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**FACTORS IMPACTING CAREER DECISION MAKING
AMONG GRADUATES TO WORK IN
HOSPITALITY AND TOURISM INDUSTRY**



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UUM
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**Thesis Submitted to
School of Business Management,
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In Partial Fulfilment of the Requirement for
the Master of Human Resource Management**



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ABSTRACT

The unwillingness of students to enter the hospitality and tourism industry has been identified as a major issue by several researchers. After graduation, a significant number of students exhibited little desire to pursue a career in the industry due to several factors. Thus, it is crucial to gain a better understanding of what determines career decisions making among graduates in the hospitality and tourism industry by examining several factors that could affect career decision making among graduates to work in hospitality and tourism industry. By using SCCT theory, this study attempts to examine the factors influencing career decision making among graduates to work in hospitality and tourism management. A survey of 192 graduates of hospitality and tourism from Universiti Utara Malaysia (UUM) revealed that among factors of internship, nature of work, pay and benefits, also career development opportunities, there is only two factors influencing career decision making to work in the hospitality and tourism industry which are nature of work and career development opportunities. Current pandemic shift the finding of this study where it contribute in discovering a new views by the graduates. Further, the study suggest a few implications and recommendations for the educators and Human resource practitioner. Besides, the future research direction of the study also discussed at the end of the thesis.

Keywords : career decision making, internship, nature of work, pay and benefits, and career development opportunities.

ABSTRAK

Keengganan pelajar untuk memasuki industri perhotelan dan pelancongan telah dikenal pasti sebagai isu utama oleh beberapa penyelidik. Selepas tamat pengajian, sebilangan besar pelajar menunjukkan sedikit keinginan untuk meneruskan kerjaya dalam industri kerana beberapa faktor. Oleh itu, adalah penting untuk mendapatkan pemahaman yang lebih baik tentang apa yang menentukan keputusan kerjaya dalam kalangan graduan dalam industri perhotelan dan pelancongan dengan mengkaji beberapa faktor yang boleh mempengaruhi pengambilan keputusan kerjaya dalam kalangan graduan untuk bekerja dalam industri perhotelan dan pelancongan. Dengan menggunakan teori SCCT, kajian ini cuba mengkaji faktor-faktor yang mempengaruhi pengambilan keputusan kerjaya dalam kalangan graduan untuk bekerja dalam pengurusan hospitaliti dan pelancongan. Tinjauan terhadap 192 graduan hospitaliti dan pelancongan Universiti Utara Malaysia (UUM) mendedahkan bahawa antara faktor latihan amali, sifat pekerjaan, gaji dan faedah, serta perkembangan kerjaya, hanya terdapat dua faktor yang mempengaruhi pengambilan keputusan kerjaya untuk bekerja dalam bidang hospitaliti dan industri pelancongan yang bersifat kerja dan pembangunan kerjaya. Pandemik semasa menganjak penemuan kajian ini di mana ia menyumbang dalam menemui pandangan baharu oleh para graduan. Seterusnya, kajian ini mencadangkan beberapa implikasi dan cadangan kepada pendidik dan pengamal sumber Manusia. Selain itu, hala tuju kajian masa depan kajian juga dibincangkan pada akhir tesis.

Kata kunci : membuat keputusan kerjaya, latihan amali, sifat kerja, gaji dan faedah, peluang pembangunan kerjaya.

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LIST OF ABBREVIATIONS

CDM	Career Decision Making
I	Internship
NOW	Nature of Work
PB	Pay and Benefits
CDO	Career Development Opportunities
UUM	Universiti Utara Malaysia
STHEM	School of Tourism and Hospitality Management
SCCT	Social Cognitive Career Theory
BHM	Bachelor of Hospitality Management with Hons
BTM	Bachelor of Tourism Management with Hons
H1	Hypothesis 1
H2	Hypothesis 2
H3	Hypothesis 3
H4	Hypothesis 4

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CHAPTER ONE

INTRODUCTION

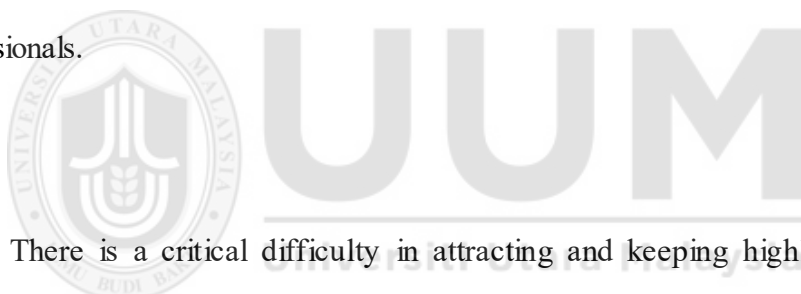
1.0 Introduction to the study

The study will examine relationships between the internship, nature of work, pay and benefits, and career development opportunities towards career decision making among graduates of hospitality and tourism. Details about the study's scope and approach are provided in this chapter. Areas of study are regarding research objectives and questions, scope of study, limitation of study description of important terminology and thesis organisation are included in this chapter.

1.1 Background of Study

In the last decade, the Malaysian tourism and hospitality sector has seen significant growth, with the business contributing 15.2% to the country's GDP in 2018, an increase from the previous year's 14.1% (Liat et al., 2020). The tourism and hospitality sector is a service industry that requires a large amount of labour. Its survival totally depends on the ability of high-quality employees to supply, operate, and manage tourism and hospitality products and services (El-Houshy, 2018). On the other hand, the tourism and hospitality sector, has long struggled with the challenge of recruiting and maintaining workforce professional (Tuzunkan, 2018). Therefore, it shows that hospitality and tourism sector is growing and requires skilled employee who graduate from universities to maintain its performance.

Predating the emergence of Covid-19 epidemic, the tourism and hospitality business, which employs millions of people around the world, regarded as one of the world's most vital industries (Anthony, 2020). Ever since epidemic's commencement, the impact as stated by Saieed (2021), hotels have reduced staff, including unpaid leave, salary cutbacks, and retrenchments, because of closing of sector and closing of hospitality business, asserted by Karim et al. (2020), every Tourism Licensing Division operations are likely to be halted throughout the duration of the movement control order (MCO), which begins on March 18, 2020. However, to keep professional graduates in hospitality and tourism industry is still challenging, as concerned by Anthony (2020), significant increase in the number of hospitality graduates getting produced by universities, there is a shortage of trained hospitality professionals.



There is a critical difficulty in attracting and keeping highly qualified and skilled employees produced by universities (Mohammed, 2018). Confronting by Mohammed (2018), unwillingness of students to enter the hospitality business has been identified as a major issue by several researchers. Support by Ghuangpeng (2011), after graduation, a significant number of students exhibited little desire to pursue a career in the industry. Thus, it is intended to gain a better understanding of what determines career decision making among graduates in the hospitality and tourism industry.

