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**FACTORS AFFECTING CAREER CHOICE AMONG
UNDERGRADUATE STUDENTS IN
UNIVERSITY OF ADEN**



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UUM
Universiti Utara Malaysia

**MASTER OF SCIENCE MANAGEMENT
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UNDERGRADUATE STUDENTS IN
UNIVERSITY OF ADEN**



**By
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UUM
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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
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(Management)**



Pusat Pengajian Pengurusan
Perniagaan

SCHOOL OF BUSINESS MANAGEMENT

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ABSTRAK

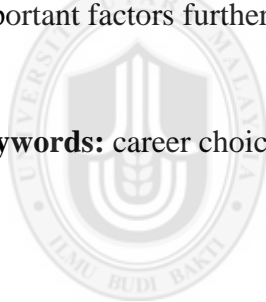
Pemilihan kerjaya merupakan salah satu aspek penting di dalam kehidupan seorang individu. Ini kerana kerjaya yang dipilih akan menentukan peranan yang akan dimainkan oleh individu di dalam masyarakat pada masa hadapan dan juga merupakan satu proses yang penting di dalam kehidupan. Tujuan kajian ini dijalankan adalah untuk mengenal pasti faktor-faktor yang mempengaruhi pemilihan kerjaya seorang pelajar. Kajian ini bertumpu kepada pelajar-pelajar ijazah di University of Aden. Pelajar telah dipilih di dalam kajian ini kerana selepas graduasi, mereka akan berhadapan dengan keputusan untuk membuat pilihan mengenai kerjaya mereka. Sejumlah 321 orang pelajar dipilih untuk menjawab soal selidik yang diedarkan. Data yang diperolehi telah di analisis menggunakan SPSS versi 22.0 dan SmartPLS versi 2. Sehubungan itu, kajian ini menggunakan model pengukuran Smart PLS untuk menguji kebolehpercayaan dan kesahihan instrumen kajian. Di samping itu, model struktur digunakan juga untuk menguji hipotesis kajian. Hasil kajian sebahagian besarnya menyokong hipotesis hubungan yang dicadangkan dalam teori model dan menunjukkan bahawa keluarga, efikasi sendiri dan pertimbangan ekonomi memberi pengaruh yang besar ke atas pemilihan kerjaya. Tambahan pula, Tambahan pula, keputusan analisis menunjukkan pengaruh keluarga, efikasi sendiri dan pertimbangan ekonomi mempunyai hubungan yang positif dengan pemilihan kerjaya. Beberapa cadangan kajian lanjut dikemukakan untuk kajian di masa hadapan iaitu untuk mengkaji mengenai faktor-faktor lain yang mempengaruhi pilihan kerjaya seorang pelajar.

Kata kunci: pilihan kerjaya, pengaruh keluarga, efikasi sendiri, pertimbangan ekonomi.

ABSTRACT

One of the critical aspects of an individual's life is career choice as a career chosen will determine the role pattern need to be played by the individual in the society in the future and the career choice is one of the important processes in life. The aim of this study is to investigate the factors that influencing the career choice of the students. This study is focus on undergraduate students in University of Aden. Undergraduate students were chosen because right upon graduation, they were the one who will be dealing with the decision on career choice. A total number of 321 students responded to the questionnaire. Statistical Package software for Social Science (SPSS) version 22.0 and Smart PLS version 2 were used to analyse the collected data. Using Smart PLS measurement model was examined to test the reliability and validity of the study instruments. In addition, structural model was used to test research hypotheses. The findings of the study largely supported the hypothesized relationships proposed in the theoretical model and showed that the family, self-efficacy and economic considerations exerted significant influence on the choice of a career. Moreover, the results showed that the influence of family, self-efficacy and economic considerations have positive relationships to career choices. With a view to investigating student's career choice that is affected by other important factors further studies are recommended strongly.

Keywords: career choice, family influence, self-efficacy, economic consideration.



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LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
CFA	Confirmatory Factor Analysis
CR	Composite Reliability
DV	Dependent Variable
GCC	Gulf Cooperation Council
GDP	Gross Domestic Product
ILO	International Labour Organisation
IT	Information Technology
IV	Independent Variable
MoHE	Ministry of Higher Education
PCA	Principal Component Analysis
PLS	Partial Least Squares
SCCT	Social Cognitive Career Theory
SEM	Structural Equation Modeling
SPSS	Statistical Package for Social Science
TDA	Training and Development Agency for Schools
UUM	Universiti Utara Malaysia
WAP	Working Age Population

CHAPTER 1

INTRODUCTION

Career plays an exceptional and important part in the life of an individual not just because it decides the pattern of income but also because it affects the individual personality and concept in life. This study is looking at the influences on career decision making of undergraduate students at a university level and how this might be affected by several factors such as family influence, self-efficacy, economic considerations. The study is based on students from the University of Aden which has a very good number of Yemeni students who hail from different governorates, which makes this university an ideal site for this research.

1.1 Background of the Study

Every day, millions of children are posed the following question: “What do you want to be when you grow up?”. At that age, our thoughts about future careers are typically very abstract and general, and children often mention professions visible in their environment such as their parents’ occupations, fantasy jobs or socially acceptable and gender-specific occupations.

Career choice is a major part of modern life and the accuracy of choosing the right career depends mainly on the students’ qualifications, enthusiasm and personality. The

world is facing a serious crunch due to competitions, owing to unemployment of the educated youth seeking a sense of purpose of their life, self-fulfilment, and of course, income. The aim of education is to give young people proper knowledge realistically and to enable them to plan their future career in a most suitable manner. Career plays an exceptional and important part in the life of an individual not just because it decides the pattern of income but also because it affects the individual personality and his concept about life. Career decision is like taking interest in one's life, work or accomplishment, in which a person is involved throughout his/her lifetime (Napompech, 2011).

Career choice is a major challenge for young school pass outs as they reach the end of their schooling (Alberts, Mbalo, & Ackermann, 2003). Therefore, it requires more determination to aspire for and finish a professional education not only to earn higher wages but also enter into a more prestigious career. The National Center for Education Statistics (2006) published a report that during 1980 and 2004 young adults between the ages of 18 and 34 possessing a bachelor's degree earned higher than their peers with less education., Statistics reveal that in 1980 males who had a bachelor's or a higher degree earned 19% more than the male who had completed only a high school; similarly; in 2004 males who had finished the college education or higher had yearly income of 67% higher than those who were secondary school graduates (Rooney et al., 2006). There are several determinants that contribute to taking a career decision by university students in Yemen. Psychologists assert that the basic leadership skills get solidified with age and individuals turn out to be more discerning and can foresee lifelong advantages of the specific study program and the profession.

(Sarwar & Azmat, 2013) believe that starting a career is the defining moment in a person's life which is influenced by various factors. This decision traverses every single individual of the feeling that any action confronted in this division of life will have no impact on the identity of a person. But an exceptionally solid impact is seen of a career decision taken during this time and subsequently all future consequences depend on this decision. There are several criteria based on which college students choose their work fields and which give them big opportunities to join the job fields that they want. There are some majors that get higher attention because of high opportunities, good salary, and the prestige of that job itself in these fields. To fulfil this, some higher education institutions offer these majors not only to impart the students the knowledge but also help them to progress in their career.

The skill level of the labour force is to some extent determined by the educational attainment of the labour force participants. In broad terms, it may be said that the higher the number of the labour force possessing secondary and university education, the higher is the skills level of the labour force (ILO, 2015). In addition, it is widely recognized that there is a close relationship between educational achievement and employment opportunities in most countries. In general, the higher a person's educational and professional achievements, the greater shall be the person's involvement in the labour force (ILO, 2015). The results of survey 2013-14 confirmed the general decrease of unemployment over the years between 2004-2014 when the unemployment rate which was 16% in 2004 had decreased to 12% in 2013-14. The results show that the size of the

labour force and the rate of labour force participation have both increased during the ten-year period from 2004 to 2013-14 (ILO, 2015).

In the decades of 1970s and 1980s, there was a huge migration of Yemenis to the oil-rich countries of the Persian Gulf which positively affected Yemen's economic growth. Due to the huge remittances sent home by Yemeni workers proved a great transition in the country's agricultural economy which transformed into a large commercial network full of the imports of consumer goods. However as time passed by there were changes in the Yemeni economy due to many domestic practices and population also grew, but since the income from foreign remittances remained flat and did not rise relatively. the foreign remittances were no longer significant to the Yemeni economy and its impact declined gradually (Schmitz, 2012). Schmitz (2012) asserts that any kind of long-term sustainable economic growth mostly depends upon employment in the domestic sectors and the same thing applies to the domestic Yemeni economy.

According to ILO (2015) Yemeni women in the labour force are relatively more educated than men. More than 33% of women in the labour force have reached secondary or tertiary levels of education, against about 31% among men. Slightly more than 3% of women in the labour force have university education against 7.4% among men. The economically inactive represent 60.5% of WAP, the percentage reaching a value of 89.9% for women and 31.6% for men. Women therefore represent almost three fourths of the inactive population. For men the main reason of inactivity is being

engaged in schooling less than 50%. For women the main reason 76.9% is to be engaged in household chores while schooling explains only 9.3% (Bruni, Salvani, & Uhlenhaut, 2014).

Western style tertiary education really only began in the 1970s when Sana'a and Aden Universities were established. Today, there are nine state-funded universities and a variety of private universities and colleges too (Bruni et al., 2014). University of Aden is the first Yemeni university of the Republic of Yemen after Sana'a University. University of Aden was established in 1970 through foundation of the College of Education in the beginning. In 1972, the Nasser's College for Agricultural Sciences was formed which was a turning point in the history of this university. Three years later, on 10 September 1975, the government passed the statute No. 22 for 1975 declaring the establishment of the University of Aden. The university has grown tremendously since then and it currently has 21 colleges in fields like Medicine, Engineering, Education, Economics etc.

This study is very timely since there are various shortcomings of functional and educational systems to meet the growing demand for Bachelor's degree holders or above in Yemen as in the other countries. This study has examined the factors that influence the career decisions of undergraduate students. This study has also explained various reasons and variables that students have in their selection of careers. This study will not only increase our knowledge about making career choices by undergraduate students but

will also and provide useful insights about career choices criteria adopted by the Aden University students.

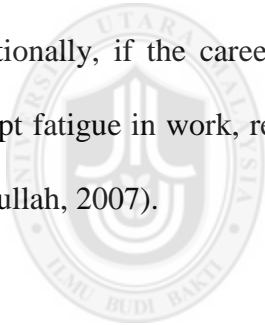
Various researchers have been conducted to explore the related factors responsible for making career choices. A few of these factors are students' career choice, role of higher educational institution in career development, family contribution, gender differences, economic consideration and impact of values . These research studies have also stated the educational demands and requirements of occupations like administration, accounting, computer sciences, agriculture etc. which have also become references for the graduates while choosing a career. For this study, the researcher has focused on three variables namely family, self-efficacy, and economic consideration.

1.2 Problem Statement

Career choice, in this knowledge millennium plays a significant role as the knowledge economy of a nation much depends upon the employability level of its graduates. A need was therefore felt to have an empirical understanding of the factors that influence career decisions of these graduates. It was important to know whether these graduates remain ignorant of their career choices or they do make these choices.

“Most first-year college students don't know which careers they will pursue” (Katona, 1999) (p.1). Due to this fact, it becomes more important to know how and why

college students choose a certain career. Sharp and Marra (1971) assert that undergraduate students find it very difficult to make such career choices that meet their interests, abilities, talents and personality. Olamide and Olawaiye (2013) too share this opinion and express concern over students experiencing problems in making career choices. In fact, a career choice decision will affect the students throughout their lives, therefore, they must choose a career that can not only occupy them professionally but will also let them enjoy that career. Issa and Nwalo (2008) draw attention to the fact that many students choose unsuitable careers due to ignorance, inexperience and peer pressure. In this situation, all such youths create nuisance not only to their own lives but also to their employers nor are they able to contribute meaningfully to the society. Additionally, if the career choice and methodology were wrong , it can also lead to prompt fatigue in work, regret, suffering the loss or different risks, and an unhappy life (Abdullah, 2007).



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According to Najmuddin (2006) the current situation with regard to the problem of student career choice is rather grim. It seems that the students enjoys no right to choose a subject of interest right from the school level because the school has a limited number of subjects to offer just to facilitate the student to finish the school requirements. The problem grows when, after the completion of high school the students desperately take admission in the university in any course that would suit the subjects studied at school level. The proposed problem is the students' potential for failure if students choose the fields that they do not like or they are not comfortable with. Thus, that a person should know what he wants in life and then work hard to achieve it. The successful person is

one who knows what he has to make in life. According to (Afidatul Asma, 2015)there are a few reasons as to why there is a problem in making a career choice:

1. Individual's lacking an interest in the fields of study and hence it is difficult to make the right choice. He also does not know exactly which career perfectly matches with his abilities.
2. Perfection absence, which means when an individual chooses a career which is not based on the interest, ability or talent, and the personality. Sometimes the selection made is disproportionate to the personal trait. The selection may be too ambitious or too low compared to the natural ability and strength that exists in individual themselves.
3. Low knowledge or information about the jobs often occurs at the level of the student's age and development, which at this stage the students do not get enough exposure and information about job opportunities and the types of jobs that they are doing later.

In spite of great effort put forth by families, government agencies and non-governmental organizations, many young people still encounter difficulties in the transition from the world of school to that of work (Atchoarena, 2005). As a result, one of the high thinking activities that are important in an individual's life is related to decision making (Afidatul Asma, 2015). Decision making is the process that cannot be avoided nor made a necessity throughout real life. Some students insist on studying courses where they clearly lack basic foundation in academic and attitude preparation (Waudu, 2008). It is further noted that there are cases where students have enrolled in certain programs but

later on discover they lack interest in the particular field. The impact from a decision made will bring big changes in graduate's life which makes this activity relevant and significant to them. Students therefore enter a university without recognizing what career they actually need. It is important that a student before choosing a career must have an experience about that career or at least must be aware of what it includes (Fizer, 2013).

Gattiker and Larwood (1988) also stated that the subjective and the objective study of career success had not begun until 1988 although the subject of career choices is being studies since 1950's. In addition, none of these studies have collected participants' personal perspectives on career success.

A major prerequisite of the growth of Yemenis the government's capacity to find opportunities of employment, encourage education and skills development among its youth , and ensure good work conditions for the new graduates (Bruni et al., 2014). According to Ministry of Higher Education (2010) Yemen spend 5% of its GDP and 19% of its total public expenditure on education. This ratio is considered high as it is similar to the percentage of what is spent by the neighbouring countries and Gulf Cooperation Council (GCC) on the education sector. Moreover, there is always a deep connection between education acquired and the progress that one makes in his or her career. The choice of a career has a great significance in the knowledge economy since employability depends on making the right career choice. Moreover, the students must

be aware of the factors that influence students' choice of particular careers. It is no happiness to remain ignorant of one's career and leave it to chance; instead one must plan it (MoHE, 2010).

The workforce in Yemen is very big and therefore harnessing it is a great challenge for economic growth (Schmitz, 2012). According to Yemen Labour Force Survey report, the labour market situation in the country is very grim. The workers with secondary or tertiary educational qualifications represent less than one-third of labour force and qualification mismatch has affected about 83% of the employed population in their main job, while 3.4% of the employed population in their main job have skills requirements below their educational attainment (ILO, 2015).

