

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE FACTORS AFFECTING STUDENTS' CAREER CHOICE**

**MENG QING DONG**



**UUM**  
**Universiti Utara Malaysia**

**UNIVERSITI UTARA MALAYSIA**  
**2016**

**THE FACTORS AFFECTING STUDENTS' CAREER CHOICE**

**BY**

**MENG QING DONG**



**UUM**  
**Universiti Utara Malaysia**

**Thesis Submitted To  
School of Business Management,  
Universiti Utara Malaysia,  
In Partial Fulfillment of the Requirements for the degree  
(Master of Human Resource Management)**



**Pusat Pengajian Pengurusan  
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

**Universiti Utara Malaysia**

**PERAKUAN KERJA KERTAS PENYELIDIKAN**  
(Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa  
(I, the undersigned, certified that)  
**MENG QINGDONG (817419)**

Calon untuk Ijazah Sarjana  
(Candidate for the degree of)  
**MASTER OF HUMAN RESOURCE MANAGEMENT**

telah mengemukakan kertas penyelidikan yang bertajuk  
(has presented his/her research paper of the following title)

**FACTORS AFFECTING STUDENTS' CAREER CHOICE**

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan  
(as it appears on the title page and front cover of the research paper)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.  
(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper).

Nama Penyelia Pertama : **DR. TAN FEE YEAN**  
(Name of 1<sup>st</sup> Supervisor) (Name of Supervisor)

Tandatangan : \_\_\_\_\_  
(Signature)

Tankh : **15 JUN 2016**  
(Date)

## PERMISSION TO USE

In presenting this thesis in fulfillment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or in her absence, by the Dean of Othman Yeop Abdullah Graduate School of Business, where I did my thesis. It is understood that any copying or publication or use of this thesis or parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the Universiti Utara Malaysia (UUM) in any scholarly use which may be made of any material in my thesis.

Request for permission to copy or to make other use of materials in this thesis in whole or in part should be addressed to:

**Dean of Othman Yeop Abdullah Graduate School of Business  
Universiti Utara Malaysia**

**06010 UUM Sintok  
Kedah Darul Aman**



**UUM**  
**Universiti Utara Malaysia**

## ABSTRACT

One of the critical aspects of an individual's life is career choice as a career chosen will determine the role pattern need to be played by the individual in the future society and the career choice is one of the important processes in life. The aim of this study is to investigate factors that influencing career choice among students. This study focus on students who will be dealing with the decision on career choice in Universiti Utara Malaysia, Sintok, Kedah. A total number of 377 students responded to the questionnaire. Statistical Package Software for Social Science (SPSS) Version 22.0 was used to analyze the collected data. Reliability analysis, multiple regressions and correlation were applied to this study. Pearson correlation analysis results showed that the influence of personal interest, family influence, and personality have a positive relationship to career choices. Moreover, the results of regression analysis showed that the personal interests exerted great influence on the choice of a career compared to family influence and personality. Recommendations for future study in order to investigate other important factors that influence students' career choices.

**Keywords:** Career Choice, Personal Interests, Family Influence, Personality.



**UUM**  
Universiti Utara Malaysia

## ABSTRAK

Pilihan kerjaya telah menjadi salah satu aspek kritikal dalam kehidupan individu iaitu kerjaya yang dipilih akan menentukan corak peranan yang perlu dimainkan oleh individu dalam masyarakat pada masa akan datang dan pilihan kerjaya adalah salah satu proses penting dalam kehidupan seseorang. Tujuan kajian ini adalah untuk mengkaji faktor-faktor yang mempengaruhi pilihan kerjaya pelajar. Kajian ini memberi tumpuan kepada pelajar di Universiti Utara Malaysia, Sintok, Kedah. Pelajar ijazah dipilih kerana selepas tamat pengajian, mereka ialah orang yang akan membuat keputusan dalam pilihan kerjaya. Seramai 377 pelajar yang menjawab soal selidik ini. Perisian Pakej Statistik Untuk Sains Sosial (SPSS) Versi 22.0 telah digunakan untuk menganalisis data yang dikumpul. Analisis kebolehpercayaan, analisis regresi dan korelasi telah digunakan untuk kajian ini. Keputusan analisis menunjukkan bahawa pengaruh minat peribadi, pengaruh keluarga dan personaliti mempunyai hubungan positif dengan pilihan kerjaya. Selain itu, keputusan juga menunjukkan bahawa minat peribadi memberi pengaruh yang besar terhadap pilihan kerjaya berbanding dengan pengaruh keluarga dan personaliti. Cadangan kajian menyatakan bahawa faktor-faktor lain juga perlu dikaji untuk memahami pilihan kerjaya pelajar,

**Kata kunci:** Pilihan Kerjaya, Kepentingan Peribadi, Pengaruh Keluarga, Personaliti.



**UUM**  
Universiti Utara Malaysia

## ACKNOWLEDGEMENT

After this research paper, I will finish all the study in my master of human resource management. I am heartily thankful to the university and the person who have teach and help me, especially my supervisor, Dr. Tan Fee Yean whose give encouragement, guidance and support from the initial to the final level that enabled me to develop an understanding in this study area. Without her support and ideas, this study will be far from complete. Furthermore, special thanks to the students in Universiti Utara Malaysia for giving me the opportunity and cooperation to obtain the data collections for this study.

I would like to show my gratefulness to my family especially my parent and my siblings who give their love, sacrifice and support throughout my life. Thanks to my friends whose always gives great ideas and courage in helping me in this study.

Lastly, I offer my regards and blessings to all of those who supported me in any aspects during the completion of this paper. Thank you.



## TABLE OF CONTENTS

TITLE PAGE.....	i
CERTIFICATION.....	ii
PERMISSION TO USE.....	iii
ABSTRACT.....	iv
ABSTRAK.....	v
ACKNOWLEDGMENT.....	vi
TABLE OF CONTENT.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
CHAPTER 1: INTRODUCTION.....	1
1.1 Background of Study.....	1
1.2 Problem Statement.....	4
1.3 Research Questions.....	9
1.4 Research objectives.....	9
1.5 Scope of the Study.....	9
1.6 Significance of the Study.....	10
1.7 Definition of Terms.....	11
1.8 Organization of Remaining Chapter.....	13

<b>CHAPTER 2: LITERATURE REVIEW</b> .....	15
2.1 Introduction .....	15
2.2 Definition and conceptualization of variables.....	15
2.2.1 Personal Interest .....	15
2.2.2 Family Influence.....	17
2.2.3 Personality .....	21
2.3 Gaps in the Literature.....	23
2.4 Underpinning theory.....	24
2.5 Research framework.....	26
2.6 Development of hypothesis.....	27
2.6.1 Relationship between Personal Interests and Career Choice.....	27
2.6.2 Relationship between Family Influence and Career Choice .....	28
2.6.3 Relationship between Personality and Career Choice.....	31
2.7 Summary.....	33
<b>CHAPTER 3: METHODOLOGY</b> .....	34
3.1 Introduction.....	34
3.2 Design of study.....	34
3.3 Population and sample.....	35
3.4 Measurement.....	37
3.5 Questionnaire design.....	41
3.6 Pilot test.....	42

3.7 Data collection.....	43
3.8 Technique of analysis.....	45
3.9 Summary.....	46
<b>CHAPTER 4: ANALYSIS AND FINDINGS.....</b>	<b>47</b>
4.1 Introduction.....	47
4.2 Screening process.....	47
4.3 Demographics analysis.....	49
4.4 Reliability analysis.....	50
4.5 Descriptive statistics.....	52
4.6 Correlation analysis.....	53
4.7 Regression analysis.....	55
4.8 Summary hypothesis.....	56
4.9 Summary.....	57
<b>CHAPTER 5: DISCUSSION.....</b>	<b>58</b>
5.1 Introduction .....	58
5.2 Discussion of findings.....	58
5.2.1 Personal interest and career choice.....	58
5.2.2 Family influence and career choice.....	60
5.2.3 Personality and career choice.....	61
5.3 Implications of study.....	63

5.4 Limitations of study.....	65
5.5 Recommendation for Future Research.....	65
5.6 Conclusion.....	67
<b>REFERENCE.....</b>	<b>69</b>
<b>APPENDIXES.....</b>	<b>78</b>
Appendix A : Questionnaire Survey.....	78
Appendix B : Reliability Test.....	83
Appendix C : Descriptive Test.....	87
Appendix D : Correlation Analysis.....	88
Appendix E : Regression Analysis.....	91



## LIST OF TABLES

Table 3.1 Rating Scale and Measurement.....	38
Table 3.2 Sources of Instruments.....	39
Table 3.3 Cronbach's Alpha coefficient of pilot test.....	42
Table 3.4 Data Collection Instruments Responses.....	44
Table 4.1 Data Screening Results.....	48
Table 4.2 Demographic statistic.....	50
Table 4.3 Cronbach's Alpha coefficient.....	51
Table 4.4 Descriptive statistics.....	53
Table 4.5 The Rule of Thumb of Correlation Coefficient Size.....	53
Table 4.6 Correlation among variables construct.....	54
Table 4.7 Regression Analysis Results.....	56
Table 4.8 Hypotheses Summary.....	57

**LIST OF FIGURES**

Figure 2.1 Theoretical framework.....26

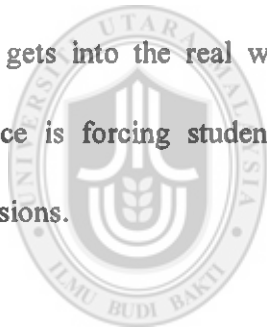


# CHAPTER 1

## INTRODUCTION

### 1.1 Background of Study

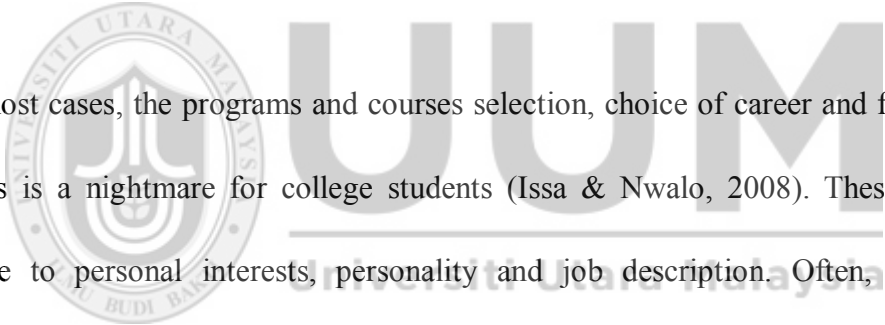
More and more studies show that students all over the world usually fall into difficult situations when making career choices (Cherian, 1991; Bandura, 2001; Watson, 2010; McMahon & Watson, 2005; Macgregor, 2007; Issa & Nwalo, 2008). Moreover, Sidek (2002) stated that career choice has a great impact on an individual's life as one gets into the real working environment. Therefore, the importance of career choice is forcing students to face up to such difficulties and make appropriate decisions.



**UUM**  
Universiti Utara Malaysia

Coupland (2004) indicates that career is defined as the major life field which embarks the person in multiple roles, such as the family member, worker, social and leisure-time participant. However, it turns into a sequence of industry, jobs and positions held during the procedure of life. Career choice is also used to refer to a job or industry which is held for a significant period of time in an individual's life and it may present him or her with opportunities to progress (Oxford Dictionaries, 2014). Above all, these definitions show that career is important and plays a significant role to every individual and the first step in obtaining a career. Choosing a bad career may bring negative affection to other aspects of the individual's life, like body health,

relationships, as well as home life (Pavlina, 2007). If a person is uninterested in his career, this would result in a reduced job satisfaction and a repressed long-term living in an unhappy environment. This will definitely lead to physical and mental problems and a life full of discomfort and complaint. Although most of the time, the pursuit of money is considered to be the main cause for choosing a wrong career, it seems too innocent and is often an excuse to hide deeper issues (Young, 2013) such as the wrong influence and family expectations, uninterested and unsuitable in the career choice. Based on the above description and discussion, it is clear that individuals think it is necessary and important in making a career decision.



In most cases, the programs and courses selection, choice of career and future career paths is a nightmare for college students (Issa & Nwalo, 2008). These selections relate to personal interests, personality and job description. Often, choosing a reasonable combination is important because it will lead to getting the correct and favorite profession, which will determine the border of enjoyment or disgust in future careers. Each individual is included in the ongoing process of making their own career choice, whether they like it or not (Bandura, 2001; Watson, 2010). So, there are many scholars (e.g. Holland, 1997; Maree, 2004; McMahon, 2005) who study the factors affecting students' career choice in an attempt to provide help and inspiration on this major life decision.



