

Effectiveness of Virtual Career Counseling for Diverse Abilities: A Comprehensive Analysis

FADEKE ADEOLA ATOBATELE¹, CHIOMA ANGELA OKONKWO²

¹Department of Educational Leadership and Policy Studies, University of Texas at Arlington

²Community Secondary School, Umuunnachi, Nigeria

Abstract- *This research explores the current state and future trajectories of virtual career counseling, explicitly focusing on inclusivity for individuals with diverse abilities. The literature review delves into traditional career counseling methods, the imperative of inclusivity in counseling practices, and the burgeoning realm of virtual platforms. Investigating studies on virtual career counseling's effectiveness for diverse abilities provides insights into its nuanced impact. Best practices encompass customization, accessibility, engagement strategies, and continuous professional development. Future directions involve the integration of AI, VR, and AR, ethical considerations in algorithmic decision-making, cross-cultural competence, and collaborative partnerships. The conclusion envisions a future where virtual career counseling becomes a transformative force, shaping inclusive and empowering career development for diverse populations.*

Indexed Terms- *Virtual career counselling, Inclusivity, Diverse abilities, Technology in career guidance*

I. INTRODUCTION

Career counseling is pivotal in guiding individuals toward fulfilling and meaningful professional paths (Savickas, 2013; Savickas et al., 2009). As societies become increasingly diverse, examining is imperative. While traditional methods have long played a significant role in shaping career trajectories, technological advancements have ushered in new possibilities. Virtual career counseling, facilitated through online platforms and tools, offers an innovative approach to supporting individuals with diverse abilities in their pursuit of meaningful employment (Haberstroh, Rowe, & Cisneros, 2009; McLoughlin, Patel, O'Callaghan, & Reeves, 2018;

Pordelan, Sadeghi, Abedi, & Kaedi, 2018). This review seeks to explore the effectiveness of virtual career counseling for individuals with various skills, identifying gaps in the existing literature and highlighting the need for a comprehensive understanding of this emerging domain.

An expanding recognition of the diverse abilities present within the workforce marks the evolving landscape of career counseling. Traditionally, career counseling has been grounded in standardized approaches that may not fully address the unique needs and challenges of individuals with diverse abilities (Swanson & D'Achiardi, 2005). This paper sheds light on how virtual career counseling can bridge existing gaps, providing a more inclusive and tailored support system. Understanding the experiences of individuals with diverse abilities within the career counseling paradigm is critical for fostering an equitable and accessible job market. Despite the growing importance of inclusivity in career counseling, there remains a significant gap in the literature concerning the effectiveness of virtual career counseling tailored for individuals with diverse abilities. This research seeks to fill this void by reviewing and synthesizing existing studies that investigate the impact of virtual career counseling on diverse populations. By doing so, we aim to contribute to a nuanced understanding of technology's role in shaping the career trajectories of individuals with diverse abilities.

The objectives of this review are multifaceted. Firstly, it aims to provide an overview of traditional career counseling methods and their limitations in accommodating diverse abilities. Secondly, it seeks to analyze the existing literature on virtual career counseling, highlighting its potential benefits and challenges. Thirdly, the paper explores the theoretical frameworks underpinning career development and

technology acceptance, offering a conceptual foundation for assessing the effectiveness of virtual career counseling for diverse abilities. Through these objectives, we strive to offer insights that can inform research and practical applications, fostering a more inclusive approach to career development.

Theoretical frameworks such as the Technology Acceptance Model (TAM) are crucial in understanding how individuals with diverse abilities perceive and adopt virtual career counseling platforms (Balaman & Baş, 2023; Deslonde & Becerra, 2018). These frameworks, combined with established career development theories, provide a comprehensive lens through which the effectiveness of virtual career counseling can be evaluated. As technology becomes increasingly integrated into career counseling practices, exploring how these theoretical foundations intersect and influence the experiences of individuals with diverse abilities is essential.

