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**FACTORS AFFECTING CAREER CHOICE AMONG  
UNDERGRADUATE STUDENTS IN UNIVERSITAS INDONESIA**



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**Universiti Utara Malaysia**

**MASTER OF SCIENCE MANAGEMENT**

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UNDERGRADUATE STUDENTS IN UNIVERSITAS INDONESIA**

**BY**



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**Universiti Utara Malaysia**

**Thesis Submitted to**  
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**(Management)**

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## ABSTRAK

Pemilihan kerjaya merupakan salah satu aspek penting di dalam kehidupan seorang individu. Ini kerana kerjaya yang dipilih akan menentukan peranan yang akan dimainkan oleh individu di dalam masyarakat pada masa hadapan dan juga merupakan satu proses yang penting di dalam kehidupan. Tujuan kajian ini dijalankan adalah untuk mengenal pasti faktor-faktor yang mempengaruhi pemilihan kerjaya seorang pelajar. Kajian ini bertumpu kepada pelajar-pelajar ijazah di Universitas Indonesia. Pelajar telah dipilih di dalam kajian ini kerana selepas graduasi, mereka akan berhadapan dengan keputusan untuk membuat pilihan mengenai kerjaya mereka. Sejumlah 300 orang pelajar dipilih untuk menjawab soal selidik yang diedarkan. Data yang diperoleh telah dianalisis menggunakan SPSS versi 22.0. Kajian ini menggunakan analisis kebolehpercayaan, analisis regresi dan analisis korelasi. Keputusan ujian korelasi Pearson menunjukkan pengaruh efikasi sendiri, keluarga, minat peribadi, dan pertimbangan ekonomi mempunyai hubungan yang positif dengan pemilihan kerjaya. Tambahan pula, keputusan analisis regresi menunjukkan bahawa keluarga, efikasi sendiri, minat peribadi, dan pertimbangan ekonomi memberi pengaruh yang besar ke atas pemilihan kerjaya. Beberapa cadangan kajian lanjut dikemukakan untuk kajian di masa hadapan iaitu untuk mengkaji mengenai faktor-faktor lain yang mempengaruhi penilihan kerjaya seorang pelajar.

## **ABSTRACT**

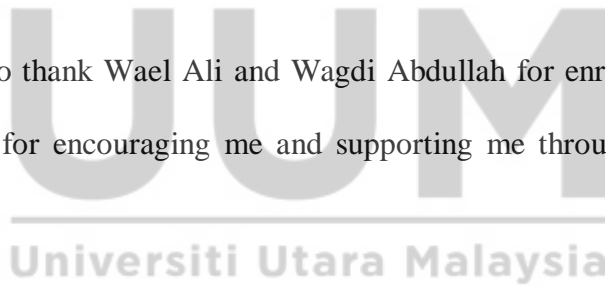
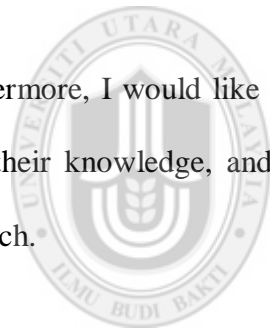
One of the critical aspects of an individual's life is career choice as a career chosen will determine the role pattern need to be played by the individual in the society in the future and the career choice is one of the important processes in life. The aim of this study is to investigate the factors that influencing the career choice of the students. This study is focus on undergraduate students in Universitas Indonesia. Undergraduate students were chosen because right upon graduation, they were the one who will be dealing with the decision on career choice. A total number of 300 students responded to the questionnaire. Statistical Package software for Social Science (SPSS) Version 22.0 was used to analyse the collected data. Reliability analysis, multiple regressions, and correlation were applied to this study. Pearson correlation analysis results showed that the influence of self-efficacy, family, personal interests, and economic considerations have positive relationships to career choices. Moreover, the results of regression analysis showed that the family, self-efficacy, personal interest and economic considerations exerted great influence on the choice of a career. With a view to investigating student's career choice that is affected by other important factors further studies are recommended strongly.

## ACKNOWLEDGEMENT

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The goal of education is to give young people proper knowledge realistically plan for their future career. Career plays an exceptional and important part in the life of an individual not just because it decides the pattern of income but also because it affects the individual personality and concept in life. Career subsequently, is a decision interest in life, work or accomplishment in one's career, involved by a person throughout his/her lifetime (Napompech, 2011). One advantage of determination and finishing a professional education is access to higher paying and more prestigious careers. The National Center for Educational Statistics (2006) reported that in 2004 males between the ages of 25 and 34 who finished the college education or higher had yearly income of 67% higher than those who are secondary school graduate. This is an increase from a 19% point of interest in 1980. Females with a college education or higher earned 68% more than females that are secondary school graduates. In 2015 the condition demonstrates that 91% of young adult's ages 25 to 29 had secondary school diploma or it's comparable in 2014 and that 34 percent had a bachelor's or higher degree. As in the previous years, average earning was higher for 25-to 34-year-olds with higher education in 2013.

As indicated by Sarwar and Azmat (2013), starting a career is the defining moment of a person's life which is chosen through earlier influencing factors. This traverses every one of the exercises in a person's life from early youth when verifiably everybody is imagining that any action confronted in this division of life has no

impact on the identity of a person. Yet really an exceptionally solid impact is seen and recognized, and after that, future results regularly depend on this experience. However, there are many reasons college students choose their work fields. They think that having higher education can give their big opportunities to be in the job fields that they want. There are some majors that get higher attention such as medical, engineering, business, agriculture etc. This phenomenon happens because of high opportunities, good salary, and the prestige of that job itself. To fulfil this, some higher education institutions are offering that majors not only to teach the students the knowledge but also help them to progress their career. Besides, career determination is one of the most significant decisions students will make in deciding future plans. This choice will affect them all through their lives. The core of the student identity rotates around what the student needs to do with their long lasting work.

Decision making is the process that cannot be avoided and became necessity throughout real life. One of the decisions making aspect that is crucial to every person is related to career selection (DeSimone, Werner, & Harris, 2002). A career that needs to choose has to fulfil graduates' will and passion and necessary to guarantee the future ahead. The impact from a decision made will become big changes in graduate's life thus this activity becomes relevant and significant to them. Hence, selecting a career way is an immense part of a young man or woman's life. The career line students pick will influence how they will carry on with whatever remains in their life. Many students went through college without recognizing what career channel they need. Before students can pick a career channel they have to experience what that career is and what it includes (Fizer, 2013).



As indicated by Reddy and Rajaram (2015) nowadays most children are the one that decide about their career and the school in which they will pursue the study. Only few percentages of students choose the right path of career because they seek advice from their parents, elder individuals of the family and their teachers. Researchers have researched in conventional advanced education and discovered diverse parameters which impact career decision. Researchers split the factors which impact career decision into two which are external or individual. External factors, for example, economy state, labour market, etc., and also that there are likewise individual factors (attitude, education, family background, and so on). In this way, career choices are frequently constrained by sociocultural elements Swanson and Gore (2000), individual variables, personal and social qualities, connections centrality, and auxiliary components, for example, obstacles challenged by women in certain professions like management. Several determinants are included in forming decision when talking about the university students in Indonesia. The basic leadership power gets to be solid with age and individuals turn out to be more discerning and can see the lifelong advantages of the specific study program and the profession, as indicated by psychologist.

Researchers stated that demanding of occupations like MBA, accounting, information technology, computer sciences, agriculture etc. also become the references of the graduates when choosing a career. Generally, exploring influenced factors of career choice, self-efficacy, family, personal interest and economic consideration become the focus of this study.

## 1.2 Problem Statement

In light of the changing way of work, it is critical to understand the career decision and investigation how they are related to the multidimensional conceptualizations of careers in the 21st century. According to The World Bank (2013), Indonesia spend 3.4% of its GDP on education. Therefore, there should be a well thought out link between education and progression into careers and the world of work. Career choice has meaning in the context of employability demands in a knowledge economy. It is therefore very important to have an empirical understanding of the factors that influence students' choice of particular careers. Ignorance about one's career is not bliss and planning one's career is better than leaving it to chance.

Regardless of great effort put forth by families, government agencies and non-governmental organizations, many young people encounter difficulties in the transition from the world of school to that of work (Atchoarena, 2005; Nykanen *et al.*, 2010). Choosing a career is important and many students are unable to express any choice of career (Mwai, 2011). Some students insist on studying courses where they clearly lack basic foundation in academic and attitude preparation (Waudu, 2008). It is further noted that there are cases where students have enrolled in certain programs but later on discover they lack interest in the particular field.

In the other hand, if the choice and methodology made isn't right in choosing a career, it can prompt fatigue in work, regret, discomfort or different risks which bring about horrible in life (Abdullah, 2007). There are a few reasons why there is an issue in settling on career choices among which are:

1. Hard to make the right decision is caused by the individual that does not have any interest in the various areas of fields that are not clear or do not know exactly the perfect career with abilities that they have on them make it difficult to select own career choice.
2. Perfection absence when an individual is deciding a career which is not based on the interest, ability or talent, and the personality. Sometimes the selection made is disproportionate with the personal trait. The selection may be made too ambitious and some may be too low compared to the natural ability and strength or turnover that exists in individual themselves.
3. Low knowledge or information about the jobs often occurs at the level of the student's age and development, which at this stage the students do not get enough exposure and information about job opportunities and the types of jobs that they are doing later.

According to Najmuddin (2005) the situation with regard to the problem of student career choice presently, the problem faced by the students who lose their right to choose a subject of interest starting from the school level as the school has set the subject to the students to facilitate the school. After finishing their high school, the students tend to grab whatever courses that suit their education level when entering the university level. The proposed problem is the students' potential for failure if students choose the fields that they are not favour. Thus, that a person should know what they want in life and then work hard to get to him because the chances usually do not usually come back. The successful person is one who knows what he has to make in life.

Gattiker and Larwood (1988) state that the subjective and the objective study of career success did not begin until 1988 and until 2002, although it has been studied since 50's, extensively. In addition, none of these studies collected participants' personal perspective of standard career success.

Due to the fact that students face a problem in doing their decisions, this study purposes to study and identify the factors that influence students in choosing their career and this study is specialized on the undergraduate students from the various field of study or courses at Universitas Indonesia. Even though previous researchers have identify many factors that may influence career choice among students, this study factors focuses on self-efficacy, family influence, student personal interests, and economic considerations.

### **1.3 Scope of the Study**

This study is conducted in Universitas Indonesia. The undergraduate students were chosen which taking a bachelor degree in the various field of study as they were the group of people who will determine their own career choice based on the factors chosen for this study. Also, the students will be exposed to the working environment right after finishing their study and they required to decide which career path that needs to be chosen in order to establish their life improvement especially in career development.