Behavior and decision are the functions which involves the environmental factors and the individual factors. The choices of the individuals' decision making reflect their own personalities and personal characteristics, the environment they live and the institutional variables. Most occupational theorists look upon the career choice as the typical decision making task which relates to match individual needs, value interests, talents, motives and a developmental process that changes with time, impacted by situational and environmental variables (Greenhaus,1972). This view has been supported by Holden (1997) who stated that career selection is a complex process which involves application of knowledge-based skills, experiences and certain competencies that are inter-related between one another for intelligent self-management.

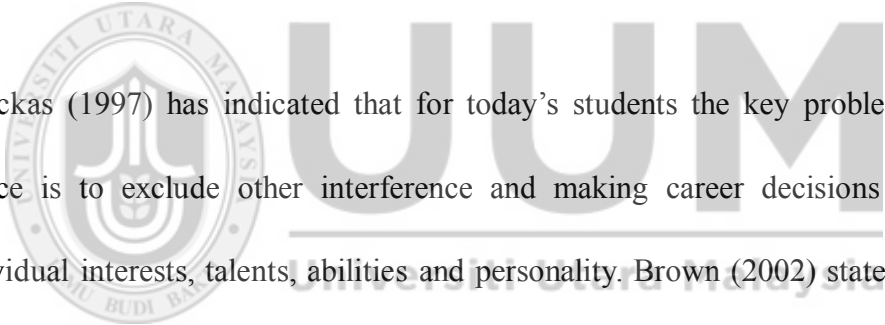
In recent years, as the development of science and technology, social progress and change in human lifestyle, many of the industries are gradually dying. At the same time, there are a large number of new industries which emerge and gradually dominate; examples include the paper and economic media, the coal industry and new energy industry. So making a good career choice will lead students to be ahead in the initial stage. With the growing employment pressure, career choice is actually a competition to a point of war. Competition with other graduates from other universities whether locally or overseas; getting a job has become fierce, making this career selection process becoming more important and critical to the graduates. The decision needs to be done quickly and accurately (Simon, 1991). The graduates need

to face this challenge. Currently, the number of unemployment graduates has increased and this has become a sensitive and complicated social issue. Many graduates are unemployed, even though they have graduated for several years from higher education institutions (HEIs). For example, in Malaysia, over 200,000 students graduate per year from the HEIs, yet shockingly, there is nearly a quarter of these graduates that remain unemployed within six months after graduation with most of them are Degree holders, accounting for 35.3% of the unemployed (Michelle, 2016). Most of them are not getting jobs or the job offered is not well-suited. These graduates are still looking for work which seems impossible to the fact that they are former students of the university. It is believed that individuals' career selection always lead to significant professional achievement in their future lives (Walker & Tracey, 2012). Career decisions are not made easily and there must be some individuals who face problems in this process, so this study will try to explore the career decision making process and the factors affecting students' career choice in order to guide students to choose a suitable career.

## **1.2 Problem Statement**

One of the many important choices that affect students' determination in their future plans and life is career choice. The student must focus on what they truly want when it comes to lifelong work. Basavage (1996, p.1) put across the question in her thesis, "What is the impact that influences students one way or another?" Rounds and

Tracey (1996) cited that “Work is one of our greatest God-given blessings. Everyone should be given an honest job.” Each student has their own different backgrounds and unique past, which also determines their world view, how to make the right career choice. “God decides what will happen tomorrow and developing strategies for tomorrow is the human’s strength” (Eddy, 2007). Therefore, the wrong direction and choice made when choosing a career will lead to a series of serious consequences such as work boredom, regret, loss or other hazards in life (Ahmad, 2007). So students must give much attention to the career decision making to ensure that they get a suitable career.

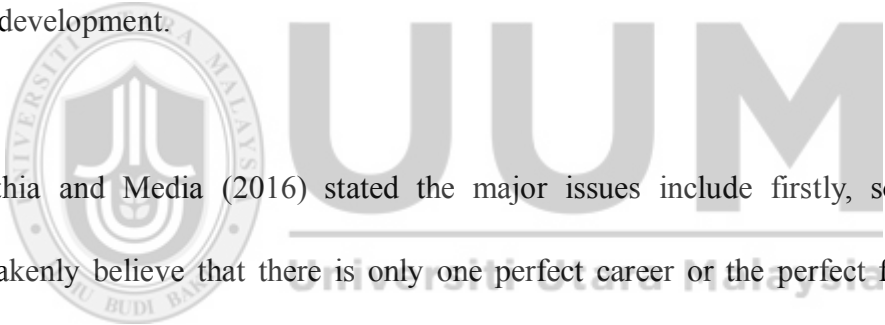


Savickas (1997) has indicated that for today’s students the key problem in career choice is to exclude other interference and making career decisions that match individual interests, talents, abilities and personality. Brown (2002) stated that many undergraduate students are what they call “career immature,” which means “(immature) in the sense of painfulness and lack of information about careers and occupations, thus creating confusion and uncertainty in their mind”. In this study, the researcher summarises several reasons why there is a problem in making career choices which are as follows:

1. There is no clear understanding on their interest, ability, talent and personality. Some may have no clear comprehension on what is their true calling, thus the decision making doesn’t match well with the personal traits and qualities. The

decision made may be too ambitious and some may underestimate their natural ability and strength.

2. Individuals find it hard to make the right decision because they do not have any interests in the various areas, unclear or have no idea what exactly is the perfect career.
3. The students are not exposed to information about job opportunities and the types of jobs that are in the current market due to the students' age and level of development.

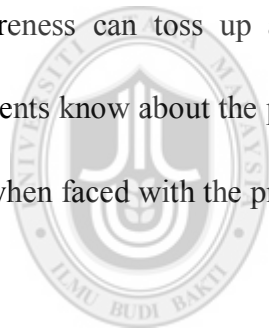


Cynthia and Media (2016) stated the major issues include firstly, some people mistakenly believe that there is only one perfect career or the perfect fit exists for each individual. There are many careers that share the same characteristics. Instead of seeking one work path, therefore, it is important to investigate a variety of options that have common features. Secondly, the fear of failure of the unknown often rears its head in search for the right career choice. A person may fear that she won't like the career once she commits to it or even being good at it. To overcome fears, one must thoroughly do research about the job and its characteristics, talk to people who have held the same type of job for several years and spending some time as an observer at the desired place of employment. Thirdly, a lack of awareness about skills, values and interests can cause problems when trying to choose a career. While

this is a typical problem for people newly entering or re-entering the workforce, it can affect anyone who is out of touch with what he wants from a career. Career aptitude tests and career counselling can help a person determine the type of careers he should pursue. Fourthly, educational barriers, where certain careers require job seekers to attain specific levels or types of education. If the career of interest requires advanced education, but he needs to start working now, the situation can create indecisiveness about choosing another career in which he has little or no interest. One way to tackle this obstacle is to find a lower-level job in the career field of interest. At the same time, he can pursue the advanced education he needs to make his dream career a reality. Fifthly, influence from family and society is also an issue faced by students when making a career choice.

Making plans for students' career involves more than just taking a test to show what kind of occupation suits an individual. If students make career decision based on just one aspect (e.g. personality) without considering the other factors affecting their career choice, their choices may become limited and unreasonable or make them feel unhappy. Therefore, one needs to carry out a deep and comprehensive assessment of the important roles in the selection (e.g., individual traits, interests, abilities, values, personality, skills, etc.) and identify other important factors that influence students' career choice (e.g., parents, location, environment, employment situation, etc.). Before making decision, students should explore the range of choices available in terms of subjects, programs, career fields, professions and occupations.

The problem faced by students in making career choices has generated serious discussions, debates and answers among scholars (e.g. Ogunsanwo, 2000; Coupland, 2004). It is also a sensitive issue that should be treated with more caution. As students do not have a clear process in making career choices, they should be given the awareness and motivation to explore and discover the choices available and understand the process of making career decision in order to develop a logical, useful and realistic plan before choosing a career. In a perfect world, each person would know the right career for him and all the required elements would fall into place. Realistically, choosing a career can prove daunting. Anything from fear to lack of awareness can toss up a roadblock on the path to a career decision. The more students know about the pitfalls of choosing a career, the more prepared students will be when faced with the process.



UUM  
Universiti Utara Malaysia

Since many students are having trouble with making a selection, this research will study and identify the factors affecting students' career choice, specializing on students from various fields of study or programs in Universiti Utara Malaysia (UUM), Sintok Kedah. Although there are a variety of factors that may influence career choice among students, this study will emphasize the factors that are related to family influence, student personal interests, and personality.

### **1.3. Research Questions**

The questions of this study are as follows:

1. Does interest influence career choices?
2. Does family influences relate to career choices?
3. Does personality influence career choices?

### **1.4. Research Objectives**

The objectives of this study are;

1. To examine the influence of interests on students' career choice.
2. To examine the influence of family on students' career choice.
3. To determine the influence of personality on students' career choice.

### **1.5 Scope of Study**

This study focuses on the factors affecting the students' career choice in Universiti Utara Malaysia (UUM). The students chosen are taking bachelor or master's degree and doctorate in various fields of study. Although the study is focused on only one university, but since UUM is an international university with students from all over the world, this study is broad and well-represented. The questionnaire pays more attention to this point, to ensure that the research results and conclusions have a

certain reference value for students.

## **1.6 Significance of Study**

The significance of this study is:

1. Many students in UUM lack awareness in exploring the ‘real’ career choice until after graduation. Most of them have never considered the choices in career selection and have not obtained information before graduating to justify the definitive career decision. If parents, society, teachers, scholars and universities could provide students with career-related information during their study time, students could be more active and use the information to guide their daily studies and future career choice.
2. Referring to a study by Olamide and Oluwaseun (2013), the industry could determine the fields, reason and resources that are beneficial and efficient in educating and training students. Industries could also use a number of means to attract related talent and guide their career plan through career related information instead of coincidence and luck.
3. This study will also contribute to strengthen the theory in career behavior. It explores the influence of interest, family and personality on career choice and their extent, as well as helps to explore the relationship between the variables



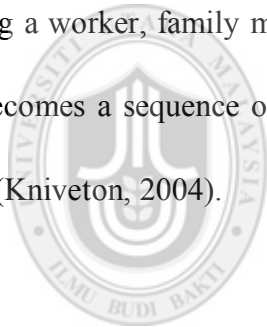
and how they influence each other.

### **1.7 Definition of key terms**

In this study, the explanation of the following terms will help readers to have clear understanding about the study. The terms are as follows:

#### Career

The major life domain which engages the individual into multiple roles; such as being a worker, family member, community participant and leisure-time participant. It becomes a sequence of occupations, jobs and positions held during the course of life (Kniveton, 2004).



UUM  
Universiti Utara Malaysia

#### Career choice

The choice of occupation that exists in life and the occupation is chosen as a strategic framework of life to achieve individual objectives and realize the value of life. The objectives of exploring the fields of occupation, sociological endeavors and academic are satisfying personal, intellectual and economic goals as "an occupation for which one trains and is undertaken as a perpetual calling" (Nairne, 2003).

#### Interest

Personal interest means that people produce the tendentious and selective attitude,

emotion and ideas which refer to as the "individual" for the specific "things", "action" and "man-made objects". Interest will attract individual attention so that people would want to learn or hear more about and enjoy doing it without any feedback.

### Family influence

Family influence is the power to have an important effect on family members or their decisions. If one member influences someone else, they would change the member's decision in an important way, directly or indirectly. The influence is multifaceted and could influence careers, way to deal with problems and attitude.

### Personality

The type of individuals shown by the way individuals behave, feel, and think (Britannica, 2002). Personality is "an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns". Whether good or bad, personality is just personal impressions about the individual made about by others. Individual personality may determine the personal attitudes and choice on handling problems, how to communicate and career selection.

## **1.8 Organization of Research Paper**

This study consists of five chapters. Chapter 1 briefly discusses the research theme and explains the research problem in general. Chapter 1 also introduces the background and problem statement of this study, research questions, objectives, scope, significance and definition of terms.

Chapter 2 provides a brief description of the literature review and scientific papers that are relevant to career choice. This chapter begins with a short introduction and explains the opinions of other articles and studies about personal interests, family influence and personality. The underpinning theory used in this study is also introduced in this chapter. The gap of this study and research framework is further discussed in Chapter 2 which also includes the hypotheses.

Chapter 3 introduces the research methodology and research design as well as describing the detail information about data collection procedures. Chapter 3 also presents explanations about population and how to determine the sampling, including the measurement of this study, questionnaire design, pilot test and data analysis techniques.

Chapter 4 presents the findings and analysis of the study. All the analysis used is reported in this chapter including the discussion and summary of hypotheses testing.

The data screening process, reliability analysis, descriptive statistics, correlation analysis and regression are also included in this chapter.

The last chapter, Chapter 5 contains the discussion of findings, implications of this study, recommendations and suggestions needed to the different group concerned in this study before providing with the conclusion.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter will review previous literature that had described the process and factors of students' career choice. In this chapter, the reviews will be focused on: how interest leads students in a particular direction of career choice; how family influences the student's career choice; and why students' personality may have determined their career choice process.