Yemeni protesters have called for the improvement of economic and socio-political conditions. Lack of job opportunities, especially among women and the youth, has forced Yemenis into the informal economic sector, which constitutes the main engine of job creation, although it is characterized by poor quality of employment, as well as absence of stability and protection (Bruni et al., 2014). Almost 18% of Yemen's labour force is unemployed, a very high percentage that still does not fully account for the lack of job opportunities that afflicts Yemen. Unemployment is concentrated in the youngest age groups, for example, young adults between the ages of 15 and 34 suffered from the unemployment by 79.3% and the concentration is slightly less pronounced for women than for men (Bruni et al., 2014). Data reflect the distribution of WAP by educational

level, the influence of education on the probability to find a job offered by the rate of unemployment. For men the probability to be unemployed is 12,4% for those with tertiary education and for women, on the contrary, it is below average only for those with secondary education and in a much more pronounced way for those with tertiary education by 9% (Bruni et al., 2014).

Parental involvement in career choice decision making has different consequences based on the manner of parental involvement. studies have revealed that if the participation of the parent is found to be effective and supportive the success of the child at school as well as future life is guaranteed as compared to the ineffective and oppressive/directive ways of involvement (Ngunjiri, 2013). These factors are in one way or another included under the social learning theory, which affects parental choice and decision making in career choice. In 2010, the economically inactive people of WAP in Yemen represent 60.5% of WAP, the percentage reaching a value of 89.9% for women and 31.6% for men. Women therefore represent almost three fourths of the inactive population. For men the family reasons represent 0.4% of inactivity and for women the family reasons represent 2.5% of inactivity (Bruni et al., 2014).

The researcher did not find any studies discussed career choice as a separate topic in Yemen, therefore this study will provide useful insights about career choice's criteria adopted by the Aden University students, where students face a problem in taking a career decisions, this study has identified the factors that influence students in choosing

their career and this study is specialized on the undergraduate students from the various field of study or courses at University of Aden. Even though previous studies from outside Yemen have identified many factors that may influence career choice among students, this study focuses on family influence, self-efficacy, and economic consideration.

1.3 Research Questions

The questions formulated for this research

1. Does family influence the career choices of undergraduate students?
2. How does self-efficacy affect the career choices of undergraduate students?
3. To what extent does economic consideration influence the career choices of undergraduate students?

1.4 Research Objectives

This research attempts to achieve several objectives as follows:

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

1.5 Scope of the Study

The population of this study was the undergraduate students who were pursuing a bachelor degree in various field of study. These were the people who will determine their own career choice based on the factors chosen for this study. It is necessary that these students are exposed to the working environment right after finishing their study so that they can decide appropriate career path according to their needs and skills.

1.6 Significance of the Study

1.6.1 Theoretical Significance

This study will be a contribution to the critical domain in the field of career choices and problems faced by students.. The study is going to will also provide valuable data on the multiple factors that affect the choice of career among undergraduate students and provoke further research into the variables like influence of family, self-efficacy and economic consideration among undergraduate students. On the other hand, this research can be used as a resource material for other researchers who want to carry out research in emerging areas in the factors which influence the undergraduate students.

Another theoretical significance of this study is that it discusses the significance of the three factors that influence the career choice namely family, self-efficacy and economic consideration in the light of theories that affect decision making and assist in making

choices. A few of the studies before has accomplished such a study in the light of the empirical theories.

1.6.2 Practical Significance

1) University or Institution

This study has clarified various areas of career focused upon by graduates usually. Therefore, a university can use these areas as references for planning to help the students to achieve their aspirations and preferences. The study can also serve as a guideline and reference to state authorities like the, university and the Ministry of Higher Education (MoHE). This research also aims to identify such factors that can potentially influence career choices by the undergraduate students of Aden University. This might be utilized as a basis for starting a career counselling unit within the university to guide students.

2) Industry

At the level of the industry, this study will show areas where young job aspirants in industry need motivation and training. These aspirants can be provided training in those factors and students may be guided how to respond to any stimulus that may influence them to choose their career. It will also help in career planning by implementing the efficient response mechanism which can motivate students for better performance.

3) Policy Makers

This study could serve as a stepping stone for career development and the policy formulators and analysts to look at alternative intervention mechanisms for better social change and can help government to accommodate ambitions of young men and women by implementing the efficient educational programs which will benefit both students and other beneficiaries. In addition, this study will highlights on some limitations of family and economic which bring the issue of making career choice to the policy table.

1.7 Definition of Terms

For clarity of meaning and understanding, the terms used in this study are listed below:

1.7.1 Career

It is a significant aspect of a person's work life that takes him into different occupations and, employments like medicine, engineering, teaching, business. Such an occupation is turned as career that the person holds for the full span of his life.

1.7.2 Career Choice

Career choice is a wider chance to work in a field that stays with the person for long lasting career. These career choices appear as employment opportunities that helps individual to achieve his objectives and the fields of studies are blasted with the

determination of fulfilling individual, monetary and scholarly objectives (Daniel, 2015). For instance, there are fields related to students' personal, economic and intellectual goals satisfaction which include the fields of vocational, academic, and sociological activities (Borchert, 2002). Career choice also refers to someone's choice of a business action or venture that offers him a living and honour. It is an expert life decision about the future of students of Aden University.

1.7.3 Family

A family refers to one or more people living in the same house and related to each other by birth or marriage like parents, siblings, and grandparents. Parents and other members provide valuable contributions in education through their own role models and activities that support in discovering career interest.

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

1.7.4 Self-Efficacy

Self-efficacy is about how people manipulate their abilities and skills to a certain level of performance on events that will affect or change their lives. Self-efficacy is how

people behave, motivate themselves and think. It is the thing that an individual trusts he or she can finish utilizing his or her aptitudes in specific situations (Govender & Reddy, 2015). Self-efficacy has also been described as a specific kind of self-esteem (Lunenborg, 2011).

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



1.7.5 Economic Considerations

It refers to a continuous and careful thought about the economy when an individual formulates a decision or judgement that will result in some economic benefit to him. It is also considered as factors concerned with the essential mechanisms whereby all resources of the society are allocated.

The economic conditions are considered economic characteristics that describe the state of an economy. This would also refer to the fact or circumstance that can be considered in forming a judgment or decision. It could also mean payment given in exchange for a service rendered; a recompense (Heritage, 2011). Economic consideration is therefore

ultimately defined as the facts or circumstances or matters weighed or taken into account when formulating a judgment or decision.

1.8 Limitations

This study is conducted in University of Aden. This could limit the study's generalizability to other universities in Yemen in other parts of the country or in other countries where the people have different socio-cultural values and face different environments (social, economic, and political environments).

This research adopted a questionnaire as a tool and conducted a survey. Though it contained detailed instructions but the researcher was a little apprehensive about respondents to understand its original meaning under its context. In case they failed to understand, it was feared that the researcher might not be able to get the accurate reflection result. The study was conducted in University of Aden. The population was limited to undergraduate students of the University of Aden regardless of what semester they were currently studying.

1.9 Summary

This research study is divided into five chapters. Chapter 1 in general provides an overview of the topic under study. This chapter also introduces the research background, the problem statement, research questions, research objectives, the scope and

significance of the study and finally definition of the terms used in this study. Chapter 2 begins with the introduction and review of the available literature that were relevant to dependent variable and independent variables chosen for this study. Chapter 3 discusses the research design and methodology followed in this study. Chapter 4 focuses on the results by presenting the data, initial analysis and discusses the finding of the study. Lastly, the concluding chapter summaries the study, highlights its limitations and suggests areas for further work.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter gives a summary and a critique of relevant literature that was referred and used to conceptualize the research topic of this study. This review illustrates three sections of related literature: first, a general overview of career choices giving a review of the previous studies, then it discusses factors influencing career choice, and finally, it discusses some theories toward careers choices in general.

2.2 Review of Previous Research Studies

2.2.1 Career Choice

A career decision or career choice is a mind-boggling wonder which should be understood by investigating its key components, i.e. career, decision and choice; each should be first seen as an individual term for understanding the meaning. There are numerous studies on Career as the central themes (Goffman, 1968; Hughes, 1937)The glossary meaning of ‘decision’ is seen as a wilful demonstration of choosing or isolating one thing from the other ; it is also shown as a determination of the human brain to favour one thing and reject all others (Webster’s Dictionary, 1998). Similarly, ‘Choice’ means “selecting or separating from two or more things that which is preferred” (Webster’s Dictionary, 1998).

Career choice therefore requires giving priority to one occupation over another. Therefore there are two prerequisites of 'career choice': the first condition is availability of a second or an alternative career option; second condition is an individual preference between these career options (Özbilgin, Küskü, & Erdoğan, 2005). Many people prefer to relocate either towards urban ranges or abroad whatever suits them best. Much impact can be seen on the general public as well as the aggrieved family. The term "career choice" also represents either the entry stage of a career, or an individual's inclination and preference to choose a career (Broadbridge & Parsons, 2005). In this study, career choice refers to an individual's decision-making task which aims to match his or her needs to the choice of occupation (Gokuladas, 2010; Howard & Walsh, 2010; Rousseau & Venter, 2009). In doing so, individuals have to assess their competencies and examine career alternatives so that they could effectively match their needs to the preferred choice (Gokuladas, 2010). A study by Wang (2004) asserts that individuals with a high level of commitment to career choice engage in career decisional tasks and overcome career barriers.

The well-known theories of career choice developed by Super, Holland, and Krumboltz initially considered career choice as "a once in a lifetime process that individuals went through during early adulthood" (Luzius, 2005) (p.42). Recently the idea of career choice has focused on career transitions in a lifetime (Grunnet, 2012; Kagaari, 2007; Luzius, 2005). Career choice is a lifetime process of career decision-making (Adya & Kaiser, 2005; McGregor, 2007). Individuals could engage themselves in career decision-making process several times within their lifetime (Grunnet, 2012; McGregor, 2007).

Practically speaking, career choices are dependent on sociocultural factors (Swanson & Gore, 2000) that act as career limitations too. These factors relate to personal and socio cultural values, interpersonal relationships, and other structural factors such as barriers faced by women graduates prohibiting them to join certain careers. A large portion of the available literature supports the family impact, the environmental components, and individual characters as determinants of career choices.

Similarly, family, school and other social institutions are also seen interconnected when career choices are investigated. The fiscally suitable and societal perspective of the general group fabricates the discernments for a specific character (Sarwar & Azmat, 2013). There are adequate studies which have proved that career choices of young people are affected by socio-cultural, economic, and political changes. Bai (1998) talks about changes in the market economy showing how it has affected the values of university graduates who put self-interest before societal interests, and consider money and power as primary motivators in finding a job. Incidentally, most career related research deals with predicting career choice behaviours with students' personality or demography as variables (Özbilgin et al., 2005).

The initial choice of career depends on individual decisions regarding their background, traits, culture and many other features that will form the graduates into a unique person. According to Shaffer (2002), human development is a holistic enterprise which means the growth of humankind is a continuously on-going process. The experiences and

characteristics of one person can be shared through each other, nevertheless, the communication and events may interpret, evaluated and internalized uniquely by different people. Both normal and distinctive developments are important. Therefore, the scholars seek for extra explanation in order to describe the way youth, teenagers, and young adults formulate the initial career choice.

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

Various studies have discussed factors that influence career choice (Felton, Buhr, & Northey, 1994; Ginzberg, Ginsburg, Axelrad, & Herma, 1951; Malach-Pines, Özbilgin, Burke, & Agarwala, 2008; Paolillo & Estes, 1982; Sharp & Marra, 1971; Super, 1957). Perhaps the most coherent classification of studies on career choice is the three-dimensional framework laid out by Carpenter and Foster (1977) and Toohey, Kishor, and Beynon (1998). These three factors are: intrinsic (interest in the job, personally satisfying work); extrinsic (availability of jobs, well-paying occupations); and interpersonal (influence of parents and significant others).

In fact, the choice of career depends much on multi-dimensional process which includes the complete development of the individual. It is evident from research studies that some individuals participate in forming the initial career choice process while they also join simultaneously their environment activities while others can make a conclusion (Butler, 2012). The study also reveals that formation process is both continuous and discontinuous. With such type of individuals, factors that contribute to the decision of career choices are : efficient planning, attitude consistent selection, crystallization of the properties, the personality of the person, socioeconomic status (SES), defective trust, self-knowledge, self-efficacy, freedom of choice, career reputation, interests, gender and personality type. Career process is also considered as learned skill and problem-solving activities (Afidatul Asma, 2015; Zunker, 2006).

Moreover, Hewitt (2010) asserts that factors affecting the career choice can either be essential or external or both. Many students choose their careers with their family support; others get into their careers by academic choice while others choose careers that offer high wages. Kaygin and Gulluce (2013) affirm that a persons' career choice depends on many situational and organizational factors and is important for them. Deciding the job is important for individuals because it guides and shapes their life. Individuals want to generate their income, job satisfaction, to provide security, to have respect and become a success. Price (2009) stated that the important recruitment component and retention strategies are important for understanding the career choices and career decisions of individuals. However relevant emotional and personality sources

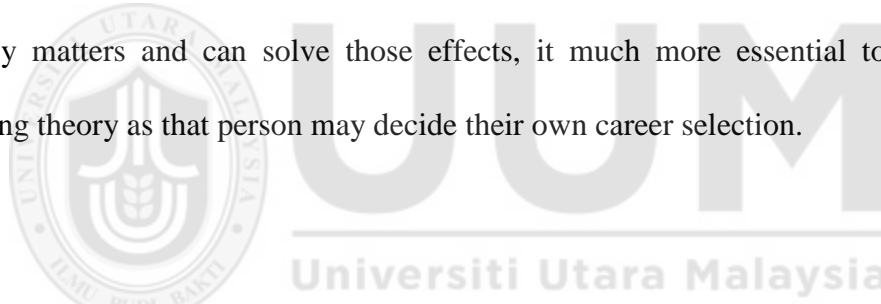
may cause difficulties in making a career decision for all college students (Gati et al., 2010).

The final years of study are important to decide which career they want because these years are full of some important activities like attending school or working, doing research and making career decision (Rogers, Creed, & Glendon, 2008).

2.2.2 Family Influence

Every parent desires success for his/her children. Parents want to see their children secure and satisfied in lucrative careers. It is a most depressing sight for a parent to see his/her children having careers with no bright future. Therefore, parents try all their best to influence their children to have promising careers (Daniel, 2015). According to Okamopelola (2014) parents' excessive involvement in the career decisions of their children is to make their children more satisfied in their careers than they are in their own jobs. Often it is felt that for the sake of pleasing their parents, children may start to seek and accept their parent's advice. But a few of these children who accepted their parents' advice fail to cope up with the challenge that they face in the profession suggested by their parents nor are they able to assess the validity of that profession in their life.

While parents expect that their immediate career guidance might be compelling, they might be ignorant that they can likewise apply a solid career impact basically by serving as a case of labourer's (Jungen, 2008; Kniveton, 2004). Guardians begin impacting career choices when their kids can themselves claim their employment title. Naturally, processes in the family always replicate themselves. The factors that affect the decision made in a person's career choice depend on family themes, myths, limitations, connections and issues and emotional aspects. For example, when the family generation followed their own career tradition which is medical-oriented, nevertheless the children will stay in the same field which is medical, even though they might shift to another area in the same field to keep the differences. For the individuals who are conscious about family matters and can solve those effects, it much more essential to the decision-making theory as that person may decide their own career selection.