### **1.4 Research Questions**

The following are the research questions of this research

1. Does family influence the career choices of undergraduate students?

2. Does self-efficacy influence the career choices of undergraduate students?
3. Does personal interest influence the career choices of undergraduate students?
4. Does economic consideration influence the career choices of undergraduate students?

## **1.5 Research Objectives**

This research attempts to achieve several objectives as follows:

1. To investigate the influence of self-efficacy on career choice of undergraduate students.
2. To examine the influence of family on career choice of undergraduate students.
3. To investigate the influence of personal interest on career choice of undergraduate students.
4. To investigate the influence of economic consideration on career choice of undergraduate students.

## **1.6 Significance of the Study**

### **1.6.1 Theoretical Significance**

This study is expected to contribute at length to the existing knowledge of the student's career challenges and problems in choosing a career choice. It will also provide valued data on the multiple factors that affect the choice of career among undergraduate students and provoke further research into the influence of self-efficacy, family, personal interest and economic considerations among undergraduate students. On the other hand, this research can be used as a resource material for other

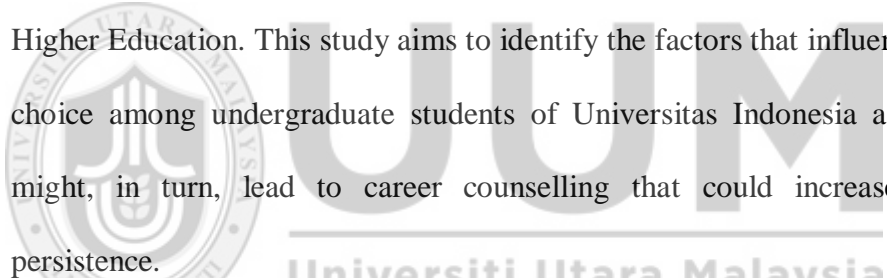
researchers who want to carry out research in emerging areas in the factors which influence the undergraduate students.

### **1.6.2 Practical Significance**

The practical significance of this study helps the following stakeholders.

- **University or Institution**

This study will clarify the areas of career focus for the graduates and as a result, it might be used by the university in planning to help the students to achieve their aspirations and preferences. The study can serve as a guideline and reference to certain authorities, such as the university and the Ministry of Higher Education. This study aims to identify the factors that influence career choice among undergraduate students of Universitas Indonesia and which might, in turn, lead to career counselling that could increase student persistence.



- **Industry**

The industry would use this study as an implication to staffing and recruiting in portraying their recruitment strategy.

- **Student**

Some of the students may have considered limited choices in career selection as they do not have adequate information before graduating to justify making a definitive decision. Parents or lecturers should take their role in the discussion and counselling time with the children or students as they become the student's assistant to form an all-inclusive career plan or outline as some

students did not start to explore 'real' career possibilities until after graduation.

## **1.7 Definition of Terms**

For clarity, the terms utilized as a part of the study were characterized as below:

### **1.7.1 Career**

The significant life spaces which draw the person in different parts, for example, specialist, relatives, group member and leisure-time member. However, it turns into the succession of occupations, employments, and positions held over the span of life.

### **1.7.2 Career Choice**

This is the wide chance that existed for long lasting employment. Career choice indicates that employments are set out in a system of techniques moving toward the individual objective and the fields of studies are blasted for the end goal of fulfilling individual, monetary and scholarly objectives (Daniel, 2015). Career choice likewise is picked quest for the course of business action or venture, particularly one's expert life or occupation that offers headway and honour. It is particularly future expert life decision of students in South West Academy.

### **1.7.3 Self-Efficacy**

It is on how people think about their capabilities to produce a certain level of performance on events that will affect or change their lives. Self-efficacy is how people behave, motivate them self and think.

Self-efficacy convictions are considerations or thoughts individuals hold about their capacities to perform those important responsibilities to accomplish expected result. These convictions can impact individuals' conduct either emphatically or adversely in view of their impression of their capacities concerning a specific job (Hall & Vance, 2010).

#### **1.7.4 Family**

One or more people who are living in the same house and related to each other by birth or marriage like parents, siblings, and grandparents. Parents and other members will provide valuable experiences in education through their own role models and activities that support in discovering career interest.

Family is the primary unit with which kids have a persistent contact and the main connection in which socialization designs create (Elkin, 1960). Family is the primary relational context where children are socialized and receive feedback from parents and other relatives (Scabini & Manzi, 2011).

#### **1.7.5 Personal Interest**

The individual preferences on different aspects of their needs and desire. It also describes the constant willingness of a person to attend to specific events and to involve in certain activities.

The interest should be surveyed, including the subject of interest, business of interest, work of interest and estimation of interest (Otta & Williams, 2012). As indicated by Ekennia (2011) no individual can perform any employment well with no component



of interest. Exploratory cooperation with objects of potential interest is viewed as a focal component that offers data on the criteria for interestingness and permits mindful choices (Afidatul Asma, 2015).

### **1.7.6 Economic Consideration**

Continuous and careful thought about the economy when an individual formulates a decision or judgement. It's also considered as the factors concerned with the essential mechanisms whereby all resources of the society are allocated.

Economic conditions can be considered the economic characteristics that describe the state of an economy. Consideration refers to a fact or circumstance to be considered in forming a judgment or decision, it could also mean payment given in exchange for a service rendered; recompense (Heritage, 2011). Economic consideration is defined as the facts or circumstances or matters weighed or taken into account when formulating a judgment or decision.

### **1.8 Conclusion**

This chapter provides an overview of the current study. It introduces the research background and context of the current study. Later, it describes the problem statement that has led to the current study and identifies the primary purpose. This introduction is followed by a review of the available literature (Chapter 2). Chapter 3 presents the methodology. The Results Chapter 4 then presents the data and provides the initial analysis, key findings and discussion. Finally, the concluding chapter summarises the study, highlights its limitations and suggests areas for further work.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Chapter 1 discussed the overview of this study; the key issues, the assumptions and the aims of this study. This chapter elaborates the previous literatures and its relation with this research. There are three parts of related literature: a general overview of career choices, examining the influenced self-efficacy, family, personal interest and economic consideration in making a career decision, and review current theories toward careers.

#### **2.2 Review of Previous Research Studies**

##### **2.2.1 The Concept of Career Choice**

Career determination is indeed the outcome of important impacting factors as opposed to only a coordinating idea between a man and its own desire. Many want to relocate either towards urban ranges or abroad whatever suits them best. Personal interest is the result of group and family (Ferry, 2006). Much impact is of the general public even in the family also. some might be more help youth may be less against the general public in the event that they are raised by a solitary guardian since they get to be invulnerable to societal changes as the general public drive them to think in such a way (Franke, 2010).

A large portion of the literature is in the support of family impact, environmental components, and individual characters. Family, school, and group are interconnected when discussing career investigation. The fiscally suitable and societal perspective of

the general group fabricates the discernments for a specific character (Sarwar & Azmat, 2013).

The initial choice of career depends on individual decisions' regarding their background, traits, culture and many others features that will form a unique person.

According to Shaffer (2002), human development is a holistic enterprise which means the growth of humankind is develop continuously and on-going process. Development can be formed from many social forces. The experiences and characteristics of one person can be shared through each other, nevertheless, the communication and events may interpret, evaluated and internalized uniquely by different people. Both normal and distinctive developments are important. Therefore, the scholars seek for extra explanation in order to describe the way of youth, teenagers, and young adults to formulate the initial career choice.

Although, career "choice" is a subject that gets uncommon consideration by scholars and professionals since it is multifaceted nature. Career comes about well investigation from various perspectives which running from occupational psychology to authoritative human science since it is a consequence of exchange between people that is based hierarchical and social structures. For occupational gatherings, for example, bookkeepers and medicinal services experts, research about career decision are normal (Heiligers, 2012; Tabassum & Rahman, 2014).

A career decision is a complex occurrence which can be better valued through an investigation of its key components, which are career and choice. Going back to the

seminal works of Hughes (1937) and Goffman (1968), career has been the center of many studies. The dictionary meaning of choice is 'the willful demonstration of selecting or isolating from two or more things which are favored; and the determination of the mind in favoring one thing to another' (Dictionary, 1998).

The basic choice of career includes the process of multi-dimensional which is including the whole development. Individuals will take part in the role of forming the initial career choice process actively at the same time join in their environment activities while others can make a conclusion (Butler, 2012). Some variations may occur in the rank-like and also regular one. Formation process is both continuous and discontinuous. One of the important factors that may contributing to the decision of career choices including the following: efficient planning, attitude consistent selection, crystallization of the properties, the personality of the person, socioeconomic status (SES), defective trust, self-knowledge, self-efficacy, freedom of choice, career reputation, interests, gender and personality type. Career process is considered as learned skill and problem-solving activities. (Afidatul Asma, 2015; Zunker, 2006).

As indicated by Hewitt (2010), elements affecting career choice can either be extrinsic or intrinsic or both. Hewitt further expresses that the vast majority are affected by careers that their family support, others take after the careers that their educational choice has opened for them, some take after their desire ignoring how much or little it will make them while others pick the careers that give higher salaries. While Kaygin and Gulluce, (2013) state that persons' career choice depends on many situational and organizational factors and is important for them. Deciding

the job is important for individuals because it guides and shapes their life. Individuals want to generate their income, job satisfaction, to provide security, to have respect and become a success. Price (2009), states that the important recruitment component and retention strategies are important for understanding the career choices and career decisions of individuals. However relevant emotional and personality sources may cause difficulties in making a career decision for all collage students (Gati et al., 2010).

### **2.2.2 Self-Efficacy Influence**

The idea of self-efficacy was presented by Albert Bandura in 1977 when he utilized social learning theory to examine personality development (Prideaux, 2001). Bandura recommended that personality improves through learning practices and human intellectual procedures, and that these learning practices are impacted by the association of three key elements. Ghuangpeng, (2011), mention that these elements include 'individual factors that refer to attitude and 'environmental factors which means external factors that is related to an individual's learning. The last variable, 'psychological factors', relates to mental procedure that is connected with how people gain from the results of the communication amongst individual and natural elements, for example, their view of learning encounters and their way to deal with critical thinking.

Bandura as referred to in Betz (2000), means convictions in one's abilities to sort out and execute the series of activities required to a given attitude. Such convictions in their efficacy impact the approaches individuals seek after, the amount of energy they put, to what extent they continue on whatever difficulties, their versatility to

adversity, whether their idea examples are self-helping or self-ruining, the amount of anxiety they involved in adapting to exhausting requests and the level of achievements they understand (Bandura, 1995; Zuraidah, 2010).

