distinctive nature. They possess a wealth of scientific heritage, including innovative research and experiments, alongside highly qualified human resources capable of assessing and addressing societal needs and challenges.

Universities play a critical role in proposing developmental indicators and strategies for achieving sustainable community development. They have often been referred to as "agencies of innovation and human capital formation," reflecting their responsibility for preparing skilled professionals across various fields to meet market demands and compete locally and globally. These outputs equip graduates to adapt to contemporary advancements.

This study examines the impact of a career guidance program from the perspective of general social work practice in shaping the professional identity of university students. The program encompasses a series of activities designed to develop students' professional identity as part of the socialization function of universities. Based on the study's findings, the researcher identifies mechanisms that contribute to building and enhancing students' professional identity through student activities fostering interaction among faculty members, activity supervisors, and peers.

Keywords: Career Guidance, Professional Identity, General Social Work Practice, University Students