2.2.3 Relationship between Family Influence and Career Choice

The current study focuses on undergraduate students who are still completing their degree and parental influence is higher on them and they haven't lived independently yet. In this situation there is always the family influence making a very strong impact in person's life (Sarwar & Azmat, 2013).

Parents always wish for their youngsters to have a secure future and their children must gain a decent compensation and a consistent employment. In order to accomplish this, the family frequently feels that their youngsters must graduate from a recognized college

and the best university. This leads families to push their children to get into a big school before college, with a specific end to guarantee that their kids will get into a prestigious career (Napompech, 2011).

Ferry (2006) has made an empirical study to examine the influenced factors toward career choice of adolescents in Pennsylvania's rural. By using twelve groups of college students, he investigated their views about family being an important factor in choosing a career. Ferry (2006) found out in his study that children followed their parents because parents had valuable learning and experience and therefore they can explore children's career interests in a much better way. Therefore, parents supported particular activities of their children to show their preference of a certain career, providing additional support for occupational choices that also reflected their own choices and preference about their children's career (Kniveton, 2004).

According to Clutter (2010), parental impact on career development of their children is more powerful than that of teachers and career counsellors who are well aware of the careers chosen by the students. But because of their being the 'parents' they are more trusted by their children than anybody else for this critical decision making for career choice.

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

Salami (2008) Pilot as cited in Mudhovozi and Chireshe (2012) suggested that children from high-income families may have high career aspirations because the family can provide full support to them. But a child from a lower socio- economic background may not be very confident to get a better career despite having higher education and good results in the examination. This is called the environmental and socio-economic impact on children while choosing their career.

However, Watson and McMahon (2007) suggest that most children and youth cannot make smart career decisions solely based on life experience. They need support and exploration in the form of curriculum offerings and course counselling in order to advance forward towards a strong career path. Therefore, not only family pressures but there are other factors too like societal influences, peer pressure that help a child in making a career decision. It is at this stage of development that he can learn the process

of career development, career decision-making skills, and prepare himself to make a career changeover later.

2.2.4 Self-Efficacy Influence

Albert Bandura (1977) in his social learning theory examines personality improvement and self-efficacy for the first time. Bandura asserted that a child improves his personality through learning practices and intellectual procedures. Ghuangpeng (2011) in more recent study found out that these learning practices are impacted by the association of three key elements: individual elements, environmental elements and mental elements.

The individual elements refer to the child's attitude towards a career or an objective and a goal; 'environmental elements' allude or distract the child to various external viewpoints connected with his own individual's learning while 'mental elements' refer to psychological procedures are connected with how people gain from the results of their communication between individual and environmental elements. The mental elements get reflected in their learning experiences and in the manner they deal with them through their critical thinking.

Bandura, as cited in Betz (2000) puts a great belief in individual convictions and his abilities to plan and implement career related activities. Such convictions in the individual's self-efficacy impact the approaches that he seeks after the amount of energy

that he had put, and the extent to which he can sustain the challenges and difficulties. It makes no difference whether their ideas are positive or negative, helpful or harmful, or self-ruining; the amount more important is the anxiety and exhaustion that is involved in the whole process of trying to accomplish an achievement (Bandura, 1995; Zuraidah, 2010).

On the contrary, Johnson, Starobin, Laanan, and Russell (2012) claim that individuals dread and have a tendency to abstain themselves from adverse circumstances and are not willing to go beyond their personal capacity, and rather exclude themselves from such scary activities. This definition however delineates from the essential prerequisites of Bandura's self-efficacy theory that advocates taking challenges in order to assist students in decision making.

2.2.5 Relationship between Self-efficacy Influence and Career Choice

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

Alexander et al. (2011) found out that there exists a relationship a student's capacity to create a conceivable career and self-efficacy because apparently the students' self-efficacy affects the advantages, capacities, objectives, and certainty that are attached to his desired career. Other experts too have supported the impact of self-efficacy on career decision-making (Bolat & Odaci, 2016; Brown, Darden, Shelton, & Dipoto, 1999; Hackett & Betz, 1981; Multon, Brown, & Lent, 1991). Most of these experts have opined that the choice of a career made by a student is actually a product of his self-efficacy convictions that are balanced in his personality. Taylor and Popma (1990) find a student possessing a career investigation capacity which he considers a general self-efficacy. Similarly, Bergeron and Romano (1994) have found that self-efficacy convictions play an important role in the choice of majors and career choices of undergraduate students cited in (Atta, Akhter, Shujja, & Shujaat, 2013).

Ghuangpeng (2011) research findings have sustained the significance of the idea of self-efficacy more than the quantitative findings about self-efficacy. Additionally, there are also findings that recommend students to build up their own self-efficacy that must match with their interests, personal characteristics and their choice of occupation as their career.

2.2.6 Economic Consideration

Many students perceive that they have made a heavy monetary investment in their education and now it's time to get it back. Research studies show that financial

considerations are also given due importance in choosing a major and develop a financially viable career (Ahmed, 2014).

The economic factor is an essential consideration in taking a decision about one's occupation (Blair, 1999). It's true that the country's economic growth is linked with the growth in the employment rates and increased spending capacity of people. When business grows there are several extensions and more openings for work. This naturally attracts students to those fields having this economic development. They see a great potential of their life growth and a steady income. This fact is in agreement with other research studies that show how students look for a career with high wages and economic stability and therefore choose the most relevant major in their undergraduate studies (Fizer, 2013; Wildman & Torres, 2002).

The monetary angle that a student adopts in choosing his major and subsequently a career has a great potential and many advantages and opportunities for progression (Beggs, Bantham, & Taylor, 2008). Due to the present economy and the western influence, students look for a lucrative occupation and a more steady profession because it is not easy to change their professions at a later stage. A study by Hutchings (2011) reveals that there are 10.2 million temporary workers in U.S and millions of others who have been trapped in the manufacturing sector. Their condition worsened because the manufacturing sector had shifted to knowledge-based economy as estimated by the Bureau of Labour Statistics and that resulted in obsolescence of workers knowledge and

skills. It was now necessary that 70 percent of these employees will have to search for another career. In anticipation of such problems in later life, therefore, Hutchings (2011) study indicates that teaching has become more attractive not only for fresh graduates but also for the mid-career changers due to the recession. The TDA reports that in 2010 alone there was an increase of 35 percent in the number of career changers who applied for teaching career. Hutchings's study also reveals that job security and salary / remuneration have become a priority during this period of recession and that there is a relationship between GDP and its applications in various careers.

Similarly, a study by Borchert (2002) states that BA psychology students will not earn as much as their other peers of the class of 2002 or students of liberal arts majors may expect to get high bargains from the dotcoms together with a signing bonus. The impact of "internet bubble" and its use in career selection and searching job online will not yield good results (Borchert, 2002). Students should decide on their career based on real potential opportunities, not from the momentary chances. The 9/11 incident has already weakened most economic circles worldwide and therefore a realistic interpretation of the industry is required before making a career selection. An important factor, however, to study is that a student may sometimes be compelled to accept anything that is easily obtainable, instead of waiting for the real choice.

2.2.7 Relationship between Economic Considerations and Career Choice

Economic circumstances of a nation play a major role for the student to choose his career. Therefore, he must possess a sound data of the national economy including information about the accessibility of occupations in the segment that he needs to work and from which he can make a legitimate career choice. It is the obligation of career guidance establishments and agencies to provide such data but unfortunately career guidance is a neglected section of our economy. Due to the absence of right guidance, often students fail to get the right picture of today's economy (Sarwar & Azmat, 2013).

A study at a Philadelphia based health centre (Harris, Marx, Gallagher, & Ludwig, 2005; Maharaj, 2008) finds that besides other components as pre-requisites of a career choice, students had also opted for monetary reasons as a critical requirement of a job. Koc (2008), too, recognizes the best three measures for a career: growth opportunity, career stability and a decent wage package in his investigation of 19,000 U.S. students. Wanted impacts of social and economic accomplishments have additionally been seen in connection to the prestige of his career. Similarly, Afidatul Asma (2015) cites a study by Henderson, Hesketh, and Tuffin (1988) who had done a meta-study of 396 respondents and found that the choice of a career or occupation was much influenced by the value of economic returns.

There are also a few studies in Nigeria (Awujo, 2007; Ogunrinola, 2011; Onijigin, 2009) completed on secondary school students in various parts of Nigerian States. Each study

had different findings but almost all respondents regarded monetary advantages as a primary factor in making a career decision. These studies also reveal an important socio-economic factor, which of the family income and family needs as a critical factor to determine a career chosen by a secondary school student in Nigeria. (Onijigin, 2009) for instance shared that the motivation behind an individual to get into a career is economic reason because the employment will give him and his family adequate resources and monetary compensation to meet the social and economic needs.

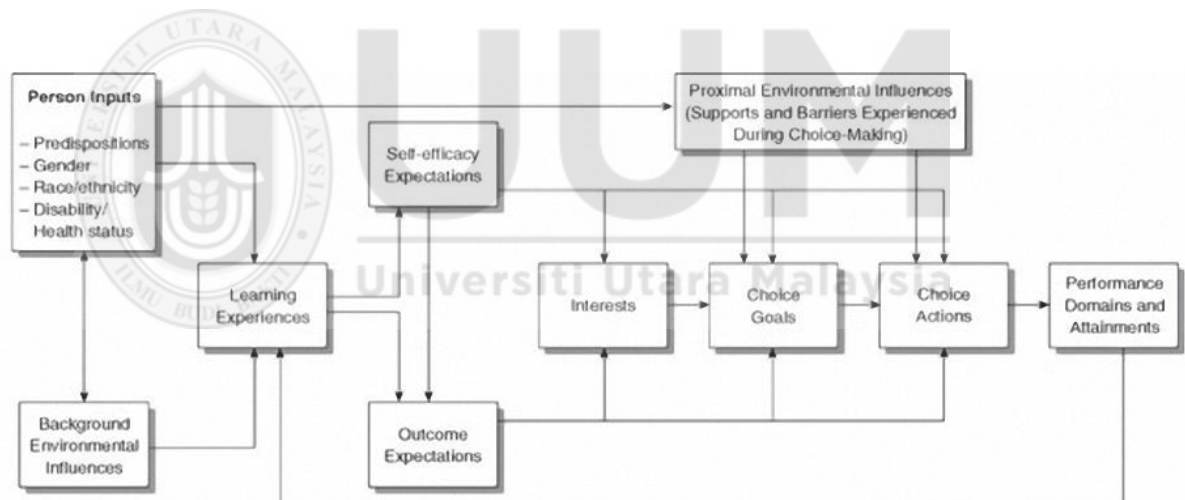
2.3 Career Development Theories

The well-known theories of career choice developed by Super, Holland, and Krumboltz initially considered career choice as “a once in a lifetime process that individuals went through during early adulthood” (Luzius, 2005) (p.42). Recently the idea of career choice has focused on career transitions in a lifetime (Grunnet, 2012; Kagaari, 2007; Luzius, 2005). Career choice is a lifetime process of career decision-making (Adya & Kaiser, 2005; McGregor, 2007). Individuals could engage themselves in career decision-making process several times within their lifetime (Grunnet, 2012; McGregor, 2007).

Social Cognitive Career Theory (SCCT) Lent (2005); Lent, Brown, and Hackett (1994) is solidly bound to self-efficacy theory of Bandura (1977) which recommends a common impact of the connection amongst individuals and nature. SCCT offers three career development models first, the improvement of scholastic and professional interests, second, how individuals take decisions related to education and career, and third, the

individual's educational and career accomplishments and stability. Each model represents a distinctive significant variable, namely self-efficacy, outcomes expectations, and individual goals. A relationship can be seen among these three variables as the SCCT decision model takes shape.

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

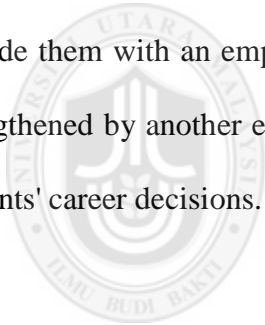


Source: Brown and Hackett (1994)

Figure 2.1
Career Enthusiasm through the Cooperation

The social cognition theory is largely employed in making career related decisions by young students in colleges and universities. Afidatul Asma (2015) mentioned that the development of career goals has been viewed as the functions of the relationship among

self-efficacy, expectations of outcome and interest over time in SCCT choice model. According to Ghuangpeng (2011) social cognitive career theory clarify that people make career decision based on several factors—individual factors, individuals’ background contextual factors, learning experiences, self-efficacy, outcome expectations and interest. For instance, it has been utilized to foresee professional enthusiasm for data innovation among college students in the US Smith (2002) whose study recommends that social cognition variables were emphatically linked with students' attention towards IT. It created the impression that students' self-efficacy significantly affected their enthusiasm for IT. The study also recommends that in order to build students' enthusiasm for IT, it is fundamental to help students to build up their PC abilities and to provide them with an empowering learning environment. This finding was additionally strengthened by another examination of social cognitive impacts on Mexican American students' career decisions.



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A study by Flores, Robitschek, Celebi, Andersen, and Hoang (2010) recommends that students should create career attentiveness predictable with their apparent self-efficacy. An investigation of secondary school students in Australia Rogers, Creed, and Glendon (2008), observed that identity influenced the advancement of people's self-efficacy, while social backing (family and companions) influenced career objectives and decision-making. As has been shown in these studies, social cognitive career hypothesis seems, by all accounts, to be a helpful methodology for picking up a superior comprehension of people's career decision-making forms. It permits an assortment of variables connected with career decision-making procedures to be distinguished and gives a helpful

clarification to how these components are interrelated and can in this manner lead to career decision-making and decision.

The SCCT has been widely used for the research on career choice (Blanco, 2011; Sheu et al., 2010). This theory states that an individual chooses one career because it supports the sense of self-efficacy and corresponds to outcome expectations (Blanco, 2011) However, the differences in self-efficacy and outcome expectations among races and nations could occur (James & Hill, 2009). For example, in a field study of career interest in Accounting by James and Hill (2009) found the differences in self-efficacy and outcome expectations between African-American and Caucasian students. The findings show that African-American students are more likely to perceive Accounting as providing outcomes that match their values but Caucasian students are more likely to have more confidence, compared to African-American students, that they can complete tasks necessary to enter the accounting profession (James & Hill, 2009).

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the methods and procedures of investigation that are used in this study. This chapter also presents the research framework to examine the relationships between the research variables. Furthermore, it describes the research hypotheses, research design, target population and the location of the study, data collection instruments, tests, and data collection techniques and methods of analysis that leads to the findings of this study.

3.2 Research Framework

A research framework is defined as a framework that has been created from combining an extensive range of thoughts and theories that help to identify researcher's problems, questions development and explore relevant literature (Smyth, 2004). A research framework also shows the relationship between dependent variable (DV) and independent variables (IV).

For this study there are three IVs namely family influences, Self-Efficacy and Economic Considerations and one DV which that is Career Choices (Figure 2.4).