II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Literature Review

Career counseling is a dynamic process that guides individuals in understanding and navigating their career development. Traditionally, it has relied on face-to-face interactions, standardized assessments, and established counseling methodologies. Career counselors, equipped with psychological and vocational expertise, assist individuals in exploring career options, setting goals, and overcoming obstacles in their professional journey (Savickas, 2013; Savickas et al., 2009). Traditional methods often involve in-person interviews, aptitude tests, and personality assessments to provide personalized guidance. While these methods have been foundational, the evolving nature of the workforce, coupled with technological advancements, necessitates a critical reevaluation of how career counseling is conceptualized and delivered (Bimrose & Hearne, 2012).

Inclusivity is a central theme in contemporary career counseling, emphasizing the need to create environments accommodating individuals with diverse abilities (Miller, Miller, & Katz, 2002). Historically, career counseling has sometimes fallen

short of addressing the unique challenges faced by this demographic. It is imperative to recognize that diversity encompasses a broad spectrum, including physical, cognitive, and neurodiverse abilities (Pless & Maak, 2004). Inclusive career counseling practices go beyond adapting physical spaces; they involve tailoring counseling approaches, materials, and communication styles to ensure equitable access for everyone. Recognizing and valuing the diverse abilities of individuals fosters a more inclusive job market, ultimately benefiting both employers and job seekers (Chao, Badwan, & Briceño, 2022; Vondracek, Lerner, & Schulenberg, 2019).

Integrating virtual platforms in career counseling represents a transformative shift in service delivery. Numerous studies have explored the adoption and efficacy of virtual career counseling tools and platforms. Virtual career counseling leverages video conferencing, online assessments, and interactive web platforms to facilitate remote and accessible guidance (Prastyaningtyas, Ausat, Muhamad, Wanof, & Suherlan, 2023). Existing literature suggests that these virtual approaches offer advantages such as increased flexibility, cost-effectiveness, and the ability to reach a broader audience. However, challenges related to technology literacy, digital accessibility, and the potential loss of personal connection have also been acknowledged. The literature underscores the need to balance the benefits of virtual career counseling with the maintenance of personalized, human-centric support.

A growing body of research has investigated the impact of virtual career counseling tailored to individuals with diverse abilities. Studies have explored the accessibility, acceptance, and effectiveness of virtual platforms in providing career guidance to individuals with physical disabilities, cognitive differences, and neurodivergent conditions (Glavin, Smal, & Vandermeeren, 2009; Kostopoulos, Giannopoulos, Mystakidis, & Chronopoulou, 2014). Findings suggest that, when appropriately designed and implemented, virtual career counseling can address barriers faced by individuals with diverse abilities, providing them with valuable support in navigating their career paths. However, the literature also emphasizes the importance of considering individual needs and

preferences in designing virtual interventions. The synthesis of these studies contributes to a nuanced understanding of the role virtual career counseling can play in promoting inclusivity for individuals with diverse abilities.

2.2 Theoretical Framework

The theoretical framework underpinning the effectiveness of virtual career counseling for diverse abilities encompasses key concepts from career development theories and technology acceptance models. Understanding these theoretical foundations is essential for contextualizing the interactions between individuals, technology, and the career counseling process.

Several established career development theories provide a conceptual framework for understanding how individuals navigate their professional journeys. For instance, the Social Cognitive Career Theory (SCCT) posits that individuals learn from observing role models and develop a sense of self-efficacy through mastery experiences. Applying SCCT to virtual career counseling suggests that exposure to successful career narratives and virtual role models may positively influence individuals with diverse abilities (Adebusuyi, Adebusuyi, & Kolade, 2022; Lent & Brown, 2019). Similarly, Super's Life-Span Life-Space Theory underscores the dynamic and evolving nature of career development across the lifespan. Integrating this theory into the virtual realm implies recognizing individuals with diverse abilities' unique life contexts and developmental stages. Understanding the interplay between personal characteristics, career goals, and the impact of virtual interventions is crucial for optimizing the effectiveness of virtual career counseling (Hartung, 2013; Super, 2020).

