EFFECT OF PARENTAL INFLUENCE, PERSONALITY AND PERSONAL INTEREST ON THE CHOICE OF CAREER AMONG UNIVERSITY STUDENTS

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ABSTRACT

This study was conducted to examine the effect of parental influence, personality and personal interest in the choice of career among university students. A total of 357 students from Universiti Utara Malaysia (UUM) participated in this study. The data collected were processed using Statistical Package for Social Science (SPSS ver.20). Data was collected using questionnaires. Statistical techniques such as Descriptive, Pearson Correlation and Multiple Regression Analysis were used to find answers to the research questions. The results showed that the career choices have a significant and positive relationship with parental influence. For the dimensions of personality, namely extraversion and neuroticism have significant relationship with career choices. While the other personality dimensions such as agreeableness, conscientiousness and openness were not related to career choices. For personal interest factor, realistic, investigative and conventional have relationship with the career choice. Whereas, artistic, social, and enterprising have no relationship with the career choice. Limitations of the study, suggestion for the future study, theoretical and practical implications were also discussed in the study

Keywords: *career choice, parental influence, personality, personal interest.*

ABSTARK

Kajian ini dijalankan untuk mengkaji kesan pengaruh ibu bapa, personaliti dan minat peribadi terhadap pemilihan kerjaya di kalangan pelajar universiti. Seramai 357 pelajar Universiti Utara Malaysia (UUM) menyertai kajian ini. Data yang dikumpul telah diproses dengan menggunakan *Statistical Package for Social Science* (SPSS) versi 20. Data dikumpul melalui pengedaran soal selidik. Teknik statistik seperti diskriptif, analisis korelasi dan analisis regresi digunakan bagi mencari jawapan untuk setiap persoalan kajian yang dibentuk. Hasil kajian menunjukkan bahawa pilihan kerjaya mempunyai hubungan yang signifikan dan positif dengan pengaruh ibu bapa. Dapatan kajian juga menunjukkan dimensi personaliti iaitu *extraversion* dan *neuroticism* mempunyai hubungan signifikan dengan pilihan kerjaya. Walaubagaimanapun, dimensi personaliti lain seperti *agreeableness*, *conscientiousne*ss dan *openness* tidak mempunyai hubungan dengan pilihan kerjaya. Bagi faktor minat peribadi, *realistic*, *investigativ*e dan *convensional* mempunyai hubungan dengan pilihan kerjaya. Manakala, *artistic*, *social*, dan *enterprising* tidak mempunyai hubungan signifikan dengan pilihan kerjaya. Batasan kajian, cadangan kajian dimasa hadapan, implikasi teori dan praktikal turut dibincang dalam kajian ini.

Kata kunci: *pemilihan kerjaya, pengaruh ibu bapa, personaliti, minat peribadi*

ACKNOWLEDGEMENT

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LIST OF ABBREVIATION

UUM	Universiti Utara Malaysia
UKM	Universiti Kebangsaan Malaysia
SDS	Self-directed Search
COB	College of Business
CAS	College of Arts and Science
COLGIS	College of Laws, Government and International Studies
CGPA	Cumulative Grade Point Average
BPM	Bachelor of Public Management
BDM	Bachelor of Development Management
INTAFF	Bachelor of International Studies
BBA	Bachelor of Business Administration
B. Edu	Bachelor of Education
B. Acct.	Bachelor of Accounting
BIBM	Bachelor of International Business Management
B. Ec.	Bachelor of Economy
B. Fin.	Bachelor of Finance
BHRM	Bachelor of Human Resources Management
BTM	Bachelor of Tourism Management
B. Sc. Ec.	Bachelor of Science Economy
B. Mrktg.	Bachelor of Marketing
LLB	Bachelor of Law
B. Ent.	Bachelor of Entrepreneurship
BHM	Bachelor of Hospitality Management
BSWM	Bachelor of Social Work Management
B. POM	Bachelor of Operation Management
BIFB	Bachelor of Islamic Financial Banking
B. Couns.	Bachelor of Counselling
B. Media Tech.	Bachelor of Media Technology
BIT	Bachelor of Information Technology
B. Banking	Bachelor of Banking
B. Comm.	Bachelor of Communication

B. Event Mgmt.	Bachelor of Event Management
B. Sc. Ind.	Bachelor of Science Industry
B. Tech. Mgmt.	Bachelor of Technology Management
BMA	Bachelor of Muamalat Administration
B. Sc. AgriBus Mgt.	Bachelor of Science Agriculture Business Management
B. Sc. IT	Bachelor of Science Information Technology
BRMI	Bachelor of Risk Management and Insurance
B. Sc. Multimedia	Bachelor of Science Multimedia
B. Sc. Math.	Bachelor of Science Mathematic
B. Sc. Dec.	Bachelor of Science Decision

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Each individual has their own preferences in choosing a right career and the career that can bring secure to them in the future. Besides, career is considered as a decisive mean in determining whether a person is successful in his or her life or vice versa. Every individual has different preferences, opinion and interest about a matter. Likewise, in career choice, the right choice of career should be made earlier so there will be no regret in the future. Having the right career can provide satisfaction to each person. On the other hand, choosing the wrong career can make a person feel bored, in fact, it can be a worse option that can ruin the person's future. Therefore, it is important for a person to have a lot of consideration about career choice.

According to Nor Qhuzaimah, Norhidayu, Siti Fasihah and Syafinaz (2013), career choice is an important aspect in the individual life. This is because, career will determine the pattern of the role that will be played by the individual in society. But, to choose a career which meets the needs, interests, talents, abilities and qualification is not easy. This is due to, the selected job will affect self-concept, values, prosperity and individual life satisfaction.

Career choice is an ongoing process which starts from the childhood up to the school level, higher education and adult as mention by Super Development Career Theory (Ishamumudin, 2007). In addition, prior researchers such as Holland (1959), and

Super (1950) belief that career choice must be consistent with the desire and interest of the individual (Huzaeme, 2013). The consistent and secure career choice decision will reduce and prevent the individual's tendency to change the job in a short period of time. According to Hewitt (2010), career choices take place in numerous steps or stages because every person is unique. They are having different personality, characteristics, mature at different pace and lives in a specific environment. So, career decision making made an individual life journey. Individual's choice of career is likely to be influenced by several factors including personal and cultural values, family background, career expectations and career guidance (Muraguri, 2011).

Generally, graduates in the age of 19 to 24 years old group are still in an exploratory level of career (Afidatul, 2015). Besides, career choice is one of the important aspect in student life. Nevertheless, career choice that the student make will have an impact them throughout their life and will determine their future plans (Basavage, 2007). The essence of who and what the student wants to be will encourage them to work for it. In addition, the younger generation especially students have the freedom to choose their own career that will affect them in the future. They can make their own decision on the career choice.

Decision making is a process that cannot be avoided and become a necessity throughout real life. Career choice is one of the important decision making that necessary for everyone (Desimone, Werner, & Harris, 2002). The career that to be chosen must to fulfil the student's interest, will and passion to make sure that they are comfortable with that career. In addition, the impact from this decision making

will change the student's life because decision making activity in career choice will become relevant and significant to them.

Now, choosing a career become complex and competitive between the graduates due to the increasing number of graduates from various higher educational institutions. This situation will generate excess demand in jobs rather than job offered by employers and create competition in the job market as well as increasing the rate of unemployment among graduates. Most of them are not getting the job or not accepting any offer even had graduated many years as they perceived that the jobs being offered are not suitable or meet with their needs and wants.

1.2   Problem Statement

The unemployment problem is not a new issue and it has become a sensitive issue to people, especially students. This is because, unemployment is one of the major problems in the era of globalization that are increasingly spreading in the country. Every year Malaysian is shocked by the failure of the graduates to get a job. According to statistics released by the Department of Labor in January 2015, the unemployment rate in Malaysia is 3.1%. This unemployment rate increased by 0.1% compared to December 2014. While, the unemployment rate in January 2016 has gone up to 3.4%. An increase in the unemployment rate implied that graduates are unable to be employed and face difficulties to get the job that suits them.

Choosing a career becomes difficult and many students are unable to express their choice in career (Mwai, 2011) because they do not have enough information or ideas

about a career even though they can surf the information via the internet. Students especially in final semester are having problems about choosing the right career according to the course they have taken at the university. Sometimes, career that based on their field of study is limited and has a lot of competition. Furthermore, it also becoming difficult with the high expectation of employers. Study that has been done by Hairunnaja (2005) found that choosing the right career is one of the biggest problems faced by individual especially among students. Moreover, the problem of unemployment among graduates in Malaysia is caused by various factors and one of the factors is too choosy about the type of the work (Qhuzaimah et. al., 2013). Fussy attitude of the graduates had led to the problem of unemployment.

In Malaysia, most of the students make their career choice without having any systematic planning about the particular career. According to Boon and Illias (2011), there are varieties of styles in choosing a career practiced by the students such as there are students who do not have extensive knowledge about the scope career due to lack of knowledge and ignorance of career. They are more likely to choose a career based on what is available in their environment. This condition causes them to choose a career based on what's been done by family members or what is seen outwardly by the scope of the environment. In one hand, Malaysian students also tend to choose career because of their parent's influences. In addition, salary and reward system also play an important role in choosing a career together with easy job or not a challenging job (Boon & Illias, 2011).

On the other hand, most of the students in the country did not make any advance planning or research-related about career choices (Sharif & Roslee, 2006). Without

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careful planning, there is a possibility of the students facing the failure to choose a career that is suitable to fulfil their needs and interest. Therefore, one of the factors that make choosing a career become difficult is because students have no ability to relate the level of personality, interest and abilities with the right career choice (Sidek, 2002). Choosing the right career can produce a satisfaction for them in the future.

According to Amir (1983), there are three main challenges of occurrence of difficulties in making a career choice among students. Firstly, students have diverse interests, have no clear interest and do not have an interest at all. Secondly, students cannot define their own interest, abilities and personality and thirdly is due to lack of knowledge and information related to career (Amir, 1983).

Choosing the right career by future graduates will be able to help, prevent and reduce the occurrence of high rates of job changes in the future. As a student who will graduate, the decision to choose a job is a responsibility that should be engaged. A student who will graduate will experience problem related to career choice to have the perfect fit. Some people mistakenly believe that only one perfect career exists for each individual. However, there are many careers that share the same characteristics. Instead of seeking one work path that seems like a perfect fit, it is important to investigate a variety of options that have features in common. Indeed, another problem related to career choice is the fear of failure. The element of the unknown often lingers in our head in a search for the right career choice. A person may fear that she would not like the career once he commits to it. He may fear that he might not do a good job at it.

Due to problems related to career choices is a common problem faced by the students after graduation, thus, researcher want to study the factors that influence career choices among the students. This study is devoted to the undergraduate students in Universiti Utara Malaysia, Sintok, Kedah. Although there are many possibilities factors that can influence career choices among students, but this study will only focus on the factors of parental influence, personality and personal interest.

Parental influence in their children's career choice is not something new. Dharsee (2009) stated that parents may become overly-involved in their children career decision. This is because, they want their children to be more content in a career rather than their own career. In addition, children accept their parents' view and neglect to challenge them or assess their validity, with negative consequences on their own career choice (Dharsee, 2009)

The influence of parents in career choice among students also had been discussed by Taylor (2004). According to Taylor (2004), children may choose career according to what their parent desire because it is to simply make their parents please. Besides that, according to Gostein (2003), parents influence in career choice is direct or continuous order. This mean that parental influence in career choice started from early childhood to choose school and the courses to focus for their future. This is in itself a setting off on a predetermined career. This is most often happened regardless of the child's talents, interests and desires. Where the children have no strong objection to the choice being made for him, he gets condemned to a life's work to which he is not suited.

Splaver (2000) said personality also plays an important role in the choosing of the right career. A student's personality must be self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits till they are compelled to decide. Splaver (2000) went on to say:

"It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans".

According to Sears and Gordon (2002), for instance, if one is outgoing and assertive and works in an environment where the individual is not permitted to express his personality, he may have to tone down his vivaciousness, and consequently be unhappy at work because he is not able to be himself. Although personality is important, it is good to note that most occupations accommodate a variety of personality characteristics

Every individual has different interests with one another. In choosing a career interest is an important aspect because if the person has lack of interest in his career, that person will be unenthusiastic to work. Each individual has had an ambition since childhood. When a person has a dream home, he will continue to strive to achieve it. Interest in the field of employment is an important aspect to make them excel in their career. Interest can also be identified through a hobby. Besides, interests can encourage a person to do any work with joy, relaxed, and focused without the feeling being fatigues.