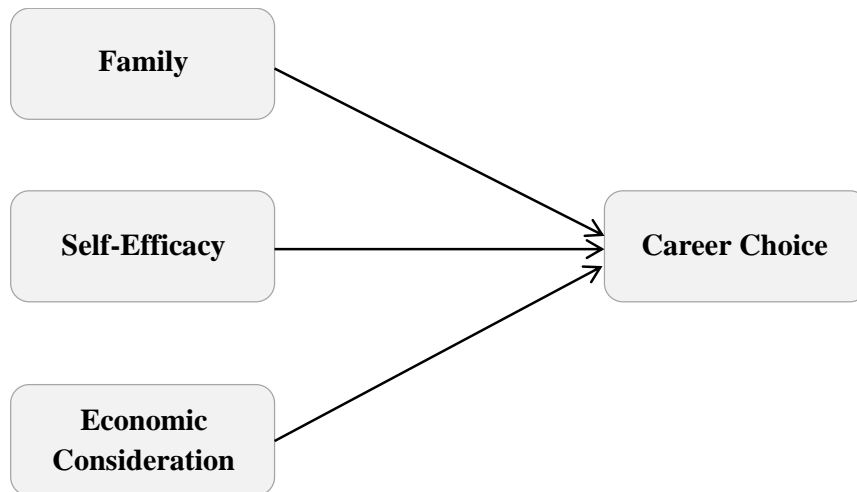


Figure 2.2
Research Framework

3.3 Development of Hypotheses

With the help of the literature for this study and theoretical justifications, hypotheses for this study have been formulated for empirical testing and validation. This study has three variables namely family influence, self-efficacy, economic consideration putting as the independent variables, and career choice as the dependent variable. Three hypotheses were formulated for testing in this study, which were concerned with relationships between the variables.

3.3.1 Family Influence and Career Choice

Family provide valuable experiences in education through its member's roles and activities that support in discovering career interest. Parents try all their best to influence their children to have promising careers (Daniel, 2015). This leads families to push their

children to get into a big school before college, with a specific end to guarantee that their kids will get into a prestigious career (Napompech, 2011). According to Okamopelola (2014) parents' excessive involvement in the career decisions of their children is to make their children more satisfied in their careers than they are in their jobs for the sake of pleasing their parents, children may start to seek and accept what their parent's advice.

Several scholars have done studies on this subject that if the participation of the parent is found to be effective and supportive the success of the child at school as well as his future life is guaranteed as compared to the ineffective and oppressive/directive ways of involvement (Ngunjiri, 2013). According to Clutter (2010), parental impact on career development of their children is more powerful than that of teachers and career counsellors who are well aware of the careers chosen by the students.

Hypothesis 1: There is a significant relationship between family influences and career choice.

3.3.2 Self-efficacy Influence and Career Choice

Self-efficacy is on how people think about their capabilities to produce a certain level of performance on events that will affect or change their lives. It is always true that self-efficacy can influence our insights, inspiration, influence, and decisions. Lindholm

(2004) argues career counsellor's diagnosis and individual active role during the assessment process and clarity of self-concept are important factors in career selection. People with large amounts of self-efficacy for a particular assignment will invest more energy, on the contrary, people with low self-efficacy will be lead to poor execution to tasks, and surrender more easily (Bandura, 1977, 1986; Bandura et al., 1977; Goh, 2008).

The abilities of a person that is produced and learned with a section of time likewise impact career determination (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). One's career course, or the variables that are included with an individual's career hunt, are balanced of self-efficacy convictions. Taylor and Popma (1990) inferred that career investigation capacities were anticipated by the level of general self-efficacy.

Kroth and Boverie (2009) maintains that individual's skills and abilities to do something, individuals learning rate also contributing in the development of careers choices (Saleem, Mian, Saleem, & Rao, 2014). Ghuangpeng (2011) research discoveries sustained the significance of the idea of self-efficacy and also the discoveries recommended that students built up their own self-efficacy in view of what they saw there to be a match between their own characteristics and the occupation or career.

Hypothesis 2: There is a significant relationship between self-efficacy and career choice.

3.3.3 Economic Considerations and Career Choice

Economic consideration is continuous and careful thought about the economy when an individual formulates a decision or judgement. It's also circumstances of a nation which play a major role for the student to choose his career. Therefore, he must possess a sound data of the national economy including information about the accessibility of occupations in the segment that he needs to work and from which he can make a legitimate career choice. It is the obligation of career guidance establishments and agencies to provide such data but unfortunately career guidance is a neglected section of our economy. Due to the absence of right guidance, often students fail to get the right picture of today's economy (Sarwar & Azmat, 2013).

According to (Harris et al., 2005; Maharaj, 2008) finds that students had also opted for monetary reasons as a critical requirement of a job. Similarly, Afidatul Asma (2015) cites a study by Henderson et al. (1988) found that the choice of a career or occupation was much influenced by the value of economic returns.

According to (Awujo, 2007; Ogunrinola, 2011; Onijigin, 2009) in spite of the fact that each study completed on secondary school students in Nigeria had different findings but almost all respondents regarded monetary advantages as a primary factor in making a career decision. These studies also reveal an important socio-economic factor, which of the family income and family needs as a critical factor to determine a career chosen by a secondary school student in Nigeria. For instance (Onijigin, 2009) stated that the

motivation behind an individual to get into a career is economic reason because the employment will give him and his family adequate resources and monetary compensation to meet the social and economic needs.

Hypothesis 3: There is a significant relationship between economic considerations and career choice.

3.4 Research Design

This study employed a quantitative research method to explore the relationship between independent variables and dependent variables. It is a suitable method as it is accepted as a form of scientific inquiry (Creswell, 2013). The data was collected through a survey method. A survey is described by Babbie (2001) as "the administration of questionnaires to a sample of respondents selected from a population" and according to (Stacks, 2010) "a survey is a strategy for social affair moderately top to bottom data about respondent attributes and convictions". A survey is normally used in research for the purpose of (1) creating attitudes, opinions or beliefs about certain issues, (2) study the characteristics of the population on certain variables, and (3) collect information about demographic characteristics (age, gender, ethnicity, etc.) of the population.

Moreover, in studies where a survey is adopted as the main research design, it is a specimen of several respondents replying to the same sets of questions enabling

the researcher to measure variables and test multiple hypotheses (Neuman, 2007). The survey method also facilitates the researcher to get quick views and attitudes of the respondents over social phenomenon under study (Uma Sekaran, 2003). The purpose of this research study is also to facilitate the findings of the sample to the population by studying a sample population because it presents the numerical description of trends, attitudes or views of the population (Creswell, 2013).

This research design adopted for this study requires a deep study of the variables in order to understand the real conditions of the University of Aden city chosen for this study. The researcher has deliberately used the quantitative approach of study due to the unbiased approach that it carries and also because of the statistical procedures employed in such types of studies (Creswell, 2013). Moreover, this research design will also enable the researcher to collect all the responses from the respondents and resolve the research questions within a reasonable time in a cost-efficient manner (Uma Sekaran, 2003).

3.4.1 Type of Study

This research study adopts a quantitative research approach and therefore it will be required to quantify variations and measure the relationship between variables in the light of characteristics of the population under study. The research framework or type therefore validates its hypotheses, the instruments used for this study which are structured questionnaires. In this study, the three independent variables are University

of Aden undergraduate student's family influences, self-efficacy and their economic considerations in choosing their career while the dependent variable is University of Aden undergraduate student's career choices.

3.4.2 Source of Data

Questionnaire was source of data as a part of the study which used for data collection. The data obtained by the researcher through e-mail after it has been collected first hand by the researcher assistants who are trustworthy people, the data on the variables for the reasons for the study is called primary data (Uma Sekaran, 2003). The information was taken from the questionnaire and distributed to the respondent. The data is gathered through the undergraduate students of University of Aden, there are two explanations behind picking the undergraduate students as respondents; first reason because of the likeness of students' attributes, while the second one is that those students can be an immaculate specimen for deciding components which influence career decision.

3.4.3 Unit of Analysis

This research seeks to find evidence about various factors that affect students' career choice in University of Aden. Therefore, the research was done on undergraduate students who were the unit of analysis.

3.4.4 Population Frame

Population is that group of individuals who share one or more characteristics and those are of the researcher's interest. The population might also be a group of people of a specific type or just limited individuals of that group. Population is often considered as an entire group of individuals, events or anything that falls under the researcher wants and wishes to investigate (Uma Sekaran, 2003). University of Aden students in this study represent the population. The population of Aden University is 7,311 based on the active students list provided by University of Aden in 2015 as shown in Table 3.1.

Table 3.1
University of Aden Active Students

Year	Number of Active Students
2010-2011	9946
2011-2012	9402
2012-2013	9034
2013-2014	6909
2014-2015	7311

3.4.5 Sample and Sampling Technique

Sampling design means that the researcher chooses an appropriate number of elements from the whole population of unit of analysis. In addition to the fact that it is difficult to include all population, a typical sample will be chosen for the purpose of generalizing the result to the population. According to Uma Sekaran (2003) the sampling design is important to generalize the total population. According to Gay and Diehl (1992)

selecting a sample is significant step in doing a research study since the sample quality assesses the generalizability to the population. The results which are wasteful are not generalizable because doing a research usually needed a long duration of time and massive effort. Since the population size is 7,311, a sample size for this study was based on the formula for determining needed sample sizes (Krejcie & Morgan, 1970). The sample size by applying this formula was calculated as 364.

Table 3.2
Population and Sampling

Total Population	7,311
Sample (N)	364

Source: Krejcie & Morgan, (1970)

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

3.5 Measurement

In this study, questionnaires were utilized to be instrumented for examination and which can be isolated in two sections; demographic and inquiries identified with variables replied in a five-point Likert scale. In the first segment, the respondents' demographic profiles were asked separately; gender, age, year of study and grade point average. The second part comprises of 42 items to gauge independent variables and dependent

variables. The dependent variable “career choices” consists of 14 items. The independent variables consist of 28 items. The first dimension “Family” consists of 11 items. “self-efficacy” consists of 12 items too. The third dimension “economic considerations” consists of 5 items.

The questions were expressed as statements scored on a level of agreement in the form five-point Likert scale (Likert, 1932), going from 1 "not at all" to 5 "very large extent" on career choice items and on family influence and economic consideration scale going from 1 "strongly disagree" to 5 "strongly agree", and on a level of confidence from 1 'no confidence at all' to 5 "complete confidence".

3.6 Instruments

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

3.6.1 Dependent Variables

3.6.1.1 Career Choice

Career choice measurement are 14-item scale developed by Ozbilgin, Ku“sku“, and Erdog“mus, (2004) was used to obtain data on the degree to which various factors

influenced the career choice of the students sampled. Each item on the scale corresponded to a career choice factor. The reliability of the scale, as evidenced by Cronbach's α , was 0.66. In addition, these 14-items were also used by Malach-Pines et al. (2008). Five-point Likert scale was used starting from (1) not at all to (5) very large extent. The items of economic consideration are presented in the Table 3.3.

Table 3.3
Career Choice Measures

No.	Item
1	My skills and abilities
2	My education and training
3	Financial benefits from this career
4	My free choice to take a career decisions
5	Quality of life
6	Promotion opportunities
7	Training and learning (knowledge)
8	I love such a career
9	Success stories of friends, family
10	My knowledge of the labor market
11	My financial/ economic condition
12	Ease of access to this career
13	Chance, luck or circumstances
14	Lack of access to other career options

Source: Malach-Pines, Özbilgin, Burke, and Agarwala (2008)

3.6.2 Independent Variable

3.6.2.1 Family Influence

According to Chak-keung Wong and Jing Liu (2010) there is little research particularly related to parental influences on their children's career choice. Thus, parental career

influential attributes in this study can only be generated from several relevant studies undertaken by the previous scholars, namely, the research of (Gibson, Griepentrog, & Marsh, 2007; Hsieh, 2006; Lent et al., 2002; Silbereisen, Vondracek, & Berg, 1997). However, Chak-keung Wong and Jing Liu (2010), was adopted several items from the previous scholars, and they tested it in Chian where the factor loading were ranging from 0.60 to 0.78, which doemstarte its relaibility. Five-point Likert scale was used starting from (1) strongly disagree to (5) strongly agree. The items of family influence are presented in the Table 3.4.

Table 3.4
Family Influence Measures

No.	Item
1	My parents encourage me to choose a job in which I am interested in
2	I think my parents will let me choose a career myself
3	My parents encourage me to do a job using the best of my capabilities
4	I will consider the company location when selecting a job because my parents don't want me to stay far away from them
5	I will consider the company location when selecting a job because my parents don't want me to stay far away from them
6	I prefer to choose a job that can ensure my parents a good quality of life when they are growing older
7	I prefer to select a job that makes my parents feel proud in front of other relatives and friends
8	My parents encourage me to pursue a stable career
9	I consider my parents' opinion when selecting my career choice
10	I think my parents' work values will influence mine

Source: Chak-keung Wong and Jing Liu (2010)

3.4.2.2 Self-Efficacy

This study used a formerly validated self-efficacy which was derived from Ghuangpeng (2011), to analyse the relationship between students' self-efficacy and their enthusiasm for picking a career, using (12) items of behavioural statements to analyse the relationship between students' self-efficacy and their enthusiasm for picking a career. These items intended to quantify an individual's principles and trust in their abilities to finish diverse assignments pertinent for their career decision-making. Five-point Likert scale was used to measure the level of confidence starting from (1) no confidence at all to (5) complete confidence. The items of self-efficacy are presented in the Table 3.5.

Table 3.5
Self-Efficacy Influence Measures

No.	Item
1	Make a plan of your goals for the next 5 years.
2	Select one career from a list of potential careers you are considering,
3	Accurately assess your abilities
4	Determine the steps you need to take to successfully attain your chosen career
5	Persistently work at your career goal even when you get frustrated
6	Determine what your ideal job will be
7	Change careers if you did not like your first choice
8	Find out about the average yearly earnings of people in an occupation
9	Make a career decision and then not worry about whether it was right or wrong
10	Figure out what you are and are not ready to sacrifice to achieve your career goals
11	Talk with a person already employed in the field you are interested in
12	Identify some reasonable career alternatives if you are unable to get your first choice
12	Identify some reasonable career alternatives if you are unable to get your first choice

Source: Ghuangpeng (2011)

3.4.2.3 Economic Consideration

Economic consideration measurement was adapted from Olichwier (2014), and Borchert (2002). Five-point Likert scale was used starting from (1) strongly disagree to (5) strongly agree. The items of economic consideration are presented in the Table 3.6.

Table 3.6
Economic Consideration Measures

No.	Item	Sources
1	The need for economic security is my reason for career choice	Olichwier, 2014
2	Money has been an issue in choosing a career	Borchert, 2002
3	The income is important to choose my future career	Olichwier, 2014
4	I need good starting salary.	Olichwier, 2014
5	I need good opportunities for career advancement.	Olichwier, 2014

3.6.3 Back translation

In order to make sure the respondents answer the survey confidently, the questionnaire had to be translated into Arabic language since the Arabic is the national language of Yemen. According to Cha, Kim, and Erlen (2007), there are several methods used in translating the questionnaire such as the back-translations, bilingual practice, committee approach and pre-test method. For this survey, the suitable translation method to be used by the researcher was back-translation method. It was popular and widely used by cross-cultural researcher using Brislin's back translation model.