Literature from Ghuangpeng (2011), stated that career decision making are difference from one country to another, such as in Thailand and Indonesia. Throughout comparison, serving people is culturally humiliating job, hence working in the hotel may be considered as a lowlife occupation (Ghuangpeng, 2011). As a result, influencing the career choices of recent hospitality and tourism graduates is critical to minimize the industry's high turnover rate.

The Asian setting of the development of education in tourism and hospitality has been established along with inbound and outbound tourism growth, as highlighted Liu and Schänzel (2019), ever since the world hotel school was established in 1922 by the Cornell School of Hotel Management, the provision of tourism and hospitality education has been growing enormously worldwide. However, there are challenges in education of hospitality and tourism asserted by Liu and Schänzel (2019), curriculum design, pedagogical advances, programme demand, industry-academic gaps, and government higher education legislation have all been significant issues. Thus, education sector plays a vital role in maintaining to produce a high quality of graduates to qualify the students to enter the industry.

Industrial development through tourism requires the development of a highly skilled workforce, which is mostly the responsibility of the tourism and hospitality education sectors (Liu & Schänzel, 2019). Although the number of educational institutions offering programed in hospitality and tourism continues to grow Azar, Albattat, and Kamaruddin (2020), this is recognized that students who studied in hospitality and tourism programmed in higher educations have a lower goal of

working in the hospitality and tourism industry, as highlighted by Wen, Leung, Li, and Kwon (2018), given the significant number of hospitality graduates who are unwilling to pursue professions in the hospitality and tourism industry. Students' interest in pursuing a postgraduate industry job in tourism and hospitality was also found to be low (Ghuangpeng, 2011).

The education of hospitality and tourism management (HTM) is still in its development and is sometimes criticised for failing to keep up with the transforming nature of the profession (Chang & Tse, 2015). Despite the increasing number of universities offer the programme Azar, Albattat, and Kamaruddin (2020), the industry seems to face the issue of getting the highly skills of graduates to be par with the industry demand as issued by Liu and Schänzel (2019), obstacles in terms of conformity with global standards, industry demands for skills, and innovation. On the other hand, the result in terms of graduates capability has been less than promising, described by Spowart (2011), managers believe students often lack crucial soft skills when they enter the workforce.

Though many research was done regarding intention, expectations, perception and attitudes of students to have a career in the hospitality and tourism industry for instance Kim and Spears (2021), Kumar (2021), Mohammed (2018), Yunus et al. (2021), and Rosyidi (2021), only few studies were conducted with tourism and hospitality graduates. Determining other major aspects affecting students' professional decision-making processes would be helpful for students considering professions in the sector immediately after graduating from college.

Research conducted within the Malaysian context is indeed very rare (Ahmad, Rashid & Mohd Shariff, 2014). Study from Richardson and Butler (2012) explained, students of hospitality and tourism in Malaysia, mostly, may not think that a career in the sector would accomplish their goals. Therefore, the current research seeks to investigate the relationship factors impacting internship, nature of work, pay and benefits, and career development opportunities for career decisions to work in hospitality and tourism industry among graduates.

1.2 Problem Statement

From enrolling to studying to graduating, graduates' views of the hospitality and tourism sector change as proved by Kumar (2021), when students first enrol in this course, they are pretty passionate, but as time goes on, their passion fades, and they desire to change careers. Thus, to prepare today's students for tomorrow's jobs in tourism and hospitality, it is crucial to analyse their viewpoints (El-Houshy, 2018). Few of studies show the factors influencing the intention of students to join hospitality and tourism industry such as from Mohammed (2018), students' desire to work inside the hospitality industry is positively affected by their exposure to the industry such as physical working conditions, salary and benefits, and, in particular, growth possibilities. Ibrahim et al. (2020), students' practicum experiences were one of many elements that influenced their impression of the industry. It is highlighted that the nature of work and social standing are two variables that affect undergraduates' decision-making about their future career (Ibrahim et al., 2020).

Research by Rosyidi (2021) stated that internships in the tourism industry 79% of respondents are less likely to remain in the industry after graduation. Because of internship training, students had a deeper knowledge of tourism professions, where asserted by Adhoch (2019), it addressed the tourism sector: seasonality, uncertainty, low-skilled employment, repetition, low-income, and the physical working environment significantly contribute to students' unfavourable perspectives. The findings of research from Mohammed (2018), illustrate that there are statistically significant connections between work environment factors, compensation and benefits, including promotion possibilities and students' desire to work in the hospitality sector. Other than that, results from Yunus et al. (2021), show that the highest mean was found in the statement "Considering the long hours worked, payment in the tourism and hospitality sector should be greater". According to the findings of the research from Adhoch (2019), a student's choice to work in the hospitality industry may be influenced by his or her ability to be promoted. Added by Adhoch (2019), over 50% of respondents are considering jobs outside the industry, and of those with industry experience, 43.6% would not return after graduation. Furthermore, firm support from research by Kumar (2021), shows only, 16.9% (23 from 136 respondents) selected hotel industry for fastest career growth.

Studies by Hui et al., (2017) indicate that, besides staying in the hospitality industry, the internship organization would be students future career plan growth after graduation. Discovered by Kumar (2021), after completing their internships, a considerable majority of students decided against pursuing careers in the hospitality industry. The average ratings fell between three and four points, showing students

were overall happy with their internship, but not particularly satisfied (Chen & Shen, 2012). Therefore, it shows internship possibly have a relationship with career decision making by graduates in hospitality and tourism industry.

A college student's job decision is heavily influenced by prior work experiences and perceptions about employment in the hospitality and tourism field (Kim & Spears, 2021). Pleasant work setting, a fulfilling career, and a flexible schedule were ranked as the three most important aspects of a successful career by undergraduate students (Rosyidi, 2021). Working environment conditions have a big impact on students' perceptions where, according to Yunus et al. (2021), recognizing future working conditions helps students create greater confidence about industrial careers. Pleasant working environment is becoming the factor of working in organization, asserted by Ariza-Montes et al. (2019), most people look for jobs in industries that provide pleasant working environment. The hospitality and tourism sector relies on attracting future employees by providing them with attractive work environments (Yunus et al., 2021). However, hospitality and tourism working environments are poor, proved by El-Houshy (2018), because of unfavourable work settings, a considerable percentage of graduates leave the industry. Workers in the hospitality and tourism industry may lack motivation and devotion to their employment if they do not even work in an acceptable work environment (Mohammed, 2018). Several students expressed the belief that the tourism sector provides a moderate work environment (Rosyidi, 2021). Since the working environment may affect graduates' job choices in the hospitality and tourism sector, this study suggests that the nature of work may have an impact.