According to Hewitt (2010), personal interest has become one of the most important factors in determinant and measures of occupational selection. Most of people would

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like to work at something that they will enjoy. According to Sears and Gordon (2002), interest inventories have been developed to help identify interests and relate them to career and occupations. Interest's inventories is the ranking for specific career and occupational preferences. By measuring interests of successful and satisfied people in an occupation, researchers (e.g., Krapp, 2000 & Schraw & Lehman, 2001) have developed scale that compare the interests of individuals to the situational interest. It is believed that these occupational scales are effective in predicting career and occupational satisfaction (Omari, 2014).

1.3   Research Questions

Below is the research questions that tries to answers in this study.

 I.   Does parental influence positively correlated with career choice?
 II. Does personality (extraversion, agreeableness, conscientiousness, neuroticism and openness) influence career choice?
 III. Does personal interest (realistic, investigative, artistic, social, enterprising and conventional) influence career choice?

1.4   Research Objectives

The objective of this study to identify the factors that influence career choice among university students. In particularly the study was conducted:

 I.   To examine the relationship between parental influence and career choice.

II.   To examine the relationship between personality (extraversion, agreeableness, conscientiousness, neuroticism and openness) and career choice.

III. To examine the relationship between personal interest (realistic, investigative, artistic, social, enterprising and conventional) and career choice.

1.5   Significant of the Study

Career choice is a very important matter for a student. The career that they will choose will led their life in future. The disclosure and understanding of the profession should be given a clear explanation to students at an early age. So, the exposure and the correct understanding can help students to make the right decisions regarding of the field that they want to choose in university. Thus, the selection of the field in university will affect the decision of a student to choose his or her career in the future.

Therefore, this study is expected to provide exposure and understanding to student about the importance of the factors that will be affected their career choices, because the selection of their career will affect their individual job satisfaction. Hence, this study is also important to know the extent to which learning and experiences in university can be used in the selection and shaping one's career. This study stressed out the areas of career focus prospective student and therefore the university can make plans to help students to achieve their aspirations and preferences.

In addition, this study also aims to enlighten parents about the importance of the role to be played by them in ensuring that their children choose a career based on their

own interest and talent. Parents should help and encourage personal development of their children.

For the students, this study is aimed to help them to knowing of the importance to have the earliest planning in choosing career and to know the factors that might influence them in making the decision regarding their future career.

1.6 Scope of Study

This study focuses on undergraduate students who were studying in various fields in Universiti Utara Malaysia. Undergraduate students especially those are in final year were considered as the main respondents for this study. Undergraduate students were selected because they were the ones who would be entering the job market after graduation and their decision about career choice will affect their entire life. Universiti Utara Malaysia was chosen because the students in this university come from different background and in different courses that might give an overview the different perspective of this study. Universiti Utara Malaysia is located in a small town named Sintok in the countryside of the Kubang Pasu District, Kedah Darul Aman.

1.7 Definition of Key Terms

Career

A profession that involves special training or formal education. It is an individuals' journey through learning and working (Maina, 2013).

Career choice

The act of selecting a career (Christine, 2003).

Personality

A set of characteristics within an individual influencing his or her cognitions and behaviours in different contexts (Hussain, Abbas, Shahzad & Asiya, 2011).

Extraversion

A personality dimension describing someone who sociable, assertive, active, and to experience positive emotions such as energy and zeal (Costa & McCrea, 1992).

Agreeableness

A personality dimension that describes someone who is cooperative, affectionate, and believing (Costa & McCrae, 1992).

Conscientiousness

A personality dimension that describes someone who are efficient, organized, dutiful, though, self-disciplines, and deliberated (Costa & McCrea, 1992).

Neuroticism

A personality dimension that characterizes someone as calm, self-confident, and secure (Costa & McCrea, 1992).

Openness

A personality dimension that characterizes someone in terms of imaginative, nonconforming, unconventional, autonomous, inventive, curious, and innovative (Costa & McCrae, 1992).

Personal interest

Relatively stable psychological characteristics of people which identify the personal evaluation (subjective attributions of 'goodness' or 'badness,' judged degree of personal fit or misfit) attached to particular groups of occupational or leisure activity clusters (Lowman, 2003).

Realistic

Refer to individual who prefer physical activities that require skill, strength and coordination (Robbins & Judge, 2013).

Investigative

Refer to individual who prefer activities that involve thinking, organizing and understanding (Robbins & Judge, 2013).

Artistic

Refer to individual who prefer ambiguous and unsystematic activities that allow creative expression (Robbins & Judge, 2013).

Social

Refer to individual who prefer activities that involve helping and developing others (Robbins & Judge, 2013).

Enterprising

Refer to individual who prefer verbal activities in which there are opportunities to influence others and attain power (Robbins & Judge, 2013).

Conventional

Refer to individual who prefer rule-regulated, orderly and unambiguous activities (Robbins & Judge, 2013).

1.8   Organization of the Thesis

This research is divided into five chapters. **Chapter 1** in this study discuss the issues of career choice among university students; scope and significant of study.

Chapter 2 discuss the concept and operational definitions of key variables that studied in this study; theories used to underpinned the research framework; and the development of hypotheses.

Chapter 3 discuss the methodology used to conduct the study. Among the methodologies discussed were related to the design of study, sampling technique, research instruments, data collection procedures and techniques of analysis.

Chapter 4 discuss the findings of the study. All data were analysed and described in detail in this chapter.

Chapter 5 discuss the results of study and suggestion for future study were made based on the findings obtained.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

This chapter will be discusses in detail about the factors that influence career choice among university students from previous studies. The analysis based on the findings obtained by previous researchers from domestic and abroad. In addition, this chapter also explains the theory that related to the career choice among students.

2.2   Definition and Conceptualization of Variables

2.2.1   Career choice

Most people are confused in making career choices, especially when they are forced to choose between education, vocational training and employment options. Students in particular, who will experience the transition phase from school to the working world often feel anxiety, confuse and cannot decide which career they want (Vianen, De Peter & Preenen, 2009).

Career choice can be defined as a process that describes or explains the choices that a person makes when selecting a particular career. It also helps to identify the different factors involved in a person's career decision-making and provides an understanding of the way these factors have an impact on their career decisions and choices (Sharf, 2002). Besides that, according to Maina (2013) career choice is the selection of a

course of study which leads to a specific profession according to one's interest, passion and ability as influenced by factors such as parental factors, peers, and role model.

According to Ahmad and Halim (2004), career choice is an important determinant of the level and position in the community and the position in the community has an impact on the value of life, attitude, style and personality. Although there are thousands of types of work that can be selected, but the selection process is very difficult. Choosing the right career to match with our satisfaction is important because a good career is one of the greatest blessings that we will ever experience, and a bad career is one of life's greatest curses.

Agarwala (2008), stated that career choice is referring to choose one professional over another. There are two things that need to be available in order for career choice happen. The two things are the availability of other career options and individual preference. The numbers of career options available to an individual at any given point in time are influenced by external factors such as labor market, and the state of economy. While the individual preference refers to education, family background, and attitudes (Agarwala, 2008).

Leong and Brown (1995) found that most theories of career choice made five assumptions, and validity of these assumptions arise mainly from a cross-cultural perspective. These assumptions are career development is a continuous, without interference, and progressive, psychological, social, and economic factors are influencing their choice, honour in all work, exists a labor market that is free and open and the internal factors.

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According to Abdullah (2001), career choices involve three things namely themselves, world of work and match up with the job. This is because, every individual needs to decide on a career and need to solve the problems associated with the selection of a career because career is an important thing that will determine how well a person's lifestyle. In the world of work that become more complex, career choice has become a major hurdle.

Select the career that match with personal interest of the individual is important to ensure the quality and credibility of the individual in his career. Therefore, choosing the right career is based on your interests, skills and personality are very important to ensure that work performed was satisfactory, and the individual's effort to sustain in his field of work.

2.2.2   Parental influence

According to Salni (2000), parent can be seen as a positive form in order to influence students in making career choices. Leverage the power of parents to children can also be viewed from parental background. Many parents who feel that they are more knowledgeable, more experienced and knows what is best for their children. Therefore, parents feel they need to help children in matters relating to career choices (Salni, 2000).

According to Herbart (2006), a good environment is needed in ensuring the development of children to achieve the best. For example, if children grow up in homes that have a healthy environment such as having parents who live in a

harmonious and loving, the children will be a good person because they take after their parents. Hence, their career choice aspiration is influenced by their parents' occupational status.

Encouragement from the nearest person will give a bit of impact on the choice of a career. In our lives, people who are considered the nearest person is normally consist of a parents, family members, teachers, or a trusted friends. Typically, parents are the first to herd all the social heritage, culture, values and traditions to children based on the experience that has been passed. Indirectly, parents also play a role in shaping children's interest on something such as a matter of choosing a job. Khairani (2012) stated that parents who work as teachers can directly influence their children to choose the same career field and this finding reinforces the importance of the principal effects of parents on children. Researchers argue that the boost factor is an important factor that contributes to career transition. This is because the driver is able to influence a person to make decisions toward a career choice.

The influence of family, especially parents, are clearly influenced the career choice of students. Parent education level, frequency of discussions and ask questions about careers and advice about careers have encourage children to choose a professional job. The study confirms that family background has an important influence on job performance. Children development are also available to give an important influence on job performance. Study done by Sarah, John and Karl (2004) showed that individuals who receive career advice on the environment under the age of 23 years showed significantly increased that the individual will accurately predict their first job.

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2.2.3   Personality

Personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to intrapsychic, physical and social environments (Larsen & Buss, 2005). Mayer (2007) define personality is the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems.

Besides that, personality also can be referred to those characteristics of the person that account for a consistent pattern of feeling, thinking and behaving (Pervin, Cervone & John, 2005). In addition, personality also is a system of parts that is organized, develops, and is expressed in a person's actions (Mayer, 2007). Personality can determine how and the work style of an individual.

One of major theory that play the important role in psychology study in the twentieth century is the five personality factors or known as Big Five personality theory that proposed by Costa and McCrae (Zhang, 2003). Many researchers in personality have proven and reached that Big Five Model is more sufficient to follow the basic dimensions of individual personality traits (Chiaburu, Van Dam, & Hutchins, 2010). The Big Five Model consists of five dimensions, namely extraversion, agreeableness, conscientiousness, neuroticism and openness. The characteristics of each of the Big Five Theory dimensions are outlined as follows:

Table 2.1
Big Five Model Dimension

Dimension	Definition and characteristics
Extraversion	Underlying a broad group of traits including sociability, activity and the tendency to experience positive emotions such as joy and pleasure.
Agreeableness	Individual are trusting, sympathy, and cooperative.
Conscientiousness	Individual who are well-organized, get work done and doing the thing right.
Neuroticism	Individual who are anxiety at unknown environment and instability
Openness	Individual are imaginative and sensitive to art and beauty and have a rich and complex emotion life. They are intellectually curious, behaviourally flexible and no dogmatic in their attitudes and values.

Source: Costa and McCrae (1992)

2.2.4 Personal interest

Personal interest can be defined as the things that hold a person's attention or arouse a person's curiosity (Sear & Gordon, 2002). Besides that, personal interests are a person's like or dislike and are characterized by the person's intensity of feeling about a subject or things (Hooley, 2012). Personal interests are learned from parents, in school, from friends, and from your life long experiences. However, personal interest can change, as we experience life and meet more people; we become interested in new things and discard some of our old interests. We also develop more complex thinking and understanding process, and we may even seek new interest and activities with hope of improving ourselves and making life more exciting (Hewitt, 2010).

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Interest is an important element in stimulating people to do the things he or she likes. A strong interest in something will encourage someone to do it voluntarily. For example, students who are interested in mathematics will give full attention in class and try to resolve the questions given by the teacher. Usually the word is associated with pleasure interests. Personal interest according to Abdullah (2001) is a feeling that exists in a person due to feeling of loved, happy and happy with something that was done. These feelings will affect the attitude and reaction in turn affects the surrounding environment, including humans.