As per Johnson, Starobin, Laanan, and Russell (2012), individuals dread and have a tendency to abstain from debilitating circumstances accepted to go beyond personal capacity, and rather include themselves in exercises that are less scary. This definition delineates the essentialness of self-efficacy to student decision making.

### **2.2.3 Relationship between Self-Efficacy Influence and Career Choice**

Self-efficacy can influence our insights, inspiration, influence, and decisions. People with large amounts of self-efficacy for a particular assignment will probably take part in the duty, invest more energy, produce quality accomplishment, and hold on despite restrictions. On the other hand, people with low self-efficacy will probably maintain a strategic distance from circumstances that surpassed their view of their capacity to adapt, produce poorer execution, and surrender more easily despite troubles (Bandura, 1977, 1986; Bandura & Adams, 1977; Goh, 2008)

Alexander et al. (2011) proposed that there was a relationship between self-efficacy and the capacity to create conceivable careers since it observed that students' apparent self-efficacy affected their career advantages, capacities, objectives, and certainty to scan for a desired career.

Specialists have made solid backing for the impact of self-efficacy on the career decision-making procedure of people considering the extraordinary study by Hackett

and Betz (1981), which attempted to clarify the idea of career-related self-efficacy (Bolat & Odacı, 2016; Brown, Darden, Shelton, & Dipoto, 1999; Multon, Brown, & Lent, 1991).

One's career course, or the variables that are included with an individual's career hunt, are balanced of self-efficacy convictions. Taylor and Popma (1990) inferred that career investigation capacities were anticipated by the level of general self-efficacy. Research e.g. Bergeron and Romano (1994) has brought up that self-efficacy convictions impact the decision of majors and career choices of undergraduate students (Atta, Akhter, Shujja, & Shujaat, 2013).

Ghuangpeng (2011) research discoveries sustained the significance of the idea of self-efficacy and also sustained the quantitative discoveries that self-efficacy assumed an essential part to students' career advantage. Additionally, the discoveries recommended that students built up their own self-efficacy in view of what they saw there to be a match between their own characteristics and the occupation or career. These individual qualities were connected with students' impression of their identity, individual interests, and capacities that match the occupation or career.

Sidiropoulou-Dimakakou, Mylonas, Argyropoulou, and Tampouri (2012) stated in his study that there might be a systematic fluctuation in career indecision due to the influence of generalized self-efficacy. Furthermore, in their study it was shown that the students that possess a high self-efficacy level exhibit less dysfunctional thoughts and difficulties in career decision-making. Reinforcing the perception concerning student's personal sufficiency, through various activities and counselling services,

can lead to the restructuring of self-efficacy perceptions in respect to new activities, to the development of skills in searching information and to the configuration of their vocational identity.

Consequently, the present study employs the same approaches, tests and following hypothesis is developed:

H1: There is a significant relationship between self-efficacy and career choice

#### **2.2.4 Family Influence**

Every parent desires success for his/her children. Parents want to see their children securing satisfying and lucrative careers. It is depressing for a parent to see his/her children having careers with no bright future. Therefore, parents try all their best to influence their children to have promising careers (Daniel, 2015). Maina (2013) clarify that all parents want the best for their children, there is always the danger of them trying to "live their dreams" through their children. On the one hand, children may be subconsciously influenced to tread the same professional paths as their parents, keeping the trade in the family. Children may be discouraged from exploring and considering other non-traditional career paths, even if their natural abilities and talents are more in agreement with a different professional or career life than that of their parents.

According to Okamopelola (2014) parents' excessive involvement in the career decisions of their children is to make their children more satisfied in their careers than they are in their jobs for the sake of pleasing their parents, children may start to



seek and accept what their parent's advice. Moreover, children may accept and fail to challenge the ideas of their parents or assess their validity. Despite the presence of different parenting styles, parents always seek what is best for their children, and children mostly pay attention to the sayings of their parents. Therefore, children may be affected.

While parents expect that their immediate career guidance might be compelling, they might be ignorant that they can likewise apply a solid career impact basically by serving as a case of labourer's (Jungen, 2008; Kniveton, 2004). Parents begin impacting career choices when their kids can claim their employment title.

Naturally, processes in the family always replicate themselves. The factors that affecting the decision made in person's career choice depend on family themes, myths, limitations, connections and issues in emotion aspects. For example, when the family generation followed their own career tradition which is medical-oriented, nevertheless the children will stay in the same field which is medical, even though they might shift to another area in the same field to keep the differences. For the individuals that conscious about the family matters and can solve those effects, it much more essential to the decision-making theory as that person may decide their own career selection.

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

In family view, we categorize it into explicit and implicit of father, mother, and siblings influence. Due to the object of this study which is undergraduate students who are still completing their degree, parental influence is higher on them because

they haven't lived independently yet. Family always have a very strong impact in person's life (Sarwar & Azmat, 2013).

Regularly, parents imagine that all together for their youngsters to have an upbeat and secure future, the kids must gain a decent compensation at a constant employment. So as to accomplish this, the family frequently feel that their children must graduate from recognized college and best university. This leads families to push their children to get to great school before college, with a specific end goal to guarantee that their kids will get into a prestigious career (Napompech, 2011).

Nevertheless, parents always support their children in particular careers. Like in Ferry (2006) study, he seeks the influenced factors toward career choice of adolescents in Pennsylvania's rural. By using twelve groups, Ferry (2006) investigate their views about family has an important factor in choosing a career. Ferry (2006) reported that as parents, their family members may follow them because they have valuable learning by experiencing it in exploring career interests. By supporting particular activities, parents can show their preference in choosing a certain career. It is common that parents tended to show additional support for occupational choices that reflected theirs (Kniveton, 2004).

According to Clutter (2010), parental impact on career development of their children is more powerful than the influence of teachers, faculty and career counsellors who know better about the career field in question. Because parents are well known and/or trusted by their children than anybody else for this critical decision making for career choice.

Parental involvement in career choice decision-making has different consequences based on the ways of parental involvement. It is researched by a number of scholars that if the participation of the parent is found to be effective and supportive the success of the child at school as well as future live is guaranteed as compared to the ineffective and oppressive/directive ways of involvement (Ngunjiri, 2013). Parental involvement in career choice decision-making of their children is influenced by a number of factors. Career choice decision making is affected by factors like socio-economic factors, school-based factors and home-based factors (Ngunjiri, 2013).

Salami (2008) Pilot as cited by Mudhovozi and Chireshe (2012) suggested that children from high-income families may have high career aspiration because the family can support them with better academic. It is like that child from low socioeconomic background may not be confident to get a better career by having higher education and marks the environment socioeconomic impact for children to provide their career.

Watson and McMahon (2007) suggest that most children and youths cannot make smart career decisions solely based on life experience. They need support and exploration in the form of curriculum offerings and courses counselling to assist on monitoring them towards a career path. Family, significant others and influence society, the ability of adults to learn to make a career decision must come from the preparation of a person can receive in high school 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 choice later.

On the other hand, parents may also become overly-involved in career decisions because they want their children to be more content in a career than they are in their own jobs. Children may begin to identify and accept their parents' views and neglect to challenge them or assess their validity, with negative consequences on their own career choices (Dharsee, 2009). Maina (2013) contends that the family structure and parental authority are being eroded, leading to diminished family influence on children in respect to values, boundaries, education and morality. Instead, he claims, the family is being replaced by the "Internet society". The results of this study reveal that family is still a major factor that influences career choice among undergraduate students. Therefore, based on the prior findings, the following hypothesis has been developed:

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

### **2.2.6 Personal Interest**

A few students grow up recognizing what they need to do in life. These are the students who will go the additional mile to achieve their fantasy work. However, students regularly settle on an alternate way because of numerous elements they can't control. Students will look into their picked career lane and investigate every little thing about it. The benefits and salary of that employment don't assume a part in this choice (Fizer, 2013). In an exploration study the element "match with interest" evaluated over occupation qualities, significant characteristics, and mental and social advantages in significance when students pick a major (Beggs, Bantham, & Taylor, 2008). Students will search out schools that are famous for that major or exchange.

Most students today are more worried about the measure of cash they can procure. But, there are a couple of students who seek after their fantasies (Mcglynn, 2007).

Fizer (2013) said that when students are picking a career, they might not have all the data about the employment they are seeking after. The employment may include more math or science than students are set up to consider. Students may like one part of a specific employment and not comprehend what different perspectives accompany that career. For instance, a few students might need to be veterinarians since they appreciate being around creatures, yet students may not understand the amount of school work that is required to end up a veterinarian. Additionally, students may not be interested in all employments in their general vicinity of interest.

Bandura (1977) prescribed that the efficacy found in individuals who sustain the development of interests that will stay predictable the length of the interests of their own emotional state included and give fulfilment. Past exploration has demonstrated an example of a minority being put in a lower scholastic track, taking into account insufficient spending plans, career direction staff (Boyer, 1983). This is not positive conditions that pull in consideration, and they can clarify the absence of minority residents in regions, for example, science and arithmetic. Hansen (1999) clarifies the significance of the inward condition of a student who is identified with the attributes of the learning circumstance. An absence of interest in learning science and manufacturing can happen if an individual does not see science or manufacturing as a field that became members of the community can put an entry to.

### **2.2.7 Relationship between Personal Interest and Career Choice**

Personal Interests/decisions for career choice have one of overwhelming exploration subjects for a long time since. There are various studies that backing interest as one of the fundamental variables influencing career choice. Students recognize interest as the main impetus while selecting major. A decent case has been given by the specialist, students seeking after accounting or finance educations may see the quantitative necessities for these educations as making their educations harder to acquire than different educations in the business college (Ahmed, 2014).

Lindholm (2004) argues career counsellor's diagnosis and individual active role during the assessment process and clarity of self-concept are important factors in career selection. In addition, people with strong interests in a specific field make them successful professionals (Ilgen et al., 2003). A few studies bolster the contention that there is a solid relationship between the individual interests and career determination (Suutari, 2003). Arthur and Rousseau (1996) keep up that people with more scholastic aptitude can better figure about themselves. The elderly students are in better position to evaluating their interest sorts. Also, the high gainful level has found among people who select a career which they preferred.

Furthermore, the abilities of a person that is produced and learned with a section of time likewise impact career determination (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Bardick, Bernes, Magnusson, and Witko (2004) stress that financial and social environment of people is additionally significance in modelling the observations with respect to careers. No individual is precisely the same as alternate (people's decisions can't be precisely same for each situation), including

indistinguishable twins that may contrast in certain regards of career determination too. Kroth and Boverie (2009) maintains that individual's skills and abilities to do something, individuals learning rate also contributing in the development of interests regarding careers choices (Saleem, Mian, Saleem, & Rao, 2014).