Employee dissatisfaction with the general work environment, working conditions, and salary is usually linked to high employee turnover rates (Kim & Spears, 2021). Motivation of employee is enhanced when the job is interesting and the compensation is competitive. As stated by Rosyidi (2021), students' views and choices about employment in the hospitality sector may be influenced by salary and benefits. Creating a positive image of the hospitality and tourism industry through pay and benefits is important to attracting current students. The amount of salary and benefits it is possible that this is one obstacle preventing students from continuing their desire for a career in the industry (Mohammed, 2018). Adhoch (2019) highlighted that the compensation and benefits offered by hospitality and tourism sector are elements that have a significant impact on the outcome of undergraduate students' choice to work in the industries. Before entering the industry, as asserted by Yunus et al. (2021), students display their passion, but they will be hesitant to enter the field because to the inadequate compensation and benefits. Thus, it shows compensation and benefits possibly have the relationship with career decision making by graduates in hospitality and tourism industry.

Over one study has shown restricted opportunities for professional growth for undergraduates working in the hospitality industry. Several students' unfavourable views are linked to poor compensation and benefits, and minimal advancement possibilities (Rosyidi, 2021). On other hand, employment and career advancement structures, these problem, they believed, were biased against them and limited their professional growth (Adhoch, 2019). As a result, students' desire to take part in the hospitality sector was impressed by their opportunities for professional growth (Wen, Li, & Kwon, 2019).

The number of students and graduates from hospitality and tourism from higher educational institutions is increasing every year (Azar, Albattat, & Kamaruddin, 2020). In the beginning of 1990s, many universities have developed bachelor's and master's degree programmed in hospitality management (Liu & Schänzel, 2019). As these programmed in universities are practice-oriented, their methods for teaching students about hospitality operations, business, and service have been effective. Additional highlighted by Liu and Schänzel (2019), the institutes have been able to deliver high-quality professional operational training and education, increasing the number of graduates who can meet meeting the operational requirements of the industry.

In order for a business to run smoothly, many professional education aspire to develop students by creating and improving management competencies (El-Dief & El-Dief, 2019). Supported by Liu and Schänzel (2019), high-quality training has been provided by a wide range of institutions for a growing number of graduates who are appropriately qualified to meet the operational and practical requirements of both the hotel and tourism sector. Even though there is an increasing number of graduates from professional education who took hospitality and tourism programmed every year Azar, Albattat, and Kamaruddin (2020), but there are still an issue of shortage number of skill labour in the industry, proved by Hui et al., (2017), the hospitality job market is characterised by significant shortages of qualified employees and a high turnover of employees.

Many students believed they can get a job in big names hotel or international hotel chains after graduating from bachelor degree, as explained by JayKumar, Balasubramanian, Kumar, Francis, and Sangaran (2015), students assumed they would find a decent job after graduating from their degree course within established brands of hotels. Given example of hotels that provided training by JayKumar et al. (2015), are The Hilton Hotel provides the 'Elevator Package,' while Accor hotels offer the 'Graduate Management Traineeship Program.' Therefore, a big hotel chain has offered a special training programme for new graduates.

In addition, with the current pandemic environment, university students and graduates are more concern and careful with their career path, as stated by Ngoc Su et al. (2021), the top workers were pursuing employment options in sectors not affected by Covid-19, causing worries about employee retention and recruitment. Concerns regarding jobs have increased among hospitality students, especially among young people (Nachmias & Walmsley, 2015). Added by the authors, career satisfaction is the intrinsic motivation for many students to attend college. Among hospitality students, many students reported minimal intention to pursue a job in the field once graduating (Gitau, 2016). They don't feel valued at work, and there's little sign of growth or promotion, so they're unlikely to choose a career in hospitality after graduation (Chang & Tse, 2015). There are several factors in motivating a person to have a career in the industry or leave as examined by Hui et al. (2017), job status, pay, benefits, and working conditions all influence individuals career intentions in the hospitality industry. Thus, the study inspired to evaluate career decision making by graduates of hospitality and tourism.

1.3 Research Questions

- 1) Is there any relationship between internship and career decision making among graduates of hospitality and tourism?
- 2) Is there any relationship between nature of work and career decision making among graduates of hospitality and tourism?
- 3) Is there any relationship between pay and benefits and career decision making among graduates of hospitality and tourism?
- 4) Is there any relationship between career development opportunities and career decision making among graduates of hospitality and tourism?

1.4 Research Objectives

- 1) To investigate the relationship between internship and career decision making among graduates of hospitality and tourism.
- 2) To investigate the relationship between nature of work and career decision making among graduates of hospitality and tourism.
- 3) To investigate the relationship between pay and benefits and career decision making among graduates of hospitality and tourism.
- 4) To investigate the relationship between career development opportunities and career decision making among graduates of hospitality and tourism.

1.5 Scope of the Study

Direct experience is seen to be a better predictor of future with making career decisions than career choices based on indirect experience. Therefore, this study involved graduates of hospitality and tourism management who had completed their degrees and had internship experiences for six months in the hospitality and tourism industries. They have navigated the career decision-making phase via direct work experience gained through internships and are more in-depth knowledge of the hospitality and tourism industry settings.

1.6 Limitations of the Study

The limitations of conducting this study on the relationship factors of career decision making among graduates to work in hospitality and tourism industry are time constraints. Time is limited in gathering, collecting and analysing the data because of the several factors. For instance, time allotted for contacting respondents in order to get their responses to the questionnaire is limited. So that, the total number of respondents would be 665, which are categorized as in a population of graduates of hospitality and tourism industry from Universiti Utara Malaysia from year 2017 to 2021. Other than that, due to time and financial constraint, the sample size is small. The study, in particular, primarily focuses on hospitality and tourism graduates from a specific subset of universities. As a result, the findings of the study have limited applicability outside of research.

1.7 Significance of Study

1.7.1 Universiti Utara Malaysia Management

Firstly, it is expected for the study to be advantages for Universiti Utara Malaysia management to encourage their students to have a profession in Hospitality and Tourism Industry. For a better knowledge of the management, it is necessary, this study will be useful on how educators able to encourage graduates to have a career in the industry and produce competent employee from background in Hospitality and Tourism programmed at university or professional educations. Educators are able collaborate more closely with industry managers or partners, and students to create more relevant Hospitality and Tourism Management programmes that are tailored to their specific requirements. Additionally, tourism and hospitality instructors may contribute to this effort by ensuring that current graduates generations employees are well-informed about their career paths, training options, and the time it will take to progress.

1.7.2 Industries Collaborators

It is important for organizations to recruit the right talent and retain trained hospitality and tourism professionals in today's highly competitive economic environment since they are becoming a source of revenue and help the company maintain its competitiveness. Organizations in the hospitality and tourism industries may enhancing their collaborations with the education institution, for instance Universiti Utara Malaysia, for getting a pool of trained graduates.

