

Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022

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Abstract

This research is motivated by the absence of researchers examining career interventions in schools. The purpose of this study is to describe the evaluation of career intervention research in schools from 1988-2022. This study uses a type of content analysis. Manuscripts analyzed n = 33, all indexed by Scopus. The results of the content analysis showed, namely: 1) empirical research on career interventions in schools fluctuated from 1988 to 2022. The highest was in 2022 and 2021, namely n = 6 (18%); 2) the type of manuscript is dominated by, namely articles n = 30 (91%); 3) research design and methods used are dominated by quantitative n = 22 (67%); 4) the content of the career intervention area in schools is dominated by classroom/school interventions n = 16 (49%); 5) Journal publishers are dominated by Journal of Career Development n = 4. Further researchers can examine the field of online career intervention which is still little studied by researchers. In addition, it is recommended for future researchers to use a qualitative design to examine online career interventions.

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Introduction

Education, on the whole, is considered an important contributor to the promotion of sustainability, as it enables us to train graduates who can understand and prevent global threats and to seek new, complex and innovative solutions to these challenges, to ensure themselves and future generations of society that can provide well-being and satisfaction (Guichard, 2018; Karatzoglou, 2013; Peterson & Helms, 2014). The work done has proven that it is possible to realize inclusive and sustainable career interventions in large groups in a school context, which are able to encourage young people to look at external realities, to what will happen in the future, support them to work (Santilli et al., 2020). Arulmani who states the importance of developing career interventions with sensitivity to "others", asks individuals to determine the goals and outcomes of their involvement with work (Arulmani, 2011).

Career development and career intervention have been influenced by globalization in culture, politics, and economics. The authors then review the contents of this special issue, focusing on the career development and intervention of Chinese living in Shanghai, Taiwan, Hong Kong, Macau, United

States, Canada, and Singapore. The articles discuss the challenges, barriers, and specific features of this career, education, and development intervention in Chinese society. Approaches and strategies to enhance career development and interventions in these different contexts are discussed (Fan & Leong, 2016). In addition, (Stead et al., 2012) conducted a content analysis of 11 journals that published career, vocational, and work-related articles from 1990 to 2009 were carried out. Of the 3,279 articles analyzed, 55.9% used quantitative methods and 35.5% used theoretical/conceptual articles. Only 6.3% used qualitative research methods.

Research on Career intervention in school from the results of the publish or perish search on the Scopus data source amounted to 35 manuscripts. For example: An Online Career Intervention for Promoting Chinese High School Students' Career Readiness (Chen et al., 2022), Protean Career Orientation and Proactive Career Behaviors During School-to-Work Transition: Mechanism Exploration and Coaching Intervention (Zhang et al., 2022), Effect of Educational Intervention Program on Awareness, Knowledge, Attitude, and Willingness to Recommend Physiotherapy as a Career Among High School Science Teachers (Akosile et al., 2022), Teacher Evaluation of a Self-Directed Career Guidance Intervention for South African Secondary School Learners Amidst Severe COVID-19 Restrictions (Van Schalkwyk et al., 2022), A Strengths-Based Longitudinal Career Intervention for Junior Secondary School Students with Special Educational Needs: a Mixed-method Evaluation (Yuen et al., 2022), Exploring the impact of a career guidance intervention program in schools: Effects on knowledge and skills as self-assessed by students (David et al., 2022). From this search, no one has conducted content analysis, critical review, literature review on Career intervention in school.

The search report proves that none of the researchers or research titles have conducted meta-research or content analysis on the text of the Career intervention in school research results. Referring to the search report dated 2022-09-16 23:24:27 +0700 on the publish or perish application with the keyword Career intervention in school, 35 manuscripts were obtained with the Scopus index (Harzing, 2022).

Through this study, the authors want to evaluate the results of the Career intervention in school research based on the results of the important formulations of career counseling. From the results of this study, important data will be obtained in the form of what Career intervention in school formulations have been researched and which have not been studied. The benefits of this research are that it is a valuable resource for readers and the professional

community, is consistent with opinion (Lenz, 2020), and supports career advancement in academia (McLeod, 2003; Owens & Neale-McFall, 2014).