Afidatul Asma (2015) had itemized the interests which are the one that most likely to contributing to 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 indicates the students to a career in computers and high technology area. Then, these students are fascinated to the training course will yet they are more likely to be motivated to continue in this area.

Ahmed (2014) and AlMiskry, Bakar, and Mohamed (2009), in their research article gave great importance to the interest of students in making choice of their career. They wrote that interest in a career is according to the pattern of likes and dislikes of students. The indifference in activities related to career and occupation predict the career choice among students.

Tekke, Ghani, and Kurt (2015), discuss different stages in behaviour change and the manner of thinking of an individual while picking his/her career. They contend that until the age of 10 people live in dreamland in regards to their career determination. In sum, that adolescence dream implies including pretend to investigate the implications and potential outcomes of work. At this stage they regularly change career determination without breaking down the abilities sets, instructive foundation, preparing necessities and financial variables they had. They added claims that youths

between 11 to 17 years are speculative about career selection and of work fundamental and one's identity. The third and final stage is called realization of career choice, where there are no restrictions occupational decisions.

There are many individual features that influence the way we make our decisions, including our personal interests, personality traits and identity (Germeijs, Luyckx, Notelaers, Goossens, & Verschueren, 2012). These characteristics have been studied and their relevance for the decision making process has been well established. In Bubic (2014), study results he conclude that students' choices were often determined by their intrinsic interests in a certain field of future study, students may sometimes be interested and well suited for particular majors, but may not be able to pursue these either because of limited financial resources or the inability to acquire the information relevant for overcoming these problems . In addition, they may face external conflicts that arise when their wishes and preferences are not congruent with those of their family or friends. According to Edwards and Quinter (2011), the personal interests of students is the most important factor influencing career choice. The personal interests of students in particular academic subjects, interests in tasks related to the job, the fit between their personality and the needs of the job, confidence in achieving a job, and need to make a decent salary. Individuals are more attracted towards the professions which are dynamic and which gives many opportunities for personal development. Based on these findings, the following hypothesis has been proposed:

H3: There is a significant relationship between personal interests and career choice.



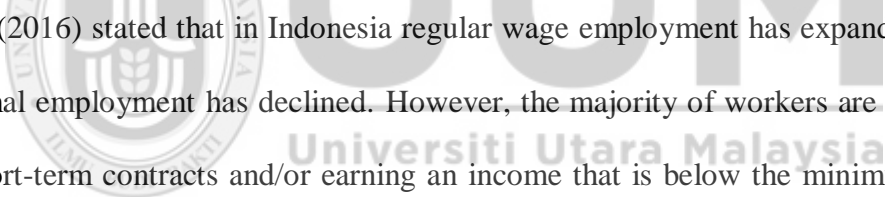
### **2.2.8 Economic Consideration**

Most of the students perceive that they have made a heavy investment in their education and they feel that are they getting back of what that they have invested. The research of the researcher shows that financial problems are also given due importance and they matter a lot while selecting major for developing your career (Ahmed, 2014).

The economy is one of the essential parts of the occupation market (Blair, 1999). Economic growth prompts higher employment rates and expanded spending. The development of business prompts conceivable extensions, which make more openings for work in the workforce. A development in the economy of some fields can pull in students to those fields. In any case, numerous students trust that to carry on with an agreeable way of life they should be economically steady. At the point when these students investigate a noteworthy or a career way, they search out the higher pay employments or they search for majors that include the most employer stability (Fizer, 2013; Wildman & Torres, 2002).

The money related angles that students consider incorporate high acquiring potential, advantages, and opportunities for progression (Beggs et al., 2008). Indonesia is shifting away from an economy dominated by the agricultural sectors that are based in rural areas, towards an economy with a greater share of activities within the industrial and services sectors in urban areas. This trend is driving rapid urbanization. To further illustrate, trends in both economic growth and employment growth in the manufacturing and the construction sectors, which provide important information on investment and trade trends, have shown strong performance in 2014

and 2015. According to International Labour Office (2015) educated youth in Indonesia face a high chance of being unemployed. However, youth with higher levels of educational attainment also tend to be actively seeking work, which may be linked to a higher likelihood of meeting the job vacancy criteria of employers in the future. In comparison, in February 2015 approximately 17.9 % of unemployed youth indicated that they had given up hope of finding work and were therefore discouraged job seekers. According to a survey conducted by ILO Country Office for Indonesia workers noted that they had limited access to promotions and career advancement. When workers were asked the reason why they were not promoted, they cited lack of skills and lack of opportunities as the biggest obstacles to further developing their careers.



Allen (2016) stated that in Indonesia regular wage employment has expanded, while informal employment has declined. However, the majority of workers are employed on short-term contracts and/or earning an income that is below the minimum wage. An over reliance on short-term contracting has discouraged skills investment and is reinforcing segmentation in the labour market. Growth in minimum wages has been outpacing growth in average wages and this may be one reason for weak demand labour market performance.

Those people that have experience in the job market for more than ten years are alert to the trends or changes in economy well. Some of the trends may impact on the local economy area and some impact the whole world. A study by Borchert (2002) states that B.A. psychology students will not get them very far with the class of 2002, but two years ago that liberal arts majors expected to get high bargains from the

dotcoms together with the signing bonus. Students may have decided their main course of study during the "internet bubble" and proceed to do most of their job search online (Borchert, 2002). Students should decide on their career choice based on real potential opportunities, not from the momentary chances. Impact on September 11, 2001, has weakened in economic circles world widely. Student may have chosen career based on the twist but there was realistic interpretation of the industry at that time of view. A student may also be under pressure to take which is easily obtainable, and instead of waiting for the real choice to be either available again.

### **2.2.9 Relationship between Economic Considerations and Career Choice**

Economic circumstances are the circumstances winning in the national economy in which individuals are going to seek their careers. A sound data of economic circumstances chooses the future heading of the economy and subsequently the career. The accessibility of occupations in the segment person need to work is likewise to be seen and a full fledged information of the accessibility of calling can prompt a legitimate career choice. This data with respect to the economy and the callings is the obligation of the career directing establishments in the created economies. But that as it may, lamentably career directing is a neglected a portion of the economy. Also, because of this reason students are not ready to see the right photo of the economy (Sarwar & Azmat, 2013).

At various times, inhabitants at a kids' healing centre of Philadelphia were studied by a method for an unknown composed survey (Harris, Marx, Gallagher, & Ludwig, 2005; Maharaj, 2008). The point of the study was to decide components propelling

inhabitant's career decisions. The analysts reported that inhabitants inspired by general paediatrics, considered a way of life and local circumstances, for example, individual monetary issues as critical.

Koc (2008) recognized the best three measures for an occupation as an opportunity for headway, career stability and a decent protection bundle in an investigation of 19,000 U.S. students. The specialists conjectured that these measures could be connected to the approaching economic emergency, the accentuation in the political open deliberation on wellbeing and social security in the keep running up to the U.S. voting. Wanted impacts of social and economic accomplishments have additionally been seen in connection to the prestige of his career. Afidatul Asma (2015) expressed that in the study by Henderson, Hesketh, and Tuffin (1988) the consequences of a study with 396 respondents at 5 years old to 15 year-olds had been accounted for. The scientists found that the decision of occupations influenced on the premise of economic returns. Work with the most astounding pay saw the most elevated prospect status.

Ogunrinola (2011); Onijigin (2009) researches the determinants of career desire among 600 optional school students in Ekiti State, Nigeria while Awujo (2007) completed similar study among 410 secondary school students in Rivers State Nigeria. Components like money related advantage, the renown of the calling, employer stability and youngster raising example are observed to impact future career decision of respondents in both studies.

Also, the issue of neediness has assumed a critical part in deciding the chances that exist for all. The phase of family income may determine the career been picked by secondary school students specifically the time of student's life: the decision will to a great extent choose the eventual fate of the students. Onijgin (2009) expressed that the motivation behind why individual get into work is the economic reasons with the reason that the employment will give them adequate materials and compensated monetarily important to meeting the social needs.

Mashige and Oduntan (2011) find that the highest rated factors which influence their choice of optometry is the desire to help other people, job availability after graduation and the potential to earn a good salary. Van Zyl and de Villiers (2011) report that accounting students' choice is driven mainly by job security, job satisfaction, aptitude for accounting and potential future earnings. Moreover Galhena and Rathnayake (2011) revealed from his study on university students that money and power are playing key role as the primary motivators in making career choice decision. Further he argued that students often change their self-interest career choice due to labour market and economical changes. Economic factors such as the job opportunities given by the environment, the prospects of well-paying jobs and the bright future prospects of the career are also very important. Therefore, the last hypothesis to be tested is as follows:

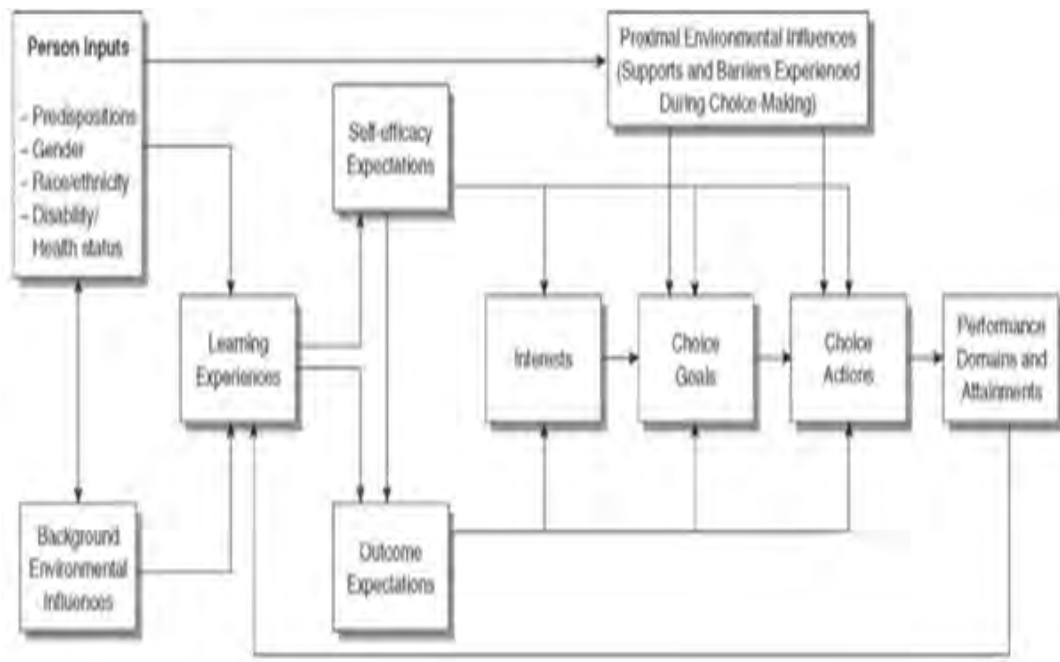
H4: There is a significant relationship between economic considerations and career choice.