The Technology Acceptance Model provides insights into how users adopt and accept new technologies. TAM posits that perceived ease of use and perceived usefulness significantly influence individuals' attitudes towards adopting technology. Applied to virtual career counseling, TAM suggests that individuals are more likely to embrace these platforms if they find them user-friendly and perceive the technology as beneficial in enhancing their career development (Taherdoost, 2018). Moreover, the

Unified Theory of Acceptance and Use of Technology (UTAUT) extends TAM by incorporating additional factors like social influence and facilitating conditions. Considering UTAUT in the context of virtual career counseling acknowledges the role of social support and the availability of resources in shaping individuals' acceptance and utilization of technology (Asastani, Kusumawardhana, & Warnars, 2018; Rahi, Ghani, Alnaser, & Ngah, 2018; Williams, Rana, & Dwivedi, 2015).

The effectiveness of virtual career counseling for diverse abilities is best understood through an integrated lens combining career development theories and technology acceptance models. For instance, the reciprocal determinism highlighted in SCCT aligns with the bidirectional relationship between individuals and virtual career counseling platforms. As individuals interact with these platforms, they receive guidance and shape their perceptions and self-efficacy. Recognizing the importance of user experience and perceptions, TAM and UTAUT contribute valuable insights into the acceptance and utilization of virtual career counseling tools. Applying these frameworks collectively provides a holistic understanding of the cognitive, behavioral, and social factors influencing the effectiveness of virtual career counseling for individuals with diverse abilities.

III. BENEFITS AND CHALLENGES OF VIRTUAL CAREER COUNSELING

3.1 Benefits of Virtual Career Counseling

In the dynamic landscape of career counseling, the integration of virtual platforms brings forth many benefits that redefine how individuals access and engage with career guidance. Simultaneously, however, challenges emerge, requiring careful consideration to maximize the efficacy of these innovative approaches.

Virtual career counseling transcends geographical constraints, breaking down barriers traditionally limiting individuals' access to career guidance. This newfound accessibility is particularly transformative for those residing in remote areas, offering equitable opportunities for professional development. The flexibility inherent in virtual career counseling is a game-changer. Individuals can engage with

counseling services on their terms, accommodating diverse schedules and preferences. This adaptability ensures that career guidance is not confined to rigid time frames, making it more accessible to individuals with varying commitments and needs(Adebusuyi et al., 2022; Pordelan et al., 2018).

The financial burden associated with traditional in-person counseling is significantly reduced through virtual platforms. Both counselors and clients benefit from diminished travel expenses, fostering a more cost-effective model that aligns with economic realities. This financial relief enhances the affordability and availability of career guidance for a broader demographic. Virtual platforms empower career counselors to provide personalized guidance that caters to individuals' unique needs and aspirations. Customizable interfaces and adaptive technologies enable tailoring interventions to address various cognitive, physical, and neurodivergent abilities, fostering a more inclusive approach to career development(Zainudin et al., 2020).

The wealth of resources available through virtual career counseling is unprecedented. Online assessments, interactive tools, and educational materials provide individuals with a comprehensive toolkit for making informed decisions about their career paths. This access to resources levels the playing field, ensuring everyone can benefit from a rich array of guidance materials.

3.2 Challenges of Virtual Career Counseling

Despite the promises of virtual career counseling, technological barriers remain a significant challenge. Unequal access to high-speed internet, incompatible devices, and varying levels of digital literacy can hinder individuals from fully engaging with virtual platforms. Bridging this technological divide is essential for ensuring an inclusive experience. The digital divide, often rooted in socioeconomic factors, poses a persistent challenge. Disparities in access to technology can exacerbate existing inequalities, disproportionately affecting those who may already face economic challenges. Efforts to address the digital divide are crucial for preventing the exclusion of certain demographics from the benefits of virtual career counseling(Gati & Asulin-Peretz, 2011).

