

**FAKTOR – FAKTOR YANG MEMPENGARUHI KEMATANGAN
KERJAYA PELAJAR - PELAJAR TAHUN AKHIR DI PUSAT LATIHAN
TEKNOLOGI TINGGI (ADTEC)**

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SARJANA SAINS (PENGURUSAN)

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KEBENARAN MERUJUK

Kertas projek ini dikemukakan sebagai memenuhi keperluan pengurniaan Sarjana Sains (Pengurusan), Universiti Utara Malaysia (UUM). Saya dengan ini bersetuju membenarkan pihak perpustakaan Universiti Utara Malaysia mempamerkannya sebagai bahan rujukan umum. Saya juga bersetuju bahawa sebarang bentuk salinan sama ada secara keseluruhan atau sebahagian daripada kertas projek ini untuk tujuan akademik perlulah mendapat kebenaran daripada Penyelia Kertas Projek atau Dekan Othman Yeop Abdullah Graduate School of Business terlebih dahulu. Sebarang bentuk salinan dan cetakan bagi tujuan komersil adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Pernyataan rujukan kepada penulis dan Universiti Utara Malaysia perlulah dinyatakan jika rujukan terhadap kertas projek ini dilakukan.

Kebenaran untuk menyalin atau menggunakan kertas projek ini sama ada secara sebahagian atau sepenuhnya hendaklah dipohon melalui:

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ABSTRAK

Kajian ini dikendalikan dengan tujuan mengenalpasti penentu-penentu kematangan kerjaya di kalangan pelajar-pelajar tahun akhir di Pusat Latihan Teknologi Tinggi (ADTEC). Dalam kajian ini, tahap kematangan kerjaya telah dikenalpasti serta perhubungannya dengan pembolehubah jantina, penyertaan program kerjaya, pencapaian akademik, nilai berkerja, *career decision-making self-efficacy* (CDMSE) dan penghargaan sendiri telah dikaji dengan teliti. Sasaran sampel kajian ini adalah 169 pelajar-pelajar tahun akhir daripada empat buah ADTEC yang terpilih. Daripada jumlah ini, 149 telah menjawab kertas soal-selidik. Data dikumpul untuk analisis dan interpretasi kajian. Untuk mengenalpasti perhubungan serta perbezaan yang wujud antara pembolehubah-pembolehubah ini, ujian korelasi *Pearson Product-Moment*, ujian-t dan ujian *ANOVA* telah dijalankan dengan membandingkan tahap kematangan kerjaya masing-masing. Seterusnya, analisis *multiple linear-regression* telah dijalankan untuk mengenalpasti penentu-penentu kematangan kerjaya dalam kajian ini. Keseluruhannya, tahap kematangan kerjaya dikenalpasti berada pada tahap sederhana tinggi ($M = 3.5893$). Tiada perbezaan yang signifikan pada min tahap kematangan kerjaya berdasarkan jantina dan pencapaian akademik ($p > .05$). Walaubagaimanapun, terdapat perbezaan yang signifikan pada min tahap kematangan kerjaya dengan penyertaan program kerjaya ($p > .05$). Hasil kajian ini juga mendapati bahawa wujudnya perhubungan nilai berkerja, *CDMSE* dan penghargaan sendiri dengan kematangan kerjaya ($p < .05$). Di antara pembolehubah-pembolehubah tidak bersandar ini, *CDMSE* mempunyai nilai *Pearson correlation coefficient* yang tertinggi ($r = .766, p < .01$). Seterusnya diikuti dengan nilai berkerja ($r = .200, p < .05$) dan penghargaan sendiri ($r = .172, p < .05$). Penentu-penentu yang signifikan kepada kematangan kerjaya ialah *CDMSE* ($t = 14.308, p < .05$) dan nilai berkerja ($t = -2.322, p < .05$). Manakala penghargaan sendiri ($t = .033, p > .05$) tidak wujud sebagai penentu kematangan kerjaya yang signifikan. Model regresi yang dicadangkan tidak disokong sepenuhnya oleh data yang dikumpul dalam kajian ini. Keseluruhannya dalam kajian ini, *CDMSE*, penghargaan sendiri serta nilai berkerja hanya menyumbang 60.4% daripada variasi kematangan kerjaya. Kajian lanjut diperlukan demi mengenalpasti lebih banyak penentu-penentunya, dan seterusnya memperbaiki model regresi ini. Implementasi program kerjaya yang sesuai serta pembangunan program telah dibincang selepas dapatan kajian.