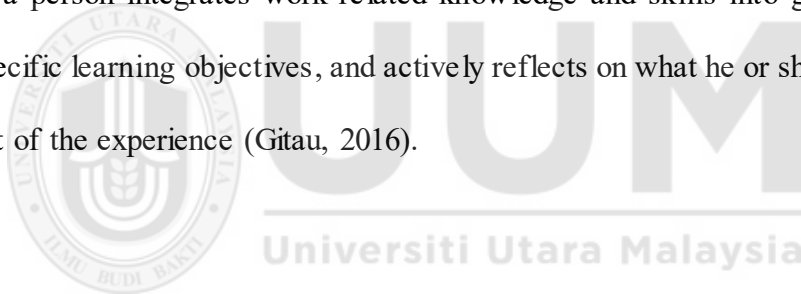
1.8 Definitions of Key Terms

1.8.1 Career Decision Making

Career decision-making may well be described as the process through which an individual expresses or explains the decisions he or she takes while choosing a career (Ghuangpeng, 2011).

1.8.2 Internship

An internship, by definition, is any work experience under close supervision in which a person integrates work-related knowledge and skills into graduate studies, has specific learning objectives, and actively reflects on what he or she has learned as a result of the experience (Gitau, 2016).



1.8.3 Nature of Work

The nature of a work of industry is defined based on its financial, working hours, type of labour, career opportunities, issues and the level of work satisfaction in the industry (Wan, Wong, & Kong, 2014).

1.8.4 Pay and Benefits

The monetary and non-monetary components of payment combine to create the overall incentive system that distinguishes the compensation structure in the hospitality sector (Wahab, Rosli, & Shahril, 2020).

1.8.5 Career Development Opportunities

Setting up a clear picture of professional development that is based mainly on the assessment of the prospective skills of competent current generations (Wahab, Rosli, & Shahril, 2020).

1.9 Organization of Study

The first chapter focuses on the study whereby a discussion and study of the literature on the factors involved will be discussed and highlighted in Chapter Two of this study which are internship, nature of work, pay and benefits, and career development opportunities. Furthermore, it is incorporated with the framework that was built as well as the theory that was employed for the research. The method of study approach will be explained in further detail in chapter three. Data collection and analysis, as well as correlation analysis between the independent variables and the dependent variable, will be explained in this course. After the data has been gathered and analysed, the results will be presented and discussed in Chapter four. Conclusions and recommendations for further research were presented in Chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Variables in this research is internship, nature of work, pay, and benefits as well as career development opportunities are all connected. This chapter analysed prior research and chose literatures relevant to the study's relationship variables. The topic will be clarified by doing a literature review, and a research framework will be proposed as a response.

2.1 The Concept of Career Decision Making

Making a career decisions may well be described as the process through which an individual expresses or explains the decisions he or she takes while choosing a career (Ghuangpeng, 2011). Asserted by Sharf (2002), career decision making is the identification of several variables that influence a person's professional decision-making, as well as the knowledge of how these factors influence a person's career choices and decisions. Career decision making as cited by Patton and McMahon (2014), for most of individuals, it is a lifetime process of preparing for, selecting, and, in most cases, continuing to make choices from among the many professions accessible to them in modern society. Decision-making about one's career is not a onetime activity, but a process that may continue throughout one's life (Gitau, 2016).

In 1909, Frank Parsons became the first person to introduce the concept of career decision-making (Patton & McMahon, 2014). Jones (1994) explained that Parson proposed career choices are depended on three major factors, firstly, a clear and specific understanding of an individual's abilities, interests, aspirations, resources, and shortcomings, as well as an understanding of their causes, secondly, what it takes to succeed and what it takes not to succeed in many fields of employment and lastly, a genuine reasoning about the relationships between these two groups of facts. It emphasised the significance of knowing oneself, individual's career options, and how to utilise this knowledge to make meaningful career decisions career (Ghuangpeng, 2011).

Many opportunities for career development models are inspired by Parsons' theory of career choice, which emphasises the interaction between people and occupations or workplaces (Sharf, 2006). The three key Parsons elements are important because they help people better understand themselves and their profession preferences, allowing them to make better career decisions (Ghuangpeng, 2011). These elements help to lead as the basis of the present conceptual framework to career choice.

2.2 Underpinning Theory

2.2.1 Social Cognitive Career Theory

A career theory based on Social Cognitive Career Theory (SCCT) where the conceptual framework developed by Lent, Brown, and Hackett (1994) served as the foundation for this investigation. SCCT examined firstly, how career interests are developed, secondly how choices are made for academics and career, and thirdly, persistence and performance in employment (Lent et al., 1994). SCCT highlights many cognitive variables that are related to academic success and perseverance components, including self-efficacy, outcomes expectations and choices goal (Amissah et al., 2020).

Inquired by Brown (1990) about what are the connections between values, needs, tendency, and interests as they affect vocational choice making, and has been responded by Lent, Brown, and Hackett (2002) explaining that the theory was developed to answer such issues, identify crucial factors that may create a more comprehensive explanatory system, and define critical processes that link these variables. SCCT is an approach that tries to unravel some of the tangled links of relationships that exist between individuals and their professional settings, including perceptions, interpersonal relationships, and influences from the outside (Lent, Brown, & Hackett, 2002). SCCT has been used by Rogers and Creed (2011) as a framework for the study of youth career planning and research by studying the impact of three major factors: self-efficacy, expectations of outcomes and career goals. Thus, SCCT is founded on three fundamental principles which are: self-efficacy, expectations of outcomes and goals (Lent et al., 1994).

Self-efficacy is not a fixed or uncontextualized characteristic, rather, it is a dynamic collection of self-beliefs that are domain-specific and react in a complicated manner with other person, behaviour, and environmental variable (Lent, Brown, & Hackett, 2002). The belief that one has in one's own abilities is known as self-efficacy (Lent et al., 1994). These personal views are dependent and so vary according to the area of concern (Gitau, 2016). Self-efficacy beliefs are obtained and adjusted via four different information sources or modes of learning: firstly, achievements in personal performance, secondly, indirect learning (experienced in the imagination because of another person's emotions or actions), thirdly, social influence, and lastly, physiological and emotional states (Bandura, 1977).

Career development opportunities in this study are the similar variable that relating to self-efficacy. As has been used by Hui, Rashid, and Mohammed (2017) in their research, self-efficacy variables, like intrinsic content factors (strong confidence in expanding opportunity, high recognition, serious responsibility), can improve personal job choice and professional objectives. People who have self-efficacy in themselves are more steady and more reasonable against issues as they feel they have the essential skills and effectiveness to achieve the outcomes (Bandura, 1977). This cognitive characteristic might be improved or weakened by many means as explained by Gitau (2016), students with little career decision-making, for example, would most likely have less self-efficacy, which shows the direction in which career decisions and choices are taken.

Individual expectations based on the results of a specific action are known as outcome expectations. Whilst self-efficacy beliefs focus on one's skills (Can I do this?), outcome expectations focus on the expected outcomes of actions (What will happen if I do this?) (Lent, Brown, & Hackett, 2002). Added by authors, extrinsic reinforcement (getting tangible rewards for outstanding performance), self-directed implications (satisfaction for conquering a tough job), and outcomes generated from completing an activity are all examples of outcome expectancies. The development of outcome expectations occurs via learning experiences that are comparable to those that lead to the development of self-efficacy (Lent, Brown, & Hackett, 2002).