#### **2.2 Definition and conceptualization of variables**

##### **2.2.1 Interest**

Personal work related interests refer to what a person would like to do as a career. (Greenhaus, 2000) has indicated that interests are very important; therefore people who make career choices coexist with their interests get more satisfaction from their jobs easier. Namita (2014) stated that if people want to enjoy a larger part of their life, it's better to choose a career based on their own interests. Success, happiness and job satisfaction are only a few of the elements that keep them inspired throughout their professional life. Bandura (1977) recommended that the efficacy seen in people who nurture the growth of interests will stay consistent as long as the interests of their

personal feelings are involved and provide satisfaction. John (1985) has identified the occupational interest theory where interests are closely related to the career and career choice. Interest is the enormous motivation of individual activities, with professional interest in specific occupation can enhance individual enthusiasm and arouse a person to engage in this pleasant occupation.

Miller (2005) suggests that personal characteristics such as vocational interests may interact with a style of decision making and argues that an understanding of the relationship between vocational interests and career decision making will help students select the most suitable career. Career interests are a way to attain a person's own values and meet the needs and are usually manifested as behaviors or actions (Super, 1990). There is some evidence that shows people making career choices with varying degrees of success and with different ways and interests approach. Students with novel and creative interests seems to express high degrees of undecided career choice, as do students conducive to achievement with characteristics (Holland, 1997).

John (1997) stated that although career choice is driven by many factors or the result of many factors working together, the important position of interest is impregnable. Even in some particular careers or types of job, interests may be the decisive factor, seeking personal interests can lead to professional success and job satisfaction (Miller, 2005). Interest makes life's work ultimately fulfilling and adds to personal

motivation to remain committed. People with related interests will feel that they were born to do that, no matter the rewards seem distant or not (Miller, 2005). Miller (2005) also indicated that organizations benefit when their employees have a genuine interest in their working field. In addition to motivation, employees with job related interests are more likely to bring new ideas and explore fresh fields and that is how innovation occurs. People will also benefit from these new ideas and have the tendency to embody innovation in their career.

Akbulut and Looney (2007) in their theory had investigated these three important elements in the field of career choice and development, such as occupational interests, career choice and performance as well as persistence in putting forward to occupational recommendation. In this theory model, interest, goals setting and expectations outcome are inter related through a variety of ways, with interest standing as a very important and irreplaceable intermediate role, and had been confirmed to have an important and direct impact on goal formation (Zhang, 2007). Expectation outcome also contributes to develop the personal interests and to some extent, directly setting the goals.

### **2.2.2 Family influence**

Eli Ginzberg was the first person to propose and include the phases of childhood in the development of the theory about career choice (Trice, 1992). Ginzberg's theory

(1988) divided the process of formation of career choice into three important periods. The first period is during the age before 11, known as the fantasy choices. During this period, the career for children is just a fantasy with some funny reasons or without any reasons. So most children want to be scientists yet they have no idea what kind of scientist. The second period is between age 11 and 17, known as the tentative choices. Children start to think about what things they want to do and what kind of person they want to be, but these choices are fragile and mutable. The third period is between 17 and young adulthood, called the realistic choices. It is during this period that the career choice is mature and produced after careful consideration. As mentioned above, the career choice is an ongoing process. According to the Ginzberg's theory, Trice (1992) stated that "children are aspired impulsively and unrestrained with the principal constraints being the parents' career and families' suggestions". Ginzberg (1988) had also indicated during the second and third period, the tentative and realistic choices are strongly influenced by families when he emphasized that young must, "make a compromise among interests, values, capacities and the limitations as well as opportunities of the environment". It seems that families' influence might include these limitations and opportunities of the environment; but in his study this point never mentioned specifically. Simultaneously, Ginzberg (1988) in particular stated that families never did enough at all and had expressed an "indulgent attitude" too much by saying: "Choose what makes you happy" to their children. It seems that Ginzberg (1988) had suggested families should influence their children more on making career decisions. "No adolescents could



make their career choice alone." Ginzberg (1988) also promoted and encouraged other scholars and experts to explore who and what influence the adolescent's career choice.

Lisa and Demand (2016) stated that many children grow up idealizing the professions of their family. If children always looked up to their mother and admired her teaching skills, it may influence them to pursue a career in education. Families may also intentionally or unintentionally push a child towards a particular career path, especially in the cases of family owned businesses, where parents expect their children to take over the company. Still, other parents apply pressure on their offspring to strive for particular high-profile careers, feeling they are encouraging their children to aim high. Lisa and Demand (2016) also argued it is noteworthy that a positive parental role model can influence career choices, as so can negative parental influence. For example, if parents were uneducated or always struggling to get by financially, children may decide to not follow the same path. This may prompt children to pursue a vastly different career path, looking for stable, high-earning jobs. Likewise, if children have families who are workaholics and are never around when they were growing up, children may decide to pursue a line of work with flexibility that gives them more time with their children.

Students reported that among the factors affecting students' career choice, family plays a very important role in their career choice (Kniveton, 2004). Taylor (2004)

stated that in spite of some parents had likely recognized the influence and insisted in believing that they should not impose anything on the occupational choices of their children, scholars however have identified the influence of parental occupation on career preferences of their children (Leong & Chou 1994). Similarly, Jones and Monica (2005) stated that scholars have also identified that parental education have inspirational impact on career choices of their children. Jones and Larke (2005) also supported this point and said that parents with high level of education can better and have more effective influence on the occupational choices of their children. In addition, Ogunsanwo (2000) indicted impact of parental education and occupation as strong motivators in career selection to their children. According to the study by the University of North Carolina-Chapel Hill, nearly half of the parents noticed that they should and must keep neutral in their child's occupational choice and development. This sensation seems not similar with the sensation of children, who often say that families have become the highest influence on their options (Kniveton, 2004).

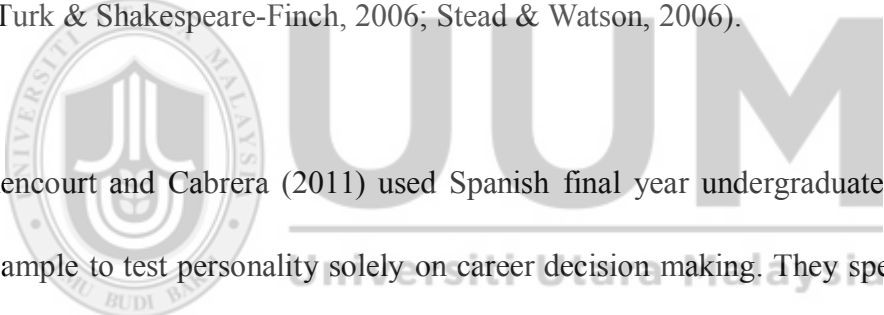
Bradley and Mims (1992) emphasized that the theory of family has become a reference for vocational guidance utilized by other career decision making theory for students who will or have been in career counselling and guidance which may involve the effects of family, sibling dynamics and birth order. Many studies (e.g. Keller & Whiston, 2008; Knowles, 1998) show that children or other siblings would change into unlike occupational directions or career plans when their parents and older siblings choose their own direction and inset their identified role with certain

characteristic. “The assure patterns and roles will provide every person with improvement of unique identify and a sense of belonging” (Bradley & Mims, 1992). People may always be influenced by their families who have more experience in decision making. The person will later formulate unsuitable and impractical occupational expectations, thus limiting their career choices.

### **2.2.3 Personality**

Funder (2001) defined personality as "an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns". Personality traits can be defined as the distinctive qualities and personal characteristics, where they are willing to deliberate or do in a same approach in response to a diversity of different motivations or circumstances (Caligiuri, 2000). Splaver (1977) stated personality plays a very important role in making intelligent career choice for students who has a good understanding of themselves. Splaver urged students to know their own personality well in order to better direct and guild career selection. Harris and Jones (1997) also indicated that an effective career decision must include getting a clear and comprehensive evaluation of individual personality through self-evaluation or talking with others, and career choice relied heavily on personality.

Personality has been recognized from the scholars' view (e.g. Scharf, 1997; McTurk & Shakespeare-Finch, 2006; Stead & Watson, 2006) as an important variable that affects students' choice of career. Scharf (1997) stated the trait-and-factor theory whereby a personality profile which is composed of factors such as extroversion and introversion as well as emotional stability is matched with occupational demands. Personality matters in work are driving important outcomes such as occupational interests, choice, job performance and job satisfaction. Nowadays, personality psychotherapy and questionnaires are diffusely used in occupational counselling and largely focus primarily on the issues of interpersonal and personality in career choice (McTurk & Shakespeare-Finch, 2006; Stead & Watson, 2006).



Bethencourt and Cabrera (2011) used Spanish final year undergraduate students as the sample to test personality solely on career decision making. They speculated that mature and useful process of career decision making is associated with effective personality. In this situation, effective personality is presented as mixed individual traits which people use to deal with problems and make decisions successfully. Some researches (e.g. Kroll, 1970; Britannica, 2002) has shown that people with high effective personality could obtain high levels of assertiveness in maintaining high self confidence and self-esteem, learn from experience and have the ability to deal with problems and have emotional stability and possess a high level of ability to work. It is easy to understand that highly effective personality people are able to envisage the future, tolerate uncertainty, have high independence as well as

persuasion and are risk takers. The final results also verified the hypothesis whereby mature and useful process of career decision making is associated with effective personality based on self-knowledge in understanding the field of work.

Students should know their own personality clearly and match the criteria and demands for their chosen career.. When people choose a career, personality contributes when students considers their attitudes. Attitudes about personality have been organized into consistent modes of feeling, thinking and responding to evaluation of our surroundings (Kroll, 1970). Whether good or bad, personality is just the personal impressions about the individual's semblance that are made about others. Individual personality may determine the personal attitudes and choice on problems and how to communicate with others and the selection of choosing a career (Britannica, 2002). Using personality profiles can give students an insight into careers that might suit them, they can add to the composite picture they are building of themselves, but they are only part of the answer. Personality needs to be considered along with individual motivations, circumstances, skills and opportunities to help students identify a satisfying career path (Caldwell & Burger, 2015).

### **2.3 Gaps in the Literature**

A gap in the literature is a research question relevant to a given domain that has not been answered adequately or at all in existing peer-reviewed scholarship. A gap in

the literature may emerge if: The question has not been addressed in a given domain, although it may have been answered in a similar or related area. Based on this description, there are many studies that focus on career choices and show the relationship between career choice and personal interests, family influence and personality. These studies (e.g. Eddy, 2008; Keller, 2008; Caligiuri, 2000) also argued the important roles of personal interest, family influence and personality in career choice. But most of them have not addressed all three factors impacting career choice. In other words, they had only explored or stated the relationship between one or two factors or some other related factors on career choice. So this study will integrally find the relationship between the three factors and career choice.

On the other hand, very few previous researches (e.g. Afidatul, 2015; Caligiuri, 2000) were carried out by the graduating students. Although scholars or professors are more professional, they are confined in their own position and could not understand the students' ideas clearly. As a graduating student, according to life experience, it is easier to find the realistic factors and problems. The respondents of this study are students in UUM, which can ensure the authenticity and credibility of the response.

## **2.4 Underpinning theory**

### **2.4.1 Bandura's general social cognitive theory**

Social cognitive theory (SCT) emphasizes three elements: environment, people and

behavior as well as the interplay between environment, namely person and behavior. The intrinsic and personal (internal) factors include cognitive ability, physical and effective attributes, for example, the personal interest and personality in this study. The extrinsic and environmental factors include social circumstances and economic situation, whereby this study will focus on family influence. Daily actions and decisions are commonly affected by these extrinsic and intrinsic factors but have to emphasize that people are not “just mechanical responds to deterministic forces” (Lent, 1994). People reflect on themselves and re-regulate their actions and behaviors try to understand their surroundings and treat successfully. Therefore, individual behavior and the evaluation of those outcomes will affect their opinions and attitudes as well as the surroundings. People and contexts are always constantly developing and changing. In addition, people could attempt to predict consequences by the way of anticipation, consciously planning and be proactive to explore the reasons that influence individual behaviors on the environment and people themselves.

In this study, the underpinning theory of factors affecting students’ career choice is grounded in Bandura’s general social cognitive theory which has been applied and validated to make career decisions by Information Systems (IS) students (Akbulut & Looney, 2007) and IT students (Smith, 1991). The students’ career choice must be influenced by the intrinsic and extrinsic factors. Personal interest and personality as intrinsic factors have a great effect on students’ career choice and family as an extrinsic factor has a major influence on career choice.