3.6.4 Pilot Study

Saunders, Lewis, and Thornhill (2009) have stated the usefulness of conducting a pilot study prior to the actual data collection. A pilot study is more than a pre-test; it is utilized in a formative way to assist the researcher in development important lines of questioning (Yin, 1994). This can be carried out through conducting the test on a smaller sample of the same subjects. If due to some circumstance, the researcher does not get the chance to do a pilot test on a real sample, he can do so with Yemeni undergraduate students in Universiti Utara Malaysia (UUM). The main aim behind a pilot test is to create an accurate and effective questionnaire through the test; after which it is easy for the researcher to make any changes necessary.

Furthermore, the researcher would possess enough time and space to conduct such a test on the sample and validate it. The purpose behind it is to examine for reliability, validity, and viability of the research instrument and to gauge the time required to conduct the main study.

In the present study, prior to deciding on the actual instrument to be used, the researcher conducted a pilot study on a suitable sample. According to Sekaran and Bougie(2010) a pilot study is conducted to rectify any discrepancies in the instrument before the actual data collection. The researcher had a discussion with the respondents concerning any confusion in the questionnaire and to pinpoint any ambiguities in the wording and translation.

Nonetheless, for each instrument, the reliability test was conducted through the data gathering from the pilot study. The main study was then piloted in October 2016 where the questionnaire was distributed to 35 Yemeni students in Universiti Utara Malaysia (UUM), 30 questionnaires were received. The 30 questionnaires were revised and modified by the researcher to rectify any inconsistencies that may have been highlighted following the respondents' completion of the questionnaire. The data were then analysed through SmartPLS version 2 for reliability.

The outcomes of the reliability investigation utilizing composite reliability (CR) value as a key determinant to accept the reliability to the variables is appeared in Table 3.7.

Table 3.7
Reliability of Pilot Study

	Original number of items	Composite Reliability
All variables	41	
Career Choice	14	0.836
Family	10	0.738
Self-Efficacy	12	0.887
Economic consideration	5	0.703

3.7 Data Collection Procedures

For this study, data were achieved from the questionnaire. The researcher sent the questionnaires by E-mail to his assistants those who they distributed the questionnaire manually to the Aden university student's. The distribution of questionnaire was used in

this study because not only it was less expensive, but it stable, consistent, and could help to avoid bias or errors caused by the attitudes of the interviewer (Sarantakos, 1993).

The distribution operation conducted in University of Aden by the researcher assistants who went to college's libraries which included to Medicine, Engineering, Management, Education, society colleges, and then they approached students who entering and leaving from the college's libraries by selecting the fifth student from every library student visitor.

The objectives of this operation were briefly explained to the respondents before the questionnaires were distributed and the assistants also explained to the respondents that information provided in the questionnaire would be used only for the purpose of this study and shall be kept anonymous. Every student was given about 30 minutes to answer the questionnaire and data was collected half an hour of submission and this lead to some data lose either by not finding the students in their place or by having some of the questionnaires with many unanswered questions.

3.8 Data Analysis Technique

With the aim of achieving reliability in analyzing the collected data, different statistical software have applied to do data analysis represented by SPSS version 22.0 and Structural Equation Model (SEM), specifically Partial Least Square (PLS-SEM),

precisely SmartPLS version 2. Hence, the current study used a mixture of both inferential and descriptive statistics method. Inferential method was applied to test the research hypotheses of the conceptual model by using SmartPLS version 2 whereas, descriptive statistics was conducted to summarize the sample characteristics of the collected data by Statistical Package for the Social Sciences (SPSS) version 22.0.

Particular to the research model of this study, specifically examines the whole research model simultaneously, using SEM techniques was found to be more reliable to test the proposed study model. SEM is the second generation analysis techniques that usually applied to overcome the potential limitation and analytical complications (Haenlein & Kaplan, 2004).

Furthermore, SEM considered one of the most powerful statistical techniques in social science since research that mostly tends toward examine several relationships simultaneously (Hair, Black, Babin, & Anderson, 2010). Moreover, data lean towards normality in most social science studies whereas, in PLS path model, it is not fundamental issue for the data to be normal as pointed by Osborne (2010).

According to Hair, Ringle, and Sarstedt (2011), the main objective of PLS-SEM is to maximize explained variance in the dependent variable as well as to assess the quality of

collected data by examine the measurements of model characteristics, which is similar to the approach of multiple regression analysis.

Hence, this study adopted PLS-SEM as it is more appropriate to do the analysis in the direction of examines the measurement model as well as to test the hypothesized relationships. Therefore, SmartPLS version 2, was used to assess the proposed research model of this study.

3.9 Partial Least Squares-Structural Equation Model (PLS-SEM)

A structural equation model, SEM, has two main components for the purpose of performing data analysis, the measurements model and the construct model. Measurements model also known as the outer model (Henseler, Ringle, & Sinkovics, 2009). This outer model includes unidirectional predictive association between each latent construct and its respective indicators. In this measurement model any multiple relations are not acceptable; thereby, constructs' indicators have to be associated with merely a single latent construct. PLS-SEM has no problem to handle both reflective and/or formative measurements model (Hair, Hult, Ringle, & Sarstedt, 2014).

Reflective items considered as functions of the latent variable, and as such, changes in the latent variable are reflected in changes in the indicators variables. Hence, headed arrows in the reflective indicators are pointing from the latent variable toward the

indicators of that construct. The associated coefficient in such reflective PLS-SEM measurements are known as factor loading or precisely outer loading (Hair et al., 2014). In the other hand, formative indicators are the foundation of the latent construct, hence changes in the construct indicators can explain and determine changes in the value of the latent variable (Diamantopoulos, Riefler, & Roth, 2008; Diamantopoulos & Winklhofer, 2001). Unlike reflective indicators, headed arrows in the formative case are pointing from the indicators toward the latent construct, however, the associated coefficient are identified as outer weight in PLS-SEM. The criteria to test the reliability and the validity of the measurement model are presented in the following subsections.

3.9.1 Criteria of Assessing Measurements Model (Outer Model)

Since the construct indicators of the measurements model in this study are reflective, the intended reliability and validity was evaluated by the following criteria Since the construct indicators of the measurements model in this study are reflective, the intended reliability and validity was evaluated by the following criteria (Hair et al., 2011; Henseler et al., 2009):

1. Convergent validity: this is the degree to which multiple items to measure the same construct are in agreement. According to Hair et al. (2010) the criteria to assess' convergent validity include:

- a. Factor loading;
- b. Composite reliability (CR);
- c. Average variance extracted (AVE).

2. Discriminant validity: this is the degree to which the items differentiate among construct, or the correlations between the measures of potentially overlapping constructs. The criteria to examine discriminant validity include:

- a. Square root of AVE;
- b. Cross loading.

3.9.2 Criteria of Assessing Structural Model (Inner Model)

Once researchers done the evaluation of reliability and validity of the measurement model they can proceed to estimate the structural model or the known as inner model in the context of PLS-SEM on the way to test the hypothesized relationship (Henseler et al., 2009). The inner model illustrates the relationship between latent construct of the study model. In this context, it should be noted here that PLS-SEM allows only recursive relationships in the structural model, in different words, no casual loops. Hence, structural path between latent constructs can merely head in a single direction. In this context, there are two types of constructs in this structural model, exogenous and endogenous latent construct. Exogenous term, represent the construct that do not have structural path association pointing at them, in the other hand, endogenous term represents a latent construct that explained by other construct (s) in the structural model (Hair et al., 2011). The fundamental criteria to examine structural model include:

- a. Examine path coefficient (using bootstrapping);
- b. Coefficient of determination (R^2) for the endogenous variables;
- c. Effect size (f^2).

3.10 Chapter Summary

This chapter discussed the research methods that have been used with the intention of fulfil the purpose of this study. The chapter also discussed the research design, variables measurement, survey questionnaire design, population and sample, data collection and finally, analysis techniques that will be applied in the current study. The next chapter namely chapter four illustrates data analysis.



CHAPTER 4

DATA ANALYSIS

4.1 Introduction

In this chapter, the results of analysis of data collected from the undergraduate students of Aden University are presented. The chapter starts with cleaning and preparing the data along with descriptive analysis which has to do with the respondents' profile. Lastly, testing of the research model will be presented and also validating the conceptual model of the research.

4.2 Data Cleaning and Preparation

The survey of the questionnaires was carried out among the undergraduate students of Aden University with 364 questionnaires distributed to the respondents. Thus, cleaning and preparation of data commenced immediately after the returned of some questionnaires by the respondents.

4.2.1 Response Rate and Screening

The distribution of questionnaires was done properly without bias among the undergraduate students of Aden University with few unreturned questionnaires as shown in Table 4.1. Table 4.1 shows that only 302 questionnaires out of the 364 distributed

questionnaires to the respondents were returned. It discovered that 19 of the returned questionnaires were not administered properly which can affect the outcome of the analysis, thus discarded from the pool of the returned questionnaires. This implies that only 302 questionnaires are useful for the purpose of this research.

Table 4.1
Response Rate and Frequency

Descriptions	Frequency	Percentage
Number of distributed questionnaires	364	
Unreturned questionnaires	43	
Returned questionnaires	321	
Excluded questionnaires	19	
Returned and usable questionnaires	302	
Response rate		88.19%
Usable response rate		94.08%

Table 4.1 reveals that the response rate in this research is 88.19% which is good for the data analysis in behavioural research. The usable response rate questionnaire is found to be 94.08% and thus acceptable in data analysis.

4.2.2 Demographic Profile of the Respondents

The descriptive statistics in this research shows that 145 (48%) of the 301 respondents are male from Aden University, while 157 (52%) are female students and shown in Table 4.2.

Table 4.2
Demographic Profile of the Respondents (N=302)

Demographics	Categories	Frequency	Percentage
Gender	Male	145	48.0
	Female	157	52.0
Age	below 21	84	27.8
	Between 21-24	203	67.2
	Between 25-28	12	4.0
	29 and above	3	1.0
Year of Study	First year	36	11.9
	Second year	108	35.8
	Third year	118	39.1
	Fourth year and above	40	13.2
College	Medicine	24	7.9
	Engineering / IT	44	14.6
	Management	15	5.0
	Arts / languages	82	27.2
	Education	109	36.1
	Other	28	9.3

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

Considering the age distributions of the respondents, the findings shows that 84 (27.8%) of the respondents are in the age range of under 21 years as shown in Table 4.2. Moreover, 203 (67.2%) of the respondents from the Aden University during the data collection fall between age range of 21-24 years and 12 (4%) are the age range of 25-28 years and only 3 (1%) of the respondents are the age range of above 28 years. Table 4.2 reveals that undergraduate students in the age range of 20-24 years participated most in the data collection process.

Furthermore, 36 (11.9%) of respondents are in their first year of study, while 108 (35.8%) are in second year of study and shown in Table 4.2. Indeed, 118 (39.1%) of the respondents are in the third, while 40 (13.2%) of the respondents are in their fourth (or above) year of study.

Actually, 24 (7.9%) of the respondents from the Aden University studying in Medicine college, while 44 (14.6%) studying the Engineering and IT. Moreover, only 15 (5%) of the respondents studying the Management and Economic and 82 (27.2%) studying the Arts and languages colleges. Furthermore, 109 (36.1%) of the respondents from Education faculty and 28 (9.3%) of the respondents from other study majors.

This shows that undergraduates students from Education college participated most in the data collection.

4.2.3 Treatment of Missing Data

In applied quantitative research, missing data is an issue of major concern to many researchers and has the capability of negatively affecting the results (Cavana, Delahaye, & Sekaran, 2001). In addition, the missing data is very crucial because PLS-SEM will not run well if there is any missing value. In this study, 43 returned questionnaires (14.28%) had numbers of missing values. In total, there were 69 missing values, ranging from one to five in each questionnaire.

The missing values were treated using SPSS by replacing them with mean substitution (Hair, Black, Babin, Anderson, & Tatham, 2006). Hence, the 69 missing values were replaced with the mean of nearby values.

4.2.4 Removing Outliers

Outliers are any observations that are numerically distant if compared to the rest of the dataset (Byrne, 2010). There are many different methods of detecting outliers within a given research, among which includes classifying data points based on an observed (Mahalanobis) distance from the research expected values (Hair et al., 2006). Part of the constructive arguments in favor of outlier treatments based on Mahalanobis distance is “that it serves as an effective means of detecting outliers through the settings of some predetermined threshold that will assist in defining whether a point could be categorized as outlier or not” (Hair et al., 2006).

In this research, the table of chi-square statistics was used as the threshold value to determine the empirical optimal values. In this study, the value was set at 16.266 as it was related to the 3 independent variables (at level 0.001). (Hair et al., 2010) suggested creating a new variable in the SPSS excel to be called “response” to denote the beginning to the end of all variables. The Mahalanobis can simply be achieved by running a simple linear regression through the selection of the newly created response number as the dependent variable and selecting all measurement items apart from the demographic variables as the independent variables. A new output was called MAH_1

upon which a comparison was made between the chi-square as stipulated in the table and the newly Mahalanobis output.

Based on MAH_1 output, 1 case was identified as outliers because their MAH_1 was greater than the threshold value (16.266) (i.e., **35.12**), and were subsequently deleted from the dataset. Sequel to the treatment of these outliers, the final analysis in this study was done using the remaining 301 samples in the data (appendix E).

4.3 Testing the Goodness of the Measurements Model (Outer Model)

Testing the goodness of the measurements is a fundamental step to ensure that our measurements is reliable and valid before proceeding to analyse the construct model and testing the proposed hypotheses. However, there are two criteria used to test the measurement model (outer model) and those are the reliability and the validity. U. Sekaran and Bougie (2010), described reliability as “a test of how consistently a measuring instrument measures whatever concept it is measuring, whereas validity is a test of how well an instrument that is developed measures the particular concept it is intended to measure”.

In PLS, the reliability of the measurements is calculated by examine the factor loading of each item to its respective latent construct (Hulland & Business, 1999). In this method, higher loading is more preferable as it means that there is more shared variance

between construct and its items than error variance while, low loadings implies that the explanatory power of the model is weak (Hair, Black, Babin, & Anderson, 2013; Hulland & Business, 1999). However, testing the goodness of the measurements by applying CFA approach is made up of assessing convergent validity and discriminate validity, which will be discussed in the following sections 4.3.1 and 4.3.2 respectively.

4.3.1 Convergent Validity

Convergent validity is a statistical test used to describe the agreement level between each item of the same construct. In different words, it show if there is any conflict between the measurement of the same construct (Ramayah, Lee, & In, 2011). Hence, based on classical test theory, examining convergent validity is based upon the correlation between each measurement of the particular construct that have been taken through various method (Peter, 1981). For that purpose, Hair et al. (2010) as one of the pioneer scholar in this field suggested that researchers have to employ factor loading, Composite Reliability (CR) and Average Variance Extracted (AVE) to test the convergent validity.

Reliability of items in this study were examined by assessing the outer loading of each of the individual constructs (Durte and Raposo,2010; Hair et al., 2014; Hulland & Business, 1999). Also, this reliability was assessed in line with the rule of thumb of individual item loadings of between 0.40 and 0.70 as suggested by Hair et al. (2014).

Thus, all the items that were retained and used fall within the suggested threshold of Hulland and Business (1999).

However, based on the above criteria some items have been excluded from the final measurements due to its small factor loading, namely less than 0.50 as was suggested by Hulland and Business (1999) see (appendix F).

Composite reliability is another way to test the reliability due to several limitations in the Cronbach's Alpha. Composite reliability is more preferable than Cronbach's Alpha as it provides a better assessment of the shared variance by the respective indicators through using the item loading that obtained within the nomological network (Hair et al., 2006). Hence, it represents to which extent the items consistently explain the latent construct (Hair et al., 2010).