The internship, nature of the work, as well as pay and benefits, are variables that are related to outcome expectations, its use in these theories of study. Studies from Hui, Rashid, and Mohammed (2017), relates their extrinsic factors with outcome expectations, where the authors believe people are more likely to engage in a behaviour or activity if they perceive concrete rewards and benefits, such as a pleasant working environment, additional payoffs, verbal assessment, and supportive comments, the more favourable results, the greater the career intentions and goals. Personal outcome expectations for certain behaviours, which are known as results, impact behavioural patterns or avoidance (Lent & Brown, 2008).

The expectations for outcomes are important since people are expecting excellent results from behaviour, which is why people are eager to demonstrate behaviour (Gitau, 2016). This cognitive variable is gained via learning experiences that focus on behavioural consequences (Gitau, 2016). Based on the standpoint of

Bandura (1977), expected outcomes always drive behaviour. Outcome expectation is estimated by the individual that certain activity will lead to the desired consequence (Gitau, 2016). This indicates that deeply held belief in foreseeable and expected outcomes or consequences derive from behaviour (Lent et al., 1994). For example, a person can select a course depending on his or her expectations for a career in the field (Gitau, 2016).

The other theories variable is the identification of career goals where it similar to the study's career decision making. This characteristic results in the individual being more active in the field concerned, motivating the individual to make more energetic decisions and execution via structured planning (Lent et al., 1994). Intention is the conscious state of thought preceding action and the major motivation and guidance for behaviour is examined (Gitau, 2016). By defining specific goals, people assist in organising, lead and preserve their own behaviour, even without external support and, as a result, goals are a crucial mechanism for the practise of independence (Gitau, 2016). Bandura (1977) and Lent et al. (1994), highlighted that intention is the indicator and aim of the choice of individuals in order to achieve an advisable outcome for particular behaviour.

2.3 Relationship between Internship with Career Decision Making

An internship, by definition, is any work experience under close supervision in which a person integrates work-related knowledge and skills into graduate studies, has specific learning objectives, and actively reflects on what he or she has learned because of the experience (Gitau, 2016). The worldwide tourism and hospitality industry is expanding, allowing academics and practitioners to develop new career options for employees (Ghuangpeng, 2011). There will be a wide range of options for future professionals in the hospitality and tourism sector to select from (Ghuangpeng, 2011). Stated by Tarmazi, Jumain, Idris, and Tan (2017), there seems to be a high demand for competent professionals to support the hospitality industry's growth and competitiveness as tourism grows. Internships are often regarded as a key component of successfully completing hospitality curriculum and assisting students' adjustment to the real world of work. Thus, D'abate, Youndt, and Wenzel (2009), believe that internships are increasingly used by students to connect the gap between academic learning and real-world industry experience.

It is also critical that internships, whether scheduled or unplanned, play a significant role in shaping the attitudes of tourism and hospitality students about choosing a career in the industry once they complete their education (Richardson, 2008). Research by Hui, Rashid, and Mohammed (2017) shows that involvement in an internship programme has been shown to have a substantial impact on students' career choices. Career selections made by future hospitality professionals are heavily influenced by their previous work experience (Richardson, 2008). The increasing relevance of the tourism sector requires governments to organise talent development

plans with industry, government, and academic institutions to maximise the industry's potential candidates in the extend years (Mohammed & Rashid, 2016). Therefore, in order for a hospitality student to improve and develop professionally, an internship has become a required component of their education, and a good internship is considered preparing students for future careers in the industry (Gitau, 2016).

An internship programme offers a chance to fill the gap between theoretical knowledge gained in college and experience (Fox, 2001). Studies from Mohammed and Rashid (2016), explained the internship programmes provide students with the opportunity to explore their prospective careers, get an understanding of industry, and ultimately decide on a career decisions. Tse (2010) said that several students depend on internships to affirm their career choice and reinforce their desire to work in the hospitality sector. However, Fox (2001) explained that having an unpleasant internship experience might easily prevent a young person from continuing their seeking a job in the field. Supported by Hui, Rashid, and Mohammed (2017), negative attitudes and unhappiness with the internship programme are significant factors for not continuing to work in the hospitality industry after graduation. Students' responsibilities inside the workplace, whether they were allocated to active or passive task, impact their satisfaction with their internship (Tarmazi, Jumain, Idris, & Tan, 2017). Hui, Rashid, and Mohammed (2017), contended that a well-designed internship programme structure may significantly increase the likelihood of their students remaining in the industry.

Research from Gitau (2016) explained, students who take part in internships are more tolerant of original experiences, and the content of the internship influences their behavioural intentions, beliefs, attitudes, and values. Validate from Tsai, Hsu, & Yang (2017) shows that internships may lead students to doubt their career choices or even quit the hospitality industries, because of the unfavourable characteristics of the industry, such as labor-intensity, poor compensation, and long working hours, may also have contributed to this issue (Zampoukos & Ioannides, 2011).

Other than that, the internship experience is often regarded as having both educational and career-related advantages (Oodio, Sagas, & Kerwin, 2014). Added by authors, students want a challenging but fair experience with defined duties, otherwise, they may lose interest in their internship and in continuing a career in the industry. Working experience gained through an internship programme may have a positive impact on the student's overall happiness and can be a source of motivation (Tarmazi, Jumain, Idris, & Tan, 2017). Findings from Oodio, Sagas, and Kerwin (2014) studies shows that internship experience assisted respondents in making more aware decisions about their future career choices. Tarmazi, Jumain, Idris, and Tan (2017) asserted that the learning experience and real-world working situations were the most important variables in determining student satisfaction. The respondents' career decision making is changed because of the shocks have encountered during internship, such as an unexpected task offer and disclosures about their workplace (Oodio, Sagas, & Kerwin, 2014).

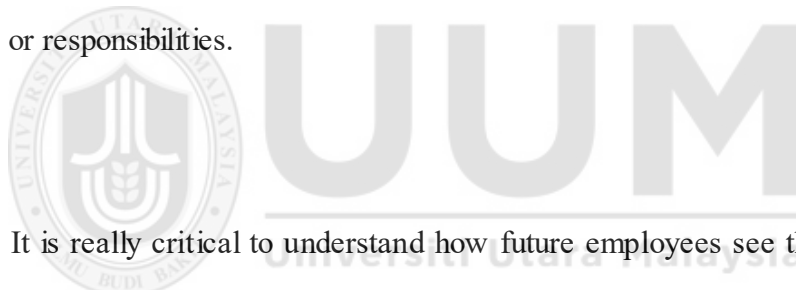
Internship as a significant predictor of perceived behavioural control in students (Hui, Rashid, & Mohammed, 2017). It has been claimed that internship learning experiences and practise may help students in making successful and correct decisions about their job choices after graduation (Ajzen & Fishbein, 1980). Collected data from research of Odio, Sagas, and Kerwin (2014), shows that internship experience, and other external variables may play a part in that career decision-making process. For hospitality and tourism students at the exploration stage of their career choice process, the internship programme shows the most important experience for students can have (Hui, Rashid, & Mohammed, 2017).