## 2.5 Research Framework

Figure 2.1 explains the variables in the study. According to Sekaran (2003), a dependent variable is what is measured in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable. It is called dependent because it "depends" on the independent variable. While the independent variables are factors affecting the dependent variable no matter in the positive or negative way. As shown in the theoretical framework, the independent variables are personal interest, family influence and personality, while the dependent variable is students' career choice.

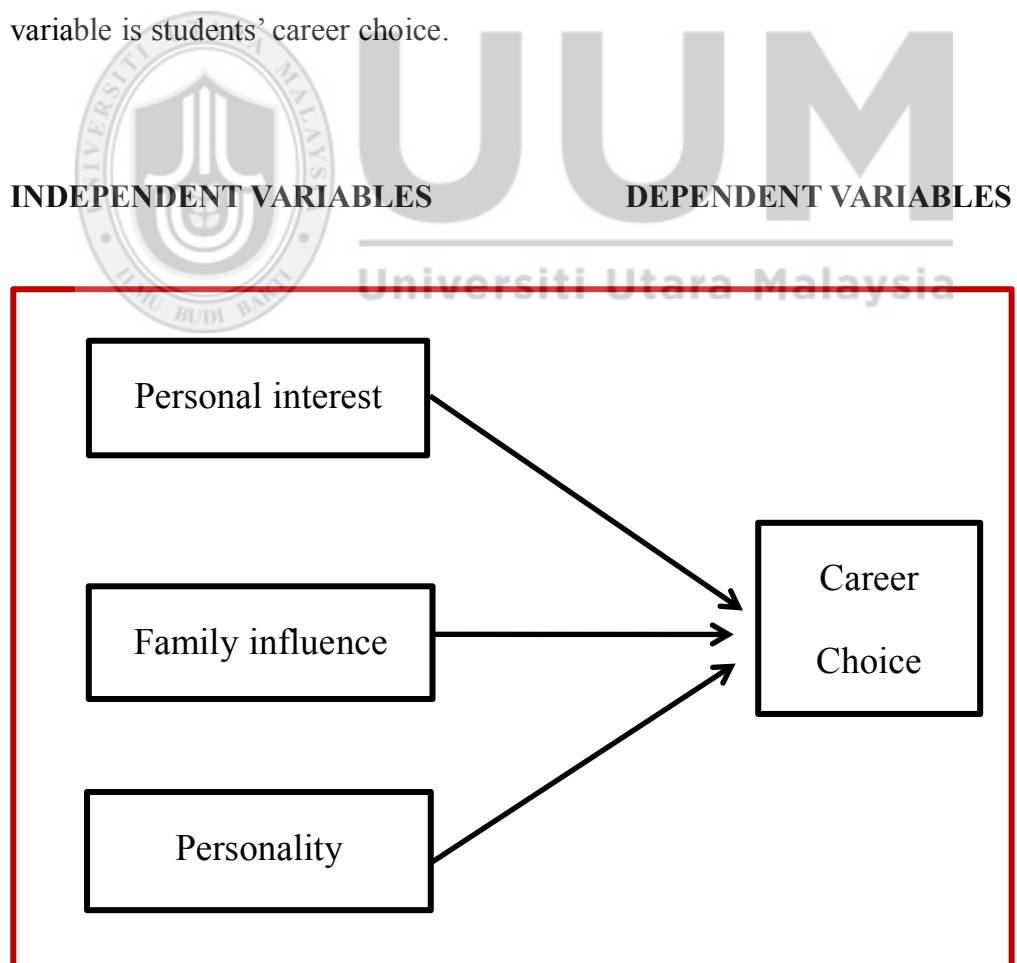


Figure 2.1  
*Research Framework*



## **2.6 Development of Hypothesis**

### **2.6.1 Relationship between Personal Interests and Career Choice**

According to the occupational interest theory with broad social impact raised by American psychologist John Holland (1964), personal interests are the great power of human activities and are closely related to the career. The earliest literature has emphasized the importance of an individual to get a career to match both their needs and personal interests (Argyris, 1990; Holland, 1997). The career-interests can improve people's enthusiasm; encourage people to be active and happy. Career interests are a way to attain persons' own values and meet their needs and are usually manifested as behaviors or actions (Super, 1995). In the process of career choice, people often tend to seek interests-related occupations. Thus, interests are an important factor affecting professional orientation and career choice.

Students must be inspired and motivated to organize the results of career choices and should know as well as understand the reality of the process of making career-decisions if they desire to work. Only when students have developed awareness, will they be able to start and prevent from dealing with myths. It is during this period when students develop a usable plan to direct their actions in getting the job that they want by making a practical career-decision. According on Weiler (1977), many of the students have developed a career plan based on myths which are what mostly we perceive instead of what is realistic.

Schiefele, Krapp and Winteler (1992) had itemized the interests which is most likely to contribute on academic success such as the choice of the subject field. Students in secondary schools frequently develop their interest in computers and technology. Due to the importance of this field, it sometimes drives the students to a career of computers and high technology area. These students who are fascinated to the training course will be more likely to be motivated to continue in this area. Moreover, students will do their best when studying something based on their interests (Spangler, 1994).

When people choose careers, they should consider their personal interests because: 1) People would do better in the field that interests them; 2) People who choose careers which match their personal interests are usually successful; and 3) People could get greater satisfaction and happiness when working in the field of interest. For instance, person who is interested in communication may be a politician or teacher, and he or she may not like to be a mechanic or chemist. Based on the above discussion, it is hypothesized that:

*H1: There is a significant relationship between personal interest and career choice.*

### **2.6.2 Relationship between Family Influence and Career Choice**

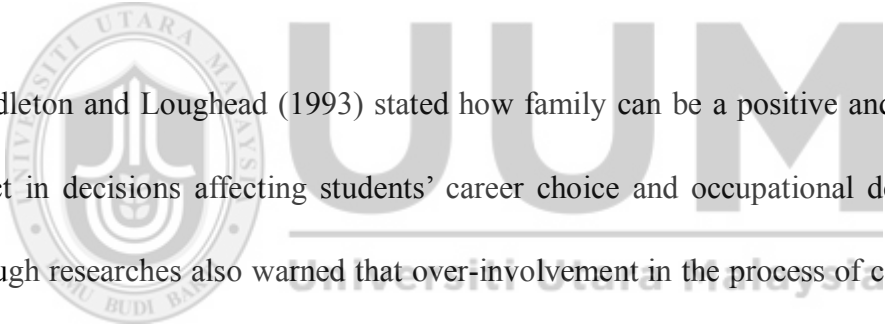
Most children and youths with little life experience and skills cannot make smart career decisions solely (Watson & McMahon, 2005). They need support and

exploration in the form of curriculum offerings and course counselling to assist and monitor them towards a career path. Family, significant others and society influence, the ability of adults in learning to make a career decision must come from the preparation of a person receives in addition to other factors. It is at this stage of development that one can learn the process of career development, career decision making skills and prepare to make their career change over later.

Family is viewed as a major influence in people's career decision making and career development (Knowles, 1998). Families want children to find success and happiness in life and career choice is one of the factors which influence success and happiness. Many researches had also stated that when students feel loved and supported by their families, they would have more confidence to research careers and select a career which would make them interesting and exciting (Wilson & Wilson, 1992). Keller (2004) also indicated that this is very important and showed that students, who feel competent regarding career choice, tend to get more satisfaction with career choices later in life.

Other family variables that have been identified to influence career decision making include the parents' career (Trice, 1995) and the size of family (Downey, 1995; Singh, 1995). Schulenberg (1984) also stated that family size appears to effect students' career choice because students with large families will take less money to their education and training. Some of the variables that effect students' career choice also

include the level of parental education (Crockett & Bingham, 2000). Researches (e.g. Cherian, 1991; Bradley, 1992) have been consistent to show that students' own selections are influenced by their families' suggestions or expectations for them. This also means that when students are aware of their parents' expectation to get a high level of education, they may be more likely to achieve higher expectations. Sylvan Learning Center report (1998) indicates that the opinion of the parents' career choice with their children is more compatible. Families and other influential person, regardless of intentionally or unintentionally, makes the students be aware of professions or career selection and implied expectations.



Middleton and Loughhead (1993) stated how family can be a positive and significant effect in decisions affecting students' career choice and occupational development. Though researches also warned that over-involvement in the process of career choice would damage the positive source of family. Excessive domestic intervention and control regarding students' career decision making would probably result in negative or irreparable outcomes (Nucci, 1996). Families, especially parents should be reminded against imposing their own expectations or goals to children or seeing students' achievements as a kind of reflection on themselves. Some students fear the opposition of their families if they enamor the career in music or arts with practical low earning career. If families have no specific expectations and directions for their child's occupation, students will feel free to select a greater variety of occupations and then choosing one according to their own desire. Following the discussion, a

hypothesis is proposed as stated below:

*H2: There is significant relationship between family influence and career choice.*

### **2.6.3 Relationship between Personality and Career Choice**

The way students see themselves in a role in which personality is a determining factor may affect their career choice. Splaver (1977) indicated that for some specific occupations, they need employees to have some specific personality traits to match careers' characteristics. For instance, as a sales employee, people should be good at communicating with others, outgoing and vivacious. During the interview, personality has a great effect on favorable impression and prior to getting the job (Michael, 2002). Personality has been a strong factor and traits for student choosing an ideal career and it is also worth emphasizing that personality of students must be self-motivated, explore occupation selections early and not wait until they have to make the decisions of career (Mount, 2005).

Harris and Jones (1997) indicated that more managers are actively hunting for personalities that fit their organizations' environment and situation in addition to the necessary qualifications and skills. This is not surprising. At the same time, recent researches have also shown that selecting a career to which you are intrinsically suited is not only able to persuade the interviewers you are interested in, but also make you a happy and productive employee (Bethencourt & Cabrera, 2011). Personality is an

external reflection of the students' body and impressions made by others and these impressions dominate personal actions and the way of understanding or cognition to deal with persons and things (Weiler, 1977). People may never be fully know what makes up the cognitive map.

Ackerman and Margaret (2003) stated that some researches (e.g. Bethencourt & Cabrera, 2011; Barrick, 1991) share the same process and constructs. These constructs of personality traits have become valuable when students are making their career choice. Zhao (2006) indicated that personality constructs are prominent in the next three conditions. Firstly, people think that the factors could potentially and imperceptibly influence even change individual personality. Secondly, only certain external factors influence people. These external factors seep into and affect the individual views about themselves. Thirdly, only a few factors are determined that seep into and affect people's cognizance, even though that may be changed or distorted to fit the requirements of our reality.

Understanding and finding what roles are best for people and will make people happy at work can be based on personal personality (Ackerman & Margaret, 2003). To further firm this premise, one study conducted found that people "who can apply their individual traits strengths in their careers can get more enjoyment with the meaning and process of working." The study calls these individual traits strengths as "signature strengths" that are "particularly distinctive that people likes to use

frequently.” Signature strengths can be seen as the traits that people express and practice daily which includes kindness, friendliness and self-control (Roberts & Robins, 2000). According to the study, people can be more effective and satisfied when they actually use more strength in the workplace. Based on individual personality and learning towards identifying a type, one can then choose from a list of careers that suit the person best (Aldridge, 1997). Thus, it is hypothesized that:

*H3: There is a significant relationship between personality and career choice.*

## **2.7 summary**

This chapter shows that there are many perspectives from different aspects and directions on making career choices. These different studies provide and attempt to help students construct an effective, reasonable and achievable career plan to get a satisfying job. The purpose of this chapter is to present the opinions of authoritative support teams in identifying the factors presented in this study. The factors of personal interests, family influence and personality play very important roles in making career choices in general cognition. The next chapter will explain about the methodology used in this study.

## CHAPTER 3

### METHODOLOGY

#### 3.1 Introduction

This chapter illustrates the research design, population and sample, and questionnaire design. The procedures of data collection and data analysis technique are also included in this chapter and the research methodology on how the study was executed is explained. The data analysis is then processed using the Statistical Package for Social Science (SPSS) version 22.0 software.

#### 3.2 Design of Study

This study is a quantitative research which is used to quantify the problem and factors of career choice by generating numerical data with the questionnaire and transforming them into usable statistics. The research design used the descriptive and inferential statistics information to discuss the independent variables (personal interest, family influence and personality) as significant factors which influence the students' career choices. Heppner and Wampold (1999) indicated that factorial designs method should be used in the study when there are two or more independent variables "used simultaneously" to examine their independent and interactive effects on a dependent variable. Factorial designs is an efficient way to analysis and confirm



several relationships among a set of data which are insurmountable and their greatest virtue is that they use researchers to study interactions among variables (Fraenkel & Wallen, 1996).

The research objective is to facilitate the findings of the sample to the population by studying a sample population because it presents the numerical description of trends, attitudes or views of the population (Creswell, 2003). According to the study of Polgar and Thomas (2000), research is normally used for the purposes as follows:

1. Explore the attitudes and opinions for issues or social phenomenon.
2. Study the characteristics of the specific population on some certain variables.
3. Collect the demographic characteristics information (age, gender, ethnicity, etc.) of the population.