### **2.3 Career Development Theories**

A career decision is a procedure that happens in any individual and the surroundings/her transaction with each other. It includes the prerequisite of fundamental career decision or objective, activities intending to finish one's objective, and execution experience giving reaction to the person on the reasonableness of objective.

Social Cognitive Career Theory (SCCT) Lent, Brown, and Hackett (1994) solidly bound to the theories of self-efficacy Bandura (1977) which recommends a common impact of the connection amongst individuals and nature. SCCT offers three models of career development process fragments, which are (a) the improvement of scholastic and professional interests, (b) how people settle on educational and decisions of career, and (c) education and career accomplishments and steadiness. Three models portions have distinctive significance variables concentrated three key, which are the self-efficacy, outcomes expectations, and individual goals. Moreover, SCCT exhibited that bargains in individual interests required in the career decision process because of logical unconstrained to the individual (e.g., social convictions, get less of support, social burden).

Figure 2.1 indicates how people build up their career enthusiasm through the cooperation of their learning experience, self-efficacy, and outcome expectations, and these in this manner impact their career advantages and decisions.



Source: Brown and Hackett (1994)

Figure 2.1  
*Career Enthusiasm through the Cooperation*

The social cognition model has been broadly used to research career decision-making among youthful teenagers or students. According to Ghuangpeng (2011) social cognitive career theory clarify that people make career decision based on several factors—individual factors, individuals’ background contextual factors, learning experiences, self-efficacy, outcome expectations and interest. Afidatul Asma (2015) mentioned that the development of career goals has been viewed as the functions of the relationship among self-efficacy, expectations of outcome and interest over time in SCCT choice model. For instance, it has been utilized to foresee professional enthusiasm for data innovation among college students in the US Smith (2002) study recommend that social cognition variables were emphatically linked with students’ attention towards IT. An investigation of secondary school students in Australia Rogers, Creed, and Glendon (2008), observed that identity influenced the advancement of people’s self-efficacy, while social backing (family and companions)

influenced career objectives and decision-making. As has been shown in these studies, social cognitive career hypothesis seems, by all accounts, to be a helpful methodology for picking up a superior comprehension of people's career decision-making forms. It permits an assortment of variables connected with career decision-making procedures to be distinguished and gives a helpful clarification to how these components are interrelated and can in this manner lead to career decision-making and decision.

## 2.4 The Research Framework

This study has four independent variables (IV) and one dependent variable (DV). The dependent variable (DV) is career choices of undergraduate students in UI which rely on independent variables (IV) which consist of four factors that influence the undergraduate student's career choice (DV) namely self-efficacy, family, personal interest and economic considerations. Those variables can be illustrated in Figure 2.2.

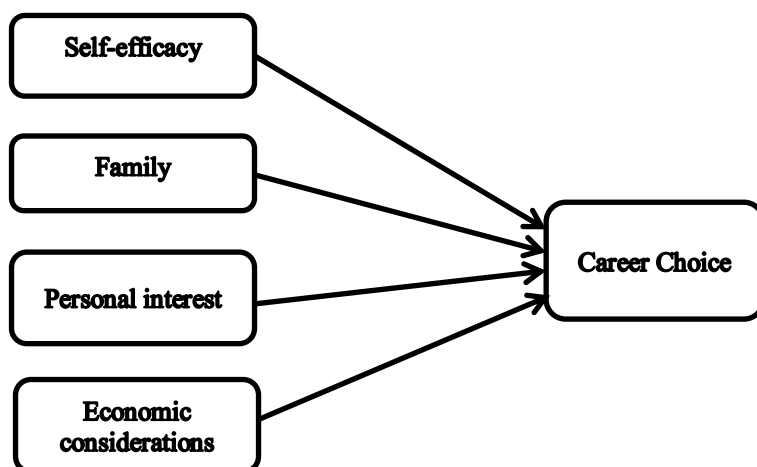


Figure 2.2  
*Research Framework*



## 2.5 Research Hypothesis

Referring to what has been discussed in the previous parts of Chapter 2 the following are the hypothesis statements of this study:

H1: There is a significant relationship between self-efficacy and career choice.

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

H3: There is a significant relationship between personal interests and career choice.

H4: There is a significant relationship between economic considerations and career choice.



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## CHAPTER 3

### METHODOLOGY

#### **3.1 Introduction**

Methodology is the major and most important part in the study. Hence, when doing a study, the methodology used must be well defined and totally describe for testing the hypothesis and identifying the study issues as stated in the top of the study. In doing as such, the procedure of the examination includes the research design, population and tests, instrument, strategies in information collection and information analysis. Statistical Package for Social Science (SPSS) version 22.0 programming was utilized to lead the investigation of study.

#### **3.2 Research Design**

This study uses quantitative method to achieve the research objectives. A survey is defined by Babbie (2001) as “the administration of questionnaires to a sample of respondents selected from a population”. Moreover, Stacks (2002) stated that “a survey is a strategy for social affair moderately top to bottom data about respondent attributes and convictions”. In particular, a survey will be used as the main research design. A survey is a sample of many respondents giving answers to the same questions to measure various variables, test multiple hypotheses (Neuman, 2007).

The use of survey is appropriate for this research because it enables the researcher to get snapshot views and attitudes of the respondents with respect to the social phenomenon under study (Sekaran, 2003). Furthermore, a survey is a common research design employed in many social science studies (Neuman, 2007).

This research design focuses on a quantitative approach. The researcher preferred to use a quantitative approach because of a personal preference for unbiased approach, and the employment of statistical procedures in quantitative studies (Creswell, 1994). The reasons for choosing this design by referring to Sekaran (2003), researchers can collect all the responses from the respondents and resolved within a reasonable time and it is cost-efficient. The collection of cross-sectional data at one point in time is the nature of the survey.

### **3.2.1 Type of Study**

In this project quantitative research approach is used as a result of quantify variation, to measure the relationship and describe the population's characteristics. The framework validates the subject hypothesis, beside that the instrument uses the extra static style for choosing and categorizing responses to questions. Thus, this research has highly structured methods; questionnaires.

In this study, the independent variables are Universitas Indonesia undergraduate student's self-efficacy, family, personal interest and their economic considerations in choosing their career while the dependent variable is Universitas Indonesia undergraduate student's career choices.

### **3.2.2 Source of Data**

They are two origins of data utilized as a part of the study which are primary and secondary data. The data got direct by the scientist on the variables for the reasons for the study is called essential information (Sekaran, 2003). The data was taken from the survey and conveyed to the respondent.

With the end goal of this exploration, the information is gathered through the undergraduate students of Universitas Indonesia, there are two explanations behind picking the undergraduate students as respondents; first reason because of the likeness of students' attributes, while the second reason is that those students can be an immaculate specimen for deciding components which influence career decision.

The optional information is the sort of information that acquired amid the writing audit. Specialist acquire the information through the articles that are distributed and also online diaries that are accessible from outside the association which are valuable to the scientist in comprehension the study from other individuals' perspective.

### **3.2.3 Unit of Analysis**

Sekaran (2003) states that unit of examination refers to the data gathered amid ensuing information analysis change. The exploration is to look for the finding to students' career choice factors in Universitas Indonesia. Along these lines the examination is done on undergraduate students who are units of investigation.

### **3.2.4 Population Frame**

Nation (1997) said that in the experiment all relevant cases are consisting of a population. Population is a group of individuals who share one or more characteristics and that are of the researcher interest. The population might be a group of people of a specific type or just limited individuals of that group. Population is considered as an entire group of individuals, events or anything that falls under the researcher wants and wishes to investigate (Sekaran, 1992). The population of this research is represented by Universitas Indonesia students. The population of

Universitas Indonesia is 43560 based on the active students list provided by Universitas Indonesia in 2015 as shown in Table 3.1.

Table 3.1  
*UI Active Students*

Year	Number of Active Students
2010	47636
2011	48503
2012	48234
2014	45548
2015	43560

### **3.2.5 Sample and Sampling Technique**

Due to the fact that it is difficult to include all population, a typical sample will be chosen for the purpose of generalizing the result to the population. According to Gay and Diehl (1992), selecting a sample is significant step in doing a research study since the sample quality assesses the generalizability to the population. The results which are wasteful are not generalizable because doing a research usually needed a long duration of time and massive effort. All the studies would be replicated for infinite amount of times if the results are correct for one group which it was based on. Thus, managers wouldn't have the capacity to have the benefit of utilizing any other individual's work. Envision how slow the advancement of science would be if each researcher needed to reconfirm Newton's law". As reported by Nation (1997), sampling is the answer for the issue of taking care of a lot of information's. Sampling is connected when the scientist picked a subset of massive number of perceptions.

The specialist utilized Krejcie and Morgan (1970) table to decided specimen size. This exploratory rule gives certain sample size in light of certain populace size. Since the population size is 43,560, in this manner the Krejcie and Morgan's table proposed that when the populace is 43,560, so the focused sample size ought to be 380.

The researcher has selected simple random sampling on this study because the sample size has known and any member of the population is equally likely to be a member of the sample.

Table 3.2

*Population and Sampling*

Total population (N)	43,560
Sample (N)	380

Source: Krejcie & Morgan, (1970)

**3.3 Measurement**

The questions were expressed as statements scored on a level of agreement five point Likert sort scale, going from 1 "strongly disagree" to 5 "strongly agree" and on a level of confidence from 1 'no confidence at all' to 5 'complete confidence'. In this study, questionnaires are utilized to be instrumented for examination and which can be isolated in two sections; demographic and inquiries identified with variables replied in a five point Likert scale. In the first segment, the respondents' demographic profiles were asked separately; gender, age, year of study and grade point average. The second part comprises of 54 items to gauge independent variables and dependent variable. The dependent variable “career choices” consists of 8 items. The

independent variables consist of 46 items. The first dimension “self-efficacy” consists of 25 items. “Family” consists of 6 items too. The third dimension “personal interest” consists of 7 items. The fourth dimension “economic considerations” consists of 8 items.

### 3.4 Instruments

The researcher started the instrument by asking four demographic factors related to each respondent; age, gender, year of study and grade points average, then asked different questions related to the dependent and independent variables.

#### 3.4.1 Dependent Variable

##### 3.4.1.1 Career Choice

Career choice measurement was derived from (Brown, 2002; Din, Khan, & Murtaza, 2011; Malach-Pines, Özbilgin, Burke, & Agarwala, 2008; Margolis, 2008; Tay, Siddiq, & Atiomo, 2009; Venable, 2007), using eight items to measure the career choice. Five point Likert scale was used starting from (1) strongly disagree to (5) strongly agree. The items of career choice are presented in the Table 3.3.