SEM literature suggested that the value of composite reliability (CR) should be greater than 0.70 to confirm that the construct indicators reflects the latent variable (Hair et al., 2011; Valerie, 2012), which was confirmed in this study and all value exceed the recommended cut-off 0.70 and range between 0.782 to 0.884 as presented in Table 4.3.

The Average Variance Extracted (AVE) is a statistical assessment that measure the average percentage of the variance extracted commonly amongst the observed variables.

The recommended standard value of AVE as suggested by Henseler and Sarstedt (2013) and (Hair et al., 2010) as well as Fornell and Bookstein (1982) ought to be greater than 0.50 in order to ensure that the latent variable has the ability to explain more than half of the variance of its indicator on average.

Accordingly, AVE examines the variance encapsulated by the indicators relative to measurement error. Therefore, AVE value have to be higher than 0.50 to justify the use of the construct (Hair et al., 2011; Valerie, 2012). In the current study, all AVE values justified the use of all constructs as the values was exceeding the recommended cut-off value of 0.50 and ranging from 0.512 to 0.526. Table 4.3 present the results of all convergent validity test, namely factor loading, Composite Reliability (CR) and Average variance extracted (AVE).

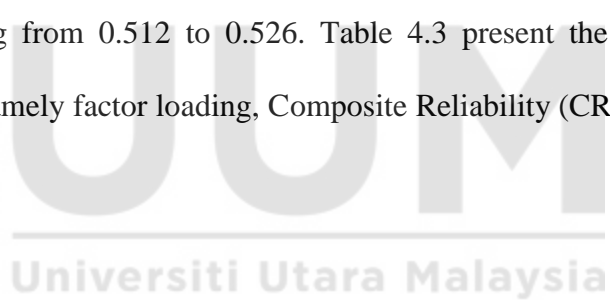
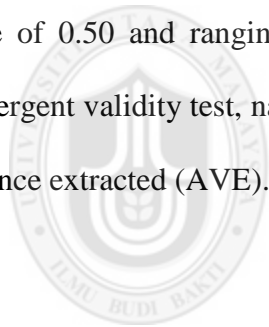


Table 4.3
Results of Measurements Model – Convergent Validity

Constructs	Items	Loading	AVE	CR			
Career Choice	CC1	0.706	0.526	0.865			
	CC2	0.663					
	CC3	0.557					
	CC4	0.510					
	CC5	0.586					
	CC8	0.700					
	CC9	0.541					
	CC10	0.684					
	CC11	0.776					
	CC12	0.511					
	Economic Consideration	EC1			0.733	0.524	0.782
		EC2			0.548		
EC3		0.536					
EC4		0.580					
EC5		0.813					
Family Influence	FI1	0.654	0.516	0.846			
	FI2	0.651					
	FI3	0.524					
	FI8	0.593					
	FI9	0.896					
	FI10	0.795					
Self-Efficacy	SE1	0.642	0.512	0.884			
	SE2	0.609					
	SE3	0.661					
	SE4	0.653					
	SE5	0.561					
	SE6	0.570					
	SE7	0.639					
	SE9	0.727					
	SE10	0.732					
	SE11	0.711					
	SE12	0.521					

4.3.2 Discriminant Validity

Discriminant validity is another empirical test used to evaluate the degree to which items differentiate among constructs. Consequently, it measures the distinct concepts by examining the correlations between the measures of potentially overlapping constructs. In different words, it measures the extent to which the items of construct (A) for example, are related to each other more than to be related to another construct such as (B). Hence, Discriminant validity of the measures is the degree to which items differentiate among constructs or measure distinct concepts (Hair et al., 2014).

Accordingly, high discriminant validity value imply that a construct is unique in measuring phenomenon in such a way that cannot be captured by other construct (Hair et al., 2010). Furthermore, discriminant validity is an important test to ensure that there are no cross-loading issues related to the measured items, and as such, discriminant validity was employed to confirm that each group of measurement are more related to its construct instead to other construct by examining the overlap in variance.

Therefore, if a specific construct shows more correlated with another construct than with its own measures, this means, there is possibility that the two constructs share the same types of measures and they are not conceptually distinct (Chin, 2010). For that measurement purpose, two type of criteria was applied to test discriminant validity. The first criteria to test discriminant validity is by examine the cross loading (correlation) (Chin, 2010; Hulland & Business, 1999). In this method, the value of the factor loading

of each item to its respective construct should exceed the correlation with other construct (i.e., cross loading) (Chin, 1998, 2010). Hence, the matrix of cross loading can explain the discriminant validity, which was also proofed for the purpose of the current study.

Table 4.4 introduce the cross loading results.

Table 4.4
Cross loading

Constructs	Career Choice	Economic Consideration	Family Influence	Self-Efficacy
CC1	0.706	0.528	0.487	0.338
CC10	0.684	0.476	0.458	0.396
CC11	0.776	0.378	0.499	0.477
CC12	0.511	0.204	0.196	0.270
CC2	0.663	0.406	0.354	0.326
CC3	0.557	0.430	0.235	0.197
CC4	0.510	0.393	0.427	0.453
CC5	0.586	0.419	0.349	0.459
CC8	0.700	0.480	0.415	0.319
CC9	0.541	0.322	0.491	0.248
EC1	0.543	0.733	0.461	0.567
EC2	0.237	0.548	0.262	0.490
EC3	0.255	0.536	0.410	0.335
EC4	0.273	0.580	0.244	0.297
EC5	0.618	0.813	0.436	0.374
FI1	0.291	0.174	0.654	0.502
FI10	0.672	0.597	0.795	0.531
FI2	0.222	0.229	0.651	0.320
FI3	0.123	0.052	0.524	0.326
FI8	0.481	0.454	0.593	0.376
FI9	0.557	0.446	0.896	0.509
SE1	0.190	0.331	0.413	0.642
SE10	0.498	0.448	0.414	0.732
SE11	0.442	0.509	0.545	0.711
SE12	0.270	0.318	0.414	0.521
SE2	0.311	0.350	0.340	0.609
SE3	0.316	0.279	0.476	0.661
SE4	0.234	0.169	0.374	0.653

SE5	0.061	0.144	0.283	0.561
SE6	0.285	0.333	0.536	0.570
SE7	0.480	0.568	0.296	0.639
SE9	0.526	0.502	0.379	0.727

The second one is AVE test (Fornell & Bookstein, 1982). In this method discriminant validity occurs when the calculation of square root of AVE is greater than the correlation between the factors making each pair, in another words, the value should be higher than other off-diagonal elements in the rows and columns, which was the case in the correlation matrix of this study and that proof the discriminant validity of the used measurements. Table 4.5 present the findings of square root of AVE (variable correlation)

Table 4.5
Discriminant Validity- Square Root of AVE

	Career Choice	Economic Consideration	Family Influence	Self-Efficacy
Career Choice	0.725			
Economic Consideration	0.658	0.724		
Family Influence	0.665	0.568	0.718	
Self-Efficacy	0.587	0.620	0.628	0.716

4.3.3 Conclusion of Measurement Model

Measurement model of this study have been tested according to the suggestion of SEM literature. Thus, convergent validity that used to measure the internal consistency of the construct indicators have been tested and successfully exceeded the recommended values of all measurements techniques namely, factor loading, Composite Reliability

(CR) and the Average Variance Extracted (AVE). Hence, this study passes the reliability and validity test for its measurements.

Discriminant validity that used to evaluate the degree to which items differentiate among constructs or measure distinct concepts also have been inspected using square root of AVE and cross loading matrix. The results of square root of AVE imply that all values are higher than other off-diagonal elements in the rows and columns as recommended by (Fornell & Bookstein, 1982).

Additionally, cross loading matrix showed that the values of all factor loading have higher loading on its respective construct instead of having a higher loading on another construct as suggested by (Chin, 1998, 2010). Accordingly, discriminant validity test successfully demonstrates the validity of the measurements. Thus, according to the ability of this study measurement to prove its reliability and validity, the researcher had also proved to analyse the construct model in order to test the research hypotheses, as it will be discusses in the next section.

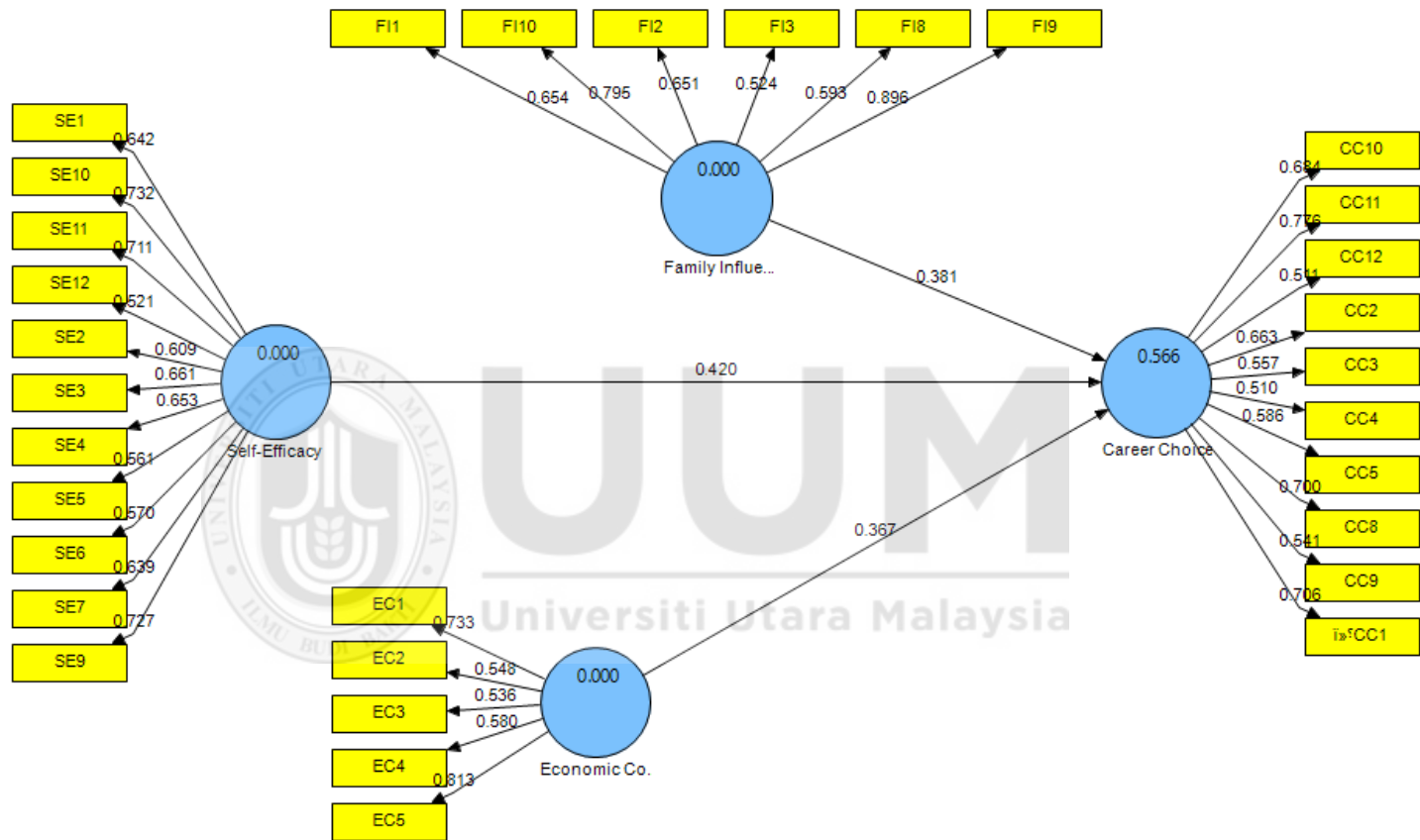


Figure 4.1
 Items Loadings, Path Coefficient and R² Values

4.4 Testing the Structural Model (Inner Model)

Having examined the reliability and the validity of the measurement model, the next step is to evaluate the structural model. In doing so, there are three different tests was performed to evaluate the inner model as suggested by Chin (2010), Hair et al. (2011), and Valerie (2012). Those are: Coefficient of determination (R^2), effect size (f^2), and finally path coefficient. Each test will be discussed separately in the following sub-sections:

4.4.1 Coefficient of Determination (R^2)

Coefficient of determination or what known as R^2 , is one of the central criteria in the evaluation of the structural model by PLS-SEM. In fact, R^2 value represents the portion of variation in the endogenous variable that can be explained by one or more exogenous variables. Hair et al. (2011, p. 147) stress on the fundamental role of R^2 and noted that “the primary evaluation criteria for the structural model are the R^2 measures and the level and significance of the path coefficients. Because the goal of the prediction-oriented PLS-SEM approach is to explain the endogenous latent variables variance, the key target constructs level of R^2 should be high”.

Chin (1998), suggested that the values of R^2 that above 0.67 considered high, while values ranging from 0.33 to 0.67 are moderate, whereas values between 0.19 to 0.33 are weak and any R^2 values less than 0.19 are unacceptable. Thereby, the quality of

structural model depends on the values of R^2 , which demonstrate the ability of the exogenous variable (s) in explaining the endogenous variables. Thus, based on the results of this study, all values of R^2 have fulfilled Chin (1998) criteria. Table 4.6 represents R-Square (R^2) of the endogenous latent variables of the second order.

Table 4.6
R-Square of the Endogenous Latent Variables

Exogenous	Endogenous	R^2	Result
Self-Efficacy Economic Consideration Family Influence	Career Choice	0.566	Moderate

Based on the results that presented in the above Table 4.6, the power of the independent variables (IVs) explaining career choice was found to be moderate where R^2 was 0.566 indicating that self-efficacy, economic consideration and family influence can account for 56.6% of the variance in career choice,

4.4.2 The Effect Size (f^2)

After evaluating the R^2 , it is important to determine the change in R^2 by assessing the effect size (f^2) to see whether the effect of a particular exogenous variable on a endogenous variable has substantial effect or not.

According to the suggestion of Cohen (1988) operational definition for multiple regression, which represents a criteria to determine whether a predictor exogenous variables has non, small, medium or large effect siz (f^2), values of f^2 above 0.35 are considered large effect size while, values ranging from 0.15 to 0.35 are medium whereas, values between 0.02 to 0.15 considered small effect size and lastly any values less than 0.02 are considering with no effect size. Table 4.7 presents the f^2 for the this study:

Table 4.7
The Effect Size of the Exogenous Constructs

Relation	R² Include	R² Exclude	Effect Size- f^2	Result
FI → CC	0.566	0.488	0.1797	Medium
EC → CC	0.566	0.559	0.0161	None
SE → CC	0.566	0.502	0.1452	Small

Abbreviation: CC= Career Choice, FI= Family Influence, SE= Self-Efficacy, EC= Economic Consideration

From the above Table 4.7, it is obvious that the effect size of family influence on carrer choice was medium while, the effect size of economic consideration on carrer choice was found to be none and finally the effect size of the self-efficacy on carrer choice was found to be small.

4.4.3 Hypotheses Testing (Path Coefficient)

The final step in evaluating the structural model is by examines the research hypotheses through assessing the path coefficient. For that end, the hypothesized relationship was examined by running bootstrapping. Bootstrapping is a procedure whereby a large number of subsamples (e.g. 5000) are taken from the original sample with replacement to give bootstrap standard errors, which in turn provides approximate t-value for significance testing of the structural path.