### **3.3 Population and Sample**

As elaborated by Malhotra (2004), the target population is the gathering of items and components which provide information based on contemporary researcher that makes a conclusion of the study. In this study, the population is all students (undergraduate students, masters, PhD) in Universiti Utara Malaysia, Sintok, Kedah. According to the information from U-Assist in UUM, the number of students in UUM is 21,329 consisting of 15,263 undergraduate students, 5,415 master students

and 651 PhD students.

Base on the study of Sekaran (2003), sampling consists of determining and selecting the target people or objects to stand the population for study. Saunders (2009) has expressed that the sampling provides “a range of methods allows reducing the amount of data that we are obliged to collect by considering only data from sub-group rather than all possible cases”. It means the researcher will obtain the data from the sample in order to examine the situation or the purpose of the study rather than collecting the data from the entire subject. The purpose of sampling is to decrease the time and cost of the data collection process (Hair, 2006).

Sampling techniques are generally classified into two main categories; one is probability sampling and the other one is non-probability sampling. Probability sampling alludes to the systematic sampling, cluster sampling, random sampling and multistage sampling. Non-probability sampling consists of self-selective sampling, snowball sampling, quota sampling and convenience sampling.

Sampling techniques adopted in this study was convenience sampling. Convenience sampling, as the name implies is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently to participate in the study (Farrokhi & Asgar, 2012). Convenience sampling is a type of sampling where the first available primary data source will be used for the research

without additional requirements (Suen, Huang & Lee, 2014). In other words, samples more readily accessible to the researcher are more likely to be included.

Malhotra (2005) defined sampling size as the amount of components which are involved in research. Meanwhile, Creswell (2005) demonstrated that “the larger the sample, the less the probable error that the sample will differ by the population.” So, greater sampling size is more precise compared to smaller sampling size and it may also decrease the sampling error. According to Sekaran, (2010); Krejcie and Morgan, (1970) for a population of 21,329, the minimum sample size of 377 is applicable for research. However, to take care of the non-responses and incomplete responses, it is decided to increase the sample size to 650.

### **3.4 Measurement**

According to Zikmund (2003), the scale could be defined as "any series of items that are arranged gradually according to the value which an item can be kept in accordance to its quantification." Furthermore, a scale is represented as a chain of categories. Hence, it is an effective way of planning the questionnaires by helping to distinguish how variables vary from one another. There are four types of scales, namely; nominal scale, ordinal scale, interval scale and the ratio scale. This study utilizes an interval scale in the questionnaire as a measurement scale. This type of scale is best to study opinions or attitudes dimension.

According to Elmore and Beggs (1975) and Cavana (2006), the five-point scale is good and the increment from five to seven-points or even nine-points on a rating scale may not enhance the reliability of the rating. The rating scale was from "strongly agree" with a value of One to "strongly disagree" with a value of Five. The value of one stands for "strongly disagree", two for "disagree", three for "neutral", four for "agree" and five stands for "strongly agree". Table 3.1 below shows the rating scale and measurement.

Table 3.1  
*Rating Scale and Measurement*

<b>5 Point-Likert Scale</b>	<b>Description</b>
1.00	Strongly Disagree
2.00	Disagree
3.00	Neutral
4.00	Agree
5.00	Strongly Agree

The measures for personal interest, family influence and personality as independent variables and career choice as the dependent variable are explained in Table 3.2

Table 3.2  
Sources of Instruments

Variables	Item	Sources	Scale
Career choice	1. I have definitely made a career choice.	Salami,O.O.	1 =
	2. I have no career plans at present.	(2013), Thompson	strongly
	3. I did/ have done career research on my own	K. (2001), Ji-Hyeon Kim	disagree to 5 =
	4. I have a free choice in making my career decisions	(2001), S. Olamide & S.	strongly agree.
	5. Thinking about career choice now is a waste of time.	Oluwaseun (2013)	
Personal interest	1. Based on my interest, I know the kind of work that I want to do.	Michael Borchert	1 =
	2. I will expresses interest in various issues that are important to me.	(2002), Ji-Hyeon Kim (2001), S. Olamide & S.	strongly disagree to 5 =
	3. I will choose my career based on my interest in a particular occupation.	Oluwaseun (2013)	strongly agree
	4. I will talk with a person already employed in a field that I am interested in.		
	5. Make a career decision that based on my interest, and then not worry whether it was right or wrong.		
	6. Use the internet to find information about occupations that interest me.		
Family influence	1. My parents had/will have the greatest influence in my career choice.	Li Shan Chen & Su Ann Liew.	1 = strongly
	2. Other family members are/have been the greatest influence in my career choice.	(2015). Ji-Hyeon Kim	disagree to 5 =
	3. My families' occupations determine my choice of career.	(2001), S. Olamide & S.	strongly agree
	4. The profession of my family have a significant impact on my career choice.	Oluwaseun (2013)	
	5. My family allowed me to form my own point of view on family matters and generally allowed me to decide for myself what I was going to do.		
	6. My family have always felt that what children need is to be free to make up their own minds and to do what they want to do, even if it does not agree with what they, as family might want.		
	7. My family often told me exactly what		

- they wanted me to do and how they expected me to do it.
- 8. My family did not allow me to question any decision they have made.
- 9. My family would get very upset if I tried to disagree with them.
- 10. My family felt that it was for my own good if I was forced to conform to what my families thought was right, even if I disagree with them.
- 11. I knew what my family expected of me in my family, but I also felt free to discuss those expectations with them when I felt that they were unreasonable.
- 12. My family were willing to discuss the decision with me when they made a decision that hurt me, and to admit it if they had made a mistake.

Agreeableness Personality	<ul style="list-style-type: none"> <li>1. I enjoy being unique and different from others.</li> <li>2. Before I make a major decision, I seek advice from people close to me.</li> <li>3. Even when I strongly disagree with others, I avoid an argument.</li> <li>4. I consult with friends/family on work-related matters.</li> <li>5. I sacrifice my self-interest for the benefit of my group.</li> <li>6. I consider my friends' opinions before taking important actions.</li> <li>7. It is important to consult close friends and get their ideas before making a decision.</li> <li>8. I discuss job or study-related problems with my parents/friends.</li> <li>9. I ask the advice of my friends before making career-related decisions.</li> <li>10. It is important for me to act as an independent person.</li> <li>11. I do not reveal my thoughts when it might initiate a dispute.</li> <li>12. I consult my family before making an important decision.</li> <li>13. My personal identity independent of others is very important to me.</li> </ul>	<p>Natalia, G. (2014), Zhao H, Scott ES (2006).</p> <p>1 = strongly disagree to 5 = strongly agree</p>
------------------------------	---	--

### 3.5 Questionnaire design

In order to demarcate each variable's instrument, a 5-point Likert scale was used in this study. The primary reason for using an even-numbered scale is to avoid respondents being indifferent or neutral and to force respondents to show his or her attitudinal position (Beri, 2007). As this study requires and evokes strong opinions, an even-numbered scale is a more appropriate choice (Zikmund, Babin, Carr and Griffin, 2012). The questionnaire for this study has two sections. Section A consists of career choice statements and statements of factors related to interest, family and personality. Section B consists of some of the respondents' personal information, such as gender, race, age, program and level of study.

In Section A pertaining to the factors affecting students' career choice questionnaire, the survey was simplified to six interest-related items based on the study of Salami (2013) and the 11 family-related items from the study of career choice affecting high school students (Michael Borchert, 2002), as well as the 13 personality-related items based on the study of Li Shan Chen and Su Ann Liew (2015). This research has simplified the total of 36 items based on other studies and is designed on a 5-point Likert scale ranging from 1 (Strong disagree) to 5 (Strongly agree).

### 3.6 Pilot Test

A pilot test is a good way to find and correct the errors and deficiencies of questionnaire, which would improve the validity of the study (Bui, 2014). In this study, 30 respondents from SEGI University were surveyed, the questionnaire was then collected and the reliability analysis was conducted. Nunnally (1978) indicated that the research questionnaire was refined by the way of eradication of statements to increase Cronbach's Alpha to at least 0.50 to be considered suffice and acceptable. However, Kline (1999) also emphasized that due to the structural diversity being measured as the study focuses on psychological constructs, the lower value of Cronbach's Alpha also could be acceptable. But in this study, the supervisor had required the Cronbach's Alpha to be more than 0.6 to ensure the smooth progress of the survey. Subsequently, in the actual survey questionnaire, there were 6, 12 and 13 items to test personal interest, family influence, personality and career decision making respectively. The result of the pilot test is shown in Table 3.3.

Table 3.3  
*Cronbach's Alpha coefficient of pilot test*

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
Career Choice	0.806	5
Personal Interest	0.689	6
Family Influence	0.725	12
Personality	0.840	13



According to the theory from Bougie and Sekaran (2010), the Cronbach's Alpha coefficient of 0.60 is considered as average, with 0.7 and above shows high reliability standard. Table 3.3 illustrates the reliability coefficient of career choice, family influence and personality which are 0.806, 0.725 and 0.840 respectively and all of these three coefficients are above 0.7. In other words, has high reliability standard. Although the Cronbach's Alpha coefficient of personal interest is 0.689, it is also above the average. So the results of the pilot test show that the questionnaire in this study is reliable and this research would be continued.

### **3.7 Data collection**

The elementary sources for directing the research study is primary data. According to Zikmund (2010), primary data is described as "data that is assembled for the research purpose of the existing situation whereby the events are happening." There are several methods to gather primary data. One of the methods is a questionnaire and it is used broadly by most researchers in collecting data. Therefore, in the current study, the researcher selects the self-administrated questionnaire as a method to collect the primary data as it can increase the reliability and simplicity of information for this study.

In this study, 650 respondents completed the survey questionnaires in UUM. The respondents were chosen from the library and classrooms. Moreover, the participants

in this study have varieties of social demographic background. Administration questionnaires were distributed from 20 March to April 10, 2015. The data collection begins by explaining the purpose of this study to the respondent then requires the respondent to fill up the questionnaire. Each respondent is requisite to spend about 15 to 20 minutes to complete the questionnaire together with the researcher. Remarkably, most respondents were willing to fill up the questionnaire. Additionally, a total 650 questionnaires were distributed to students in Universiti Utara Malaysia (UUM) and two were uncompleted. Finally, a total of 377 usable questionnaires were used in data analysis and two are non-usable questionnaires because they were incomplete. The fraction of the questionnaires distributed, returned, lost and incomplete is described in Table 3.4 below:

Table 3.4  
*Data Collection Instruments Responses*

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Distributed	650	100%
Returned	379	58.3%
Uncompleted	2	0.3%
Usable	377	58%

### **3.8 Technique of analysis**

The data analysis is performed by using the SPSS for Window Version 22.0. In this study, several analyses are used as part of the data analysis techniques such as reliability analysis, descriptive analysis and correlation analysis. Descriptive analysis is used to describe the fundamental features of the research's data. This is done to simplify large amounts data in a sensible way. It will be translated into mean, standard deviation, frequency and percentage from the data collected through the survey questionnaire. From there, researcher is able to understand the characteristics of the respondent systematically and analysis can be made on the results. For correlation analysis, correlation is the most comprehensive and suitable to determine that there is a relationship between two variables and the correlation coefficient is to measure and present the strength of the relationship between two metric variables. Correlation is the most suitable and comprehensive approach to see the relationship between two metric variables.

Regression analysis is a flexible method for analyzing the relationship of association between a metric dependent variable and independent variables (Malhotra, 2007). Regression assumes that the dependent predictive links to independent variables. Regression is a powerful tool for summarizing the nature of the relationship between variables and for making predictions of likely values of the dependent variable. Regression analysis aids in understanding how much of the variance in the dependent

variable may be explained by a set of predictors.

### **3.9 Summary**

This chapter explains the methodology of this study. The description of the instrument in this study was censored indicates the prediction, design, construct, concurrent validity, as well as itemized and explained the procedure for data collection. The analysis of the results will be conducted in the next chapter which provide some explanation of numeral information, and shows the relationship between variables.



## **CHAPTER 4**

### **ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

This chapter discusses the detailed analysis of data which had been undertaken to address the research objectives and hypotheses. This chapter will represent the analysis in a precise manner and presenting consequences of each hypothesis as well as to association either the hypothesis is accepted or rejected. The chapter starts with screening data and follows by descriptive demographic details, and finally the hypothesized relationship analysis is conducted.

#### **4.2 Screening process**

The first step after key-in data in Statistic Package for Social Science (SPSS) software is data screening. Data screening is carried out before data analysis because this process is important to ensure the accuracy of data input. Coakes (2006) advocates that the data screening is used to make sure that the data is typed correctly and the distribution of variables are normal. The data is organized well or not and transformed it into a fixed format that suit for analysis correctly and effectively, which have a great effect on the quality of analysis (Aaker, 2005). At this stage, data screening was carried to assess missing data. Above all, the objective of data

screening is to check whether the data in research have been typed correctly, detect and correct data errors, check for missing values and deciding how to deal with the missing values, detect and handle insufficiently sampled variables and outliers, and conduct transformations and standardization.