One of the inherent challenges of virtual interactions is the potential loss of personal connection in face-to-face counseling. Establishing rapport and conveying empathy can be more challenging in a virtual setting, emphasizing the need for innovative strategies to cultivate meaningful connections between counselors and clients. The virtual realm raises legitimate concerns about the privacy and security of sensitive personal information. Ensuring robust measures for data protection is imperative to build and maintain trust in virtual career counseling platforms, particularly considering the vulnerability of individuals with diverse abilities to online security threats(Haberstroh et al., 2009; Zainudin et al., 2020). Designing virtual platforms that seamlessly adapt to various abilities and provide an optimal user experience is an ongoing challenge. Ensuring that interfaces are user-friendly, compatible with assistive technologies, and capable of accommodating diverse needs is essential for creating an inclusive virtual environment.

IV. FACTORS INFLUENCING THE EFFECTIVENESS OF VIRTUAL CAREER COUNSELING

In the ever-evolving landscape of virtual career counseling, numerous factors intricately interplay to determine the success and impact of these innovative approaches. The effectiveness of virtual career counseling is not only contingent on technological considerations but extends to individual, social, and organizational realms, each contributing uniquely to the overall efficacy of the counseling experience.

4.1 Technological Factors

The cornerstone of virtual career counseling effectiveness lies in the accessibility and usability of the employed technology. Platforms must be user-friendly and embrace features that seamlessly integrate with assistive technologies, ensuring a smooth and inclusive experience for individuals with diverse abilities.

The success of virtual career counseling is inherently tied to the technological literacy of the participants. Comprehensive training and support are essential to bridge the gap and enhance users' familiarity and confidence in utilizing the technological aspects of the

counseling process. Integrating adaptive technologies emerges as a critical factor. Platforms should be flexible and adaptive, accommodating diverse abilities through features such as customizable interfaces and compatibility with assistive devices. This adaptability ensures that the virtual counseling experience is tailored to the specific needs of each individual (Popescu, 2021).

4.2 Individual Factors

The diverse cognitive landscape of individuals necessitates a nuanced approach. Virtual career counseling must be designed to accommodate varying processing speeds, learning styles, and information retention capacities to effectively engage individuals with diverse cognitive needs. Acknowledging individual communication preferences is paramount. Offering a spectrum of communication modes, such as text-based chat, video conferencing, or voice interfaces, ensures that virtual platforms cater to diverse preferences, fostering effective and personalized communication (Westwood & Westwood, 2008).

The success of virtual career counseling hinges on the motivation and active engagement of participants. Incorporating interactive and engaging elements, introducing gamification strategies, and grounding counseling in real-world examples collectively enhance motivation and sustained engagement throughout the counseling journey.

4.3 Social and Environmental Factors

The impact of a supportive social network cannot be understated. Virtual environments that foster peer interactions, mentorship, and social support contribute significantly to the holistic and enriching nature of the counseling experience, which is particularly important for individuals with diverse abilities.

Recognizing the influence of family and community, efforts should be made to integrate their involvement into virtual career counseling. In doing so, virtual platforms can leverage the support systems surrounding individuals, creating a more comprehensive and collaborative approach to career development. Virtual career counseling must navigate diverse cultural landscapes. Culturally competent approaches that respect and understand various

cultural norms ensure that counseling content resonates with individuals from different backgrounds, creating an inclusive and culturally sensitive environment (Barak, Boniel-Nissim, & Suler, 2008; Dede, 1996).