Asserted by Kim and Spears (2021), students' perceptions about working in the hospitality and tourism industry, as well as their previous work experiences, have significant effect on their decision to pursue a career in this industry. Discovered by Kumar (2021), following the completion of their internships, a significant proportion of students discontinued careers in the hospitality industry. This study's goal is to assess the relationship between internships and career decision making among recent hospitality and tourism graduates. Thus, the hypothesis proposes a substantial link between internship and career decisions among hospitality and tourism graduates.

H1: There is a positive and significant relationship between internship and career decision making among graduates of hospitality and tourism.

2.4 Relationship between Nature of Work with Career Decision Making

Nature of work in the industry is based on low financial remuneration, irregular work hours, menial labour, and restricted professional advancement possibilities, while job dissatisfaction and a high incidence of turnover are often the consequence (Wan, Wong, & Kong, 2014). For many years, educators in the tourism and hospitality profession concentrated on assisting students in making career options. Hospitality and tourism workers' career decision making showed that some choose careers based on personal interests and skills, while others choose careers based on the labour market and career prospects. Ghuangpeng (2011) asserted, some students choose careers in tourism and hospitality based on their personal comfort with workplace setting or responsibilities.



It is really critical to understand how future employees see the industries and how that influences their career choices. Work-related attitudes and perceptions, as well as employment opportunities, influence an employee's commitment to any sector (Amissah, Opoku Mensah, Mensah, & Gamor, 2020). According to Sibanyoni, Kleyhans, and Vibetti (2015), the factors that influence whether a student enters the workforce should be considered while recruiting and retaining industrial graduates. One of the most pressing concerns in the hospitality industry is keeping young professionals (Chuang & Dellmann-Jenkins, 2010). The work placement exposed students to a real-world work setting and affected their perspectives on the industry. In order to align with the study, potential respondents for the study is choose to be a student who have to undergo internship placement for a six months as they have the grasp of how the nature of work works. It was discovered that students' views of the

industry varied from the reality of their job experience before beginning their internship (Ghuangpeng, 2011). As a result of bad work environment, low job satisfaction, and a lack of motivational reasons, many hospitality and tourism graduates hesitate to join the industry right after graduate (Richardson, 2008).

Ghuangpeng (2011) informed that shift work, irregular hours, as well as seasonality might affect the daily operations of a hospitality or tourism business, thus it's important to emphasise the broad range of employment options available in these industries. According to Robinson et al. (2016), stressful work and family disturbance contributed to students' unfavorable perceptions regarding tourism careers. Opposite with Barron, Maxwell, Broadbridge, and Ogden (2007) stated that a few favourable as its energetic, joyful nature, experienced career prospects and fascinating experiences in a continually strengthening industry.

Wijesundara (2015) performed a research assessment of graduates' perspectives on hospitality and tourism career options, the study found that work shifts, work environment, and personal attitudes were perceived negatively by 34% of respondents. Working with colleagues and getting good feedback from customers may also be reasons that drive students to explore a profession in hospitality (Gitau, 2016). Tan et al. (2016), stated that the characteristics nature of the industry, such as working long hours, a poor working environment, poor salaries, and a lack of compensation and benefits, have contributed to a negative image of the industry, which has resulted in a reduction in commitment among students. Therefore, nature of the work has a substantial beneficial impact on the future career intentions of the

students, and this influence is significant. The outcomes of study from Dahanayake, Biyiri, and Dassanayake (2019), reveal that the nature of the work is the most significant element in predicting the future career choices of the students who took part in it. Therefore, this study want to investigate the relationship between nature of work and career decision making among graduates of hospitality and tourism.

H2: There is a positive and significant relationship between nature of work and career decision making among graduates of hospitality and tourism.

2.5 Relationship between Pay and Benefits with Career Decision Making

The hospitality sector rewards its employees with a mix of monetary and non-monetary incentives (Wahab, Rosli, & Shahril, 2020). Compensation is often referred to as remuneration or reward (Ahmad & Mohd Shariff, 2019). The quantity of money and other things of value, like as benefits, that an employer offers as part of their total compensation package is an essential component of the complete compensation package (Martochhio, 2014). Compensation is regarded as among the most essential elements in organization, and a fair salary structure is much more. Increase productivity, recruit top talent, and minimise employee turnover (Hung, Lee, & Lee, 2018). Salary satisfaction relates to an employee's attitude towards their pay, which affects their pay and working relationships with other workers (Williams, McDaniel and Ford, 2007). According to Hung, Lee, and Lee (2018), salary satisfaction refers to overall personal attitudes or emotions about one's own salary, whether positively or negatively.

Explained by Dychtwald, Erickson, and Morison (2013), having adequate pay, perks, and time to work and live without significant issues or unjust treatment from the company is defined as job satisfaction. As cited by Ashton (2018), over 86% of respondents leave their jobs because of dissatisfaction with their employers' salary. Proposed by Nankervis and Debrah (1995), when evaluating the effectiveness of human resource management practises, it is critical to include compensation schemes as a critical component of retaining workers and fostering job satisfaction. A greater reward and recognition system is one technique organizations may use to attract potential employees (Jauhari & Manaktola, 2009). Innovative recruiting and retention strategies are the creation of compensation systems and integrating a variety of advantages (O'Leary & Deegan, 2005). According to Brien (2004), the hospitality industry is less compensated than many other industries. Recent analysis showed that the external compensation variables had a major influence in affecting satisfaction with students' choice of career, salary and benefits (Mohammed, 2018). Richardson (2008) highlighted that students may be discouraged from choosing a profession in industry because of concerns about their future earnings and benefits.

Previous study also show that expectations of outcomes influence career decisions and intentions. Expectations for outcomes might include internal incentives (for example, appreciating and recognition) as well as external rewards (for example, pay, bonuses) (Lent et al., 1994). If students feel that the industry is offering them benefits and incentives, they could more probably get employed in the sector and show greater career aspirations and commitments (Chuang & Dellmann-Jenkins, 2009). The link between expectations of outcomes and career choices may also be explained in terms of labour. According to Wan, Wong and Kong (2014), the scale of

work values usually contains two categories of values: intrinsic and extrinsic. Explained by Wan et al. (2014), intrinsic values are the values of work (for instance performance, creativity, compassion) whereas extrinsic values are the benefits from work (for instance the way of life, safety) and socio - environmental value (for instance the environment, employees and monitoring interactions). A person who has a high income expectation will seek for and commit to a job that gives more status and wealth and better possibilities for employment under his or her ideals of work. The expected compensation of an individual might properly be believed to give an internal guideline or motivation for a career choice or goals (Wan et al., 2014).