For these reasons, the screen process of inspecting data is an important step before doing data analysis for the errors and correcting them in order to ensure the data entered is usable, reliable and valid in this study.

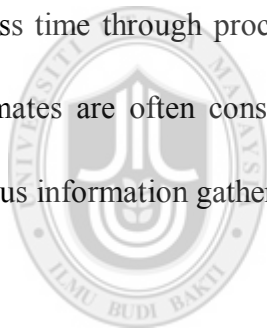
Table 4.1  
*Data Screening Results*

<b>Variables</b>	<b>Valid</b>		<b>Missing</b>		<b>Total</b>	
	<b>(N)</b>	<b>(Percent)</b>	<b>(N)</b>	<b>(Percent)</b>	<b>(N)</b>	<b>(Percent)</b>
Career Choice	377	100%	0	0%	377	100%
Personal Interest	377	100%	0	0%	377	100%
Family Influence	377	100%	0	0%	377	100%
Personality	377	100%	0	0%	377	100%

Based on Table 4.1 above, the result of this test indicates that 377 set of returned questionnaire are found to be no missing value or missing responses. In this particular instance, seven pages of questionnaire with a total of 42 questions which consists of Section A: Career Choice (five questions), Personal Interest (six questions), Family Influence (12 questions), and Personality (13 questions) and follow by Section B: Respondents Demographic Information (six questions) were fully completed by 377 respondents in UUM.

### 4.3 Demographics analysis

Demographic Analysis (also usually abbreviated as DA) is a technique used to develop an understanding of the age, gender, and racial composition of a population and how it has changed over time through the basic demographic processes of birth, death, and migration. Demographic analysis includes the sets of methods that allow us to measure the dimensions and dynamics of populations. These methods have primarily been developed to study human populations, but are extended to a variety of areas where researchers want to know how populations of social actors can change across time through processes of birth, death, and migration. Demographic analysis estimates are often considered a reliable standard for judging the accuracy of the census information gathered at any time.



UUM  
Universiti Utara Malaysia

In this study, the sample consisted of 377 students in UUM and the demographic analysis was carried out on gender, age, race and level study in UUM which were illustrated in Table 4.2. The gender composition shows that 36.3% are male respondents, while 63.7% are female. The composition of the highest age group is from 20-25 years which is 56.2% while the lowest is over 30 years which is only 2.0%. The Malays are ranked as the largest number of respondents at 62.3%, followed by Chinese 29.4%, Indian 3.4% and others with 4.8%. In relation to level of study involvement, respondents are bachelor degree recorded the high composition which is 71.4% followed by the master degree with 23.6% and lastly the PHD just

with 5.0%.

Table 4.2  
Demographic statistic (N = 377)

	Classification	Frequency	Percentage (%)
Gender	Male	137	36.3
	Female	240	63.7
Race	Malaysian	235	62.3
	Chinese	111	29.4
	Indian	13	3.4
	Other	18	4.8
Age	Below 20	37	9.8
	20 - 25	254	67.4
	25 - 30	78	20.7
	Over 30	8	2.0
Level of study at UUM	Bachelor	269	71.4
	Master	89	23.6
	PHD	19	5.0

#### 4.4 Reliability analysis

Reliability is the extent to which our measures are consistent and free from errors (Zikmund, 2003). Sekaran (2003) defines the reliability as a measure that indicates the extent to which the measure is without bias and henceforward offers consistent measurement across time and across the various items in the instrument. Besides that, Cavana (2006) pointed that, the reliability of a measure indicates the stability and



consistency with which the instrument measure the concept and helps to access the "goodness" of a measure. The reliability test is done to improve the level of reliability of instrument survey. Coefficient alpha is calculated to measure the reliability of a survey based on internal consistency. If the alpha coefficient is low, it indicates that the test is done too short or the items are very little in common. The result of the reliability test confers with pilot test and to be found significant with the coefficient reliability of Cronbach's alpha. In order to predict scaling reliability for each factor, Cronbach's alpha coefficient must be counted for each indicated factor.

Table 4.3  
*Cronbach's Alpha coefficient*

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
Career Choice	0.75	5
Personal Interests	0.71	6
Family Influence	0.80	12
Personality	0.81	13

Bougie and Sekaran (2010) stated that if the Cronbach's Alpha coefficient of 0.60 is considered as average, those in the 0.70 and above shown that high reliability standard. Table 4.3 illustrated Cronbach's Alpha for the instruments. After data have been analyzed, the Reliability test for dependent variable which is career choice consists of five items of reliability coefficient. The result shows Cronbach's Alpha is 0.75 meaning high reliability standard. This result is at the range of 0.6 which considered as average and having a normal reliability and yet can be accepted in this

study. For independent variables, for personal interests, the result shows that the reliability coefficient have consist six items and Cronbach's Alpha is excellent which at 0.71. Besides that, family influence consist of twelve items of reliability coefficient and Cronbach's Alpha is 0.80. According to Bougie and Sekaran (2010), the result shows that it is high reliability standard. Whereas, personality consist of thirteen items are reliability coefficient and the results shows that Cronbach's Alpha is 0.81 which is very strong reliability.

#### **4.5 Descriptive statistics**

Descriptive analysis can be described and identify the characteristics of the respondents. Meanwhile, descriptive analysis can measure in terms of mean, mode, frequency, standard deviation in order to describe the sample data by depicting representative respondent and showing the generic patterns of responses (Burns & Bush, 2000). Table 4.4 shows descriptive statistics for all variables. The result shows that mean for personal interests is 4.25. This variable is the highest mean while the least mean is personality with 4.18. For standard deviation, it shows that the highest standard deviation is career choice, 0.33 while lowest standard deviation is personality with 0.22. Other detail information were indicated in the Table 4.4.

Table 4.4  
*Descriptive statistics*

	<b>Mean</b>	<b>Std Deviation</b>
Career choice	4.26	.33
Personal interests	4.25	.29
Family influence	4.20	.23
Personality	4.18	.22

#### 4.6 Correlation analysis

Meanwhile, the Pearson Correlation Coefficient is utilized to test the hypothesis. The hypothesis tested is that linear relationship exists between two variables, dependent and independent variables. The Table 4.5 below shows the the rule of thumb of correlation coefficient size (Timothy, 2004):

Table 4.5  
*The Rule of Thumb of Correlation Coefficient Size*

<b>Value</b>	<b>Interpretation</b>
Less than .20	Slight, almost negligible relationship
.20 - .40	Low correlation, definite but small relationship
.40 - .70	Moderate
.70 - .90	High
.90 – 1.00	Very Strong

At the correlation coefficient test in the Table 4.6, the results indicate that the positive correlation between factors that personal interest and students' career choice in UUM being = 0.71, according to Guilford (1956), this finding show moderate correlation, so, it means there is a higher relationship with career choice.

The moderate correlation has been shown when the family influence has a positive relationship while the result has reached to  $r = 0.39$ . The correlation between personality and students' career choice in UUM is  $r = 0.39$  and according to Guilford (1956), this finding indicates low correlation, definite short relationship.

Table 4.6  
*Correlation among variables construct*

Variables	1	2	3	4
1_Career Choice	1			
2_Personal Interest	0.71	1		
3_Family Influence	0.39	0.01	1	
4_Personality	0.39	0.22	0.32	1

\*. Correlation is significant at the 0.01 level (2-tailed).

#### 4.7 Regression analysis

Regression analysis is considered a power and flexible method for analyzing the relationship of association between a metric dependent variable and independent variables (Malhotra, 2004). The regression assumed that the dependent predictive link to independent variables. Regression is a powerful tool for summarizing the nature of the relationship between variables and for making predictions of likely values of the dependent variable. Regression analysis aids in understanding how much of the variance in the dependent variable may be explained by a set of predictors.

Table 4.7 shows the results of regression analysis revealed the R square, coefficient of determination value of 0.721. It means that there are 72.1% of the variance of career choice explained by personal interest, family influence and personality. Further analysis of the three dimensions (IVs), personal interest ( $\beta = 0.308$ ,  $p < 0.01$ ), family influence ( $\beta = 0.378$ ,  $p < 0.01$ ), and personality ( $\beta = 0.466$ ,  $p < 0.01$ ) were significant predictors of career choice. Thus, all hypotheses (H1, H2 and H3) posited earlier were supported.

Table 4.7  
*Regression Analysis of Results*

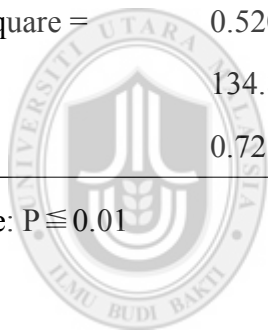
	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t-value	Sig.
(Constant)	0.675	0.232		5.056	.000
Personal.interest	0.336	0.156	0.308**	1.794	.000
Family.influence	0.214	0.532	0.378**	3.214	.000
Personality	0.398	0.539	0.466**	2.183	.008

R Square = 0.520

F= 134.831

R= 0.721

Note:  $P \leq 0.01$



**UUM**  
 Universiti Utara Malaysia

#### 4.8 Summary hypothesis

Based on multiple regression analysis, personal interests, family influence and personality indicate the significant relationship toward career choice.

Table 4.8  
*Hypotheses Summary*

Hypothesis	Supported/ Rejected
Hypothesis 1 H1: There is significant relationship between personal interests and career choice.	Supported
Hypothesis 2 H2: There is significant relationship between family influence and career choice.	Supported
Hypothesis 3 H3: There is significant relationship between personality and career choice.	Supported

**4.9 Summary**

The analyses of the data collected revealed significant main and interaction effects for the independent variables examined. A complete discussion of these findings, summary and recommendations for further study will be discussed in Chapter five.

## **CHAPTER 5**

### **DISCUSSION**

#### **5.1 Introduction**

This chapter aims to clarify rationally the findings exhibited in the previous chapter, especially for the hypotheses tested. These findings will be displayed according to the hypothesized relationship in accordance with the research objectives that were exhibited in the prior sections. The discussions comprises the following examined variables: personal interest, family influence, personality and career choice. The discussions of each variable will cover all findings to address the hypotheses. The discussions will be presented according to the order of the research objectives in chapter one. Past researches have been presented and drawn upon to expound the results found in this study and support the significance of each hypothesized relationship.

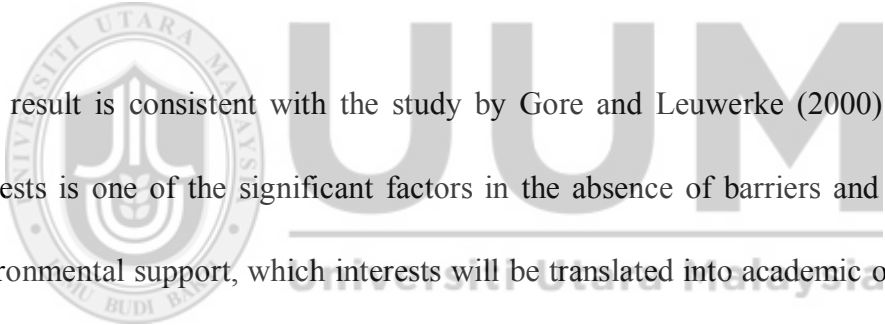
#### **5.2 Discussion of findings**

##### **5.2.1 Personal interest and career choice**

The result from this study indicated that exist relationship between personal interests and career choice made by students. This study examines that there is positive relationship between personal interests and career choice. This also indicated that



personal interests is one of the factor that influencing the student's career choice. Furthermore, this result shows that when the students acknowledge their personal interests well, this will determine the choice of career to be taken. Personal interests play an important role in career decision as it will give a greater impact on the job that want to enter. The finding also supported by researches by Schiefele, Krapp, and Winteler (1992), Spangler (1994), and Lent, (2002) which examined that with the deeper passion and knowledge on the selected career, the person will give their all efforts to do the best in order to achieve the dream career. In addition, the interest will encourage students to explore more on the activities that they interested to.



This result is consistent with the study by Gore and Leuwerke (2000) shown that interests is one of the significant factors in the absence of barriers and presence of environmental support, which interests will be translated into academic or career and eventually academic or career related behaviors. Research by Akbulut and Looney (2007) confirms that there is positive relationship between interests and career choice. Study by Leuwerke (2004) concluded that interests is a factor that affect the motivation for the students to pursue an engineering degree, not gender or ethnicity specifically.