Mohamad (2012), stated that personal interest is meant by inclination, fondness or desire of students to learn and master courses in the program. In other words, interest refers to the degree of likes and dislikes of students to those courses. Readiness, preferences, desires and aptitudes learning sessions that include learning in the classroom and outside the classroom categorized as interest. Personal interest plays an important role in affecting the job performance (Mat Jusoh, 2012). Interest will motivate a person to achieve something that they like (Yusof, 2013). Interests can affect an individual in choosing his career. Personal interest will determination to achieve success (Mat Jusoh, 2012)

Holland (1985) suggests that all occupations in the world can be divided into six work environments using the same descriptors as his personality types (realistic, investigative, artistic, social enterprising, and conventional). Holland believes that most people are happiest in work environments congruent with their personality types. Below is Holland's six work environment;

2.2.4.1 Realistic

People with this kind of traits prefer physical activities that require skill, strength, and co-ordination. Some of these traits include frank, conservative, persistency, conforming, practical and do not like to express emotion. For instance, these professions include architect, farmer, and engineer.

2.2.4.2 Investigative

A person with this kind of traits prefers working with theory and information, thinking, organizing, and understanding. Some of these traits include achieving, reserved, analytical, curious, and independent. Example professions include lawyer, mathematician, and professor.

2.2.4.3 Artistic

People with this kind of traits prefer creative, original, and unsystematic activities that allow creative expression. Some of these traits include imaginative, sensitive, open, creative, idealistic, emotional, impractical and expressive. Example professions comprise: musician, writers and artists.

2.2.4.4 Social

This refers to the people who Prefers activities that involve helping, healing, or developing others. People with this traits are persuasive, insightful, extroverts and enthusiastic. Some of these traits include cooperative, friendly, sociable, and understanding. Example professions in these traits include doctor, counsellor, and teacher.

2.2.4.5 Enterprising

People in this group prefer competitive environments, leadership, inspiration, marketing, and status. Some of these traits include go-getting, domineering, active, and self-possessed. Example professions include management, marketing, and sales person.
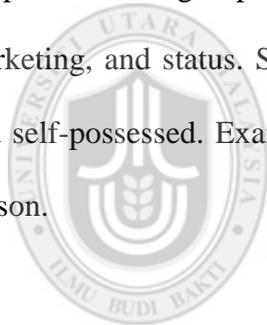
2.2.4.6 Conventional

People with this kind of traits prefer precise, rule-regulated, logical, and unambiguous activities. Some of these traits include conforming, efficient, practical, unimaginative, and inflexible. Example professions include accountant, clerk and editor.

2.3   Gaps in the Literature

There are many studies had been done related to career issues by previous researches both from local and abroad researches. For example, one of the research related to career had been done by Ishak, Rahmah and Robiah (2008). The aimed of their research to study about career preparation among students. Their focus of this study is how long Universiti Kebangsaan Malaysia (UKM) students take time to get a job after they are graduated from university. Moreover, there are also a lot of studies about the factors that influencing career choice had been done. For example the study had been done by Noor Qhuzaimah et. al. (2013). In this study, researchers only focus on several factors that influencing career choice among students such as student skills, education level, job satisfaction and career environment.

Although there are studies related to career choice is carried out but most of the findings show that reward factor is the priority for students to start a career (Wildman & Torres, 2002; Beggs, Bantham & Taylor, 2008; Ibrahim, 2014). These findings were not reflected the factors that affect today students to make a career option. Most students nowadays are Generation Y who is more concerned about other factors like a flexible time hour and opportunity to develop their career rather than reward when they make career choices. For that reason, in this study researcher tried to apply other factors such as parental influence, personality and personal interest is being considered when they make a decision about career choices.

Besides, many of career choice study had been focused on secondary school students (Borchert, 2002; Edwards & Quinter, 2011; Buabeng, Ampiah & Nelson, 2012; Ogunlade & Akeredolu, 2012; Ezeani, 2013; Eremie, 2014). They had focus on which factor most influencing the student in choosing a career. Hence, this study intend to know what factor that influence career choice among university study. University student has the suitable age to go to working environment after finishing their study.

Many studies related to parental influence in affecting their children's career choice had been done (Smith, 2000; Okeke, 2000; Otto, 2000; Trauth, 2002; Gates, 2002; Bojuwoye & Mbanjwa, 2006; Muthukrishna & Sokoya, 2008) but all of this study they had focus between father and mother who has more influence in their children career choice decision. They did not discuss about how strong both parents have influence on their children career choice. While Swinhoe, 2007; Shumba and Naong, 2012; Fizer, 2013; Maina, 2013 had been discus parental influence in career choice among student together with the role of another family member in influencing career choice among students.

Further, many studies about the relationship between personality and career choice among students had been carried out (Splaver, 2000; Sear & Gordon, 2002; Hin, Tim, Leung, Fleming, Vikis & Yoshida, 2007; Hewit, 2010; Charlton 2012) but they generally study how personality influence career choice among student. So, in this study researcher tried to find out which personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) has more influence in choosing a career.

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Even though, personal interest is something important to be considered as a factor that can influence career choice, there is not so many previous studies about it. There are only several studies that really focus on personal interest in influencing career choice among students (Miller & Miller, 2005; Hewit, 2010; Hooley, 2012; Omari, 2014). Personal interest can consider as one of the important factors because only with the personal interest, an employee can satisfied with his or her career. So, student who still in making the decision about career choice should consider personal interest as the factor. If they knew what their interest is and what they really want, they can choose the suitable career to suit them.

Hence, this study intends to fill the gaps in career choice study by examining the influence of parental influence, personality and personal interest on career choice among student.
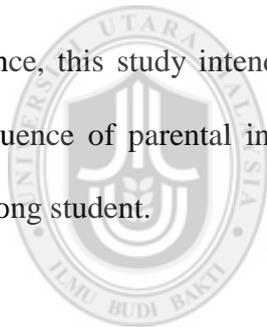
2.4   Research Framework

Based on the literature, the research framework was proposed as the following
figure:
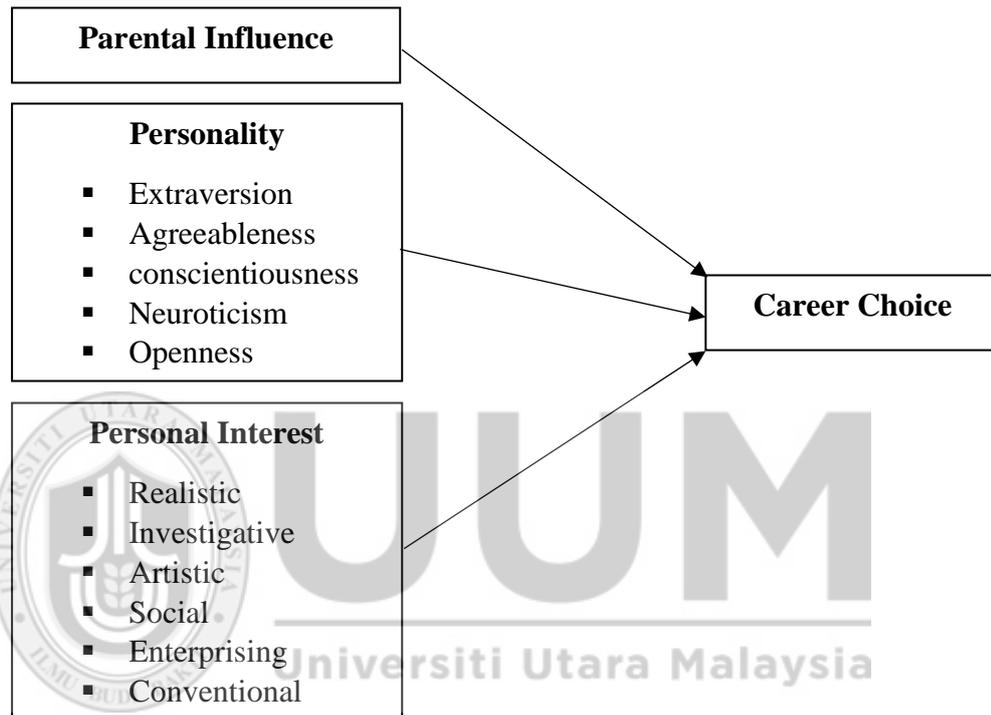
Figure 2.1: Factors that influencing career choice among university student.

As shown in the framework, there are two groups of variables, that are the dependent
and independent variables. The dependent variable of this study is career choice. The
independent variables are parental influence, personality traits and personal interest.
Personality traits consist of five dimensions derived from the Big Five Model. The
five dimensions are extraversion, agreeableness conscientiousness, neuroticism, and
openness. The Big Five Model is chosen because it represents grouping to
comprehensively describe human personality. While the personal interest consists of

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six dimensions that derived from Holland Career Choice Theory. The six dimensions are realistic, investigative, artistic, social, enterprising and conventional. The Holland Career Choice Theory is chosen because it can show what types of interest a person have.

2.5   Underpinning Theory

2.5.1   Trait and Factor Theory

Theories related to career selection are used as a guide or reference to an explanation on certain issues, especially issues involving the process of selecting a career. The most popular theory which is often used when discussing the process of career choice is the trait and factor theory.

This theory is the earliest theory and introduced by Frank Pearson (Sharif & Roslee, 2006). Generally, these theories see the uniqueness and diversity of each individual that led to career choice process. Moreover, this theory explains that the interests, abilities and attitudes held by a person will determine which careers will be chosen by the individual. When the interests, skills and abilities one is identified then it will facilitate the process of selecting a person's career.

This theory tries to explain the process of choosing a career based on the theory of individual personality differences. This theory believes every individual who exists in this world is different and unique. This theory assumes that every individual has a unique pattern of abilities, traits that can be measured accurately, consistently and in line and had contact with the basic requirements in some kind of work.

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This theory is cognitive the consumer can simplify the process of choosing a career, especially the right information about the individual can be obtained without prejudices. This theory is based on the expectations of the evaluators of talent and individual attitudes and requirements in a job. Parson (cited in Sidek, 2002) suggests that a good career choice involves three matters which need a clear understanding of personality, knowledge about jobs and the right reasoning about the relationship between the two facts. This theory also stressed that the main task in the process of choosing a career is to match people with jobs. In this way, the individual needs to be met and the achievement of a satisfactory outcome.

2.5.2 Anne-Reo Career Choice Theory

It cannot be denied that the role of parents in shaping the behaviour and disciplining their children from childhood to adulthood is capable of forming the personality of children in line with the demands of the parents themselves. Moreover, the relationship between parent and child that exists since childhood has reinforced the understanding that exists between parents and children. Therefore, it's not something awkward if parents play an important role and have a strong influence on career choice for their child.

In discussing the role of parents as the factor that could influence the decision-making of career choices, researcher found that there are a lot of theories about parental influence that can be used to analyse this issue. One of the theories is Anne-Reo Career Choice Theory (Salni, 2000). This theory emphasizes the responsibilities

undertaken by parents in bringing up and educating the children would affect children, especially when it comes to matters related to the career choice. This is because early exposure from parents to children about career can lead career interests among children. For example, most of the Chinese expose their children to business world since childhood can cause the child has their interest in business world as well.

Akinade, Sokan and Oserenren (1996) stated that this theory sees one's need as the main determinant of the nature of an individual's interest including vocational interest. This theorist was of the view that career choice is based on childhood orientation or experience at home to satisfy needs; and that people choose an occupation that satisfies important needs. This theory attempts to understand, make meaning of, and utilize individual motives, purposes and drives to support career development.

2.5.3   Holland Career Choice Theory

Personal interest is one of the important factors that can influence career choice among student. One of the theory that related to personal interest and can be used to examine the relationship between personal interest and career choice is Holland Theory. This theory formed the basis of the assumption that vocational interest is one of the aspects of personality and therefore a description of individual interests. Personal interest are usually can be identified by interest towards school subjects, recreational activities, hobbies and jobs (Sidek, 2002)

Holland Career Choice Theory or also known as the Holland Typology Theory is one of the theory deals with the relationship between personal interest and career choice. This theory is a theory based on individual interest. Therefore, the Self-Directed Search (SDS) which is a measure of career interest can be used to compensate the harmony between interest and career choice.

According to Holland personal interest can be divided to six (6) types. The six (6) is Realistic, Investigate, Artistic, Social, Enterprising and Conventional. Each of these types have their own characteristic and suitable career choice according to their interest. Career choice that suitable for personal interest can help an individual doing their job properly. Choose the right career also can make a person less stress in their career.

In addition, according to Holland, people will search career who has the environment where they can use their skills and abilities and express their value and attitudes. People who choose to work in an environment similar to their interest are more likely to be successful and satisfied. Table 2.1 below show type of interest with their characteristic and suitable career for each of the kind of interest in an individual.