Table 3.3  
*Career Choice Measures*

No.	Item
Career Choice	
1	I believe I have a free choice in making my career decision
2	I have definitely made a career choice
3	When I make a career decision, I know which occupation I love.
4	I find information about current job opening.
5	I may choose this career due to unavailability of any other attractive job.

6	I am limited to a career choice by the industry in my area.
7	I may choose this career because I do not think I will get any other job offers.
8	I know about the demand for workforce in my field.

### 3.4.2 Independent Variables

#### 3.4.2.1 Self-Efficacy

The present study utilized a formerly validated self-efficacy inventory Career Decision-Making Self-Efficacy Scale-Short Form or CDMSE-SF which was gotten from Ghuangpeng (2011), to analyse the relationship between students' self-efficacy and their enthusiasm for picking a career. This stock comprises of 25 behavioural statements intended to quantify an individual's principles and trust in their abilities to finish diverse assignments pertinent for their career decision-making. The level of confidence was measured utilizing a five point likert scaling from 'no confidence at all' to 'complete confidence'. The items for measuring the self-efficacy are introduced in Table 3.4.

Table 3.4  
*Self-Efficacy Influence Measures*

No.	Item
Self-Efficacy Influence	
1	Find information in library about occupations you are interested in.
2	Select one career from a list of potential careers you are considering.
3	Make a plan of your goals for the next 5 years.
4	Determine the steps to take if you are having trouble studying for part of your chosen career.
5	Accurately assess your abilities.
6	Select one occupation from a list of potential occupations you are considering.
7	Determine the steps you need to take to successfully attain your chosen career.
8	Persistently work at your career goal even when you get frustrated.



9	Determine what your ideal job will be.
10	Find out the employment trends for an occupation over the next 10 years.
11	Choose a career that will fit your preferred lifestyle.
12	Prepare a good resume.
13	Change careers if you did not like your first choice.
14	Decide what you value most in an occupation.
15	Find out about the average yearly earnings of people in an occupation.
16	Make a career decision and then not worry about whether it was right or wrong.
17	Change occupations if you are not satisfied with in one you enter.
18	Figure out what you are and are not ready to sacrifice to achieve your career goals.
19	Talk with a person already employed in the field you are interested in.
20	Choose a career that will fit your interests.
21	Identify employers, firm's institutions relevant to your career possibilities.
22	Define the type of lifestyle you would like to live.
23	Find information about universities and colleges.
24	Successfully manage the job interview process.
25	Identify some reasonable career alternatives if you are unable to get your first choice.

### 3.4.2.2 Family Influence

Family measurement was derived from (Borchert, 2002; Bui, 2005; Chak-keung Wong & Jing Liu, 2010; Liu, Englar-Carlson, & Minichiello, 2012; Mimbs, 1996), using six items to measure the family influence. Five point Likert scale was used starting from (1) strongly disagree to (5) strongly agree. The items of family influence are presented in the Table 3.5.

Table 3.5  
*Family Influence Measures*

No.	Item
Family Influence	
1	I consider my parents' opinion when selecting my career choice.
2	My parents listened to my opinion about career plans.
3	My parents have the greatest influence in my career choice.

4	The example of my friends, family inspired me to choose a career.
5	My family business opportunities influence my career choice.
6	My family showed me how to be successful in choosing a career.

### 3.4.2.3 Personal Interest

Personal interest measurement was derived from (Jackle, 1993; Margolis, 2008; Richardson, 2009; Youssef, 1984) using seven items to measure the personal interest. Five point Likert scale was used starting from (1) strongly disagree to (5) strongly agree. The items of personal interest are presented in the Table 3.6.

Table 3.6  
*Personal Interest Measures*

No.	Item
Personal Interest	
1	To become a leader in my profession is important for me.
2	I need to be challenged in my career to feel satisfied.
3	This career provides opportunities to learn new things.
4	I consider self-deciding on occupational choice as important.
5	I concern about further study possibilities in my career.
6	I choose a job that offers opportunities for further training.
7	I can get a chance of future advancement within my profession.

### 3.4.2.4 Economic Consideration

Economic consideration measurement was derived from (Brendtro, 1991; Coshov, Davis, & Wolosin, 2009; Hsieh, 2006; Margolis, 2008; Olichwier, 2014), using four items to measure the economic consideration. Five point Likert scale was used starting from (1) strongly disagree to (5) strongly agree. The items of economic consideration are presented in the Table 3.7.

Table 3.7  
*Economic Consideration Measures*

No	Item
Economic consideration	
1	The wish for financial security is important factor that influences my career choice.
2	The need for economic security is my reason for career choice.
3	I am satisfied with work that provides pay raises that keep me abreast with the cost of living.
4	I hope I will be paid a high salary.
5	The amount of financial rewards influences me to choose a career.
6	Salary considerations are important for making career decisions.
7	I need good starting salary.
8	I need good opportunities for career advancement.

### 3.4.3 Pilot Study

If due to some circumstance, the researcher does not get the chance to do a pilot test on a real sample, he can do so with his colleagues and friends. The main aim behind a pilot test is to create an accurate and effective questionnaire through the test; after which it is easy for the researcher to make any changes necessary.

Furthermore, the researcher would possess enough time and space to conduct such a test on the sample and validate it. The purpose behind it is to examine for reliability, validity, and viability of the research instrument and to gauge the time required to conduct the main study. In the present study, prior to deciding on the actual instrument to be used, the researcher conducted a pilot study on a suitable sample. According to Sekaran, and Bougie, (2000) a pilot study is conducted to rectify any discrepancies in the instrument before the actual data collection. The researcher had a discussion with the respondents concerning any confusion in the questionnaire and to pinpoint any ambiguities in the wording and translation.

Nonetheless, for each instrument, the reliability test was conducted through the data gathering from the pilot study. The main study was then piloted in March 2016 where the questionnaire was distributed to 60 Indonesian students in Universiti Utara Malaysia, 59 questionnaires were received. The 59 questionnaires were revised and modified by the researcher to rectify any inconsistencies that may have been highlighted following the respondents' completion of the questionnaire. The data were then analysed through SPSS 22.0 for reliability.

The outcomes of the reliability investigation utilizing Cronbach's alpha value as a key determinant to accept the reliability to the variables is appeared in Table 3.8.

Table 3.8  
*Reliability of Pilot Study*

	Original number of items	Cronbach's Alpha
All variables	54	
Career Choice	8	.831
Self-Efficacy	25	.888
Family	6	.706
Personal interest	7	.740
Economic consideration	8	.731

### 3.5 Data Collection Procedures

For this study, data were achieved from the questionnaire. The questionnaire distribution was done in two ways; firstly, the researcher approached students going in and out of the Universitas Indonesia library to participate in the study. Every student was given 30 minutes to answer the questionnaire and data was collected half

an hour of submission and this lead to some data lose either by not finding the students in their place or by having some of the questionnaires with many unanswered questions. Secondly, by the help of friends who are currently studying at Universitas Indonesia they distributed the questionnaire in the student's classes at different faculties.

### **3.6 Data analysis technique**

The data analysis were performed by using the SPSS for Window Version 22.0 which determines the nature and strength of linear relationship among variables (Sekaran, 2003).

Several analyses were used as part of the data analysis techniques. For descriptive analysis, it is use to describe the basic feature of the data from study. This is done to simplify large amounts data in the sensible way. It were transformed into mean, standard deviation, frequency, and percentage from the data collected through survey questionnaire. From there, it helps researcher to understand the characteristics of the respondent systematically and analysis can be made on the results.

Meanwhile the inferential analysis explained the relationship between all variables in the study. It explains the sample characteristics that had been chosen from the population.

The generalization of the sample characteristics from the population can be done from this inferential statistic. This mean researcher can makes conclusion based on the population characteristics from sample given.

### **3.6.1 Reliability Analysis**

The most prominent test for inter-item consistency reliability is Cronbach's alpha coefficient. The Cronbach's Alpha is utilized to quantify the reliability of the instruments in the study and the most well-known type of interior consistency reliability coefficient is between two scores going from 0 to 1.00. Sekaran and Bougie (2010) clarified that commonly reliability coefficient that considered average in the range of 0.60, and the 0.70 and above is considered as high reliability standards. It was found that the Cronbach's Alpha value for the dependent variable career choice is .831, while the Cronbach's Alpha value for independent variables self-efficacy .888, family .706, personal interest .740 and economic consideration .731 generally considered acceptable as the minimum benchmark of the minimum Cronbach's Alpha value is 0.50 indicated by Sekaran, (2003).

### **3.6.2 Descriptive Statistic**

Descriptive statistic is to investigate the data gathered and especially useful on the off chance that one simply needs to mention general objective fact about the data gathered. Standard deviation and variance in measurement will give more data about the division of every variable. As indicated by Sekaran (2003) the frequency analysis is to abridge the entire question asked. It is a presentation of the frequency event of every score value and can be spoken to in plain frame or in graphical structure. However, the mean score of less than 3.00 is considered low, score of 5 is considered high, while values between 3 and 5 are considered moderate level.

### 3.6.3 Hypothesis Testing

To test the relationship between research variables, the investigation which is correlation testing to decide the relationship between every reaction in each particular variable.

### 3.6.4 Inferential Statistic: Pearson Correlation

Correlation analysis used to measure two or more variables in view of their relationship either in positive or negative relationship (Sekaran, 2003). In addition, correlation analysis is to quantify the interrelationship between two variables which are commonly comprehensive of reliant and autonomous variable. It is great supplier of data by Pearson Correlation matrix to the nature, direction and significance of the vicariate relationship. In principle, they could be an extraordinary positive relationship between two variables appeared by 1.0 in the worth and typically by  $r$ . As per Davies and Crombie (2009) the relationship between independent variables and dependent variables is for the most part in light of the accompanying scale as presented in Table 3.9.

Table 3.9  
*Relationship between Independent Variables and Dependent Variable*

<b>R</b>	<b>Level</b>
Above 0.70	Very strong relationship
0.50 to 0.69	Strong relationship
0.30 to 0.49	Moderate relationship
0.10 to 0.29	Low relationships
0.01 to 0.09	Very low relationship

Source: Davies, 2009

### 3.7.5 Multiple Regressions

Numerous regression analysis can be led by three distinct techniques: standard regressions or simultaneous regression, hierarchical regression and stepwise regression (Tabachnick, Fidell, & Osterlind, 2001). Since every independent variable is accepted to have an equivalent significance and possibly meet interest.