For example, as a gifted athlete, he/she may be usually able to succeed in the field of sport. But for most person, they don't have the sports-related talent and very interesting in, when choosing career and looking for jobs they may be take this

interest into account. Most seek out sports-related occupations, such as commentator, sports administration or promotion, sporting goods manufacturers, sports management, and so on. Maybe some will put their interests in different fields that related it, for instance, nutrition research, teamwork building, offer similar opportunities for physical activity, organize competitions, etc.

### **5.2.2 Family influence and career choice**

The finding of this study shows that there is positive relationship between family influence and career choice. This study indicates that when the students concerns and confident with the family decision, thus it will result in the choice of career to be decided. This result was consistent with the previous research by Tang (1999) which indicate that family involvement has been positively related with the career choices among Asian American college students. These also supported by Taylor (2004), Oyamo and Amoth (2008), and La (2009) shows that parental support and advise is important for the children to select career whereas the children rely on the decision made by their parents from childhood.

Based on the study by Gushue and Whitson (2006), Metheny, McWhirter and O'Neil (2008), and O'Brien (1996), the perceptions of parent and teacher support is positively related to the career decision-making self-efficacy in inner-city youth. Indeed, there were significant positive relationship between emotional supports

indicated that young people with high level of perceived and concerns from family reported that they become more active in opportunities advantages related to their career development. This findings shows that as previous study believed, family is important when students consider career related decisions.

Most children and youths with a little life experience and skills cannot make smart career decisions solely, they need support and exploration in the form of curriculum offerings and courses counseling to assist on monitoring them towards a career path.

Most children would ideal their parents' occupations by worshipping parents in the growth process. For example, if a student always looked up to his father and admired him catching criminals, that may influence him to seek out a career in police. Parents may also direct a students toward a particular occupational path, especially the parents expect children take over the family-owned businesses. Still other parents think that give more pressure could encourage children to reach high by striving for particular high-profile careers.

### **5.2.3 Personality and career choice**

The result from this study indicates that exist relationship between personality and career choice made by the students. These responses reflected attitudes that might be indicative of certain attitudes discussed in the literature review. The responses show that many students have considered their career path rather than waited until the

choices were required to face. Although this finding has been questioned by Dickson Onoyase and Anna (2009) which stated that there were lots of students indicating that they were more interested in the particular career like Politician, Law and Doctor which will be able to give them a high reputation instead of their own personality types.

Although more and more previous studies (e.g. Splaver, 1977; Moorjani, 2007; Zhao, 2007) confirmed personality has a significant effect on students' career choice, but these researches also show that many students do not realize the importance of matching individual personality traits with the career demands, perhaps this also was the reason why some students didn't care about personality types and seek out prestigious careers. The opinion of researcher was that to some extent students would be provided some insight into making career choices by offering a area in the research for personal input. The importance of personality types in career choice was beyond doubt, students must understand themselves clearly and make the self-knowledge as a tool to guide them to select a suitable career.

Personality may determine the attitudes and opinions on problems and, the way of communication with other and, the selections of choosing a career. Based on personality, understanding and finding what roles are best for people and will make people happy at work. People who can apply their individual trails strengths in their careers can get more enjoyment with the meaning and process of working. For

example, if a person want to be a salesperson, he or she is required to have good communication skills and be outgoing, and if person want to be a scientist, that should be persevered and accustomed to the loneliness.

### **5.3 Implications of study**

The findings of the study may have an implication for vocational guidance and counselling students aspiring for a career in management. By gaining an insight into how students make their career choices, an effort can be made to guide students towards more realistic career choices. Exploring and studying students how to select their career and factors affecting students' career choice, an insight could be used to direct students towards a more realistic career decision making. Despite the limitations of this exploratory study, the results have important implications for individuals and family, as well as Human Resources practitioners responsible for career guidance and counselling.

The study has described, provided the students obtain relevant information during their earlier schooling, students could be more aggressive and use information to guide their daily studies and future career choices, helped by their families to maintain the correct position with their career choice and others. If students could plan their career choice and implement career planning efficiently, this would enable them to undergo an informed procedure and methods, rather than at random. For

Human Resources practitioners and career counselors need to understand the inter-relationship of an individual, personal interest, family influence and personality that influence career choice, as manifested in this study's results. Results for career choice have found that counselling professionals should seek the help of parental support when it comes to career planning. Activities may include utilizing parents as guest speakers for career day, inviting them to become mentors for some students, using working parents as role models for a job shadow experience, and/or providing parents jobs as student internship work-sites and testing the student's personality to meet job requirements. Career counselors and HR practitioners therefore have a responsibility to guide job occupants in planning sustainable career paths in their organizations, as the costs of replacing skilled employees are also high.

For the theory of career choice, this study stands on the students' position and considers what are the factors that affects career choice and three factors (personal interest, family influence, and personality) are selected which are the most influential factors as the independent variables on students' career choice. The data received from UUM students by questionnaires is very also reliable and the results of this study are also credible and reliable. This study explores the relationship between career choice and personal interest, family influence and personality, and how these three factors influence students' career choice.

#### **5.4 Limitations of Study**

The results of this exploratory study should be viewed in the context of its limitations. Firstly, it was based on a relatively small, non-probability convenience sample of 377 respondents, which restricts the generalization of the findings. Secondly, the respondents in the study represented a wide variety of occupation, which limits the comparison with previous research, as most studies reported in the literature focused on specific careers such as engineering, education, law and the health profession. Some of the occupation groups had no or very few respondents, which made it impossible to investigate the relationship between current careers and the career of choice. Thirdly, the measuring instrument, although moderately reliable, needs further refinement, for example adding more items to the questionnaire, reviewing the wording of items and improving the layout.

Given the above limitations, generalization from the results of this exploratory study should be treated with caution. It is worth noting, however, that the findings of this study are mostly in line with the related prior research referred to in the study.

#### **5.5 Recommendation for Future Research**

It is important that future research have the clear parameters, taking into account the interests of stakeholders. It should be informed theoretically, and also influenced by

various studies that go beyond consideration of what interventions work. There are challenges essential in assessing the results of occupation guidance, the most understandable is the need for further research.

1. The study should not be limited to students, the methods and theory also could be applied to people who are unemployed.
2. This 'career narratives' not only can educate and direct students to understand and learn how to select a suitable career for themselves, and make career development it is important that they can also be adjusted as a tool to help students make their career choice, develop students and graduates, and form the foundation for multi-professional cooperation between practitioners and career trainers.
3. Moreover, the future studies should improve the extensiveness with including students from various educational institutions involving students studying in public or private organizations to expand the sample, and surveys in diverse field of study, age and gender.
4. Also, future studies need to consider about measuring a sample that consists of the same number of male and female in each of the environment than is strongly recommended to reduce the possibility of obtaining results with gender bias.

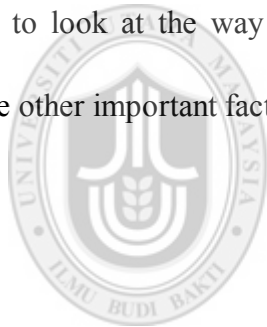


5. In addition, future studies should concentrate to explore factors affecting career choice among students studying a particular specialized major, such as engineering or medical courses in order to obtain more precise results. Such studies should also explore more factors such as family structure and family business, and in the meantime including the economic background of the students.
  
6. Other new independent variables could be added up in order to acquire the precise result and finding. The variables chosen must have highly significant relationship with the dependent variables for the specific outcomes.

## 5.6 Conclusion

Chapter Five discussed the results of the study with implications for practice and recommendations for research and practice. The results of this study revealed that students in UUM in career decision-making skills are influenced by a number of factors. The present study aims at exploring the factors affecting students' career choice. Thereby, the study try to contribute to developing a theory or give some inspiration about the main drivers for the university students' career choices. At the individual level, choice of career is expected to vary from one person to another.

This research is to investigate the factors that influencing the career choice among the students. The target population was undergraduate students in Universiti Utara Malaysia (UUM). Thus the result of respondents was 377. Overall, the study focuses on three factors which are personal interest, family influence, and personality. From the correlation analysis, it shows that all the factors (personal interest, family influence and personality) have the positive relationship with the students' career choice. The multiple regression analysis models revealed that 72.1% of the variance in career choice was accounted for by the IVs (personal interest, family influence, and personality). With having understandable on the students' career choice, it will help to look at the way to influence the students' decision making by investigate some other important factors that able to improve their choice of career in the future.



**UUM**  
Universiti Utara Malaysia

## REFERENCES

- Ackerman, P. L., & Margaret, E. B. (2003). Intelligence, personality, and interests in the career choice process. *J. Journal of Career Assess*, 11(2), 205–218.
- Ahmad, B. A. (2007). Career in engineering industry. Kuala Lumpur: PTS Professional Publishing Sdn. Bhd.
- Akbulut, A. Y., & Looney, C. A. (2007). Inspiring students to pursue computing degrees. *Communications of the ACM*, 50(10), 67-71.
- Aldridge, J. H. (1997). An occupational personality profile of the male entrepreneur as assessed by the 16PF Fifth Edition, unpublished doctoral dissertation, Cleveland State University.
- Alexander, P., Holmner, M., Lotriet, H., Matthee, M., Pieterse, H., Naidoo, S., Twinomurinzi, H., & Jordaanb, D. (2010). Factors affecting career choice: Comparison between female students from computer and other disciplines. *Journal of Science Education and Technology*, 20(3), 300-315.
- Anderson, M., McInnis, C., & Hartley, R. (2003). Employment outcomes of Science graduates in Australia: implications for choice and diversity in the curriculum, *tertiary education and management*, 9, 61–76.
- Argyris, C. (1964). Integrating the individual and the organization, Wiley, New York, NY.
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *child development*, 72, 187–206.
- Baker, G. A. (1934). Transformations of non-normal frequency distribution into normal distributions. *The annals of mathematical statistics*, 5, 113-123.
- Barrick, M. R., & Michael, K. M. (1991). The big five personality dimensions and job performance: a meta analysis. *Personality psychol*, 44.
- Bartlett, M. S. (1947). The use of transformation. *Biometrics*, 3, 39-52.
- Basavage, R. (1996). Gender-role stereotyping and how it relates to perceived future career choices among elementary school children. Unpublished master's thesis, University of Wisconsin-Stout, Menomonie.

- Beri, L. (2007). Marketing research. *Tata McGraw-Hill Education*, p.579.
- Bethencourt, J.T. & Cabrera, L. (2011). Personality and career decision making in undergraduates.at: <http://www.uv.es/RELIEVE/v17n1/RELIVEv17n14eng.h.m>.
- Box, G. E. P., & Cox, D. R. (1964). An analysis of transformations. *Journal of the Royal Statistical Society*, 26, 211-252.
- Bradley, R. W., & Mims, G. A. (1992). Using family systems and birth order dynamics as the basis for a college career decision-making course, *Journal of Counseling and Development*, 70, 445-448.
- Britannica (2002). Encyclopedia Britannica online. Retrieved on 7th October 2014, from <http://search.eb.com/search?query=environment&x=10&y=9>.
- Brown, D. (2002). Introduction to theories of career development and choice: origins, evolution, and current efforts', in D Brown and Associates (eds), *Career choice and development*, 4th edn, Jossey-Bass: A Wiley Company, San Francisco.
- Bui, Y. N. (2014). How to write a master's Thesis. 2nd ed. [online] *United States: SAGE Publications*, 313.
- Burns, A. C. & Bush, R. F. (2000). Marketing research (3rd ed.). Upper Saddle River: Prentice.
- Caldwell, D. F., & Burger, J. M. (2015). Personality characteristics of job applicants and success in screening interviews. *Pers. Psychol*, 51.
- Caligiuri, P. M. (2000). Selecting expatriates for personality characteristics: A moderating effect of personality on the relationship between host national Contact and cross-cultural adjustment. *Management International Review*, 40, 61-80.
- Cavanna, A. E., & Trimble, M. R. (2006). The preciousness: a review of its functional anatomy and behavioral correlates. *Brain* 129(3), 564-583.
- Cherian, V. I. (1991). Parental aspirations and academic achievement of Xhosa children. *Psychological Reports*, 68, 547-553.
- Chou, C.-P., & Bentler, P. M. (1995). Estimates and tests in structural equation modeling. Thousand Oaks: Sage Publications.