Table 2.2:
Holland Career Choice Theory

Interest Type	Characteristic	Career
Realistic	Like practical and physical activities, tend to dislike social interaction or the expression of	Mechanics, technicians, carpenter and others

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	feeling, task oriented.	
Investigate	Interested in ideas, logic, research and problem solving, rational, scholarly, not particularly interested in social reaction,	Chemists, physicist and doctor
Artistic	Creative, enjoy unstructured situations and self-expression and autonomy and dislike regulation,	Artist or involved in the arts or music
Social	Enjoy working with and helping others, tend to be idealistic and skilled in interpersonal relations, warm and caring,	Educator, psychologist, social worker, and counsellor
Enterprising	Enjoy working with others, interested in leading others to achieve goals through persuasion, management and action oriented,	Politicians, managers, executives and businessman
Conventional	Interested in structure, planning, and organization, value security and control, like detail work.	Clerk, secretary, operator and others.

Source: Kerr (2007)

2.6   Hypothesis Development

2.6.1   Parental influence and career choice

Issue related to parents influence in influencing the decision of career choice among their children is the not the new issues. It is well known when parents always think and feel that their children are not yet able to make a wise decisions about themselves. Roslina (2011) found that working parents simply want their children to choose a better job. This is because, the working parents know how hard the work it is and how their career give the impact to their life. Therefore, in making career decision parents still play the major factor in influencing the career choice among student.

In addition, according to Kamaliah (2001) in her study said that parents are the main influence on career choices of their children. According more to her, the encourage

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from parent in the career choice obtained during the students with the parent and the parent educate their child about the importance of understanding their responsibilities during childhood by giving support and encourage them to succeed academically so that they can have good career.

Studies conducted by Mokhtar (1995), found that there was a significant relationship between parental influence the choice of a career. This means that there are differences between students who received encouragement from parents and students who do not receive encouragement from parents. The results show that parents play an important role in influencing the career choices of students and the parents are the first source of reference for students about careers before entering school and his parents were instrumental in providing an incentive for students to learn and thus make a career choice that suits them.

According to Oyamo and Amonth (2008), studies done in Kenya show that rural students tend to ask help their parent opinion about career choice rather than urban students and their parents play more important role in their career choice rather than their teacher. It same goes to study that done by Olando (2013). His found that 65 percent of the students choose career because of their parents wanted them to be in the career and nothing else. They put their parent desire about their career choice as their priority and not choosing a career because of they want it.

Hypothesis 1: There is a significant relationship between parent influence and career choice.

2.6.2   Personality and career choice

It is more helpful for one to know more about his or her personality to increase ones self-awareness and to help one in identifying preferred career choice (Sear & Gordon, 2002). According to Holland (1985), a well-known career theorist, personality type is a major in career choice and development. He believes that the choice of an occupation is an expression of personality and that the members of an occupational group have similar personalities.

Hin et. al. (2007) argued that personality is a fundamental element of career choice making. A universal definition of personality is a collection of qualities or traits that are somewhat stable across situation (Hewitt, 2010). An example is that if you are outgoing and assertive with your friends at school, you will probably be outgoing and assertive with your colleagues at work. Your personality to some extent can also be influenced by your environment.

Besides, certain characteristics are important in career decision making. Gregarious is a good example, a gregarious person do better as a politician or a sales representative than would a more quiet and shy person (Hooley, 2012). The personality of students can also play a role in choosing a courses. According to studies, students who have an investigative personality are more likely to major in science fields. Students with an artistic personality are more likely to major in arts and in interdisciplinary fields. Students who are very social people are more likely to major in the social sciences (Porter & Umbach, 2006).

Other than that, more employers are actively seeking personalities that fit their company environment in addition to skills and qualifications–that's not that surprising. But, recent research has shown that choosing a job to which you are inherently suited –rather than just able to convince the interviewer you are interested in – will make you a happier, more productive employee (Charlton, 2012).

One of the model that can be used to examine the relationship between personality and career choice is Big Five Model that propose by Goldberg. This model contain core dimensions of the personality such as openness, conscientiousness, extraversion, agreeableness and neuroticism (Hussain et. al., 2011).

People who have openness personality trait in themselves is tends to be highly spatial, imaginative and creative in their intellect. In addition, they also a group of people who are sensitive to their inner thought, have capability to analyse matters differently (Cattel & Mead, 2008). According to Mount, Murray and Steve (2005), these group of people also are curious to know hidden things and to be deductive from different angles.

Conscientiousness personality trait highly influence on the career success in any organization (Hussain et. al., 2011). Person who has conscientiousness personality trait tend to be very careful about their future planning (Burch & Anderson, 2005). Besides that, their also cautions about their surroundings, compact and fully schedule (Cottel & Mead, 2008). Conscientiousness trait holder tend to be managed, prefer to be predictable and try to be risk free. They have propensity to work in such a way that have no flaw, where every single thing get done rightly and chaos can give then

mental stress. In addition, person who in this personality trait also try to be neat, clean and would like every things to be please on the right place.

People in extraversion trait is people who seem to be more talkative, arguing for their opinion, interacting with every on, so frankly and seek excitement in every bit of life (Burch & Anderson, 2008; Cattel & Mead, 2008). People who has extraversion personality trait also can be said as social able person and the way going out to interact with people in the society (Mount et. al., 2005).

According to Burch and Anderson (2008), agreeableness is a personality trait that holds people to be accommodating and helping them to resolve issues by creating win-win situation. People who has agreeableness personality trait in themselves usually has high social skill, friendly and generous in friendly environment to keep balance in opponents concerns (Mount et. al., 2005). Besides, they also have a propensity to attain cooperation and social harmony, helping others is their inbuilt feature and for that reason they believe other also honest and trustworthy.

According to Robbin and Judge (2013), neuroticism refer to describe a person's emotion stability. Frustration, anger, depression, stress and self-blaming are the personality symbol of person who rank high on the neuroticism (Hussain et. al., 2011). These group of personality trait always over react over their own mistakes and faults. Besides that, they also easily trapped by stress and tend to be emotional and anxious. Moreover, most of the time they are hopeless and frustrated when showing their feelings and exhibiting their behaviors. Besides that, these group of personality trait holder lack on emotional intelligence, easily caught by mental disorder and

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depression (Burch & Anderson, 2008). Because of having neuroticism, people usually fail to achieve success in their career including extrinsic and intrinsic success (Robbin & Judge, 2013).

Hypothesis 2: There is a significant relationship between personality and career choice.

H2a: There is positive relationship between extraversion and career choice.

H2b: There is positive relationship between conscientiousness and career choice.

H2c: There is positive relationship between neuroticism and career choice.

H2d: There is positive relationship between agreeableness and career choice.

H2e: There is positive relationship between openness and career choice.

2.6.3   Personal interest and career choice

The task of choosing the best career is something difficult and this fact cannot be denied. The interest element can be the medium to choose a career and it able to help in resolving issues related to career choice. Faizah and Siti Noorazzura (2010) in their study stated that the personal interest by an individual is a key factor in choosing a career. Individuals who choose a career based on their interests will be work happily and vigorously in managing their job. This is because, it indirectly helps in improving satisfaction when working and produces a great productivity.

A study conducted by Noor Azlan and Noridah (2010), to the students at faculty of Education, University Technology Malaysia found that there are significant relationship between interest and career choices. The results of their study found that

the majority of respondents expressed an interest as a factor affecting respondents in choosing a career as a teacher. This finding was reinforced by statements by Hashim Salleh (cited in Huzaeme, 2013) which states that interest factor is the most important factor in choosing a career.

According to Hewitt (2010), personal interest has become the most important factors in determinant and measures of occupational selection. Most of us would like to work at something we enjoy. According to Sears and Gordon (2002), personal interest inventories have been developed to help identify interests and relate them to career and occupations. Interests inventories tall ranking for specific career and occupational preferences. By measuring interests of successful and satisfied people in an occupation, researchers have developed scales that compare the interests of individuals to the interests of people who are certain about what they want to do. It is believed that these occupational scales are effective in predicting career and occupational satisfaction.
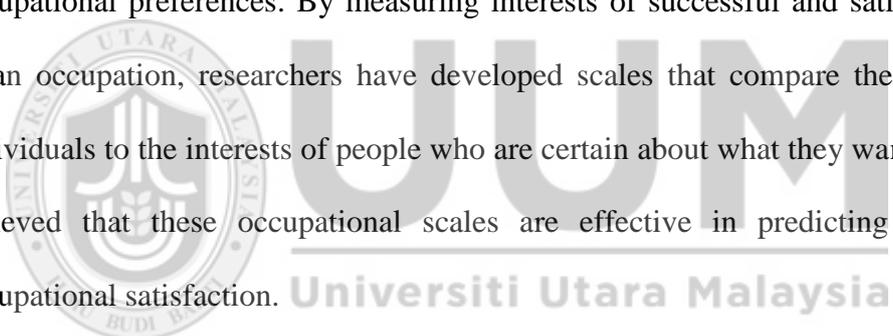
Study done by Omari (2014) shows that 98 percent of respondent agree that personal interest is one of the factor that influence their career choice and there is also no negative response on this factors. This show that, student consider their personal interest while they are making their career choice.

One of the model that can be used to examine the relationship between personal interest and career choice is Holland Career Choice Theory that propose by John Holland. This model contain core dimension of interest such as realistic, investigative, artistic, social, enterprising and conventional (Robbins & Judge, 2013).

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A realistic person prefers concrete task (Tom, 2015). In addition, he like to working alone or with other realistic person. A realistic type likes to work with animals, tools, or machines and generally avoids social activities like teaching, counselling, nursing, and informing others. An investigative type tends to be analytical, intellectual and scholarly. They enjoy research, mathematical or scientific activities. These individuals live in their mind and prefer to deal with the real world from a distance. They like to read, study, use books and other data instead of working hands-on. These individuals are unconventional and independent thinkers, who are curious and very insightful (Tom, 2015).

Artistic people prefer ambiguous, free, and unsystematised activities that involve the manipulation of physical, verbal, or human materials to create art forms or products, and avoid routine activities and conformity to established rules (John, Kenneth & Corinna, 2006). Occupations they will excel at involve working with forms, designs and patterns. These individuals often require self-expression and the work can be done without following a clear set of rules.

According to John, et. al. (2006), social people prefer activities that involve the manipulation of others to inform, train, develop, cure, or enlighten others, and avoid explicit, ordered, systematic activities involving materials, tools, or machines. These behavioral tendencies of social people lead, in turn, to the acquisition of human relations competencies such as interpersonal and educational skills and to a deficit in manual and technical ability. Social people perceive themselves as cooperative, empathetic, generous, helpful, idealistic, responsible, tactful, understanding, and warm, and value fostering the welfare of others and social service. Their occupation

will frequently involve working with, communicating with or teaching people. These occupations often involve helping or providing service to others.

Kemboi, Kindiki and Misigo (2016), stated that enterprising types are often attracted to pursuits that require influencing other. They are prefer activities that involve the manipulation of others to attain organizational goals or economic gain, and avoid scientific, intellectual, and abstruse activities. Enterprising people perceive themselves as aggressive, ambitious, domineering, energetic, extroverted, optimistic, popular, self-confident, sociable, and talkative, and value material accomplishment and social status (John, et. al., 2006).

A conventional type likes to work with data and numbers, carry out tasks in detail and follow through on the instructions of others. They are quiet, careful, responsible, well organized and task oriented. These individuals use their mind, eyes and hands to carry out tasks (John, et. al., 2006). Their occupations will frequently involve following set procedures and routines and working with data and details more than with ideas. There is usually a clear line of authority to follow.

Hypothesis 3: There is a significant relationship between personal interest and career choice

H3a: There is positive relationship between realistic and career choice.

H3b: There is positive relationship between investigative and career choice.

H3c: There is positive relationship between artistic and career choice.

H3d: There is positive relationship between social and career choice.

H3e: There is positive relationship between enterprising and career choice.

H3f: There is positive relationship between conventional and career choice.

2.7 Summary

This chapter discussed about the definition of terms that being used and being highlighted in this research, gaps in the literature, underpinning theory, research frame works and hypothesis development.

CHAPTER 3

RESEARCH METHODOLOGY

3.1   Introduction

This chapter includes a section that discusses aspects of the research method. Method can be seen as an important element in research so that researchers can conduct research orderly, systematic and effective. This chapter also provides matters related to the research design, population and sampling, measurement, data collection procedures, and data analysis techniques.