Methods

The procedure in this study uses content analysis. According to (Krippendorff, 2004) content analysis requires a systematic review of the text, meaning in a clearly defined context. The conclusions of this study will be discussed later to produce research implications for the context of its use. This is as according to (Krippendorff, 2004) that content analysis is a research technique to make conclusions that can be replicated and valid from the text with the context of its use. In counseling research, content analysis has gained wide acclaim. Among them, it is used to examine the patterns and trends of Islamic counseling research (Muhammad et al., 2022), Career Assessment (Whiston et al., 2013), Career Development (Chaichanasakul et al., 2011), Multicultural and International Research in Four Career Development (Garriott et al., 2017).

Selection Criteria

All manuscripts selected for this analysis were published between 1988 and 2022 and are Scopus indexed. In order to obtain valid data, the researchers applied the stages of data selection, namely: 1) The author conducted a search in the Publish or Perish 8 application with the Scopus data source using the title search word career intervention in school in 1988-2022; 2) The search result data cannot be directly analyzed. Thus, the data is selected by triangulation of sources (data in the form of reports from publish or perish is entered into mandeley, then confirmed at the url of the script provider). This work takes a lot of time, because it has to validate 35 search results one by one and leaves 33 manuscripts. The validation is done by checking the author's name, title, year, and publisher; 3) The author only takes the type of article manuscripts and book chapters totaling 33 manuscripts.

Procedure

Career counseling content analysis generated content area and coding, classification, this content area including type, year, title, publisher, research methodology, and (Chaichanasakul et al., 2011; Garriott et al., 2017; Muhammad et al., 2022; Whiston et al., 2013). The author sets the coding scheme of 33 manuscripts into the research methodology content categories: (a) qualitative, (b) quantitative, or (c) Mix Method, (d) Literature Review. In addition, researchers also classify Leading publications. Descriptive statistics are used to analyze the content analysis research of 33 manuscripts, titles, years, publications and types. In Table 1. Result of Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022; Table 2

Year of Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022; Table 3 Types of Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022; table 4. Research Design in Career Interventions in Schools Based on Scopus from 1988-2022; Tables. 5 Content-Analysis Categories for Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022; Table 6. Leading Publication of Journal Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022.

Result and Discussion

Result

After the 35 papers were collected, the author checked one by one from the 35 papers starting from the author, title, year, publisher and type. Checking is done by confirming between the references on Mendeley and the website of the paper provider. Of the 35 papers analyzed, 33 were valid to be used as data in this study.

Tabel 1. Result of Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022

No	Authors	Title	Years	Publication	Type
1	Chen, Shi; Chen, Huaruo; Ling, Hairong; Gu, Xueying (Chen et al., 2022)	An Online Career Intervention for Promoting Chinese High School Students' Career Readiness	2022	Frontiers in Psychology	Article
2	Zhang, Ying; Wang, Qing; Zhang, Yuanyuan; Xu, Chenxin; Xu, Ziyi (Zhang et al., 2022)	Protean Career Orientation and Proactive Career Behaviors During School-to-Work Transition: Mechanism Exploration and Coaching Intervention	2022	Journal of Career Development	Article
3	Akosile, Christopher Olusanjo; Mbaneme, Nzube Obiefuna; Akobundu, Uzoamaka Nwakego; Okoye, Emmanuel Chiebuka; Fabunmi, Ayodeji Ayodele; Johnson, Olubusola Esther (Akosile et al., 2022)	Effect of Educational Intervention Program on Awareness, Knowledge, Attitude, and Willingness to Recommend Physiotherapy as a Career among High School Science Teachers	2022	Journal of Physical Therapy Education	Article
4	van Schalkwyk, Izanette; Streicher, Chantel;	Teacher Evaluation of a Self-Directed Career Guidance Intervention for South African	2022	Frontiers in Psychology	Article