- Convoy, C. A. (1997). Influences on career choice of rural youth and resulting implications for career development programming: When job awareness and exploration are not enough. *Journal of Vocational Education Research*, 22, 3-19.
- Coupland, C. (2004). Career definition and denial: A discourse analysis of graduate trainees' accounts of career. *Journal of Vocational Behavior*, 64(3), 515-532.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.), Thousand Oaks: Sage.
- Creswell, J. W. (2005). Educational research: Planning, conducting, and evaluating quantitative and qualitative Research (2nd ed.). *Upper Saddle River: Pearson Education*.
- Downey, D. B. (1995). When bigger is not better: Family size, parental resources, and children's educational performance. *American Sociological Review*, 60, 746-761.
- Cynthia, M., & Demand, M. (2016). Problems with Choosing a Career: The process of choosing a career can be mind-boggling. Houston, Texas.
- Eddy, S. W. N., Burke, R. J., & Fiksenbaum, L. (2008). Career choice in management: findings from US MBA students. *Career Development International*, 13(4).
- Farrokhi, F., & Asgar, M. (2012). Rethinking convenience sampling : Defining quality criteria. *Theory and practice in language studies*, 2(4), 784-792.
- Ferreira, I., Horst, K., Wendel-Vos, W., Kremers, S., Lenthe, F.J., & Brug, J. (2006). Environmental correlates of physical activity in youth-a review and update. *Obesity Reviews* 8(2), 129-154.
- Funder, D.C. (2001). *The Personality Puzzle*. (2nd Ed.) New York: Norton.
- Fraenkel, J. R., & Wallen, N. E. (1996). *How to design and evaluate research in education*. 3rd ed. San Francisco, CA: McGraw-Hill Inc.
- Greenhaus, J.H, Callanan, G.A. & Godshalk, V. M. (2000). *Career management*. (3 ed.). Mason, Ohio: Thomson South-Western.
- Ginzberg, E. (1988). *Occupational choice*, New York: Columbia University Press
- Greenberger, M. (2002). Nation's high schools still operate "separate and

- unequal" vocational education for male and female students. Retrieved June 12, 2002, from <http://www.nwlc.org/details.cfm?id=1135&section=education>
- Guerrero, V. M., & Johnson, R. A. (1982). Use of box-cox transformations with binary response models. *Biometrika*, *69*, 309-314.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed). Upper Saddle River: Pearson Education.
- Harris, B., & Jones, S. (1997). *The parent's crash course in career planning*. Lincolnwood, IL: VGM Career Horizons.
- Heppner, P. P., Kivlighan, D. M., & Wampold, B. E. (1999). *Research design in counseling*. 2nd ed. Belmont, CA: Wadsworth.
- Holland, J. F. (1997). *Making vocational choices* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Hoyt, K. B. (1994). *Career education: What it is and how to do it*. Salt Lake City, UT: Olympus.
- Hunt, V.D. (1992). *Quality in America*. Homewood, Irwin.
- Issa, A. O., Nwalo, K. I. N. (2008). Factors affecting the career choice of undergraduates in Nigerian library and information science schools. *African Journal of Library, archives and information science*.
- Ji-Hyeon, K. (2001). *The relationships among gender, gender identity factors and career decision situation specified personality traits*, (Doctoral Dissertation). Retrieved From Proquest Dissertations And Theses. UMI Number: 3038041
- John, W. C. (2003). *Research design qualitative, quantitative. And Mixed Methods Approaches*, copyright O Sheldon Collins Corbis; Sage Publications, Inc.
- Jones, W., & Larke, J. (2005). Enhancing the life for hispanic individuals through career preparation', *Journal of Hispanic Higher Education*, *4*(1), 5-18.
- Keller, B., & Whiston, S. (2008). The role of parental influences on young adolescents' career development. *Journal of Career Assessment*, *16*(2), 198-217.
- Kline, R. (2011). *Principles and practices of structural equation modelling* (3rd ed.). New York, NY: Guilford Press.
- Kniveton, B. H. (2004). The influences and motivations on which students base their

- choice of career. *Journal of Research in Education*, 72, 47–59.
- Knowles, S. (1998). *Effects of the components of parent involvement on children's educational and occupational aspirations*. Doctoral dissertation, unpublished. Alfred University, Alfred: USA.
- Krejcie, M. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30, 607-610.
- Kroll, A., Dinklage, L., Lee, J., Morley, E., & Wilson, E. (1970). *Career development*. New York, NY: John Wiley & Sons, Inc.
- La T. T. (2009). *Factors influencing the educational and career choices of senior high school students: A case study in Vietnam*. (Doctoral dissertation). Retrieved from ProQuest dissertations and theses.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unified social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45, 79–122.
- Leong, F. T. L. & Chou, E. L. (1994). The role of ethnic identity and acculturation in the vocational behavior of Asian Americans: An integrative review. *Journal of Vocational Behavior*, 44(2), 155–172.
- Macgregor, K. (2007). South Africa: Student dropout rates alarming in SA Universities. From <http://www.universityworldnews.com/article.php?>
- Malhotra, N.K. (2007). *Marketing Research: An applied orientation*, (Fifth Edition). Pearson International Edition.
- Maree, J. G., & Beck, G. (2004). Using various approaches in career counseling for traditionally disadvantaged (and other) learners: Some limitations of new frontier. *South African Journal of Education*, 24, 80– 87.
- McMahon, M, W. M., (2005). Occupational information: What children want to know? *Journal of Career Development*, 31, 239–249.
- McTurk, C., & Shakespeare, F. J. (2006). Barriers to employment: Personality and cognitive predictors of employment status, *15(1)* ,10-17.

- Michelle, L. (2016). Career Planning, infographic, jobs, unemployment. *Study hard. Get a degree. Find a good job. Live happily ever after.* Unemployment in Malaysia.
- Miller, M.J., & Miller, T.A. (2005). Theoretical application of Holland's theory to individual decision-making styles: Implications for career counselors. *Journal of Employment Counseling, 42*, 20-28.
- Monica, A., & Kate, M. K. (2005). Early determinants of women in the IT workforce: A model of girl's career choices. *Information Technology & People, 18*(3), 230-259.
- Moorjani, J., Manika, M. S., Sujata, G. (2007). Career choice and personality as predictors of cognitive interference. *J. Indian Acad. Appl. Psychol, 33*(2), 291-294.
- Mount, M. K., Murray, R. B., & Steve, M. S. (2005). Higher-Order dimensions of the big five personality traits and the big six vocational interest types. *Pers. Psycho, 58*, 447-478.
- Muthen, B., & Kaplan, D. (1985). A comparison of some methodologies for the factor analysis of non-normal Likert variables. *British Journal of Mathematical and Statistical Psychology, 38*, 171-189.
- Nairne, J. S. (2003). *The architecture of immediate retention: A multiracial model* Keynote address at the British Psychological Society, Reading, England.
- Namita, J. (2014). Benefits of choosing a career based on one's own personal interests.
- Nunnally, J. C. (1978). *Psychometric theory*. 2nd ed. New York: McGraw-Hill.
- O'Brien, T. (1996). A case study of six students in workbound. Unpublished dissertation, University of Wisconsin-Milwaukee.
- Ogunsanwo, M. A. (2000). The use of occupational information by counsellor, J. Counsel. Assoc. Nig., *18*(1), 88-96.
- Olamide, S., & Oluwaseun, S. (2013). The factors determining the choice of career among secondary school students. *The international journal of engineering and science (IJES), 2*(6), 33-44.
- Onoyase, D., & Onoyase, A. (2009). The relationship between personality types and career choice of secondary school students in Federal Government Colleges in



- Nigeria. *Anthropologist*, 11(2), 109-115.
- Oyamo, O. R., & Amoth, D (2008). Choice of final year options by undergraduate students at the Moi School of Information Sciences, *East African Journal of Information Science*.
- Pavlina, S. (2007). *The challenge of choosing the right career*. Retrieved from <http://www.stevpavlina.com/blog/2007/11/the-challenge-of-choosingthe-right-eer/>.
- Polgar, S., & Thomas, S. A. (2000). *Introduction to research in the health sciences. 4th ed.* Edinburgh, Churchill Livingstone.
- Roberts, B. W., & Robins, R. W. (2000). Broad dispositions, broad aspirations: The intersection of personality traits and major life goals. *Pers Soc Psychol Bull.*, 26 (10), 1284-1296.
- Rounds, J., & Tracey, T. J. (1996). Cross-cultural structural equivalence of the RIASEC models and measures. *Journal of Counseling Psychology*, 43.
- Salami, S. O. (2004). A part model to examine factors influencing career orientation of school going adolescents in Nigeria, *Int. J. Adv. Counsel*, 26(1), 79-94.
- Saunders, M., Lewis, P., Thornhill, A. (2009). *Research methods for business students (5th Ed.)*. England: Pearson.
- Sarantakos, S. (1993). *Social research*. Melbourne: Macmillan Education Australia.
- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span life-space theory. *Career Development Quarterly*, 45.
- Sharf, R. (1997). *Applying career development theory to counseling*, Brooks/Cole, Pacific Grove, CA.
- Schulenberg, J. E., Vondracek, F. W., & Croutter, A. C. (1984). The influence of the family on vocational development. *Journal of Marriage and the Family*, February, 129-143.
- Sekaran, U. (2003). *Research method for business: a skill building approach (4th ed.)*. Denver: John Wiley & Sons.
- Sidek, M. N. (2002). *Career development: Theory and practice*. Serdang: Penerbit Universiti Putra Malaysia.

- Simon, H. (1991). *Models of my life*, United States: Basic Books.
- Singaravelu, H., White, L. & Bringaze, T. (2005). Factors influencing international female students career choice, *Journal of career development*, 32(1), 45-59.
- Sharp, W. H., & Marra, H. A. (1971). Factors related to classification of client problem, number of counseling sessions, and trends of client problems, *Journal of Counseling Psychology*, 18(2), 117-122.
- Stead, G. B. & Watson, M. B. (1993). How similar are the factor structures of the career decision scale, the career decision profile, and the career factors inventory. *Educational and Psychological Measurement*, 53, 281-290.
- Stone, D., Johnson, R., Stone-Romero, E., & Hartman, M. (2005). A comparative study of Hispanic-American and Anglo-American cultural values and job choice preferences. *Management Research*, 4(1), 7-21.
- Spangler, P. (2000). Identifying the “root cause” of Mukwonago High School graduates’ inability to make a career choice and form a career plan. Unpublished master’s thesis, University of Wisconsin-Stout, Menomonie.
- Splaver, S. (1977). *Your personality and your career*. New York, NY: Julian Messner.
- Suen, L. J., Huang, H. M., & Lee, H. H. (2014). A comparison of convenience sampling and purposive sampling. Chang Jung Christian University, Taiwan.
- Super, D. E. (1990). *A life-span, life-space approach to career development*. In D. Brown & L. Brooks (Eds.), *career choice and development: Applying contemporary approaches to practice* (2nd ed., 197–261). San Francisco, CA: Jossey-Bass.
- Susan, R. C., & Leavitt, R. (1984). Personality characteristics and expressed career choice of graduating physical therapy students. *Physical Therapy*, 64: 10.
- Tabachnick, B., & Fidell, L. (2013). *Using multivariate statistics*. Boston, MA: Pearson Education.
- Tang, M., Fouad, N. A., & Smith, P. L. (1999). Asian Americans' career choices: A path model to examine factors influencing their career choices. *Journal of Vocational Behavior*, 54, 142–157.
- Taylor, J., Harris, M., & Taylor, S. (2004). Parents have their say about their college aged children’s career decisions. *National Association of Colleges and Employers Journal*, 64 (3).

- Thompson, K. (2001). An exploratory study of factors influencing career certainty and indecision of high school students in the Bahamas. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. UMI Number:3013459.
- Timothy, C. K. (2004). Correlation coefficient rule of thumb. *Decision Sciences Journal of Innovative Education*. Version of Record online: 16 JAN 2004, 2(1), 97–100.
- Trice, A.D., & Knapp, L. (1992), “Relationship of children’s career aspirations to parents’ occupations”, *The Journal of Genetic Psychology*, 153(3), 355-7.
- Watson, M., McMahon, M., Foxcroft, C., & Els, C. (2010). Occupational aspirations of low socio-economic Black South African children. *Journal of Career Development*, 37(4), 717–734.
- Walker, T. L., & Tracey, T. J. G. (2012). The role of future time perspective in career decision-making. *Journal of Vocational Behavior*, 81(2), 150–158.
- Weiler, N. (1977). *Reality and career planning*. Reading, MA: Addison-Wesley Publishing Company, Inc.
- Wilson, M. (1998). Gendered career paths, personnel review, 27(5), 398–411.
- Witte, R. S., & Witte, J. S. (2008). *Statistics* (8th ed.). New York: Harcourt Brace College Publishers.
- Young, R.A., & Collin, A. (2000). Introduction: framing the future of career, in Collin, A. & Young, R.A. (Eds) *The Future of Career*, Cambridge, *Cambridge University Press*, 1-17.
- Zhao, H., & Scott, E. S. (2006). The big five personality dimensions and entrepreneurial status: A Meta-Analytical Review. *J. Appl. Psychol*, 91(2), 259.
- Zhang, W. (2007). Why IS: Understanding undergraduate students' intentions to choose an Information Systems major. *J of Information Systems Education*, 18(4), 447-458.
- Zikmund, W. G. (2003). *Business research method*, 7<sup>th</sup> edition, South Western, US.