3.2   Research Design

The research design is one of the most important elements to conduct of a research because it is a useful guideline for researchers to carry out the research. The purpose of this research is to examine factors that influence career choice among students. The research is to examine how parental influence, personality and personal interest will affect the career choice among student.

According to Sekaran (2003), there are two research designs namely qualitative and quantitative research. Qualitative research is a research design that used by the researcher to have in depth understanding of the events without using numerical measurement (Zikmund, 2003). This approach is generally used by researcher applying oral interview to gather information from respondent's view and feeling regarding the situation (Sekaran & Bougie, 2009).

On the other hand, quantitative research is normally involves numerical data (Chua, 2012). Besides that, according to Zikmund (2003) quantitative research design is looking more at establishing generalizable relationship between dependent variable and independent variables in a given population. Thus, in this research, it is a quantitative research. Researcher choose quantitative research design because according to Chua (2012), quantitative research design is able to answer questions about the relationships between the variables with the purpose of explaining, predicting and controlling phenomena.

Besides, this study also is a cross-sectional study whereby data is collected and analysed at one point of time only. In addition, according to Sekaran and Bougie (2009), cross-sectional study is less biased and more accurate. Cross-sectional study also allow the researcher to integrate related literature, pilot study and the actual survey as main procedure to obtain data for this study (Cavana, Delahaye, & Sekaran, 2001).

The data for this study is collected through questionnaire. According to Sekaran (2003), questionnaire is one of the most significant tools for quantitative based research because researcher will be able to gather comprehensive responses from respondents within short period of time. So, for this study the survey was carried out by distributing the questionnaires to the respondents. For maintaining the ethical guidelines to prevent sensitive issue from arising during the data collection, a cover letter is include to stress that the respondent responses would be treated as confidential.

3.3 Measurement and Questionnaire Design

The data is collected through survey by using questionnaire. The questionnaire contains quantitative measures of career choice, parents influence, personality, personal interest and demographic information. In the section A that is demographic section, respondents were asked to provide information on gender, age, race, college, program and current CGPA.

For Section B, C, D and E respondent are request to fill up the questionnaire according to their level of agreement using five-point of Likert Scale. This Likert Sale is also ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

The questionnaires were distributed in English which contain 142 questions and were divided into five sections as stated in Table 3.1. The full version of questionnaire was exhibited in Appendix 1.

Table 3.1
Items and sources of items for each variable

Variables	Operational Definition	Items	Sources
Career Choice	Factors that cause a student to choose a career.	1. I prefer a career that can show my special talent. 2. I prefer a career that relate to creative work. 3. I like to choose career that less supervision from other. 4. I choose career that has opportunity to further study. 5. I prefer career that can improve my competence. 6. I like career that can help others and society. 7. I prefer career that can make me working with others. 8. I would choose career that has good income. 9. I like career that give opportunity to travel. 10. I like career that has to be supervise by others. 11. I prefer career that has good prospects for advancement. 12. I would choose career that can secure my future. 13. I would choose career that has flexible working hour. 14. I prefer a career that can satisfy myself. 15. I prefer career that has good working environment.	Youssef (1984)
Parental influence	Parent capability to influence student in decision making.	16. My parents encourage me to choose a job in which I am interested in.	

		17. I think my parents will let me choose a career myself.	
		18. My parents encourage me to do a job using the best of my capabilities.	
		19. I will never take a job with heavy workloads that causes my parents to worry about me.	Wong & Jing (2010)
		20. I will never take a shift duty job that causes my parents to worry about me.	
		21. I will consider the company location when selecting a job because my parents do not want me to stay far away from them.	
		22. I prefer to choose a job that can ensure my parents a good quality of life when they are growing older.	
		23. I prefer to select a job that makes my parents feel proud in front of other relatives and friends.	
		24. My parents encourage me to pursue a stable career.	
		25. I consider my parents' opinion when selecting my career choice.	
		26. I think my parents' work values will influence mine.	
Personality	The combination of characteristics or qualities that form an individual's distinctive character	**Extraversion** 27. I like to party. 28. I don't talk a lot. ® 29. I feel comfortable around people. 30. I keep in background. ® 31. I start conversation. 32. I have little to say. ® 33. I talk a lot with different people at parties. 34. I don't like to draw attention to myself. ®	

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35. I don't mind being centre of attention.
36. I am quiet around strangers. ®

Agreeableness

International Personality Item Pool (IPIP) (2001)

37. I feel little concern for others. ®
38. I am interested in people.
39. I insult people. ®
40. I sympathize with other's feeling.
41. I am not interested in others people problem. ®
42. I have a soft heart.
43. I am not really interested in others. ®
44. I take time out for others.
45. I feel others' emotions.
46. I make people feel at ease.

Conscientiousness
47. I am always prepared.
48. I leave my belongings around. ®
49. I pay attention to details.
50. I always make mess of things. ®
51. I get chores done right away.
52. I often forget to put things back in their proper place. ®
53. I like order.
54. I shirk my duties. ®
55. I follow schedule.
56. I am exacting in my work.

Neuroticism
57. I get stresses out easily. ®
58. I am relaxed most of the time. ®
59. I always worry about things.
60. I seldom feel sad. ®
61. I am easily disturbed.
62. I get upset easily.

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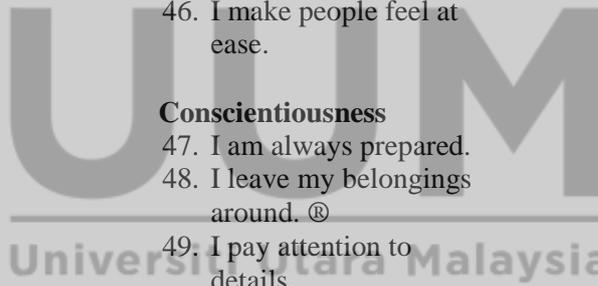
		63. I change mood a lot.
		64. I have frequent mood swings.
		65. I get irritated easily.
		66. I often feel sad.

Openness
67. I have a rich vocabulary.
68. I have difficulty understanding abstract idea. ®
69. I have vivid imagination.
70. I am not interested in abstract idea. ®
71. I have excellent idea.
72. I do not have a good imagination. ®
73. I am quick to understanding things.
74. I use difficult words.
75. I spend time reflecting on things.
76. I am full of ideas.

Personal Interest	Predisposition toward something that brought him/her to choose a career in that field.	**Realistic**	
		77. I like to repair electric tools.	
		78. I like to repair mechanical tools.	
		79. I like to create objects out of wood.	
		80. I like to drive a truck or tractor.	
		81. I like to attend mechanical drawing course.	Self-Directed Search questionnaire
		82. I like to use metal tools and machines.	
		83. I like to customize a car or motorcycle engine.	
		84. I like to attend life skills course.	
		85. I like to attend wood work course.	
		86. I like to attend automotive course.	

Investigative
87. I like to read a book or science magazine.
88. I like to working in laboratories or research.

89. I like to make science project.
90. I like to create a rocket model.
91. I like to working with chemicals.
92. I like to read certain subjects.
93. I like to attend chemistry course.
94. I like to attend physics course.
95. I like to attend geometry course.
96. I like to attend biology course.

Artistic
97. I like to sketch, drawing or colouring.
98. I like to watch acting or drama.
99. I like to design furniture or building.
100. I like to play a musical instrument in band or orchestra.
101. I like to practice with musical instruments.
102. I like to attended musical stage.
103. I like to create portraits or photos.
104. I like to read casting books.
105. I like to read or write a poem.
106. I like to attend art course.

Social
107. I like to write letters to friends.
108. I like to attend religious meetings.
109. I like to join association or club.
110. I like to help people who have personal problems.
111. I like to babysit the children.
112. I like to attend ceremonies.

113. I like to attend program or entertainment.
114. I like to attend meetings or conferences.
115. I like to attend or watching sporting events.
116. I like to start a friendship.

Enterprising

117. I like to influence others.
118. I like to discuss about politics.
119. I like to manage own business.
120. I like to attend business conference.
121. I like to lead the group in achieving a goal.
122. I like to meet the important people.
123. I like to supervise others work.
124. I like to take part in political campaigns.
125. I like to be a leader of any group
126. I like to attend the administration and leadership courses.

Conventional

127. I like to type written materials or letter.
128. I like to keep records of business expenses.
129. I like to use a calculator (engine-off).
130. I like to keep a record of expenses.
131. I like to attend typing course.
132. I like to attend business course.
133. I like to attend book-keeping course.
134. I like to storing letters and records in
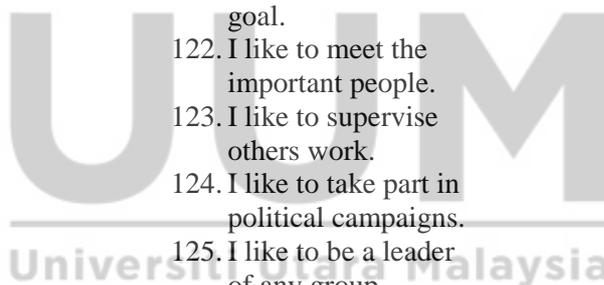
	the file.
	135. I like to write business letters.
	136. I like to attend a course in accounting and commerce.

® = Negatively worded items.

3.4   Population and Sample

Population refers to the total number of people, event or things that the researcher wants to examine (Sekaran & Bougie, 2009) that share a common characteristic required by the researcher (Zikmund, 2003). It includes all the individuals to be studied. Each individual in a population referred to as elements. Population also can be defined as the entire group of people, events and things that the researcher wishes to investigate (Mukesh, Salim & Ramayah, 2013). This study was conducted in Universiti Utara Malaysia (UUM), Sintok, Kedah involving undergraduate students from the second semester till the final semester. Universiti Utara Malaysia has three major college. The three major college is College of Business (COB), College of Arts and Science (CAS) and College of Laws, Government and International Studies (COLGIS). The total number of students in Universiti Utara Malaysia in the first session 2015/2016 was 17,255 persons (Male – 4710 persons and Female - 12545 persons). Table 3.2 shows the distribution of Universiti Utara Malaysia students by school and gender.

Table 3.2:

The distribution of Universiti Utara Malaysia students according to college and gender.

College	Male	Female	Total
COB	2351	6613	8964
CAS	1261	3098	4356
COLGIS	1098	2834	3932
Total of Students	**4710**	**12545**	**17255**

Source: Student Affair Department, Universiti Utara Malaysia

Sample size is the actual number of subjects chosen a sample to show the population characteristics or known as subset of the population (Sekaran, 2003). Sampling is the process of using part of the population to decide on the overall population (Zikmund, 2010). According to Mukesh, et. al, 2013), sampling is the process of selecting a part of the population to understand the characteristics and properties of the population. Sampling also is the process of selecting a sufficient number of elements from the population so that a study of the sample and understanding of its properties or characteristic would make it possible for us to generalize such properties or characteristics to the population elements (Mukesh, et. al., 2013).

Sabitha (2009) state that there were two types of sampling which are probability sampling and non-probability sampling. The probability sampling is the elements of the population that have known opportunity or probability of being selected as sample subjects. In probability sampling it consists of simple random sampling, systematic sampling, stratified random sampling, cluster sampling, area sampling and double sampling.

While Mukesh, et. al., (2013), state that non-probability sampling is used when the number of elements in a population is either unknown or cannot be counted individually. Apart from that, non-probability sampling design also do not follow the

theory of probability in the choice of elements from the sampling population. In such situation, the selection of elements is depending on other considerations. There are five commonly non-probability sampling type such as quota sampling, convenience sampling, judgemental sampling, expert sampling and snowball sampling that can be used in both qualitative or quantitative research (Mukesh, et. al., 2013).

For this research, researcher had selected convenience sampling. Convenience sampling is a type of sampling where the first available primary data source will be used for the research without additional requirements. In other words, this sampling method involves getting participants wherever researcher can find them and typically wherever is convenient. In convenience sampling no addition criteria identified prior to selection of subjects. All subjects are invited to participate. The questionnaire was distributed to students who willingly to answer the questionnaire.

To determine the number of sampling size, researcher had use Krejcie and Morgan's 1970 table as cited in Piaw (2012). Krejcie and Morgan's table is the scientific guideline provides certain sample size based on certain population size. Since the population size is 17 255 students, so the sample size should be 375 students based on Krejcie and Morgan's table (Appendix 1).