Multiple regressions are a more complex expansion of correlation and are utilized to investigate the prescient capacity of an independent variable on one dependent variable (Pallant, 2001). For this study, the multiple regression analysis (standard regression) will be utilized to test the hypothesis. The test would decide the degree of the intuitive impacts of independents variable on the dependent variable. Before continuing with the analysis, the fundamental presumption of the linearity (speaking to the extent to which the adjustment in the dependent variables is connected with the independent variable), and typicality of the error terms circulation and homoscedasticity (consistent variance of the error terms) ought to be the main point.

Because of the closeness between the multiple regressions and Persons, the regressions were considered as an intense instrument for depicting the way of the relationship between variables. Notwithstanding that, regression is likewise vital for making an expectation of likely estimations of independent variables. Besides, since multiple regression is exceptionally sensitive to outliers, that is standardized residual value more than 3.3 or not exactly - 3.3 (Pallant, 2001), it was distinguished by case wise diagnostics in the regression analysis in SPSS package version 22.0.



## **CHAPTER 4**

### **DATA ANALYSIS**

#### **4.1 Introduction**

In this chapter, the results of analysis of data collected from the undergraduate students of Universitas Indonesia are presented using the version 22.0 software of International Business Management (IBM) Statistical Package for Social Sciences (SPSS). The chapter starts with cleaning and preparing the data along with descriptive analysis which has to do with the respondents' profile. Lastly, testing of the research model through regression analysis will be presented and also validating the conceptual model of the research.

#### **4.2 Data Cleaning and Preparation**

The survey of the questionnaires was carried out among the undergraduate students in Universitas Indonesia with 380 questionnaires distributed to the respondents. Thus, cleaning and preparation of data commenced immediately after the returned of some questionnaires by the respondents.

##### **4.2.1 Response Rate and Screening**

The distribution of questionnaires was done properly without bias among the undergraduate students of Universitas Indonesia with few unreturned questionnaires as shown in Table 4.1. Table 4.1 shows that only 300 questionnaires out of the 380 distributed questionnaires to the respondents were returned. It discovered that 2 of the returned questionnaires were not administered properly which can affect the outcome of the analysis, thus discarded from the pool of the returned questionnaires. This implies that only 298 questionnaires are useful for the purpose of this research.

Table 4.1  
*Response Rate and Frequency*

<b>Descriptions</b>	<b>Frequency</b>	<b>Percentage</b>
Number of distributed questionnaires	380	
Returned questionnaires	300	
Returned and usable questionnaires	298	
Returned and excluded questionnaires	2	
Unreturned questionnaires	80	
Response rate		78.9%
Usable response rate		99.33%

Table 4.1 reveals that the response rate in this research is 78.9% which is good for the regression analysis in behavioural research. The usable response rate questionnaire is found to be 99.33% and thus acceptable in regression analysis.

#### **4.2.2 Demographic Profile of the Respondents**

The descriptive statistics in this research shows that 93 (31%) of the 300 respondents are male from the Universitas Indonesia, while 207 (69%) are female students and shown in Table 4.2.

Table 4.2  
*Demographic Profile of the Respondents (N=300)*

<b>Demographics</b>	<b>Categories</b>	<b>Frequency</b>	<b>%</b>
Gender	Male	93	31
	Female	207	69
Age	16-19	92	30.7
	20-23	192	64
	24-27	16	5.3
Year of Study	1	83	27.7
	2	58	19.3
	3	72	24
	4	72	24
	5	15	5
Grade Point Average	1.01-2.00	16	5.3
	2.01-3.00	103	34.3
	3.01-4.00	181	60.4

Table 4.2 shows that female undergraduate students in the Universitas Indonesia have more participation in the data collection than their male's counterparts.

Considering the age distributions of the respondents, the findings shows that 92 (30.7%) of the respondents are in the age range of 16-19 years as shown in Table 4.2.

Moreover, 192 (64%) of the respondents from the Universitas Indonesia during the data collection fall between age range of 20-23 years and 16 (5.3%) are the age range of 24-27 years. Table 4.2 reveals that undergraduate students in the age range of 20-23 years participated most in the data collection process. Furthermore, 83 (27.7%) of respondents are in their first year of study, while 58 (19.3%) are in second year of study and shown in Table 4.2. Indeed, 72 (24%) of the respondents are in the third and fourth year of studies while 15 (5%) of the respondents are in their fifth year of

study. Moreover, only 16 (5.3%) of the respondents have their GPA between 1.01-2.00, while 103 (34.3%) have their GPA between 2.01-3.00. 181 (60.4%) are in the range of 3.01-4.00 GPA.

This shows that undergraduates students that have their GPA from 3.01-4.00 participated most in the data collection.

### 4.3 Goodness of Measures

The results attained from the reliability analysis for the data showed a reliability which made it credible to go on with the analysis

#### 4.3.1 Reliability Analysis on Dependent and Independent Variables

Reliability analysis was performed on the questions mentioned in section B which is about the dependent and independent variables using Cronbach's Alpha to check the reliability for all variables. The analysis in Table 4.3 shows the Cronbach's Alpha value for the dependent variable and the four independent variables.

Table 4.3  
*Cronbach's Alpha Coefficient*

Variables	Cronbach's Alpha	N of items
Career Choice	.737	8
Self-Efficacy	.907	25
Family Influence	.785	6
Personal Interest	.779	7
Economic Considerations	.785	8

According to the table above the Cronbach's Alpha for the dependent variable and the independent variables are all greater than .70 which means that all the variables are excellent and can be accepted.

#### 4.4 Descriptive Statistics

Descriptive analysis was done following to the process of reliability in order to determine the mean scores and standard deviations for the concept. Based on 298 valid cases being analysed for all the four variables namely independent (4) and dependent (1), the statistic output are stated in Table 4.4.

As spotted earlier in Chapter 3, the mean score of less than 3.00 is considered low, score of 5 is considered high, while values between 3 and 5 are considered moderate level.

Table 4.4  
*Descriptive Statistics of All Principle Construct (N = 298)*

Construct	Dimension	Mean	Standard Deviation
Independent variables	Self-Efficacy	3.84	.459
	Family	3.89	.608
	Personal Interest	3.96	.501
	Economic Considerations	3.95	.475
Dependent variable	Career Choice	3.69	.558

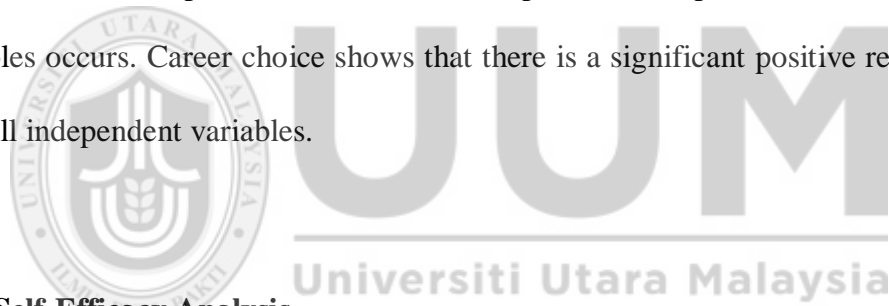
Apparently, the mean scores for all the variables are moderate as they are all above 3, and there are no low level of mean scores. The mean score of 3.96 (personal interest)

and 3.95 (economic consideration) indicates that those variables should be taken into consideration.

The standard deviation for the study variables range between .459 and .608, and this reflects the existence of acceptable variability in the data, furthermore, it shows that all answers were different or varied from a respondent to another, and this signifies the tolerable variance in responses.

#### **4.5 Correlation Analysis**

The inter-correlation analysis result for the variables studied is shown in Table 4.5. In the results it was proved that the relationship between dependent and independent variables occurs. Career choice shows that there is a significant positive relationship with all independent variables.



##### **4.5.1 Self-Efficacy Analysis**

Self-efficacy was analysed by using correlation analysis. Table 4.5 shows that it apply the strongest and have a positive correlation between self-efficacy and career choice with  $r = .406$  and  $p = 0.000$ ;  $p < 0.05$ . Thus the hypothesis for this relationship is accepted.

##### **4.5.2 Family Influence Analysis**

Table 4.5 indicates that there was a positive correlation between family influence and career choice with  $r = 0.393$  and  $p = 0.000$ ;  $p < 0.05$ . As a conclusion, it was found that when the family influence is higher it will result in choosing the best career choice.

### 4.5.3 Personal Interest Analysis

As it is clear in Table 4.5 since the correlation of the personal interest on career choice was  $r=.402$  and  $p = 0.000$ ;  $p<0$  it is considered as positive correlation. Therefore, it concludes that when the students identify well their own personal interests, the choice of career will be decided.

### 4.5.4 Economic Consideration Analysis

As shown in Table 4.5 there was a positive correlation between economic considerations and career choice with  $r = 0.385$  and  $p = 0.000$ ;  $p<0.05$ . As a conclusion, it was found that when there is improve in economic consideration, hence the career choices will be determined.

Table 4.5  
*Pearson Correlations of Study Variables (N = 298)*

	Career Choice	Self-Efficacy	Family	Personal Interest	Economic Consideration
Career Choice	1				
Self-Efficacy	.406**	1			
Family	.393**	.305**	1		
Personal Interest	.402**	.380**	.276**	1	
Economic Consideration	.385**	.325**	.338**	.396**	1


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

From this analysis, the overall correlation coefficient values of the study variables range between 0.276 and .406 ( $p < 0.01$ ), thus the results shows a strong association among the independent variables and dependent variable.

#### 4.6 Regression Analysis

The results of regressing show which variable among the four independent variables has an influence on undergraduate career choice in Universitas Indonesia. This is explained in the model summary table as shown in Table 4.6. The ‘Model Summary’ shows the four independent variables that are entered into the regression model, the R (0.560), which is the correlation of the four independent variables with the dependent variable. After all the inter correlations among the four independent variable are taken into account, the R Square value is 0.314. This is the explained variance and is actually the square of the multiple R (0.314). Thus the studied independent variables explain 31.4 percent of undergraduate student’s career choice at Universitas Indonesia. Evaluation of the model has to do with variance explanation of the dependent variable in the overall study and indicated by  $R^2$  in the summary table as shown in Table 4.6.

Table 4.6  
*Summary Table*



Model	R	$R^2$	Adjusted $R^2$	Std. Error of the Estimate
1	.560 <sup>a</sup>	0.314	0.305	.46541

The result of the analysis as shown in Table 4.6 indicates that the dependent variable “Career Choice” is capable of explaining 31.4% of the model and indicated by  $R^2$ . On the other hands, evaluation of the model was done by assessing the statistical significance of the result as shown in ANOVA in Table 4.7.