	Naidoo, Anthony V.; Rabie, Stephan; Jäckel-Visser, Michelle; van den Berg, Francois; (Van Schalkwyk et al., 2022)	Secondary School Learners Amidst Severe COVID-19 Restrictions			
5	Yuen, Mantak; Zhang, Jiahong; Man, Patrick K. W; Mak, Joyce; Chung, Y. B; Lee, Queenie A. Y; Chan, Annie K. C; So, Ada; Chan, Ryder T. H. (Yuen et al., 2022)	A Strengths-Based Longitudinal Career Intervention for Junior Secondary School Students with Special Educational Needs: a Mixed-method Evaluation	2022	Applied Research in Quality of Life	Article
6	David, Laura Teodora; Truța, Camelia; Cazan, Ana-Maria;Albisser, Stefan; Keller- Schneider, Manuela (David et al., 2022)	Exploring the impact of a career guidance intervention program in schools: Effects on knowledge and skills as self- assessed by students	2022	Current Psychology	Article
7	Green, Zane Asher (Green, 2021)	Strengthening career adaptation among school teachers in Pakistan: Test of strengths-based career intervention imparted through emotionalized learning experiences	2021	International Journal for Educational and Vocational Guidance	Article
8	van der Horst, Anna C; Klehe, Ute- Christine; Brenninkmeijer, Veerle; Coolen, Anne C.M (van der Horst et al., 2021)	Facilitating a successful school-to-work transition: Comparing compact career- adaptation interventions	2021	Journal of Vocational Behavior	Article
9	Rabie, Stephan; Visser, Michelle; Naidoo, Anthony; van den Berg, Francois; Morgan, Brandon; (Rabie et al., 2021)	Beyond the Individual: A Group-Based Career Development Intervention Implemented in Resource- Constrained Schools in South Africa	2021	Journal for Specialists in Group Work	Article
10	Grant, Kathleen L; Springer, Sarah I; Tuttle, Malti; Reno, Michelle (Grant et al., 2021)	Small-Group Counseling Intervention to Support Career Exploration of Rural Middle School Students	2021	Journal for Specialists in Group Work	Article
11	Bhat, Christine Suniti; Stevens, Madeleine M.	College and Career Readiness Group Interventions for Early	2021	Journal for Specialists in	Article

	(Bhat & Stevens, 2021)	High School Students		Group Work	
12	Carvalho, Catarina Luzia De; Taveira, Maria do Céu; Ambiel, Rodolfo Augusto Matteo (C. L. De Carvalho et al., 2021)	Career Adaptability in the 9th Year: Efficacy of an Intervention in Two Consecutive School Years	2021	Paideia	Article
13	Santilli, Sara; di Maggio, Ilaria; Ginevra, Maria Cristina; Nota, Laura; Soresi, Salvatore (Santilli et al., 2020)	'Looking to the Future and the University in an Inclusive and Sustainable Way': A Career Intervention for High School Students	2020	Sustainability (Switzerland)	Book Chapter
14	Babarović, Toni; Dević, Ivan; Blažev, Mirta (Babarović et al., 2020)	The effects of middle-school career intervention on students' career readiness	2020	International Journal for Educational and Vocational Guidance	Article
15	Šverko, Iva; Babarović, Toni (Šverko & Babarović, 2020)	Protective and risk factors in career development and possible interventions in the school context	2020	Psihologijske Teme	Article
16	Falco, Lia D; Summers, Jessica J.(Falco & Summers, 2019)	Improving Career Decision Self-Efficacy and STEM Self-Efficacy in High School Girls: Evaluation of an Intervention	2019	Journal of Career Development	Book Chapter
17	Maree, Jacobus Gideon (Maree, 2019)	Group Career Construction Counseling: A Mixed-Methods Intervention Study With High School Students	2019	Career Development Quarterly	Article
18	McWhirter, Ellen Hawley; Rojas-Araúz, Bryan O; Ortega, Robert; Combs, Darien; Cendejas, Christina; McWhirter, Benedict T .(McWhirter et al., 2019)	ALAS: An Intervention to Promote Career Development Among Latina/o Immigrant High School Students	2019	Journal of Career Development	Article
19	Draaisma, Aniek; Meijers, Frans; Kuijpers, Marinka (Draaisma et al., 2018)	Process description of a dialogue-focused intervention to improve career guidance policy in three schools	2018	Australian Journal of Career Development	Article
20	Carvalho, Renato Gomes; Pocinho, Margarida; Fernandes, Débora (R. G. Carvalho et al., 2018)	Fostering Career Awareness in Elementary Schools: Evaluation of an Intervention Proposal	2018	Spanish Journal of Psychology	Article