Kata kunci : Kematangan kerjaya; Penghargaan sendiri; Nilai berkerja; *CDMSE*

ABSTRACT

The study was conducted to identify the determinants of career maturity among final year students in ADTEC. In this study, the level of career maturity was being identified and its relationships with gender, participation in career intervention program, academic result, work value, Career Decision-making Self-efficacy and self-esteem were being studied. The targeted samples were 169 final year students from four selected ADTEC. Out of this total, 149 responded and data was collected for analysis and interpretations. In order to identify the relationships and differences of independent variables, Pearson's Product-Moment Correlation test, independent sample t-test and ANOVA test have been carried out with level of career maturity. Meanwhile, multiple linear-regression analysis was done with its independent variables in order to identify the determinants of career maturity in this study. Overall, it was found that the career maturity was at upper moderate level ($M = 3.5893$). There were no significant differences on mean career maturity level by gender and academic result ($p > .05$). However, there are significant differences in the mean level of career maturity with the participation of a career program. It was found that work value, Career Decision-making Self-efficacy and self-esteem were significantly related to career maturity ($p < .05$). Among these independent variables, CDMSE had scored the highest Pearson's correlation coefficient value ($r = .766, p < .0125$). It is then followed by work value ($r = .200, p < .05$) and self-esteem ($r = .172, p < .05$). In this study, the significant determinants for career maturity were CDMSE ($t = 14.308, p < .05$) and work value ($t = -2.322, p < .05$). Meanwhile self-esteem ($t = .033, p > .05$) ($t = 9.438, p < .05$) was not significant determinants for career maturity in this study. The regression model was not fully supported by the data collected. Only about 60.4% of the variability in career maturity was explained by the three independent variables. Based on the findings of this study, further research is needed to identify additional determining variables, and to improve the regression model of career maturity. Suggestions for implement and develop for suitable career development programmes were discussed.

Keywords : Career maturity; Self-esteem; Work value; CDMSE

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SENARAI SINGKATAN

ADTEC	Pusat Latihan Teknologi Tinggi
ILJTM	Institut Latihan Jabatan Tenaga Manusia
TEVT	Pendidikan Teknikal dan Latihan Vokasional
ILP	Institut Latihan Perindustrian
DLKM	Diploma Lanjutan Kemahiran Malaysia
DKM	Diploma Kemahiran Malaysia
SKM	Sijil Kemahiran Malaysia
CDMSE	<i>Career Decision Making Self-Efficacy</i>
PB	Penghargaan sendiri
NB	Nilai Bekerja
KK	Kematangan kerjaya
M	Min
SP	Sisihan Piawai

BAB 1

PENDAHULUAN

1.1 Latar Belakang

Super (1957) menegaskan bahawa kerjaya termasuklah persediaan sebelum melangkah ke alam pekerjaan dan peranan-peranan lain yang patut dilakukan selepas seseorang itu bersara daripada perkhidmatannya.

Merujuk kepada Kamus Dewan (2014), pekerjaan diertikan sebagai "sesuatu yang dilakukan secara berterusan kerana mencari nafkah". Manakala kerjaya pula didefinisikan sebagai "profesion atau pekerjaan yang dipilih sebagai cara mencari nafkah".

Kematangan kerjaya dapat menerangkan sama ada seseorang individu tersebut telah bersedia atau tidak untuk menceburi bidang kerjaya pilihan (Savickas, 1984). Kematangan kerjaya boleh digunakan untuk menjelaskan tahap kesediaan kerjaya (Sharf, 2010). Kebiasannya, kedua-dua istilah tersebut dapat membantu dalam menjelaskan berkenaan perancangan kerjaya, penerokaan kerjaya, kemampuan membuat keputusan dan maklumat pekerjaan.

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