4.4 Organizational and Systemic Factors

Adherence to accessibility standards and policies is a foundational element for a successful virtual career counseling program. Organizations must ensure that virtual platforms align with established accessibility guidelines, guaranteeing all participants an inclusive and regulatory-compliant experience. The collaborative engagement of educational institutions, employers, and stakeholders is pivotal (Jongbloed, Enders, & Salerno, 2008). Partnerships and joint initiatives strengthen the impact of virtual career counseling, fostering a more integrated and holistic approach to career development that spans beyond individual counseling sessions. Sustained effectiveness relies on the allocation of adequate resources and robust infrastructure. Organizations must invest in the necessary technology, training programs, and ongoing support to maintain the quality, accessibility, and inclusivity of virtual career counseling services (Culp, Honey, & Mandinach, 2005).

V. BEST PRACTICES AND GUIDELINES

Ensuring the effectiveness and inclusivity of virtual career counseling requires the implementation of best practices and adherence to comprehensive guidelines. To optimize the impact of these innovative approaches, practitioners and organizations should consider the following principles.

Firstly, Customization and Personalization emerge as central tenets. Virtual career counseling platforms should provide a personalized experience, accommodating each individual's unique needs and aspirations. Customizable interfaces, tailored counseling approaches, and adaptive technologies contribute to a more individualized and impactful counseling journey, particularly relevant for individuals with diverse abilities. Secondly, an emphasis on User-Friendly Design and Accessibility is paramount. The design of virtual platforms should prioritize accessibility, ensuring that individuals with diverse abilities can navigate

seamlessly (Abilkaiyrkyzy, Elhagry, Laamarti, & Elsaddik, 2023; Sahoo & Choudhury, 2023). Implementing features such as clear navigation, compatibility with assistive technologies, and options for multiple communication modes enhances the overall accessibility and usability of virtual career counseling (Hoey et al., 2013; Sutcliffe, Fickas, & Sohlberg, 2006).

Inclusive Content and Resources constitute another crucial practice. Counseling materials should be diverse, culturally sensitive, and considerate of various learning styles. Providing a rich array of resources that cater to different abilities fosters a more inclusive environment. It empowers individuals to make informed decisions about their career paths. Incorporating Interactive and Engaging Elements is essential to maintain participant motivation and sustained engagement. Gamification strategies, interactive assessments, and real-world simulations create a dynamic and stimulating counseling experience. This engagement is particularly relevant for individuals with diverse abilities, ensuring that the counseling process remains compelling and relevant.

Moreover, a commitment to Continuous Training and Professional Development for counselors is vital. As virtual career counseling evolves, practitioners must stay updated on technological advancements, inclusive practices, and cultural competence (Pope, Reynolds, & Mueller, 2019). Ongoing training ensures that counselors can navigate virtual platforms' unique challenges and opportunities. Establishing Clear Communication Protocols is crucial for building rapport in the virtual realm. Clear guidelines for communication, response times, and expectations contribute to a professional and supportive counseling environment. This is particularly important given the potential challenges in conveying empathy and establishing personal connections in virtual interactions.

An overarching principle is the recognition and prioritization of Privacy and Confidentiality. Virtual platforms must adhere to robust security measures to safeguard sensitive personal information. Establishing trust in the confidentiality of the counseling process is foundational for creating a safe and secure

environment, encouraging individuals to open up about their career concerns (Pearson & Benameur, 2010; Winkler & Rinner, 2014). Lastly, a holistic approach involves the collaboration of stakeholders in the career development process. Interdisciplinary Collaboration between educators, employers, and community partners enhances the overall impact of virtual career counseling. Partnerships with relevant stakeholders contribute to a more comprehensive understanding of individual career trajectories and facilitate smoother transitions into the workforce (Trach, 2012).

VI. FUTURE DIRECTIONS

As we navigate the dynamic landscape of career development, the future of virtual career counseling holds exciting prospects and opportunities for innovation. A key trajectory involves the integration of Artificial Intelligence (AI) and Data Analytics. AI-powered tools can provide more accurate career assessments, personalized recommendations, and predictive analytics, offering individuals with diverse abilities tailored insights that align with their unique skills and aspirations. Additionally, the emergence of Virtual Reality (VR) and Augmented Reality (AR) is poised to revolutionize the counseling experience. Virtual environments can simulate real-world workplaces, providing individuals with immersive experiences to explore and hone their skills. For individuals with diverse abilities, VR and AR technologies can create inclusive spaces that adapt to various needs, enhancing the effectiveness of skill-building and career exploration.