Hence, applying bootstrapping approach provides an estimate for the spread, shape and the bias of the sample distribution of a specific statistic (Henseler et al., 2009). The results of all bootstrapping samples in PLS-SEM, provide standard error and t-value (t-test) for each path coefficient model to measure the significance of such path model relationship (Chin, 1998).

Based on that, bootstrapping analysis enable to test statistically the research hypotheses. However, the criteria to determine whether the assumed relationship is significance or not is based on the value of t-value. Commonly used critical values are 1.65 (significance level= 10%), 1.96 (significance level = 5%), and 2.57 (significance level = 1 %). However, Instead of t-values, researchers routinely report p-values that correspond to the probability of erroneously rejecting the null hypothesis, given the data at hand (Hair et al., 2011). The smaller p-value is the stronger the significance

relation will be. Table 4.8 exhibits the findings of the path coefficient that used to test research hypotheses of the current research.

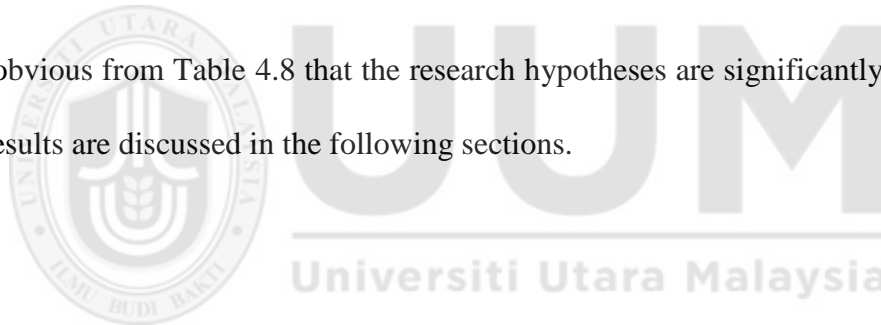
Table 4.8
Path Coefficient of the Research Hypotheses

Hypo	Relationship	Std. Beta	Std. Error	T- value	P- value	Decision
H1	FI → CC	0.381	0.201	1.893	0.030	Accepted*
H2	SE → CC	0.420	0.219	1.917	0.028	Accepted*
H3	EC → CC	0.367	0.174	2.113	0.018	Accepted*

Significant at $p^{**} = < 0.01$, $p^* < 0.05$

Abbreviation: CC= Career Choice, FI= Family Influence, SE= Self-Efficacy, EC= Economic Consideration

It is obvious from Table 4.8 that the research hypotheses are significantly supported and the results are discussed in the following sections.



4.5 Chapter Summary

Based on the data from students of aden university, this study performed the analysis by using both SPSS version 22 and Smart-PLS version 2. SPSS was used for the purpose of descriptive analyze, while Smart-PLS was performed to examine the reliability and the validity of the data as well as to test research hypotheses. For that purpose, two-stage of data analysis have been conducted. The first-stage was the measurement model (outer model) that examined both convergent validity and discriminant validity in order to assure the association between various constructs and its indicators, and, therefore, confirmed the validity and the reliability of the study measurements. The second-stage

was conducted by using the bootstrapping procedures on the structural model (inner model) to test the extent to which the hypothesized relationships are supported. All hypotheses have been significantly supported, which will be discussed in the next chapter.

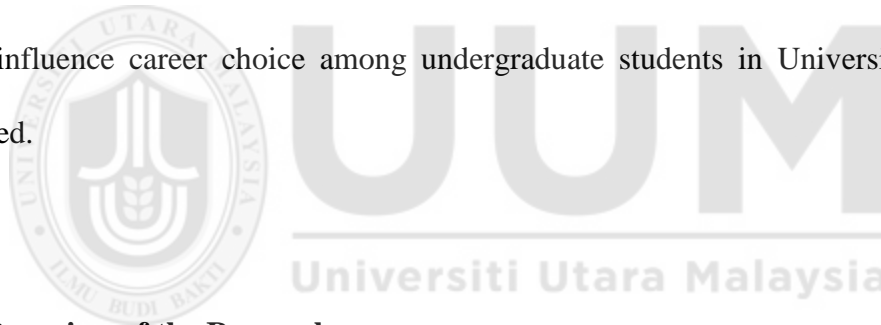


CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter presents the discussion of the findings base on the result obtained in the chapter four and the conclusion of the research beside to recommendations to the related parties and future study. Initially, an overview of the research is presented. Discussions on the relation between the independent variables and dependent variable as generated from the SmartPLS software version 2 are discussed. The revised model of the factors that influence career choice among undergraduate students in University of Aden is offered.



5.2 Overview of the Research

The research was conducted mainly to determine the factors influencing career choice among undergraduate students in University of Aden towards achieving employability at the end of completing their studies. Evaluating the factors influencing the career choice among the undergraduate students in University of Aden is necessary to assist in preparing the students for the future challenges. On the other hands, failure to identify those factors may cause students in preparing for their future. Therefore, the model for the factors influencing career choice among the undergraduate students in University of

Aden is presented in this research towards achieving better employability for the present students in their future careers.

Previous studies have revealed that potential factors that may influence career choice among undergraduate students are family influence, economic consideration and career decision making self-efficacy. Hence, two of the suggested factors found to be contributed towards achieving career choice among undergraduate students in University of Aden, namely family influence and economic consideration. Based on these factors, the researcher presented a model which based on the results of analysis in chapter 4. The research model was validated through the face validity, content validity and the construct validity by using the PLS software version 2. Hence, the subsequent sections present the discussions on the outcome of hypotheses testing.

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

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

5.3.1 Relationship between Family Influence and Career Choice

The participation of parents in their children everyday life builds confidence in them in term of choosing the best career among many career choices which appeal to them. The family also might involve in counselling of career and they will try to choose the career which most fit their children abilities and preferences.

However, the result of the analysis has shown in Table 4.9 reveals the influence of the family on the career choice of during the cause of student's program at undergraduate level is of great importance. The statistical significance ($\beta = 0.381$, $t\text{-value} = 1.893$, $p = 0.030$) indicates the relevant of the family influence in the factors that influence career choice among undergraduate students in University of Aden. This result enjoys the backup of the previous studies that stressed that relative and families of undergraduate students do determine their career choice (Fuller, Kvasny, Trauth, & Joshi, 2015; Lins et al., 2015).

5.3.2 Relationship between Self-Efficacy and Career Choice

Making of decision by individual is sometimes peculiar to individual as a result of the perspective view on the subject at hand (Fuller et al., 2015). The central role of self-efficacy on the development of career interests, selection of options in relation to academic courses and career opportunities, and on performance and persistence in following these career paths, means that this is an important topic for research. In terms

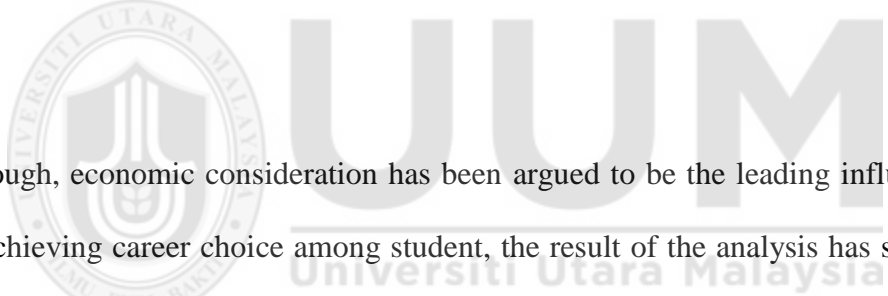
of students' perceptions of the match between personality and a job the findings indicated that certain types of personality traits were perceived by students to have a positive impact on developing a long-term career. The findings of Ghuangpeng (2011) suggest that students perceived the industry to be about looking after people. Thus, it was highlighted that having a patient personality and enjoying working with people were important personality traits for a career in the industry and they tended to judge their self-efficacy based on this.

The current study findings support the important of the self-efficacy concept and also support the previous studies which say that self-efficacy plays a significant role in student's career choices. In addition, the results suggested that undergraduate students develop their personal self-efficacy according to what they really perceive to match their personal attributes and their career. The result of the analysis in Table 4.9 shows that career decision making contributes as a factor that influence career choice among undergraduate students in University of Aden, at ($\beta = 0.420$, t-value = 1.917, $p = 0.028$) indicates that career decision making by individual undergraduate student helps in determining their future career choice among undergraduate student in University of Aden.

5.3.3 Relationship between Economic Consideration and Career Choice

In this study it was obvious that when the economy situation is in good condition, the choices of career done by students will increase, from this point of view we can say that

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



Although, economic consideration has been argued to be the leading influencing factor for achieving career choice among student, the result of the analysis has shown in table 4.9 reveals that the significance statistical with value ($\beta = 0.367$, $t\text{-value} = 2.113$, $p = 0.018$) shows that the factor raises high contribution towards achieving career choice among undergraduate students in University of Aden. This implies that economic consideration as factor will give the direction to the students on their chosen career and in line with the study of (Erikson, Danish, Jones, Sandberg, & Carle, 2013).

5.4 Study Contribution

This study has helped in determining the significant factors that influence career choice among undergraduate students in University of Aden. Thus, the findings indicated those

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

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

5.5 Problems and Limitation

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

The researcher was limited to certain areas in collecting the data to be used for the analysis. In addition, the researcher assistants were unable to meet all the expected

number of undergraduate students during collecting data at the University of Aden. Moreover, the application of the results of this research is limited to the undergraduate students in University of Aden, but more cases of data are needed to be collected for generalization of the research findings in the complex context.

5.6 Suggestions for Future Study

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

Future studies with regard to the method are to include students from various educational institutions involving students studying in public or private institutions to increase the sample size, and sample a more diverse in field of study, age and gender. In addition, future studies should concentrate to explore factors affecting career choice among students studying a particular specialized major, such as engineering or medical courses in order to obtain more precise results. Such studies should also explore more factors such as family structure and family business, and in the meantime including the socio-economic background of the students.

5.7 Recommendation

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

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

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

5.8 Conclusion

In conclusion, this study has examined three hypotheses concerning the factors influencing the career choice among undergraduate students in Aden University. This study has presented the discussion about the findings of analysis between independent and dependent variables. A total of three relationships between the independents and dependent variables were established with all the relationship significant. Thus, the total respondents in this study were 301. Overall, the focus of this study was on three factors which are family influence, self-efficacy and economic considerations. Two-stage of data analysis has been used to examine the relationship between these factors and career choice. The first-stage was the measurement model (outer model) that examined both convergent validity and discriminant validity in order to assure the association between various constructs and its indicators. The second-stage was conducted by using the bootstrapping procedures on the structural model (inner model) to test the extent to which the hypothesized relationships are supported.

The results show that all these factors have significant positive impact on the career choice. The study has made an important contribution in increasing the understanding of the importance of these factors in the decision making career by Yemeni students in Aden University. The study has confirmed the validity and the reliability of the study measurements in the first-stage and then that in the second-stage of analysis the study proved that all hypotheses have been definitely supported. Referring to the correlation analysis mentioned in this study, it appears that all the factors (family influence, self-

efficacy and economic considerations) have a positive relationship with career choice for undergraduate students. The multiple regression analysis models revealed that 56.6% of the variance in career choice was accounted for by the IVs (family influence, self-efficacy and economic considerations). With having understandable on the students' career choice, it will help to look at the way to influence the students' decision making by investigate some other important factors that able to improve their choice of career in the future. Besides, the study has stated the contribution of this study in achieving factors for career choice. Hence, the limitation of the study, expected future work and recommendations have been discussed.



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The image features a large, light gray watermark of the Universiti Utara Malaysia logo and text. The logo is a circular seal with the text 'UNIVERSITI UTARA MALAYSIA' around the top and 'ILMU BUDI BAKTI' around the bottom. In the center of the seal is a stylized emblem. To the right of the seal, the letters 'UUM' are displayed in a large, bold, sans-serif font. Below the 'UUM' text, the full name 'Universiti Utara Malaysia' is written in a smaller, sans-serif font, underlined.

Appendixes

Universiti Utara Malaysia

**APPENDIX A:
QUESTIONNAIRE (ENGLISH VERSION)**



Dear student,

I am a master student doing my Master Degree in Universiti Utara Malaysia (UUM). The attached questionnaire is part of my survey of **FACTORS AFFECTING CAREER CHOICE AMONG UNDERGRADUATE STUDENTS IN UNIVERSITY OF ADEN**.

In order to protect and ensure the privacy and confidentiality of the respondents in providing the research information, the respondents' identity will not be disclosed. Last but not least, please feel free to contact me (my details and contacts are enclosed below) if you have any queries pertaining to this study.

I would like to express my profound appreciation and gratitude for your kind understanding and co-operation in completing this survey questionnaire.

Yours sincerely,

Wagdi Abdullah Ba Fayadh

Email: wagdie@gmail.com

Tel: +60183113650

QUESTIONNAIRE

Part A: Demographic Information

Please put a tick mark (✓) in front of the appropriate phrase or fill in the space with the appropriate space information.

1- Gender

- Male Female

2- Age

- below 21 21-24 25-28 29 and above

3- Year of study

- First year Second year Third year Fourth year and above

4- College

- Medicine Engineering / IT Management Arts / Languages
 Law Education Oil Other

Part B:

1- Career Choice

Please put a tick mark (√) in the box of your answer on the scale (1) Not at all to (5) Very Large Extent.

To what extent the following items are related to your career choice:

No	Statement	Not at all	Low Extent	Moderate Extent	Large Extent	Very Large Extent
1	My skills and abilities					
2	My education and training					
3	Financial rewards in this career					
4	I have a free choice in making my career decisions					
5	Quality of life associated					
6	Promotion opportunities					
7	Training and education in this career					
8	My love of this career					
9	Success stories of friends, family					
10	My knowledge of the labor market					
11	My financial/economic condition					
12	Ease of access to this career					
13	Chance, luck or circumstances					
14	Lack of access to other career options					

2- Family Influence on Career Choice

Please put a tick mark (√) in the box of your answer on the scale (1) strongly disagree to (5) strongly agree.

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My family encourage me to choose a job in which I am interested in					
2	I think my family will let me choose a career myself					
3	My family encourage me to do a job using the best of my capabilities					
4	I will never take a job with heavy workloads that causes my family to worry about me					
5	I will consider the company location when selecting a job because my family don't want me to stay far away from them					
6	I prefer to choose a job that can ensure my parents a good quality of life when they are growing older					
7	I prefer to select a job that makes my family feel proud in front of other relatives and friends					
8	My family encourage me to pursue a stable career					
9	I consider my parents' opinion when selecting my career choice					
10	I think my family' work values will influence mine					

3- Career Decision-Making Self-Efficacy Scale (Short Form)

Please indicate how much confidence you have in accomplishing the tasks mentioned in the items according to the scale below.

How much confidence do you have to...?