Table 3.3:
Population and Sampling

Total population (N)	**17 255**
Sample (n)	**375**

Source: Krejcie & Morgan (1970)

According to Piaw (2012), the purpose of sampling is to use a relatively small number of cases to know about their larger number. Thus, these 375 (n) sample sizes draw a conclusion about the entire population on the undergraduate students in UUM. In order to identify the subject of this research, convenience sampling is used because it has the least bias and offers the most generalizability (Sekaran & Bougie, 2010). Besides that, according to Sekaran and Bougie (2010) at randomization is the process by which individual are drawn likes everybody has a known and equal chance of being drawn, so the data collection is more accurate without any prejudice.

3.5   Data Collection Technique

Data were collected using the questionnaire are to be answered by undergraduate students from second semester until the final semester which is come from different programme offered by UUM. Researcher distributed questionnaires to the respondents and set time for them to answer the questions. After 15 minutes the questionnaire will be collected. The questionnaire will be distributed to the students in the library and around the academic area in UUM. The respondents were asked to answer the questions honestly and sincerely according to their own perceptions and cannot be referred to any other individual responses. In addition, respondents are promised confidentiality of their responses. A total of 400 questionnaires distributed. Out of these, only 385 questionnaires returned and from these returned questionnaire only 375 can be used. 10 questionnaire were unusable because respondents did not complete the questionnaire.

3.6   Pilot Test

A pilot test was conducted in February 2016 to test the items and to examine the reliability value of each dimension in the instrument. According to Piaw (2012), the aim of pilot test is to see either the items are reliable, that is if they have internal consistency.

Even though all the items were adapted from a well-established instrument, a pilot test was still required to test the nature of the respondent. Indeed, the different group of individuals from different cultural and demographic backgrounds will respond differently to the items. Moreover, the pilot test also will help the researcher to evaluate the suitability of the research questions and to make improvement on the actual research.

The participants were chosen among the undergraduate students from different courses in Universiti Utara Malaysia. During the pilot test study, 30 respondents were involved. Researcher herself distributed the questionnaires to the students.

The feedback and comments generated from the pilot test questionnaire are as follow:

a)   The measurement items were found to be satisfactory and intelligible.

b)   Respondent said that too many items to be answered.

c)   The questionnaire will be not to translate into Bahasa Melayu because all the respondents agreed that university students are skilful where English is concerned.

Based on the respondents answer, there is no changes were made. Even though, there is feedback said that the item is too many to be answered but it still considered reliable to answer because researcher only used simple English that they can easily understand. Table 3.4 illustrates the reliability of each variable and its dimensions.

Table 3.4
Reliability results of the variables and its dimension

Variables and Dimension	Number of items	Cronbach's alpha
Independent Variables		
Parental Influence	11	0.89
Personality		
Extraversion	10	0.71
Agreeableness	10	0.68
Conscientiousness	10	0.60
Neuroticism	10	0.87
Openness	10	0.61
Personal Interest		
Realistic	10	0.89
Investigative	10	0.91
Artistic	10	0.89
Social	10	0.83
Enterprising	10	0.85
Conventional	10	0.94
Dependent Variable		
Career Choice	15	0.63

Note: n = 30

As shown in Table 3.4, reliability results for each instruments range from 0.61 to 0.94, which were generally considered acceptable for research purpose as suggested by Sekaran (2003). According to him, the minimum acceptable reliability is 0.60. So, the reliability scale for each instrument can be considered as reliable.

3.7   Data Analysis Technique

The data obtained was analysed using Statistical Package for Social Science (SPSS) version 20.0. All the items and variables were coded before being key in the SPSS. After the data were keyed in, the Descriptive Analysis were carried out to see the respondent's demographic characteristics such as gender, age, race, college, program and current CGPA. Descriptive analysis is used to analyse the mean, percentage, and standard deviation. According to Zikmund (2003), a descriptive study is a statistics used to describe or summarize information about a population or sample. Besides that, descriptive statistics also help researcher in summarizing the sample and the observations for example in a simple graph or quantitative. However the mean, median and mode are the examples of central tendency measurement in the descriptive analysis. In this study, descriptive analysis was used to analyse data on the demographics.

In addition, the Cronbach alpha coefficients were computed using reliability analysis to investigate the consistency and reliability of the instrument. Cronbach's alpha is used to measure the reliability of the instruments in the study. Commonly reliability coefficient considered average is when the reliability coefficient in the range of 0.60, while, when the reliability coefficient in the range of more than 0.70 is considered as high reliability standards (Sekaran & Bougie, 2010).

Moreover, Pearson Correlation Analyses were used to examine the relationship between independent variables (parents influence, personality and personal interest)

with the dependent variable (career choice). Pearson Correlation coefficient is the most currently used measures of dependence between two quantities. Correlation coefficient indicated by symbol r with range of -1 to +1 to signify positive and negative relationship respectively. According to Salkind (2009), when the entire distribution fall directly on a line with an upward incline r = -1. Strong correlations are connected with dotted clouds that stick imaginary to the trend line. Therefore the closer r is to +1, the stronger the positive correlation and the closer r to -1 the stronger the negative correlation. The table 3.5 below summarizes the strengths of the correlation as explained by Salkind (2009).

Table 3.5:
Level of Relations Power

0.90 – 1.00	Very strong relationship
0.70 – 0.80	Strong relationship
0.50 – 0.60	Moderate relationship
0.30 – 0.40	Weak relationship
0.00 – 0.20	Very weak relationship

Source: Salkind (2009)

Last but not least, Multiple Regression Analysis were also performed to determine which variables significantly influence career choice among UUM students. Regression's result is the equation that symbolized relationship between variables. These method will be use when they have relationship between independent variables and dependent variable. Independent variables can be constant or categorical.

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3.8   Chapter Summary

This chapter has described the methodology of the research. The research design,
population and sampling, measurement, data collection procedures, and data analysis
techniques were discussed. The following chapter will discuss the finding of the
study.

CHAPTER 4

DATA ANALYSIS AND FINDING

4.1   Introduction

This chapter will cover the results of data analysis. The research examined relationship between independent variables of parents influence, personality traits, and personal interest on the dependent variable which is career choice.

4.2   Responses Rate

A total of 400 questionnaires were distributed to the student in UUM, Sintok. Of these, 385 questionnaires returned for further analysis and from these returned questionnaire only 375 can be used (Table 4.1)

Table 4.1
Survey responses

	Total	Percentage (%)
Distributed questionnaires	400	100
Collected questionnaires	385	96.25
Uncollected questionnaire	15	3.75
Useable questionnaire	375	93.75

4.3   Respondents' Demographic Characteristics

The respondents' demographic characteristics are shown in Table 4.2. The frequency analysis revealed that 164 (43.7%) respondents were male and 211 (56.3%) were female. The majority of the respondent age around 22 years old (50.9%), followed by respondents who age around 23 years old (21.9%). Respondents who age around 21

years old (20.0%) comes next, follow by the respondents who age 20 years old (5.6%) and the remain respondents age around 24 years old (1.6%).

The Malay respondents are 195 (52.0%) respondents, 108 (28.8%) of respondents are Chinese, 33 (8.8%) of the respondent are Indian and the remains 39 (10.4%) of the respondent are other races.

153 (40.8%) of the respondents are from College of Business (COB), 144 (38.4%) of the respondents are from College of Law, International Studies and Government (COLGIS) and another 78 (20.8%) of the respondents are from College of Art and Science (CAS).
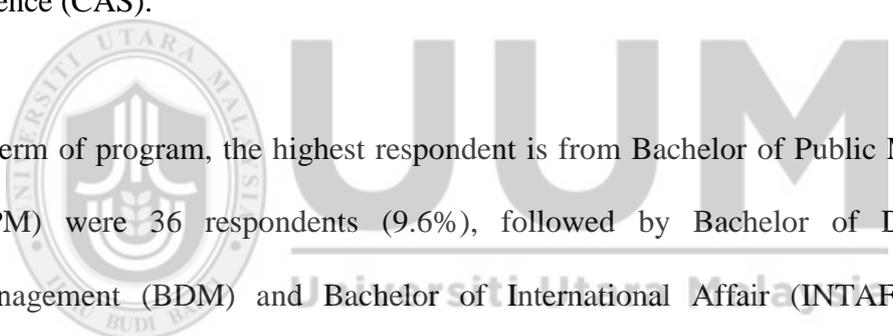
In term of program, the highest respondent is from Bachelor of Public Management (BPM) were 36 respondents (9.6%), followed by Bachelor of Development Management (BDM) and Bachelor of International Affair (INTAFF) with 25 respondents (6.7%) each, Bachelor of Business Administration (BBA) 23 respondents (6.1%), Bachelor of Education (B. Edu.) 19 respondents (5.1%), Bachelor of Accounting 18 respondents (4.8%), Bachelor of International Business Management (BIBM) 17 respondents (4.5), Bachelor of Finance (B. Fin.) and Bachelor of Economy (B. Eco.) with 16 respondents (4.3%) each, Bachelor of Human Resources Management (BHRM) 15 respondents (4.0%), Bachelor of Tourism Management (BTM) 14 respondents (3.7%), Bachelor of Science Economy (B. Sc. Ec.) 13 respondents (3.5%), Bachelor of Marketing (B. Mrktg.) and Bachelor of Laws (LLB) consists 12 respondents (3.2%) each, Bachelor of Hospitality Management (BHM) and Bachelor of Entrepreneurship (B. Ent.) with 11 respondents

(2.9%) each, Bachelor of Social Work Management (BSWM) 10 respondents (2.7%), Bachelor of Operation Management (B. POM) and Bachelor of Islamic Financial Banking (BIFB) with 9 respondents (2.4%) respectively, Bachelor of Counselling (B. Couns.) and Bachelor of Media Technology (B. Media Tech.) with 8 respondents (2.1%) each, Bachelor of IT (BIT) 7 respondents (1.9%), Bachelor of Banking (B. Banking) 6 respondents (1.6%), Bachelor of Communication (B. Comm.) 5 respondents (1.3%). While, Bachelor of Science Agricultural Business Management (B. Sc. AgriBus. Mgmt.), Bachelor of Muamalat Administration (BMA), Bachelor of Technology Management (B. Tech. Mgmt.), Bachelor of Event Management (B. Event Mgmt.), and Bachelor of Science Industry (B. Sc. Ind.) consists 4 respondents (1.1%) respectively. Bachelor of Science IT (B. Sc. IT), and Bachelor of Risk Management and Insurance (BRMI) consists 3 respondents (0.8%) each, Bachelor Science Multimedia (B. Sc. Multimedia) consists 2 respondents (0.5%). While respondent from Bachelor Science Decision (B. Sc. Dec.) and Bachelor of Science Mathematics (B. Sc. Math) is 1 respondent (0.3%) respectively.

The data shows that 206 of respondents (54.6%) is in CGPA of pointer in the range of 3.00 to 3.49, while 122 respondents (32.5%) is in CGPA of pointer in the range of 3.50 to 4.00 and only 47 of respondents (12.5%) have CGPA in the range of 2.50 to 2.99.

Table 4.2
Profile of respondent

Demographic	Characteristic	Frequency	Percentage
Gender	Male	164	43.7
	Female	211	56.3
Age	20 years old	21	5.6
	21 years old	75	20.0
	22 years old	191	50.9
	23 years old	82	21.9
	24 years old	6	1.6
Race	Malay	195	52.0
	Chinese	108	28.8
	Indian	33	8.8
	Others	39	10.4
College	COB	153	40.8
	CAS	78	20.8
	COLGIS	144	38.4
Program	BPM	36	9.6
	BDM	25	6.7
	INTAFF	25	6.7
	BBA	23	6.1
	B. Edu.	19	5.1
	B. Acct.	18	4.8
	BIBM	17	4.5
	B. Ec.	16	4.3
	B. Fin	16	4.3
	BHRM	15	4.0
	BTM	14	3.7
	B. Sc. Ec.	13	3.5
	B. Mrktg.	12	3.2
	LLB	12	3.2
	B. Ent.	11	2.9
	BHM	11	2.9
	BSWM	10	2.7
	B. POM	9	2.4
	BIFB	9	2.4
	B. Couns.	8	2.1
	B. Media Tech.	8	2.1
	BIT	7	1.9
	B. Banking	6	1.6
	B. Comm.	5	1.3
	B. Event Mgmt.	4	1.1
	B. Sc. Ind.	4	1.1
	B. Tech. Mgmt.	4	1.1
	BMA	4	1.1
	B. Sc. AgriBus. Mgmt.	4	1.1
	B. Sc. It	3	0.8

	BRMI	3	0.8
	B. Sc. Multimedia	2	0.5
	B. Sc. Math	1	0.3
	B. Sc. Dec	1	0.3
CGPA	2.50 – 2. 99	47	12.5
	3.00 – 3.49	206	54.6
	3.50 – 4.00	122	32.5

4.4   Reliability Analysis

A reliability analysis was carried out on items are intended to prove that the study is reliable and have valid measure. According to Sekaran (2003), reliabilities with less than 0.60 are deemed poor while those in the range of 0.70 are acceptable and that above 0.80 is considered good. The table below show the result of reliability test for each variables. Each of the variable show the high value of coefficient alpha.