The future also entails a deeper integration of Online Learning and Skill Development Platforms within virtual career counseling. Offering targeted training modules and courses directly within counseling platforms can empower individuals to acquire new skills, fostering a continuous learning mindset. This integration ensures that virtual career counseling is not only about guidance but also an active participant in skill enhancement and career readiness.

Another promising direction is the enhancement of Social and Peer Networking within virtual career counseling platforms. Building robust online communities allows individuals to connect, share

experiences, and mentor each other. This peer support system can be especially beneficial for individuals with diverse abilities, creating a network that transcends geographical boundaries and offers a sense of community in the career development journey. Furthermore, addressing the challenges of Ethical Considerations and Bias in AI Algorithms is crucial. As AI becomes more ingrained in virtual career counseling, ensuring ethical practices and mitigating algorithmic biases is imperative. A concerted effort is needed to develop and adhere to ethical frameworks that prioritize fairness, transparency, and accountability in algorithmic decision-making, particularly when considering the diverse needs of individuals.

The future of virtual career counseling also requires a focus on Globalization and Cross-Cultural Competence. Virtual platforms must adapt to the diverse cultural contexts of individuals worldwide. Emphasizing cross-cultural competence in counseling approaches, content, and tools will ensure that virtual career counseling is accessible and relevant across different cultural landscapes. Lastly, fostering Public-Private Partnerships and Collaborations will be instrumental. Engaging with employers, governmental agencies, educational institutions, and non-profit organizations can enrich the virtual career counseling ecosystem. These collaborations can lead to comprehensive solutions that address an individual's career journey, from education and training to employment.

CONCLUSION

In the rapidly evolving career development landscape, virtual career counseling is a dynamic and transformative force. As we reflect on the current state and envision the future, it becomes evident that the trajectory of virtual career counseling is poised to redefine how individuals, especially those with diverse abilities, navigate their professional journeys.

The amalgamation of technology, inclusivity, and innovative approaches sets the stage for a future where virtual career counseling becomes an even more integral part of the career development paradigm. The incorporation of Artificial Intelligence, Virtual Reality, and Augmented Reality promises to provide

unprecedented levels of personalization and immersive experiences, empowering individuals with diverse abilities to explore, learn, and thrive in their chosen paths. Crucially, the future of virtual career counseling necessitates a commitment to ethical considerations, transparency, and a robust framework to address biases in algorithms. As technology advances, it is imperative to ensure that the benefits of virtual career counseling are equitably accessible to all, irrespective of individual characteristics or backgrounds.

The forthcoming integration of online learning platforms within counseling frameworks emphasizes a shift towards continuous skill development, underscoring the importance of staying relevant in a rapidly changing job market. Moreover, the emphasis on globalized, cross-cultural competence highlights the need for virtual career counseling to transcend geographical and cultural boundaries, recognizing and respecting the diversity that characterizes career trajectories worldwide.

In conclusion, the narrative of virtual career counseling unfolds as a story of empowerment, inclusivity, and adaptability. As practitioners, stakeholders, and individuals collectively contribute to this evolving narrative, the future promises a landscape where career development is guided and actively shaped by the symbiotic relationship between individuals and cutting-edge technologies. By embracing the potential of virtual career counseling, we embark on a journey toward more inclusive, accessible, and enriching career development opportunities for everyone, regardless of their diverse abilities.