No	Statement	No Confidence At All	Very Little Confidence	Moderate Confidence	Much Confidence	Complete Confidence
1	Make a plan of your goals for the next 5 years.					
2	Select one career from a list of potential careers you are considering,					
3	Accurately assess your abilities					
4	Determine the steps you need to take to successfully attain your chosen career					
5	Persistently work at your career goal even when you get frustrated					
6	Determine what your ideal job will be					
7	Change careers if you did not like your first choice					
8	Find out about the average yearly earnings of people in an occupation					
9	Make a career decision and then not worry about whether it was right or wrong					
10	Figure out what you are and are not ready to sacrifice to achieve your career goals					
11	Talk with a person already employed in the field you are interested in					
12	Identify some reasonable career alternatives if you are unable to get your first choice					

4- Economic consideration influence on career choice

Please put a tick mark (√) in the box of your answer on the scale (1) strongly disagree to (5) strongly agree.

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The need for economic security is my reason for career choice					
2	Money has been an issue in choosing a career					
3	The income is important to choose my future career					
4	I need good starting salary					
5	I need good opportunities for career advancement					

Part C: Your Recommendations (Optional)

Is there any other factors influencing your career choice? Please explain.

.....

.....

.....

.....

.....

.....

Thanks for the time your spent to complete this questionnaire.

**APPENDIX B:
THE ARABIC TRANSLATED VERSION OF THE QUESTIONNAIRE**



أخي الطالب،

تهدف هذه الدراسة إلى التعرف على العوامل المؤثرة في الاختيار المهني لطلاب المرحلة الجامعية في جامعة عدن وهي لغرض البحث العلمي فقط. إن إجابتك على أسئلة الاستبيان سوف تسهم في تحقيق أهداف البحث.

من أجل حماية وضمان خصوصية وسرية المشاركين في توفير المعلومات البحثية، لن يكشف عن هوية المستجيبين. وأخيراً وليس آخراً، لا تتردد في الاتصال بي (أرقت لك تفاصيل الإتصال في الأسفل) في حالة إذا كان لديك أي استفسارات تتعلق بهذه الدراسة.

وأود أن أعرب عن تقديري العميق وامتناني لحسن تفهمكم وتعاونكم في استكمال هذا الاستبيان.

نشكر لكم حسن تعاونكم،

الطالب/ وجدي عبدالله بافياض

بريدي الإلكتروني: agdie@gmail.com

رقم الجوال: 0060183113650

الجزء الأول: المعلومات الشخصية:

يرجى وضع علامة "✓" أمام الإجابة المناسبة أو ملء الفراغ في المكان المناسب:

(1) الجنس:

ذكر أنثى

(2) العمر:

أقل من 21 21-24 25-28 29 فما فوق

(3) السنة الدراسية:

السنة الأولى السنة الثانية السنة الثالثة السنة الرابعة فما فوق

(4) الكلية:

طب / صيدلة هندسة / حاسب آلي اقتصاد / إدارة آداب / لغات
 حقوق تربية نفط أخرى:

الجزء الثاني:

1- اختيار المهنة:

يرجى اختيار الإجابة المناسبة بوضع علامة "✓" في المكان المناسب، وذلك حسب الجدول التالي:

إلى أي مدى تؤثر العناصر التالية على إختيارك لمهنتك،

رقم	العناصر	نهائياً	إلى حد قليل	إلى حد متوسط	إلى حد كبير	إلى حد كبير جداً
1	مهاراتي وقدراتي تساعدني على اختيار مهنتي					
2	تعليمي وتدريبني يساعداني على اختيار مهنتي					
3	الحوافز المالية في هذه المهنة					
4	لدي الحرية الكاملة التي تخولني أختيار مهنتي					
5	نوعية الحياة المرتبطة بهذه المهنة					
6	فرص التقدم والتطور في هذه المهنة					
7	الدورات التدريبية والتعليمية التي تقدمها هذه المهنة					
8	حبي لهذه المهنة					
9	قصص نجاح الأصدقاء والعائلة في عملهم					
10	معرفتي بسوق العمل					
11	وضعي المالي أوالاقتصادي					
12	سهولة مزاوله المهنة					
13	صعوبة مزاوله المهن الأخرى					
14	الفرصة، والحظ أو الظروف المحيطة بالمهنة					

2- تأثير العائلة على اختيار المهنة:

يرجى اختيار الإجابة المناسبة بوضع علامة "✓" في المكان المناسب، وذلك حسب الجدول التالي:

رقم	الأسئلة	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
1	عائلتي تشجعني على اختيار العمل الذي أنا مهتم فيه					
2	عائلتي تسمح لي باختيار مهنتي بنفسني					
3	عائلتي تشجعني على العمل باستخدام أفضل إمكاناتي					
4	أنا لن ألتحق بوظيفة قد تسبب قلق عائلتي علي					
5	عائلتي لا تريد مني البقاء بعيدا عنهم (يريدون مني البقاء بقربهم) لذا سوف أراعي موقع الشركة عند اختيار الوظيفة					
6	أنا أفضل اختيار الوظيفة التي يمكن أن تضمن لوالداي نوعية جيدة من الحياة عندما يكبرا في السن					
7	أنا أفضل اختيار الوظيفة التي تجعل عائلتي تشعر بالفخر أمام الأقارب والأصدقاء					
8	عائلتي تشجعني على ممارسة مهنة مستقرة					
9	أنا أراعي رأي عائلتي عند اختيار مهنتي					
10	قيم العمل لدى عائلتي تؤثر بشدة على اختيار وظيفتي					

3- مقياس الكفاءة الذاتية في صنع القرارات الوظيفية:

يرجى اختيار الإجابة المناسبة بوضع علامة "✓" في المكان المناسب، وذلك حسب الجدول التالي:

كم لديك من الثقة في قدراتك لعمل الآتي:

رقم	الاسئلة	لا يوجد ثقة	ثقة ضئيلة للغاية	ثقة متوسطة	ثقة كبيرة	ثقة كاملة
1	وضع خطة لأهدافك للسنوات الخمس القادمة					
2	اختيار مهنة من ضمن قائمة المهن المحتملة					
3	تقييم دقيق لقدراتك وإمكانياتك					
4	تحديد الخطوات التي تحتاجها للنجاح في المهنة المختارة					
5	استمرار المثابرة في العمل لتحقيق هدفك المهني حتى وإن أصبت بالإحباط					
6	تحديد الوظيفة المناسبة لمستقبلك					
7	تغيير المهنة التي اخترتها مسبقاً إذا لم تناسبك هذه المهنة					
8	البحث عن معلومات حول متوسط الدخل السنوي للمهنة					
9	أختيار المهنة، وعدم القلق حول ما إذا كان الأختيار صائباً أو خاطئاً					
10	معرفة مدى استعدادك للتضحية من أجل تحقيق أهدافك المهنية					
11	التحدث مع شخص يعمل بالفعل في المجال الذي تهتم فيه					
12	تحديد قائمة بالمهن البديلة للإختيار منها في حال لم تستطع الحصول على المهنة التي كنت ترغب بها في المقام الأول.					

4- تأثير الاعتبارات الاقتصادية في اختيار المهنة:

يرجى اختيار الإجابة المناسبة بوضع علامة "✓" في المكان المناسب، وذلك حسب الجدول التالي:

رقم	الاسئلة	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
1	الحاجة إلى الأمن الاقتصادي هو الباعث لاختيار مهنتي					
2	المال هو القضية الرئيسية في اختيار المهنة					
3	الدخل مهم لاختيار مهنتي المستقبلية					
4	يجب أن يكون أول راتب لي جيد					
5	يجب أن تكون الفرص متاحة من أجل تطوير مهنتي					

الجزء الثالث : توصياتك (اختياري): هل هناك أي عوامل أخرى تؤثر في اختيارك لمهنتك؟ يرجى توضيح ذلك.

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شكراً على الوقت الذي قضيته في استكمال هذا الاستبيان.

**APPENDIX C:
DEMOGRAPHY**

SMEAN(Gender)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	145	48.0	48.0	48.0
Female	157	52.0	52.0	100.0
Total	302	100.0	100.0	

SMEAN(Age)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 21	84	27.8	27.8	27.8
21-24	203	67.2	67.2	95.0
25-28	12	4.0	4.0	99.0
29 and above	3	1.0	1.0	100.0
Total	302	100.0	100.0	

SMEAN(Years of Study)

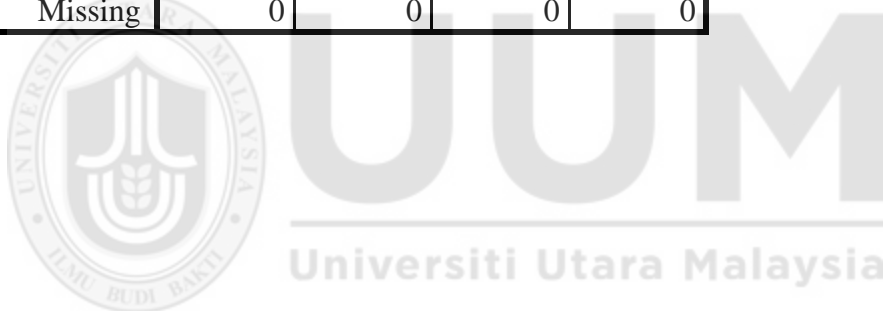
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid First year	36	11.9	11.9	11.9
Second year	108	35.8	35.8	47.7
Third year	118	39.1	39.1	86.8
Fourth year and above	40	13.2	13.2	100.0
Total	302	100.0	100.0	

SMEAN(College)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Medicine / Pharmacy	24	7.9	7.9	7.9
Engineering / IT	44	14.6	14.6	22.5
Economics / Management	15	5.0	5.0	27.5
Arts / Languages	82	27.2	27.2	54.6
Education	109	36.1	36.1	90.7
Other	28	9.3	9.3	100.0
Total	302	100.0	100.0	

Statistics

	Gen	Age	YoS	Col
N Valid	302	302	302	302
Missing	0	0	0	0



**APPENDIX D:
PILOT STUDY**

Reliability Analysis - Cronbach's Alpha

Career Choice

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.836	.839	14

Family Influence

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.738	.740	11

Self-Efficacy

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.887	.886	12

Economic Consideration

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.703	.709	5

**APPENDIX E:
REMOVING OUTLIERS (MAHALANOBIS)**

Removing Outliers											
N	Mah-1	N	Mah-1	N	Mah-1	N	Mah-1	N	Mah-1	N	Mah-1
1	3.02813	52	1.35832	103	6.97333	154	2.12570	205	.59817	256	3.70021
2	3.17640	53	1.15016	104	.92289	155	3.57963	206	.25874	257	.85229
3	4.43517	54	3.52552	105	.83895	156	2.60444	207	.78811	258	2.19108
4	.43516	55	4.67011	106	3.77878	157	1.10763	208	2.01156	259	7.00069
5	2.66191	56	1.10146	107	.75863	158	3.02257	209	1.58695	260	5.90415
6	1.09055	57	1.67551	108	.09764	159	.65022	210	.31893	261	7.00069
7	.65956	58	2.24795	109	1.10500	160	.10188	211	.27352	262	1.19877
8	.95820	59	1.80817	110	1.00394	161	6.15280	212	7.21884	263	1.28211
9	2.88728	60	2.38324	111	1.59483	162	2.02365	213	.41047	264	1.79914
10	12.47250	61	3.57048	112	1.64596	163	2.05703	214	2.39384	265	.24808
11	.12996	62	.58000	113	2.53682	164	1.00683	215	.95135	266	1.24463
12	2.05940	63	1.71370	114	3.99210	165	6.25350	216	2.48471	267	2.56907
13	7.40662	64	3.19124	115	5.74189	166	1.23638	217	.76465	268	1.27590
14	1.56516	65	7.32953	116	1.17426	167	6.53672	218	.50695	269	2.48202
15	1.74260	66	.88933	117	1.41935	168	1.39059	219	3.75272	270	.95345
16	.60004	67	7.40662	118	.12030	169	1.11186	220	4.74755	271	2.20453
17	1.98071	68	.95377	119	5.34160	170	2.34011	221	3.14461	272	2.05610
18	3.67869	69	1.71675	120	.77053	171	5.01029	222	.51648	273	2.01824
19	3.41417	70	2.84150	121	.50309	172	2.17288	223	11.33342	274	2.60648
20	3.67869	71	4.81567	122	4.19504	173	1.22760	224	2.72781	275	1.73796
21	.80645	72	7.86985	123	1.04386	174	3.57404	225	3.03441	276	.97742
22	1.68365	73	7.29082	124	1.53653	175	.73752	226	3.32122	277	.36545
23	6.37881	74	1.33794	125	.08011	176	4.62612	227	.89340	278	1.33312
24	7.27885	75	.46031	126	2.05542	177	1.62500	228	5.47443	279	.93544
25	6.56408	76	3.83704	127	2.46608	178	1.33551	229	.02502	280	1.61204
26	4.59570	77	3.49266	128	5.07100	179	6.86022	230	2.50372	281	2.90190
27	7.23526	78	35.11917	129	.41402	180	5.02430	231	6.81350	282	8.45004
28	4.99764	79	1.78454	130	.45530	181	.31960	232	2.04685	283	1.02887
29	4.45696	80	2.08749	131	2.64920	182	6.43522	233	1.52645	284	2.44525
30	3.44071	81	.24808	132	2.20116	183	5.89218	234	6.17987	285	.48258
31	1.17969	82	2.71887	133	.87319	184	.89746	235	4.79425	286	7.13297
32	5.88098	83	3.44050	134	.41402	185	1.99594	236	2.67743	287	.49722
33	3.73809	84	4.93798	135	.88355	186	7.90102	237	.90161	288	3.43797
34	10.29423	85	2.43695	136	3.32549	187	1.39436	238	5.26916	289	7.38198
35	2.40184	86	3.43461	137	1.63413	188	.18257	239	4.49939	290	3.21566
36	.37396	87	.13192	138	.52083	189	.39935	240	6.15280	291	1.81675
37	.72617	88	2.41675	139	.90578	190	1.13269	241	.55836	292	.36451
38	2.88238	89	1.88059	140	1.60849	191	.12059	242	2.12501	293	6.36638
39	3.94100	90	1.58302	141	.99252	192	2.07986	243	4.89365	294	.33672
40	2.93409	91	1.51635	142	2.01573	193	.78663	244	2.74508	295	7.04298
41	1.75091	92	7.76856	143	1.45111	194	4.08602	245	.11735	296	5.03460
42	7.46204	93	6.98907	144	.38904	195	4.04782	246	4.27312	297	6.08746
43	2.45535	94	3.94899	145	7.74722	196	4.34205	247	5.88496	298	1.59483
44	.84938	95	5.60250	146	3.11640	197	.29042	248	14.45886	299	1.37513
45	6.43457	96	3.78407	147	10.02798	198	.33260	249	.49849	300	1.40894
46	1.96086	97	.29042	148	.24808	199	3.52404	250	1.72019	301	1.32711
47	1.23540	98	4.10733	149	1.57965	200	1.11039	251	.80681	302	.27580
48	.13450	99	1.83805	150	4.08691	201	5.83222	252	1.19256		
49	.19219	100	4.79823	151	14.90604	202	1.18973	253	.73533		
50	.22013	101	2.49644	152	2.87769	203	1.65102	254	15.25467		
51	5.93994	102	1.89108	153	7.52229	204	2.41091	255	.85860		

**APPENDIX F:
DELETED ITEMS**

Variable	Item	Loading
Career Choice	CC6	0.035
	CC7	0.028
	CC13	0.372
	CC14	0.040
Family Influence	FI4	0.151
	FI5	0.034
	FI6	0.311
	FI7	0.273
	FI11	0.448
Self-Efficacy	SE8	0.314



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