Table 4.7  
*Statistical Significance (ANOVA)*

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	29.071	4	7.286	33.553	.000 <sup>b</sup>
	Residual	63.466	293	.217		
1	Total	92.537	297			

The Table 4.7 indicates that multiple R in the population equals zero, meaning that the research model reaches statistical significance (Sig. = 0.000; means  $p < 0.0005$ ).

Table 4.8 gives a summary for the hypothesis and indicates which variable has an influence on career choice for undergraduate students in Universitas Indonesia as the coefficients for each model is tested. All of the independent variables are significant with p-value less than .05 ( $p < .05$ ).

Table 4.8  
*Hypothesis Summary*

Hypothesis	P	
<i>H1: There is a significant relationship between self-efficacy and career choice</i>	.000	Supported
<i>H2: There is a significant relationship between family influence and career choice</i>	.000	Supported
<i>H3: There is a significant relationship between personal interest and career choice</i>	.000	Supported
<i>H4: There is a significant relationship between economic consideration and career choice</i>	.003	Supported

#### **4.7 Summary**

In this chapter, the analysis of survey response was discussed along with discussion of the respondents' descriptive statistics. Indeed, the standard multiple regression together with its assumptions are discussed in detail. Hence, further explanation of the results of the analysis is provided in Chapter 5.



## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### 5.1 Introduction

This chapter presents the discussion on the findings from the result gathered in chapter four and the conclusion of the research. Firstly of all, the summary of the research is presented. Also, discussions on the relation between the independent variables and dependent variable as generated from the SPSS version 22.0 are discussed. The revised model of the factors that influence career choice among undergraduate students in Universitas Indonesia is offered.

#### 5.2 Overview of the Research

The research was conducted for the purpose of determining the factors influencing career choice among undergraduate students in Universitas Indonesia towards achieving employability at the end of completing their programs. Assessing the factors influencing the career choice among the undergraduate students in Universitas Indonesia is necessary to assist in preparing the students for the future challenges. On the other hands, failure to identify those factors may cause students in preparing for their future. Therefore, the model for the factors influencing career choice among the undergraduate students in Universitas Indonesia is developed in this research towards achieving better employability for the present students in their future careers.

Previous studies have revealed that potential factors that may influence career choice among undergraduate students are family influence, personal interest, economic

consideration and career decision making self-efficacy. Hence, all the suggested factors found to be contributed towards achieving career choice among undergraduate students in Universitas Indonesia. The model of the research was validated by using face validity, content validity and the construct validity through the SPSS version 22.0. Hence, the following sections will present discussions on the results of hypotheses testing.

### **5.3 Discussion of Relationship between the Independent Variables and the Dependent Variable**

The discussion of the relationship between the independent variables and the dependent variable has to do with result of relationships between the constructs in the research model in the literature review chapter.

#### **5.3.1 Relationship between Self-Efficacy and Career Choice**

Making of decision by individual is sometimes peculiar to individual as a result of the perspective view on the subject at hand (Fuller, Kvasny, Trauth, & Joshi, 2015). The central role of self-efficacy on the development of career interests, selection of options in relation to academic courses and career opportunities, and on performance and persistence in following these career paths, means that this is an important topic for research. In terms of students' perceptions of the match between personality and a job the findings indicated that certain types of personality traits were perceived by students to have a positive impact on developing a long-term career. The findings of Ghuangpeng (2011) suggest that students perceived the industry to be about looking after people. Thus, it was highlighted that having a patient personality and enjoying

working with people were important personality traits for a career in the industry and they tended to judge their self-efficacy based on this.

The current study findings support the important of the self-efficacy concept and also support the previous studies which say that self-efficacy plays a significant role in student's career choices. In addition, the results suggested that undergraduate students develop their personal self-efficacy according to what they really perceive to match their personal attributes and their career. The result of the analysis in Table 4.8 shows that career decision making contributes as a factor that influence career choice among undergraduate students in Universitas Indonesia, the statistical significant value of zero and below 0.05 indicates that career decision making by individual undergraduate student helps in determining their future career choice among undergraduate student in Universitas Indonesia.

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

The participation of parents in their children everyday life builds confidence in them in term of choosing the best career among many career choices which appeal to them. The family also might involve in counselling of career and they will try to choose the career which most fit their children abilities and preferences. As indicated by Maina, (2013) Parents can have an influence on their child's career development by positively reinforcing or punishing certain behaviour's that can encourage or discourage certain interests or abilities. This therefore means that family members play a significant role in the choice of career of the young people. Indeed, Afidatul Asma, (2015); Metheny, McWhirter, and O'Neil, (2008) mention in their study 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.

In this study, parents played a role in influencing career among the undergraduate students in Universitas Indonesia. The result of the analysis has shown in Table 4.8 reveals the influence of the family on the career choice of during the cause of student's program at undergraduate level is of great importance. The statistical significance Sig is zero which is below 0.05 indicates the relevant of the family influence in the factors that influence career choice among undergraduate students in Universitas Indonesia. This result enjoys the backup of the previous studies that stressed that relative and families of undergraduate students do determine their career choice (Fuller et al., 2015; Lins et al., 2015).

### **5.3.3 Relationship between Personal Interest and Career Choice**

Personal interest has a great impact on career decision as it plays an important rule on the job that individual want to enter. Individuals will try hard and put all his effort in order to obtain his dream career. Additionally, the student's interest will push them to participate more on the activities that they are interested in.

However, it was argued in the literature review of this study and hypothesises that personal interest of the student determines their career choice, specifically at their undergraduate program. The obtained result from the analysis indicates the value of statistical significant which 0.00 is quite below 0.05, meaning that personal interest is

considered as one of the factor that influence career choice among Universitas Indonesia. This result is consistent with the study by Austin (2009); 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 goals and eventually academic or career related behaviours.

Research by Alexander et al. (2011) confirms that there is positive relationship between interests and career choice goals. Study by Leuwerke, Robbins, Sawyer, and Hovland (2004) concluded that interests is factors that affect the motivation for the students to pursue an engineering degree, not gender or ethnicity specifically.

#### **5.3.4 Relationship between Economic Consideration and Career Choice**

In this study it was obvious that when the economy situation is in good condition, the choices of career done by students will increase, from this point of view we can say that the career opportunities for students will be high and they will have a variety of job choices if the economic situation is good, and the same goes when the economic situation is worse, the career choices for students will be less and limited. However, salary, job security and job availability appear to be frequent factors in previous studies. Rettenmayer, Berry, and Ellis (2007) found that high salary and job security were rated most highly, and that job availability was close in importance to these top two. Moreover, Thailand Arts student's perceived pay and salary as the most important aspect of their career decision-making (Ghuangpeng, 2011). As cited by Fizer (2013) McGraw et al. (2012) reported that college students who major in agribusiness have been most influenced by many factors among them are the salary and benefits.

Although, economic consideration has been argued to be the leading influencing factor for achieving career choice among student, the result of the analysis has shown in table 4.8 reveals that the significance statistical with value 0.003 shows that the factor raises high contribution towards achieving career choice among undergraduate students in Universitas Indonesia. This implies that economic consideration as factor will give the direction to the students on their chosen career and in line with the study of (Erikson, Danish, Jones, Sandberg, & Carle, 2013).

#### **5.4 Study Contribution**

This study has helped in determining the significant factors that influence career choice among undergraduate students in Universitas Indonesia. Thus, the findings indicated that undergraduate students in Universitas Indonesia perceived self-efficacy, family, personal interest and economic consideration to play a major role in their career choice. The current study, therefore, has contributed to the knowledge of career decision-making theory by supporting Lent, Brown and Hackett's (1994), that family members influence on students' career interest and career choice. Significantly, the study has strengthen the notion of Lent, Brown and Hackett's (1994) social cognitive career theory that people make career decision based on several factors among them are self-efficacy, outcome expectations and interest.

In addition, current study comes up with a reliable research instrument which should be used for the future research in the domain of management. Besides, the model for the influencing factors for career choice among undergraduate students in Universitas Indonesia was developed, which could assist the future research in this domain.



## **5.5 Problems and Limitations**

In spite of what this study provides the stakeholders in the Universitas Indonesia the core factors that impacts career choice among the undergraduate students, the study still faces few issues and these are discussed below.

The researcher was limited to certain areas in collecting the data to be used for the analysis. In addition, the researcher was unable to meet all the expected number of undergraduate students during collecting data at the Universitas Indonesia. Moreover, the application of the results of this research is limited to the undergraduate students in Universitas Indonesia, but more cases of data are needed to be collected for generalization of the research findings in the complex context.

## **5.6 Suggestions for Future Study**

As stated previously, this research provides the stakeholders in the Universitas Indonesia factors that influence the career choice among undergraduate students. Further improvement is needed to be addressed. As a result, further study might increase the respondent's number in order to achieve robust results and might also add the qualitative research approach to the work in order to obtain full representative of the participants' perceptions.

Future studies with regard to the method are to include students from various educational institutions involving students studying in public or private institutions to increase the sample size, and sample a more diverse in field of study, age and gender. 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 socio-economic background of the students.

### **5.7 Recommendation**

The importance of searching for the factors that influence career choice among undergraduate students cannot be overemphasized. Therefore, this calls for immediate recommendation of this study at higher learning institution since the research has identified the main factors that influence career choice among undergraduate students in the university.

This study further suggests that career advisor can remain to inspire the development of a successful career by classifying sources of psychosocial support to students after the early decision of career was made. People offering career advice to students should guarantee that they have the information well to provide precise information that will lead students to correct career choice. In the other hand, students must acknowledge their own interests, personality and skills. Institutions, industry, and families need to provide an environment that fosters students' awareness of their true self and become a students' mentor, facilitator, or assistants.

The study recommends that positive force of mentoring and role model. Business could sponsor the students in primary school as well as pre-university programs to assure students acquiring the skills and work habits necessary to succeed in the real working life later.

## 5.8 Conclusion

This chapter has presented the discussion about the findings of analysis in chapter four between independent and dependent variables. A total of four relationships between the independents and dependent variables were established with all the relationship significant. Thus, the total respondents in this study were 300. Overall, the focus of this study was on four factors which are self-efficacy, family influence, personal interest and economic considerations. Referring to the correlation analysis mentioned in Chapter 4, it appears that all the factors (self-efficacy, family influence, personal interest and economic considerations) have a positive relationship with career choice for undergraduate students. The multiple regression analysis models revealed that 31.4% of the variance in career choice was accounted for by the IVs (self-efficacy, family influence, personal interests, and economic considerations. 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. Besides, the study has stated the contribution of this study in achieving factors for career choice. Hence, the limitation of the study, expected future work and recommendations have been discussed.

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