REFERENCES

- [1] Abilkaiyrkyzy, A., Elhagry, A., Laamarti, F., & Elsaddik, A. (2023). Metaverse key requirements and platforms survey. *IEEE Access*.
- [2] Adebusuyi, A. S., Adebusuyi, O. F., & Kolade, O. (2022). Development and validation of sources of entrepreneurial self-efficacy and outcome expectations: A social cognitive career theory perspective. *The International Journal of Management Education*, 20(2), 100572.

- [3] Asastani, H. L., Kusumawardhana, V. H., & Warnars, H. L. H. S. (2018). *Factors affecting the usage of mobile commerce using technology acceptance model (TAM) and unified theory of acceptance and use of technology (UTAUT)*. Paper presented at the 2018 Indonesian association for pattern recognition international conference (INAPR).
- [4] Balaman, F., & Baş, M. (2023). Perception of using e-learning platforms in the scope of the technology acceptance model (TAM): a scale development study. *Interactive Learning Environments*, 31(8), 5395-5419.
- [5] Barak, A., Boniel-Nissim, M., & Suler, J. (2008). Fostering empowerment in online support groups. *Computers in human behavior*, 24(5), 1867-1883.
- [6] Bimrose, J., & Hearne, L. (2012). Resilience and career adaptability: Qualitative studies of adult career counseling. *Journal of vocational behavior*, 81(3), 338-344.
- [7] Chao, D., Badwan, M., & Briceño, E. M. (2022). ADDRESSING diversity, equity, inclusion and belonging (DEIB) in mentorship relationships. *Journal of Clinical and Experimental Neuropsychology*, 44(5-6), 420-440.
- [8] Culp, K. M., Honey, M., & Mandinach, E. (2005). A retrospective on twenty years of education technology policy. *Journal of Educational Computing Research*, 32(3), 279-307.
- [9] Dede, C. (1996). Emerging technologies and distributed learning. *American Journal of Distance Education*, 10(2), 4-36.
- [10] Deslonde, V., & Becerra, M. (2018). The Technology Acceptance Model (TAM): Exploring School Counselors' Acceptance and Use of Naviance. *Professional Counselor*, 8(4), 369-382.
- [11] Gati, I., & Asulin-Peretz, L. (2011). Internet-based self-help career assessments and interventions: Challenges and implications for evidence-based career counseling. *Journal of Career Assessment*, 19(3), 259-273.
- [12] Glavin, K., Smal, P., & Vandermeeren, N. (2009). INTEGRATING CAREER COUNSELING AND TECHNOLOGY. *Career Planning & Adult Development Journal*, 25(1).
- [13] Haberstroh, S., Rowe, S., & Cisneros, S. (2009). Implementing virtual career counseling and advising at a major university. *Journal of Cases on Information Technology (JCIT)*, 11(3), 31-44.
- [14] Hartung, P. J. (2013). The life-span, life-space theory of careers. *Career development and counseling: Putting theory and research to work*, 2, 83-113.
- [15] Hoey, J., Boutilier, C., Poupart, P., Olivier, P., Monk, A., & Mihailidis, A. (2013). People, sensors, decisions: Customizable and adaptive technologies for assistance in healthcare. *ACM Transactions on Interactive Intelligent Systems (TiiS)*, 2(4), 1-36.
- [16] Jongbloed, B., Enders, J., & Salerno, C. (2008). Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher education*, 56, 303-324.
- [17] Kostopoulos, K. P., Giannopoulos, K., Mystakidis, S., & Chronopoulou, K. (2014). E-learning through virtual reality applications: The case of career counseling.
- [18] Lent, R. W., & Brown, S. D. (2019). Social cognitive career theory at 25: Empirical status of the interest, choice, and performance models. *Journal of vocational behavior*, 115, 103316.
- [19] McLoughlin, C., Patel, K. D., O'Callaghan, T., & Reeves, S. (2018). The use of virtual communities of practice to improve interprofessional collaboration and education: findings from an integrated review. *Journal of interprofessional care*, 32(2), 136-142.
- [20] Miller, F. A., Miller, F., & Katz, J. (2002). *Inclusion breakthrough: Unleashing the real power of diversity*: Berrett-Koehler Publishers.
- [21] Pearson, S., & Benameur, A. (2010). *Privacy, security and trust issues arising from cloud computing*. Paper presented at the 2010 IEEE Second International Conference on Cloud Computing Technology and Science.
- [22] Pless, N., & Maak, T. (2004). Building an inclusive diversity culture: Principles, processes and practice. *Journal of business ethics*, 54, 129-147.