Table 4.3
Reliability Analysis

Variables and Dimension	No. of items	Cronbach's Alpha
DEPENDENT VARIABLE		
Career Choice	15	.93
INDEPENDENT VARIABLES		
Parents Influence	11	.83
Personality	50	.92
Extraversion	10	.85
Agreeableness	10	.77
Conscientiousness	10	.84
Neuroticism	10	.86
Openness	10	.79
Personal Interest	60	.90
Realistic	10	.91
Investigative	10	.90
Artistic	10	.86
Social	10	.75
Enterprising	10	.80
Conventional	10	.91

4.5   Descriptive Analysis

Descriptive analysis had been done on the dependent variables and all the independent variables. The result has been presented in Table 4.5.

Table 4.4
Descriptive Analysis

Variables	Means	Std. Deviation
Career choice	3.27	.83
Parents influence	3.70	.59
Personality		
Extraversion	2.47	.72
Agreeableness	2.46	.59
Conscientiousness	2.53	.65
Neuroticism	2.65	.69
Openness	2.50	.59
Personal interest		
Realistic	2.96	.79
Investigative	2.70	.87
Artistic	2.98	.72
Social	3.35	.55
Enterprising	3.27	.57
Conventional	3.12	.81

As shown in Table 4.4, among the dimension of independent variables, parental influence (M = 3.70, SD = 0.59) was highly perceived by the respondents. This means respondents in this study sees that parental influence having the important role in influencing them in choosing a career. Based on the same table, the dimension of personal interest namely realistic (M = 2.96, SD = 0.79), investigative (M = 2.70, SD = 0.87), artistic (M = 2.98, SD = 0.72), social (M = 3.35, SD = 0.55), enterprising (M = 3.27, SD = 0.57) and conventional (M = 3.12, SD = 0.81) are slightly higher been perceived by respondents compare to personality dimension namely extraversion (M = 2.47, SD = 0.72), agreeableness (M = 2.46, SD = 0.59), conscientiousness (M =

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2.53, SD = 0.65), neuroticism (M = 2.65, SD = 0.69) and openness (M = 2.50, SD = 0.59). This show that, respondents in this study perceived that personal interest more influencing them in choosing a career rather than their personality.

While the level of career choice (dependent variable) experienced by respondents was considered moderate (M = 3.27, SD = 0.83).

According to Cavana, Delahaye and Sekaran (2001), Mean and Standard Deviation provide a good feel for the data. Mean indicates the central tendency of the data while standard deviation indicates how widely spread or the variability.

4.6　　Pearson Correlation Analysis

This section presents the result of Pearson Correlation analysis. According to Coakes and Steed (2003), Pearson Correlation was carried out to examine the relationship between two variables in a linear fashion, the relationship between dependent variable (career choice) with independent variables (parents influence, personality and personal interest). As presented in Table 4.5 there was significant and positive relationship between career choice and parents influence. All the dimension factors of personality such as extraversion, agreeableness, conscientiousness, neuroticism and openness have positive relationship with career choice. Whereby, the dimension in personal interest, namely investigative, artistic, social, enterprising and conventional was significant and having positive relationship with career choice. While the dimension of personal interest namely realistic has negative relationship but still significant with career choice.

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From the table 4.5, it can be seen that the correlation between career choice and parents influence can be consider as low (r = .238**, p < 0.01). This is because, according to Green, Salkind and Akey (1997), generally in social science correlation coefficients of 0.10, 0.30 and 0.50 regardless of sign, are indicator as low, medium and large.

While, all five dimensions in personality factor found to have a positive relationship with career choice. The correlation between extraversion with career choice is (r = .236**, p < 0.01), agreeableness (r = .107*, p < 0.05), conscientiousness (r = .135**, p < 0.01), neuroticism (r = .307**, p < 0.01) and openness (r = .217**, p < 0.01).

For the personal interest factor, investigative, artistic, enterprising and conventional have positive relationship with career choice. While, realistic have negative relationship with career choice. Correlation between realistic and career choice is (r = -.408**, p < 0.01), investigative (r = .083, p < 0.01), artistic (r = .061, p < 0.01), social (r = .106*, p < 0.05), enterprising (r =.236**, p < 0.01) and conventional (r =.272**, p < 0.01).

Table 4.5
Pearson Correlation Analysis

	1	2	3	4	5	6	7	8	9	10	11	12	13
1.Career Choice	1												
2.Parental influence	.238**	1											
3.Extraversion	.236**	.261**	1										
4.Agreeableness	.107*	-.230**	.496**	1									
5.Conscientinousness	.135**	-.104*	.311**	.403**	1								
6.Neuroticism	.307**	.026	.402**	.306**	.478**	1							
7.Opennes	.217**	.257**	.375**	.339**	.268**	.407**	1						
8.Realistic	-.408**	-0.105*	-.442**	-.349**	-.384**	-.429**	-.369**	1					
9.Investigative	.083	-.322**	0.91*	.070*	.107*	-.004	.048	.103*	1				
10.Artistic	.061	-.127**	.008	.073	-.009	-.003	.043	.215**	.139**	1			
11.Social	.106*	.053	.005	.062	-.110*	-.032	-.031	.093*	-.165**	.441**	1		
12.Entreprising	.236**	.046	-.014	.004	.027	.021	.009	.115*	.180**	.137**	.384**	1	
13.Conventional	.272**	-.046	-.237**	-.073*	.006	.019	.067	.151**	.282**	.245**	.096*	.514**	1

Note: n=372; *p < 0.05; **p < 0.01

81
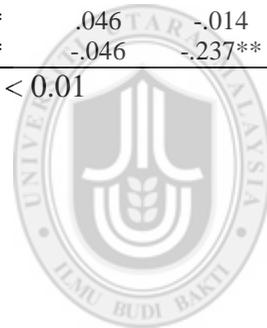
4.7   Multiple Regression Analysis

The result of the regression revealed that the variables; parents influence, extraversion, agreeableness, conscientiousness, neuroticism, openness, realistic, investigative, artistic, social, enterprising and conventional jointly explained 40.7% ($r^2 = 0.407$, F = 20.730, $p \leq 0.05$) of the variance of career choice. Besides, realistic being the most significant variables that influence career choice ($\beta = .349$, $p < 0.05$), follow by conventional ($\beta = .309$, $p < 0.05$), parental influence ($\beta = .298$, $p < 0.05$), extraversion ($\beta = .215$, $p < 0.05$), investigative ($\beta = .117$, $p < 0.05$), neuroticism ($\beta = .105$, $p < 0.05$). Hence, the results of these analysis were presented in Table 4.6 respectively

Table 4.6
Multiple Regression Table

Variables Entered

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(constant)	.129	.560		.230	.818
Parental Influence	.415	.067	.298*	6.172	.000
Extraversion	.245	.063	.215*	3.682	.000
Agreeableness	-.099	.074	-.067	-1.330	.184
Conscientiousness	-.101	.064	-.079	-1.583	.114
Neuroticism	.126	.062	.105*	2.020	.044
Openness	.085	.070	.060	1.213	.226
Realistic	-.367	.056	.349*	-6.502	.000
Investigative	.111	.045	.117*	2.479	.014
Artistic	.048	.057	.042	.848	.397
Social	.114	.080	.075	1.426	.155
Enterprising	.069	.079	.047	.870	.385
Conventional	.315	.055	.309*	5.731	.000
R square	.407				
F	20.730				
R	.638				

Note: *$p < 0.05$

Table 4.7 shows the summary of the hypothesis testing in this study. The hypotheses were proposed earlier in Chapter 2. After the results were obtained, whereby the significant level, $p < 0.05$, it has made six of proposed hypothesis are accepted and another six proposed hypothesis are rejected. It reveals that parents influence, extraversion, neuroticism, realistic, investigative and conventional were significantly and positively influence the career choice among UUM students. Hence, agreeableness, conscientiousness, openness, artistic, social and enterprising were significantly and negatively influence the career choice among UUM students.

Table 4.7
Hypothesis statement

Hypothesis statement	Finding
H1: There is a significant relationship between parental influence and career choice.	Accepted
H2: There is a significant relationship between personality and career choice.	Accepted
H2a: There is a positive relationship between extraversion and career choice.	
H2b: There is a positive relationship between agreeableness and career choice.	Rejected
H2c: There is a positive relationship between conscientiousness and career choice.	Rejected
H2d: There is a positive relationship between neuroticism and career choice.	Accepted
H2e: There is a positive relationship between openness and career choice.	Rejected
H3: There is a significant relationship between personal interest and career choice.	
H3a: There is a positive relationship between realistic and career choice.	Accepted
H3b: There is a positive relationship between investigative and career choice.	Accepted
H3c: There is a positive relationship between artistic and career choice.	Rejected
H3d: There is a positive relationship between social and career choice.	Rejected
H3e: There is a positive relationship between enterprising and career choice.	Rejected
H3f: There is a positive relationship between conventional and career choice.	Accepted

4.8   Summary

In conclusion, chapter four presented the analysis results of the study. Four types of statistical analysis were conducted in this study. The first analysis conducted were the reliability analysis on each variable and followed by descriptive analysis. The purpose of descriptive analysis is to look into the respondents' demographic information. The next analyses were used are two main statistical analyses namely Correlation and Regression analyses. As a summary, the results of the study showed that parents influence, extraversion, neuroticism, realistic, investigative and conventional have significant relationship with career choice. Moreover, the multi regression result also able to prove that only parents influence, extraversion, neuroticism, realistic, investigative and conventional are affected significantly related towards career choice. The next chapter will discuss the findings, provide recommendations, and make conclusion.

CHAPTER 5

CONCLUSION

5.1 Introduction

This final chapter discusses major finding based on the objectives of this research that has been outlined in Chapter One. Following on that, the paper draws some conclusions and finally put forward few suggestions implicating both the university management as well as future researcher.

5.2 Discussion

5.2.1 To examine the relationship between parental influence and career choice

This study is aimed to examine the relationship between parental influence and career choice. Based on the result in this study, it shown that there is significant and positive relationship between career choice and parental influence (β = 0.298, p < 0.05). This means that parents still play important role in deciding career choice of their children. According to UUM students, they still consider their parents opinion in choosing a career.

Moreover, from time to time the importance of parents' role in their children decision for career cannot be ignored totally. Parents play an important role in determining career choices of children. At the same time, parents should assist and

advise the children to choose a career path based on the abilities of children and not based on the interests and personal ambitions of their parents or family solely.

There is lot of factor how parents can influence their children career choice such as the career of the parents themselves. For example, if the parents is a teacher so their children will follow their footsteps because children have been exposed to the work of their parents at an early age. Over the time, children will argue that a career is very compatible with themselves and then make the decision to choose the career world.

These result supported by the researches done by Taylor et al (2004), Oyamo and Amoth (2008), and La (2009) that shows that parents support and advise is important to the children career choice whereas the children rely more to the decision made by their parents from childhood. The result of this study is also supported by the findings of Agarwala (2008) and Lugumila (2010) who found that parents especially father play the most significant role in influencing their children's career choice intentions.

Nevertheless, study done by Gushue and Whitson (2006) has shown that the perceptions of parent support is positively related to the career decision-making self-efficacy in inner-city youth. Indeed, there were significant positive relationship between emotional supports indicated that young people with high level of perceived and concerns from family reported that they become more active in opportunities advantages related to their career development. This findings shows that as previous study believed, parents play important role in children selection of career.

5.2.2   To examine the relationship between personality and career choice

The second objective of this study is to examine the relationship between personality (i.e., extraversion, agreeableness, conscientiousness, neuroticism and openness) and career choice. The result in Table 4.6 show that the dimension of personality traits namely extraversion ($\beta = .298$, $p < 0.05$) has positive and significant relationship with career choice. This finding is in-line with the study done by Feldman (2003) and Smith (2011). In their study, they found that extraversion was significantly influence student's career choice. Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive and gregarious. There for they are more optimist and open-minded. So, extravert students have so much courage to make their own decision. Study done by Khairul (2006), stated that someone who has extraversion personality traits bolder and not embarrassed to make decision about something.