21	Glessner, Karin; Rockinson-Szapkiw, Amanda J; Lopez, Mercedes L. (Glessner et al., 2017)	“Yes, I Can”: Testing an Intervention to Increase Middle School Students’ College and Career Self- Efficacy	2017	Career Development Quarterly	Article
22	Choi, Yoonjung; Kim, Jieun; Kim, Sunkyung (Choi et al., 2015)	Career development and school success in adolescents: The role of career interventions	2015	Career Development Quarterly	Article
23	Archer, Louise; DeWitt, Jennifer; Dillon, Justin (Archer et al., 2014)	‘It didn’t really change my opinion’: Exploring what works, what doesn’t and why in a school science, technology, engineering and mathematics careers intervention	2014	Research in Science and Technological Education	Article
24	Villablanca, Amparo C; Beckett, Laurel; Nettiksimmons, Jasmine; Howell, Lydia P. (Villablanca et al., 2013)	Improving knowledge, awareness, and use of flexible career policies through an accelerator intervention at the university of California, Davis, school of medicine	2013	Academic Medicine	Article
25	Alexander, Daleen; Seabi, Joseph; Bischof, David (Alexander et al., 2010)	Efficacy of a post-modern group career assessment intervention of disadvantaged high school learners	2010	Journal of Psychology in Africa	Article
26	Rashid, Abdullah Mat; Bakar, Abraham; Tieng, Loh Pei (Rashid et al., 2009)	Career development interventions in secondary schools in the State of Terengganu, Malaysia	2009	European Journal of Social Sciences	Article
27	Weichold, Karina (Weichold, 2009)	Building skills for positive developmental pathways and successful vocational careers in adulthood: Intervention programs within the school context	2009	Transitions from School to Work: Globalization, Individualization, and Patterns of Diversity	Article
28	Turner, Sherri L; Lapan, Richard T. (Turner & Lapan, 2005)	Evaluation of an intervention to increase non-traditional career interests and career- related self-efficacy among middle-school adolescents	2005	Journal of Vocational Behavior	Article
29	Manswell-Butty, Jo- Anne L.; Reid, Malva Daniel; LaPoint, Velma (Manswell-Butty et al., 2004)	A culturally responsive evaluation approach applied to the talent development school-to-career intervention program	2004	New Directions for Evaluation	Article

30	Diebold, Charles; Miller, Ginny; Gensheimer, Leah; Mondschein, Elaine; Ohmart, Harold (Diebold et al., 2000)	Building an Intervention: A Theoretical and Practical Infrastructure for Planning, Implementing, and Evaluating a Metropolitan-Wide School-To-Career Initiative	2000	Journal of Educational and Psychological Consultation	Article
31	Gillies, Robyn M; McMahon, Mary L; Carroll, John (Gillies et al., 1998)	Evaluating a career education intervention in the upper elementary school	1998	Journal of Career Development	Article
32	Chadwick, Bruce A; Albrecht, Stan L.(Chadwick & Albrecht, 1989)	Educational and career aspirations of secondary school students in Grenada following the American intervention.	1989	Adolescence	Article
33	Kerr, Barbara A; Ghrist-Priebe, Suzanne L.(Kerr & Ghrist-Priebe, 1988)	Intervention for Multipotentiality: Effects of a Career Counseling Laboratory for Gifted High School Students	1988	Journal of Counseling and Development	Book Chapter

Table 2 presents the Year of Career Intervention School Empirical Research Base on Scopus 1988-2022. The order of presentation according to the report results from the publish or perish application, starting from the year (2022 = 6 or 18%), (2021 = 6 or 18%), (2020 = 3 or 9%), (2019 = 3 or 9%), to year (1988 = 1 or 3%). Meanwhile, there are years where there are no research results.

Tabel 2. Year of Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022

No	Year	N	%
1	2022	6	18
2	2021	6	18
3	2020	3	9
4	2019	3	9
5	2018	2	6
6	2017	1	3
7	2015	1	3
8	2014	1	3
9	2013	1	3
10	2010	1	3
11	2009	2	6
12	2005	1	3
13	2004	1	3
14	2000	1	3
15	1998	1	3
16	1989	1	3
17	1988	1	3
	Total	33	100

Table 3. Describes the frequency and percentage of 33 manuscript types assessed in this investigation. The most types of research are articles with a total of 30 (91%), the second largest type is Book Chapter with a total of 3 (9%). This can be seen in table 3 below:

Tabel 3
Types of Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022

No	Type	N	%
1	Article	30	91
2	Book Chapter	3	9
	Total	33	100

Table 4 describes the frequency and percentage of research designs and methods used in the 33 manuscripts analyzed in this study. Most of the research studies are qualitative with a total of 3 (9%); the second quantitative amounted to 22 (67%); the three Mix Methods amounted to 5 (15%); the four Literature Reviews amounted to 3 (9%).