Research by Tan et al. (2016), utilising 70 graduates with a major in Hotel and Tourism Management from UiTM (Pulau Pinang) revealed that monetary reward and social rank were major considerations for those considering a career in the field. It also stated by Wan et al. (2014), the interesting job, advancement possibilities, secure future, high pay, social services assistance and career image as one of the dominant elements influencing graduates' decision to work in tourism and the hotel sector. Supported by Suha and Chaichi (2019), several causes for fresh graduates workers to quit their employment include poor compensation, a lack of determination, lack of supervisor recognition, and unpleasant work environments.

Hospitality and tourism industries may learn more about how to attract and retain enthusiastic personnel by studying students' perceptions regarding industries, which is as critical for any industry seeking to increase its competitiveness (Wan, Wong, & Kong, 2014). Kusluvan and Kusluvan (2000), demonstrated that students

selected hospitality and tourism programme despite a lack of information about work circumstances. Consequently, when confronted in real-world job situations with an unprepared mind-set, students develop negative views about employment and eventually quit the industry (Suha & Chaichi, 2019). Ahmad et al. (2012) revealed that the possibility of a rewarding job in the hospitality industry is a powerful incentive for people to join the field. Students' impressions and interests in the hospitality sector might be influenced by factors such as pay and benefits (Yunus et al., 2021). Added by Adhoch (2019), one of the major worries of undergraduate students who want to work in the industry is the compensation and benefits. Mohammed (2018) revealed that students' desire to continue working in the sector may be hindered by a lack of compensation and perks. From the several studies shows that compensation and benefits may influence graduates' attitudes towards career decision making. As a corollary, this studies will explore how pay and benefits influence career choices among hospitality and tourism graduates.

H3: There is a positive and significant relationship between pay and benefits and career decision making among graduates of hospitality and tourism.

2.6 Relationship between Career Development Opportunities with Career Decision Making

Setting up a clear picture of professional development that is based mainly on the assessment of the prospective skills of competent current generations (Wahab, Rosli, & Shahril, 2020). Organization must possess the professional skills of their workers in order to accomplish the goal of job happiness in the industry. It was originally described as a "professional working life," but the phrase has since been used to refer

to a person's entire career (Patton & McMahon 1999). Since this hospitality and tourism sector involves a diverse variety of business activities, its workers are likely to have a wide range of employment options. Transportation, tourism agencies, travel firms, tourist sites, conferences, travel guides, and souvenir stores are examples of the tourism industry (Goeldner & Richie, 2006). The tourism and hospitality industries also provide significant employment prospects since they allow individuals to enter the sector at a low educational level (Price, 1994). It enables potential employees from a variety of backgrounds to enter the industry at different levels of competence with or without necessary qualifications (Ghuangpeng, 2011).

Academic qualifications are not valued in the hospitality and tourism sectors, where prior job experience is much more significant than academic credentials (Ghuangpeng, 2011). Therefore, added by the author, as a result, workers with significant industrial experience can advance to supervisory roles with no post-secondary academic qualifications. However, contended by Harper, Brown and Irvine (2005), in the long term, people who have worked in the tourist and hospitality sectors for a lengthy period and those who have a university degree are more likely to develop their career opportunities. Goeldner and Richie (2006), have remarked that personnel in the hospitality and tourism industries come from a variety of different backgrounds and may lack requisite skills, competence, or qualifications. Supported by Gitau (2016), a survey conducted in Denmark, fewer than 10% of the workforce has a university degree, and many have no formal education above elementary or high school. The study revealed that 63% of hotel managers used to have a background in tourism or hospitality, but their top educational qualifications were vocational (Li, Tse, & Xie, 2007).

However, a flaw in Goeldner and Richie (2006) shows recent college graduates are unlikely to hold management positions within a year or two after graduation. Explained by Ghuangpeng (2011), graduates getting these roles as their first employment in the sector, according to research, would only do so if they have already worked in the industry. In addition, in order to be moved to management or leadership roles, graduates with relevant industrial experience are more likely than those with outstanding academic qualifications, but no equivalent practical experience (Ghuangpeng, 2011).

McCleary and Weaver (1988), discover which characteristics are deemed more relevant in students' career decisions by conducting research, it was found that promotion and advancement, followed by work environment, is importance in determining a career in the hospitality business. A same study discovered by Kim, McCleary and Kaufman (2010), that the possibility for development is among the most influential elements in a person's decision to pursue a particular career. Several studies suggest that undergraduate students have poor employment experiences and limited career growth opportunities in the hospitality sector (Brown, Arendt, & Bosselman, 2014). Explored by McCleary and Weaver (1988), which variables in student career decisions are deemed most significant and it shows the most significant criteria in choosing a profession in hospitality were recognised promotion and advancement followed by the work environment.

The higher the success of completing a challenging job, the more recognition and accountability are perceived, the greater the perceived chance for promoting the

development of the current career, and thus the more commitment they have to their careers, the less likely are people to go to another industry (Randolph & Johnson, 2005). The hospitality sector is encourage to develop a solution to determine the acknowledgment of employee effort, suggested by (Bao & Fang, 2014). Establish a staff recognition measurement. Mohammed (2018), stated that presenting a certificate or document which recognises the excellence and performance of the employees and provides advancement possibilities to strengthen the sense of recognition and responsibility of the employees. Kim et al. (2010), acknowledged that growth is important. This research examine the link between career development opportunities and career choice among hospitality and tourism graduates. Thus, the hypothesis provided is that career development opportunities and making a career decision are significantly related among hospitality and tourism graduates.

H4: There is a positive and significant relationship between career development opportunities and career decision making among graduates of hospitality and tourism.

2.7 Research Framework

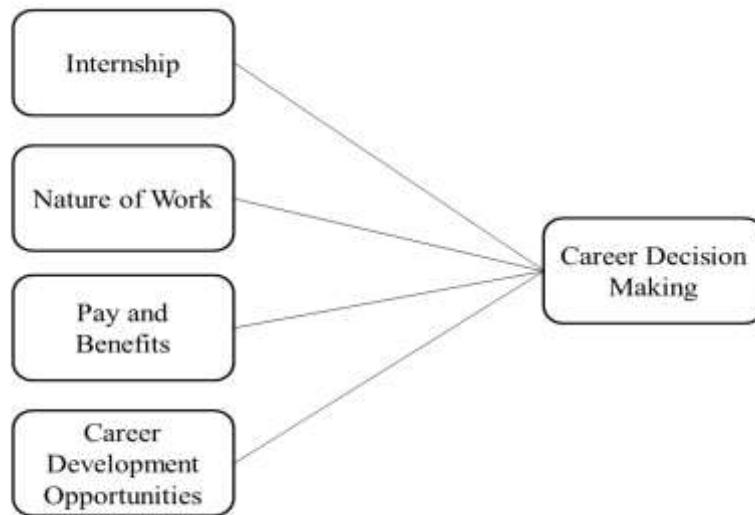


Figure 2.1
Research Framework

2.8 Hypotheses

Hypotheses for testing the relationship between the following variables among internship, nature of work, pay and benefits, career development, and career decision making among graduates of hospitality and tourism are presented below:

H1: There is a positive and significant relationship between internship and career decision making among graduates of hospitality and tourism.