- [23] Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2019). *Multicultural competence in student affairs: Advancing social justice and inclusion*: John Wiley & Sons.
- [24] Popescu, S. N. (2021). A counseling model of career guidance for youth. *Revista de Științe Ale Educației*, 43(1), 63-84.
- [25] Pordelan, N., Sadeghi, A., Abedi, M. R., & Kaedi, M. (2018). How online career counseling changes career development: A life design paradigm. *Education and Information Technologies*, 23, 2655-2672.
- [26] Prastyaningtyas, E. W., Ausat, A. M. A., Muhamad, L. F., Wanof, M. I., & Suherlan, S. (2023). The Role of Information Technology in Improving Human Resources Career Development. *Jurnal Teknologi Dan Sistem Informasi Bisnis*, 5(3), 266-275.
- [27] Rahi, S., Ghani, M., Alnaser, F., & Ngah, A. (2018). Investigating the role of unified theory of acceptance and use of technology (UTAUT) in internet banking adoption context. *Management Science Letters*, 8(3), 173-186.
- [28] Sahoo, S. K., & Choudhury, B. B. (2023). Wheelchair Accessibility: Bridging the Gap to Equality and Inclusion. *Decision Making Advances*, 1(1), 63-85.
- [29] Savickas, M. L. (2013). Career construction theory and practice. *Career development and counseling: Putting theory and research to work*, 2, 144-180.
- [30] Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M. E., Guichard, J., . . . Van Vianen, A. E. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of vocational behavior*, 75(3), 239-250.
- [31] Super, D. (2020). Life-span, life-space career theory and counseling. *Career development and counseling: Putting theory and research to work*, 95.
- [32] Sutcliffe, A., Fickas, S., & Sohlberg, M. M. (2006). PC-RE: a method for personal and contextual requirements engineering with some experience. *Requirements Engineering*, 11, 157-173.
- [33] Swanson, J. L., & D'Achiardi, C. (2005). Beyond interests, needs/values, and abilities: Assessing other important career constructs over the life span. *Career development and counseling: Putting theory and research to work*, 353-381.
- [34] Taherdoost, H. (2018). Development of an adoption model to assess user acceptance of e-service technology: E-Service Technology Acceptance Model. *Behaviour & Information Technology*, 37(2), 173-197.
- [35] Trach, J. S. (2012). Degree of collaboration for successful transition outcomes. *Journal of Rehabilitation*, 78(2), 39.
- [36] Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (2019). *Career development: A life-span developmental approach*: Routledge.
- [37] Westwood, P. S., & Westwood, P. (2008). *What teachers need to know about teaching methods*: Aust Council for Ed Research.
- [38] Williams, M. D., Rana, N. P., & Dwivedi, Y. K. (2015). The unified theory of acceptance and use of technology (UTAUT): a literature review. *Journal of enterprise information management*, 28(3), 443-488.
- [39] Winkler, T., & Rinner, B. (2014). Security and privacy protection in visual sensor networks: A survey. *ACM Computing Surveys (CSUR)*, 47(1), 1-42.
- [40] Zainudin, Z. N., Hassan, S. A., Abu Talib, M., Ahmad, N. A., Yusop, Y. M., & Asri, A. S. (2020). Technology-assisted career counselling: Application, advantages and challenges as career counselling services and resources. *International Journal of Academic Research in Business and Social Sciences*, 10(11), 67-93.