Tabel 4. Research Design in Career Interventions in Schools Based on Scopus from 1988-2022

No	Research Methods	Author	N	%
1	Qualitative	(McWhirter et al., 2019); (Draaisma et al., 2018); (Rashid et al., 2009);	3	9
2	Quantitative	(Chen et al., 2022); (Zhang et al., 2022); (Akosile et al., 2022); (David et al., 2022); (Green, 2021); (van der Horst et al., 2021); (Rabie et al., 2021); (Grant et al., 2021); (Bhat & Stevens, 2021); (C. L. De Carvalho et al., 2021); (Santilli et al., 2020); (Babarović et al., 2020); (Falco & Summers, 2019); (R. G. Carvalho et al., 2018); (Glessner et al., 2017); (Choi et al., 2015); (Archer et al., 2014); (Villablanca et al., 2013); Turner & Lapan, 2005); (Gillies et al., 1998); (Chadwick & Albrecht, 1989); (Kerr & Ghrist-Priebe, 1988)	22	67
3	Mix Method	(Van Schalkwyk et al., 2022); (Yuen et al., 2022); (Maree, 2019); (Alexander et al., 2010); (Diebold et al., 2000);	5	15
4	Literatur Review	(Šverko & Babarović, 2020); (Weichold, 2009); (Manswell-Butty et al., 2004);	3	9
		Total	33	100

Table 5. describes the Content-Analysis Categories for Career Intervention Schools (1988-2022). Based on the results of the content analysis of 33 Career Intervention School manuscripts, the percentages per field are: 1) Online Intervention n = 1 (3%); 2) Laboratory intervention n = 1 or (3%); 3) Class/School Intervention n = 16 (49%); 4) Intervention planning, implementation and evaluation n = 6 (18%); 5) Impact of Intervention n = 4 (12%); 6) Assessment of Interventions n =

1 (3%); 7) Promotion of Interventions n = 1 (3%); 8) Adaptation of intervention n = 3 (9%).

Table 5. Content-Analysis Categories for Research Trends in Career Interventions in Schools Based on Scopus from 1988-2022

<i>Content-Analysis Category</i>	<i>Author</i>	<i>n</i>	<i>%</i>
1. Online Intervention	(Chen et al., 2022)	1	3
2. Laboratory Intervention	(Kerr & Ghrist-Priebe, 1988);	1	3
3. Class/School Intervention	(Chadwick & Albrecht, 1989); (Gillies et al., 1998); (Weichold, 2009); (Rashid et al., 2009); (Archer et al., 2014); (Choi et al., 2015); (Glessner et al., 2017); (Draaisma et al., 2018); (Maree, 2019); (Šverko & Babarović, 2020); (Santilli et al., 2020); (C. L. De Carvalho et al., 2021); (Bhat & Stevens, 2021); (Grant et al., 2021); . (Yuen et al., 2022); (Villablanca et al., 2013)	16	49
4. Intervention planning, implementation and evaluation	(Diebold et al., 2000); (Manswell-Butty et al., 2004); (Turner & Lapan, 2005); (Falco & Summers, 2019); (Van Schalkwyk et al., 2022); (Zhang et al., 2022);	6	18
5. Impact of Intervention	(Babarović et al., 2020); (van der Horst et al., 2021); (David et al., 2022); (Akosile et al., 2022);	4	12
6. Intervention Assessment	(Alexander et al., 2010);	1	3
7. Intervention Promotion	(McWhirter et al., 2019);	1	3
8. Adapt interventions	(Rabie et al., 2021); (van der Horst et al., 2021); (R. G. Carvalho et al., 2018);	3	9
Total		33	100

Table 6 describes the Leading Publication Journal of Career Intervention School Base on Scopus 1988-2022. The first largest n = 4, namely: Journal of Career Development. The second largest n = 3 consisted of two publishers, namely: Journal for Specialists in Group Work; Career Development Quarterly. The third largest n = 2 consists of 2 publishers, namely: Frontiers in Psychology; International Journal for Educational and Vocational Guidance

Discussion

The purpose of this content analysis is to describe trends in the Career Intervention School's research on the Scopus index database between 1988 and 2022. The researcher's research yielded a number of important findings.