In the other hand, based on the result in table 4.6 it show that agreeableness ($\beta = -.067$, $p > 0.05$) and conscientiousness ($\beta = -.079$, $p > 0.05$) were no significant with career choice. It shows that agreeableness and conscientiousness and career choice do not have any relationship. This finding is contradicted with the study done by Feldt and Woelfel (2009), which is showed that there was significant relationship between agreeableness and conscientiousness with career choice. In their study, the finding show that agreeableness and conscientiousness influence career choice.

People who has agreeableness personality traits is tend to be more considered, kind, generous, trusting and trustworthy, and willing to consider their interest with others. So, one of the possible reason why agreeableness and career choice does not

significantly correlated because agreeableness person are willing to put aside their interest for other people. According to Hussain, et. al. (2011) these personality traits holders always tend to accommodate and help others and restrict them to become more selfish in doing decision.

Conscientiousness personality holder known as a person who tend to be organized and has a good planning for themselves. One of the possible reason why conscientiousness personality traits does not significant with career choice maybe due to students nowadays are more to seize opportunities than stick with what they plan. Study done by Jemima, Michael and Rebecca (2011) stated that, since students are in need of job they may skim through the newspaper or receive assistance from relative to get job that provides a paycheque and some security but they are neither satisfied nor personally fulfilled.

Besides, neuroticism personality traits ($\beta = .105$, $p < 0.05$) also has positive and significant relationship with career choice. This result is similar to the study done by Fong (2012). In his study, he found that neuroticism and career choice has significant relationship. Individual who has neuroticism personality traits tend to experience unpleasant emotion easily, such as anger, anxiety, depression and vulnerability. So, it can be said that neuroticism student is the person who a nervous and because of that they tend to make early planning for their career so that they will know what they are going to do after graduate. According to Bratko, Chamorro and Saks (2006) neuroticism actually can be act as a motivator for preparation.

While, openness personality traits show that there is no significant relationship with career choice ($\beta = .060$, $p > 0.05$). This result is different from the study done by

Lounsbury, Hutchens and Loveland (2005) and Chartrand, Rose, Elliot, Marmarosh and Caldwell (1993). In their study it shows that openness personality traits and career choice has a relationship. But, for this study the finding shows that there is no relationship between openness and career choice. People who has openness personality traits are imaginative, curious, and open-minded. Based on finding openness personality traits does not has relationship with career choice because students nowadays are more easily to adapt with something new and faster leaner. Study done by Zhao and Scott (2006) stated that people who has openness personality traits is a faster learner and can adapt with new change in their surrounding easily.

5.2.3 To examine the relationship between personal interest and career choice

The third objective of this study is to examine the relationship between personal interest (i.e., realistic, investigative, artistic, social, enterprising and conventional) and career choice. Based on Table 4.6 it show that Realistic (β = .349, p < .050) was significantly correlated with career choice. This is contrast to the study done by Onoyase and Onoyase (2009). In their study the result show that there is no significant relationship between realistic and career choice. Realistic student is the person who prefer physical activities that require skill, strength and coordination. Therefore, as a result, this type of student will choose a career based on skill and strength that they already have to choose a career that meets to their greatest strengths.

Besides that, result also show that investigative (β = .117, p < .050) also significant to career choice. This result shows that investigative is one of the factor that influence career choice among student. This is consistent with the study done by Kemboi, et. al. (2016) which shows that there is relationship between investigative and career choice. Person who has investigative type usually likes to explore new ideas. Besides, they also tends to collect information and analyse the situation before making any decision. Therefore, they likely to search for enough career information before choosing a career that meets to their interest. According to Chemeli (2013), investigative may influence career choice due to the curriculum structured that has accustomed students in doing thing in a specific manner. For instance, the way the lecturer approach the students in giving an example.

Table 4.6 also explained that there is significant relationship between conventional and career choice (β = .309, p < .050). Therefore, it shows that conventional traits can influence career choice among student. This finding is in-line to study done by Onoyase and Onoyase (2009). Student who has conventional interest type is the student who has a clear view of a situation. According to Mao (2013), individual who make plans and more steadily towards the future could generate better choice. So, once they had make up their mind, they will not change the decision. Hence, if they already had the career planning or the career that they really want, they will work hard to achieve it.

While the others personal interest namely artistic (β = .042, p > .050), social (β = .075, p > .050) and enterprising (β = .047, p > .050) were not significantly correlated with career choice. All of these result are contradicted with the study done by

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Onoyase and Onoyase (2009). In their study, they found that artistic, social and enterprising were significant predictors for students' career choice.

Individual who has artistic interest type is someone who a creative, has high imaginative, sensitive, idealistic and impractical but the finding on this study show there is no relation between artistic and career choice. One possible reason can contribute to this finding is because of university environment. According to Chemeli (2013), artistic interest type does not significant with career choice may be due to university environment that does not encourage enough the development of students talent.

While, sociable person is person who are friendly, sociable and understanding but based on the result of this study it does not influence career choice. One plausible reason for this finding is young generation nowadays especially students are more depend on gadget. They spend more time with their gadget and do not associate with people so much. So they are not open to receive any advice or opinion from more experience people in choosing a career.

In the other hand, student who has enterprising interest type is the one who are active, domineering, self-possessed and has leadership skill. Based on the finding in this study this type of interest does not influence career choice because students nowadays are reserved. One of the possible reason why the finding show that no relation between enterprising interest type and career choice may be due to the gender of the respondent. Most of the respondents in this study are female students. According to Chemeli (2013), male student are more exposed to socialize either at

home or in the society so they more brave to be outstanding. Besides, Khaidzir, Khairil, Shaharuddin and Jumali (2010), stated that male student more aggressive compare to female student who more feminism. So, male student is more daring and active in every decision they made.

5.3   Limitation of the Study

The limitation of the study involved only students from Universiti Utara Malaysia (UUM), Sintok. This led to the results obtained do not reflect the overall student currently studying in other universities in Malaysia. This is due to the factors of career choice among university students may vary according to the environment where it is the student's place of study.

The next limitation in this study is the factor that being study in this research only focus to parental influence, personality and personal interest. There is a lot of another factor that can influence career choice among student.

In addition, the data of this study was gathered only through questionnaire. So, the information or the finding are only depending on the availability of respondent to answer it. The collected data may not be accurate because respondent might just answered the questionnaire insincerely and without fully understanding of the question or item that being asked.

5.4   Implication of Study

This study offers several important theoretical and practical implications based on the findings.

5.4.1   Theoretical implications

This research provides additional empirical evidence in the career choice literature by providing interesting finding on the influence of parental influence, personality and personal interest on career choice.

For better understanding, the study use three theories that link with this study framework and the variables of this study which are Traits and Factors theory, Anne-Reo Career choice theory, and Holland Career Choice theory that contribute additional evidence in this research.

The findings of this study provide some useful guideline to students in their surrounding in choosing a career. Nowadays, many students look salary and type of job as the main factors in choosing a career without they are realize that there are more important factors that they need to look up such as personality and personal interest. This is because, only career that match with their personality and personal interest can make sure that they are satisfied with the career.

Besides, even nowadays, some people might say that parents not more play an important role in their children life especially in decision making but the finding of

this study show the opposite.. The researcher found out that parents still play the important role in influencing their children career choice. Family especially parents can provide the right information and be the guider in directly or indirectly for children to choose a career. For example, parents offer appropriate support for certain career choices which tend to follow their own.

On the other hand, with the limitation of study about personal interest in influencing career choice, this study can only contribute to the idea that personal interest is one of the important factor that need to look up in choosing a career. Hewit (2010) believe that interest has become the most important factors in determinant and measures of career choice.

5.4.2 Practical implications

The data or information that being collected in this study can be used by the government especially Ministry of Education as a valuable guideline to the curriculum program offered by the ministry in order to equip the young students regarding the information about career planning and career choice.

Besides that, it is also related to university organizations to create career program that will help the students especially in matter to enhance their personality and personal interest. The university can make plans to help students to achieve their aspiration and preferences. In addition, the study and the information gained are important and can be used as useful guideline to certain parties such as Students Affair Department, Academic Department and Counselling Centre to create program such as walk-in or mock interview and do activities related to career. In addition,

because of some of the respondents cited lack of knowledge as a challenge in career choice, educational institutions should hold regular career fairs to sensitise the students to the opportunities available to them.

For the students, it can help the student himself to find the potential benefits in themselves and to find the right path of career based on their personality and personal interest because some of the students may have limited choices in career selection as do not have enough information before graduating to justify in making definitive decision. So, with the data collected it can help them to make early planning about their career choice.

5.5   Recommendation and Suggestion for Future Research

5.5.1   Recommendation

For students, they should always be prepared for anything what will happen in their future. They will complete their studies and should have full of knowledge about their career, particularly in terms of career choices. They must already have their own career planning. As a result, students are especially the ones who will graduate soon will have additional and adequate knowledge such as knowledge about skills, techniques of effective communication and knowledge about an attractive personality. In addition, entrepreneurial knowledge is also one example of additional knowledge that can be learned by the graduates before graduating as an addition to the advantages of the students.

In addition, parents should play an important role in career choices of their children because parents are the individuals closely related to the students. In addition, parents are also responsible to educate and give advice to their children. Indeed, individual's career choice was originally built since their childhood. Therefore, as parents, they are suggested to providing accurate information about career choices and deliver the right information about career and development to their children

Apart from the students, the university can also help students in the process of choosing a career. The university is proposed to provide a program relevant to a career such as career development programs, or career seminars. In addition, the university also may provide a programme whereby the students can develop their potential of choosing the righteous career. This kind of workshop can indirectly help students discover the power and potential for themselves and can be used when choosing a career.
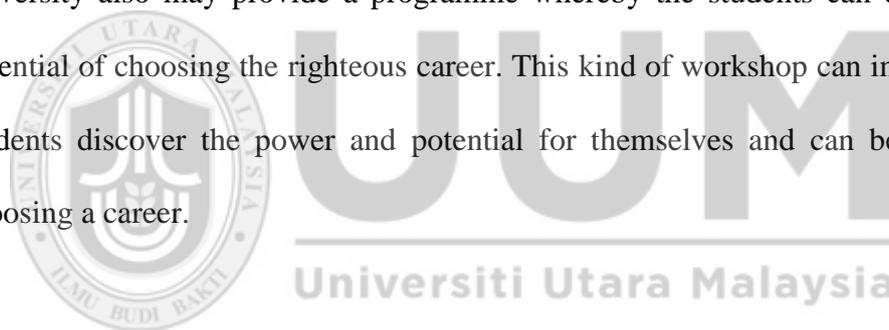
5.5.2   Suggestion for Future Research

Future research may focus on the expansion of the sample size. By using a larger population, not only in the one university but use several universities in Malaysia. Future studies can include students from various educational institution involving students from private and public higher institution in order to increase the sample size and the sample can be more diverse in field of study, age and the student background. Besides, it will enable to get more accurate result, future researcher also can do the study in both type of method; qualitative and quantitative because there are may be other variables that can explain the remaining variance of factors that

influencing students in choosing their own career such as economy factor, environment factor and salary or the advantages in a career

5.6   Conclusion

In conclusion, choosing a right career is one of the main criteria for a student. Having the right career is actually lead a happy life for an individual. Career choices can actually be driven by various factors, both in terms of material, psychological, physical, and so on. However, a student should not be too fussy. The students have to be brave and have a lot of additional skills and knowledge to gain employment. Therefore choosing a career is an important matter that must be addressed. If an individual is able to have the best career and fit to them, then the individual can be considered had successful in the selection process of his career.

This research is aimed to examine the factors that influenced career choice among undergraduate students. The target of the population is undergraduate student in Universiti Utara Malaysia (UUM) campus Sintok. Thus, 375 of UUM students had been selected to be the respondents. Overall, the study focuses on three main factors which is parental influence, personality and personal interest. For the personality it has five dimension for instance extraversion, agreeableness, conscientiousness, neuroticism, and openness. While for personal interest there is six dimension under it namely realistic, investigative, artistic, social, enterprising and conventional.

The multiple regression analysis model revealed that 40.7% of the variance in career choice was accounted by the independent variables. In addition, the regression analysis, also shows that the variables, parental influence, extraversion, neuroticism, realistic, investigative and conventional were significantly correlated to career choice. While, agreeableness, conscientiousness, openness, artistic, social, enterprising were not significantly correlated with career choice.

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