First, the results of the analysis show that empirical research on Career Intervention Schools fluctuated from 1988 to 2022. The highest was in 2022 and 2021, namely n = 6 (18%). Second highest in 2020 and 2019 n = 3 (9%). Second, related to

the type of manuscript, the author found that from $n = 33$ it was dominated by two types, namely articles with $n = 30$ (91%) and book chapters with $n = 3$ (9%).

Third, the research design and methods used in 33 Career Intervention School manuscripts were dominated by qualitative with $n = 3$ (9%); second quantitative $n = 22$ (67%); third mix method $n = 5$ (15%); fourth literature review $n = 3$ (9%). This finding indicates that the majority of career researchers who study the Career Intervention School are more interested in using a quantitative design. In addition (Worthington et al., 2007; Yoon et al., 2011) using coding research methodology. The findings of this Career Intervention School research design add to the treasures of content analysis research. In other words, based on these findings, career intervention researchers are more likely to quantify data than to qualify data. The findings of this study are in line with research findings (Stead et al., 2012) which found that of the 3,279 articles analyzed, 55.9% used quantitative methods and 35.5% used theoretical/conceptual articles. Only 6.3% used qualitative research methods.

Fourth, out of eight categories, the content area is dominated by the Intervention Class/School field, namely $n = 16$ (49%). The second dominance is the field of Planning, implementation and evaluation of Interventions, namely $n = 6$ (18%). While few are in the field of Online Intervention, Laboratory Intervention, Class/School Intervention, Intervention Assessment, Intervention Promotion with $n = 1$ (3%).

The fourth finding shows that not a few researchers study the field of Class/School Interventions. This is in line with the findings (Chen et al., 2022) that the intervention reduces the difficulty of high school students in making career decisions because it is related to lack of information and inconsistent information. In addition, according to (Perdrix et al., 2012; Whiston & Rose, 2015) the effectiveness of career interventions has been described by the overall effect size of these found to be moderate. However, counselees who benefited from interventions designed to improve career decision-making abilities scored significantly higher than those who did not receive the intervention (Whiston et al., 2017).

However, it is unfortunate that the field of Online Career Intervention is still very small. But the good news is that the field of Online Intervention was researched by researchers in 2022. The development of Information Technology and the Internet has brought career educators with the possibility to develop teaching pedagogies and renovate traditional face-to-face learning into more attractive and effective approaches (Pordelan et al., 2018). Online career interventions allow clients to access a variety of useful information, rather than traditional career guidance centers (Pordelan & Hosseinian, 2021). One of the advantages of online career interventions is the availability of audiovisual materials including videos, slides, and cartoons, which can be used to explore clients' values, interests, and skills. They can also

support the career decision-making process by gathering information about personal traits, education and possible vocations, facilitating a specific job match (Nota et al., 2016). Online career interventions can be very efficient and are likely to be used more frequently in the future (Dozier et al., 2015). The effectiveness of online career interventions is widely recognized (Nota et al., 2016; Pordelan et al., 2020; Teychenne et al., 2019) but has not been confirmed in the Chinese context, a fact that supports the current need for study.

Fifth, the Journal of Career Development (Journals, 2022) with $n = 4$ appeared to be the first largest publisher. According to (Scimagojr, 2022) the Journal of Career Development has Q2 said Applied Psychology. The second largest Journal for Specialists in Group Work (Tandfonline, 2022) with $n = 3$, this journal is already Q3 in the field of developmental and educational psychology (SCImago Graphica, 2022). The second largest is $n = 2$, namely Career Development Quarterly (Wiley & Sons, 2022). According to (tandfonline, 2022) Career Development Quarterly has received Q1 in psychology.

Limitations and Suggestions for Further Research

This content analysis contains limitations, namely, firstly, it is limited to Scopus indexing sources only from 2022 to 1988. The findings of this content analysis offer data for future research on Career intervention school research. The findings of this study are useful for future researchers to choose to use the appropriate research method design based on the classification of the field in this study. Further researchers can examine the field of online career intervention which is still little studied by researchers. In addition, it is recommended for future researchers to use a qualitative design to examine online career interventions.

Conclusion

This content analysis shows a description of the content analysis of the Career Intervention School research from 1988 to 2022 on the Scopus data source. Trends in years, type of manuscript, research design, content analysis areas and most publishers, are summarized to provide context and comparison in the literature in this study. The findings of this study provide direction for future research examining empirical research on online career interventions. This is because online career intervention was found in 2022. The author predicts online career intervention to become a research trend.

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