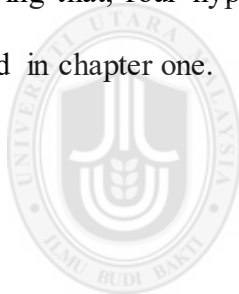
H2: There is a positive and significant relationship between nature of work and career decision making among graduates of hospitality and tourism.

H3: There is a positive and significant relationship between pay and benefits and career decision making among graduates of hospitality and tourism.

H4: There is a positive and significant relationship between career development opportunities and career decision making among graduates of hospitality and tourism.

2.9 Summary

The above chapter defined career decision making and addressed the theory that underpins it, namely Social Cognitive Career Theory (SCCT). Then, this chapter explained the relationship of variables such as internship, nature of work, pay and benefits, and career development opportunities for career decision making. Following that, four hypotheses were developed to address the research questions outlined in chapter one.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

There will be an explanation of the methodology that was employed in this study in this chapter. Among other aspects of the study design, operational definitions of each variable, instruments and sampling methodologies as well as the data collecting processes, the focus is on the data.

3.3 Research Design

An important part of the overall approach for collecting, measuring, and analysing data is the research design (Sekaran & Bougie, 2013). Apart from that, this method is essential because the data collected must be valid and reliable in order to offer researchers with an answer. This section will be further discussing on operational definition, measurement of instrument, data collection, sampling, data collection procedures and techniques of data analysis.

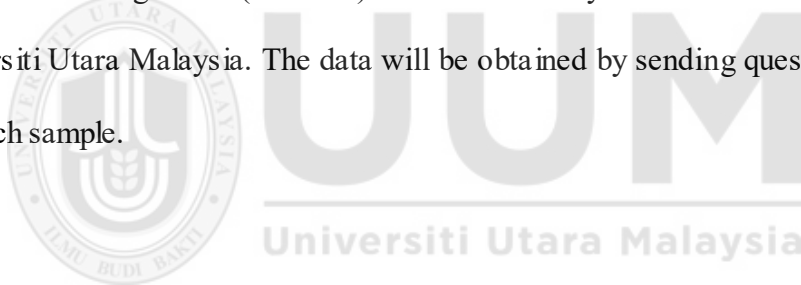
3.3.1 Type of Study

Quantitative approach is used to examine the connection between the independent variables in this case study (internship, nature of work, pay and benefits, and career development opportunities) and the dependent variable (career decision making). According to Sekaran, Robert and Brain (2001), quantitative is an appropriate and

common use for empirical evidence, as for social sciences and business related fields, other than that, the connection between the variables can be determined and validated (Leedy & Ormond, 2005). This approach will be used to study, describe, or link the features of individuals, events, or circumstances (Sekaran & Bougie, 2013). Additionally, in collecting information process to avoid time delays, online survey method shall be applied.

3.3.2 Sources of Data

Prior to collecting data, a sample of students from the School of Tourism, Hospitality and Event Management (STHEM) was obtained by STHEM office department of Universiti Utara Malaysia. The data will be obtained by sending questionnaires to the research sample.



3.3.3 Population

Population consists of a whole group of people, events or objects to be explored by researchers (Sekaran & Bougie, 2013). According to Majid (2018), the target researchers focus their attention on a certain group of individuals, known as the population. Therefore, recruitment of the whole target population is not always feasible and appropriate in this research studies. Instead, the current studies would choose a representative sample of the study population to take part in the research project.

To maximise the number of responses, a population research was done. Time and money restrictions limit the research population to graduates of Bachelor of Hospitality Management with Hons (BHM) and Bachelor of Tourism Management with Hons (BTM), School of Tourism Hospitality and Event Management (STHEM), Universiti Utara Malaysia (UUM) from 2017 to 2021. This research included students who have finished their internship and graduated from Bachelor of Tourism Management (Hons) and Bachelor of Hospitality Management (Hons).

Table 3.1
Number of populations

Year	Graduates of BTM	Graduates of BHM
2017	69	66
2018	68	86
2019	88	96
2020	84	77
2021	8	23
Total	317	348

Source : UUM STHEM Assistant Registrar

3.3.4 Unit of Analysis

The data obtained from every person is evaluated and each student's answer is handled as an individual source in this study.

3.4 Operational Definition and Measurement

This research necessitates the determination and definition of ideas and theories that are relevant to the study in a variety of ways. These following are the definitions and components for measuring specific variables, as well as explanations of how they are used:

3.4.1 Career Decision Making

Ghuanpheng's (2011) sixteen (16) questions on career decision-making will be used to assess the study. The degree of agreeableness of the responder will be measured using a five-point Likert Scale (1=Strongly Disagree to 5=Strongly Agree), which will be supplied. On the choice to work in the hospitality and tourism industry, all sixteen questions are related directly to the decision making. As per definition, career decision-making may well be described as the process through which an individual's expresses or explains the decisions he or she takes while choosing a career (Ghuangpeng, 2011).

Table 3.2

Items for career decision making

Career Decision Making ($\alpha = 0.792$)	
Original Items	Items Adapted
1) Job is gender fitting	1) I think the job is gender fitting
2) Job fits my age	2) I think the job fits my age
3) Job fits my personality, abilities and interest	3) I think the job fits my personality, abilities and interest
4) Job fits my educational qualification or experience	4) I think the job fits my educational qualification or experience
5) Job provides for my financial needs	5) I think the job provides for my financial needs
6) Job fits my lifestyle	6) I think the job fits my lifestyle
7) Job is positively viewed by my friends, family and community	7) I think the job is positively viewed by my friends, family and community
8) Family connections are important	8) I think family connections are important
9) Good contacts in the workforce are important	9) I think good contacts in the workforce are important
10) Nature of the job are important	10) I think the nature of the job are important
11) Career incentives [e.g. salary, allowances] are important	11) I think career incentives [e.g. salary, allowances] are important
12) Career prospects or advancement are important	12) I think career prospects or advancement are important
13) Career status are important	13) I think career status are important
14) The availability of any type of jobs opportunities are important	14) I think the availability of any type of jobs opportunities are important
15) Location of organization or company are important	15) I think location of organization or company are important
16) I think Organization's profile [e.g. size, status, image, reputation] are important	16) I think Organization's profile [e.g. size, status, image, reputation] are important

Source : Ghuanpheng (2011)

3.4.2 Internship

The seven (7) items developed by Gitau (2016) will be used to evaluate the intern's effectiveness. The degree of agreeableness of the responder will be measured using a five-point Likert Scale (1=Strongly Disagree to 5=Strongly Agree), which will be supplied. Their internship experience in the hospitality and tourism field is directly included into all seven questions. As per definition, an internship is any work experience under close supervision in which a person integrates work-related knowledge and skills into graduate studies, has specific learning objectives, and actively reflects on what he or she has learned as a result of the experience (Gitau, 2016).

Table 3.3
Items for internship experiences

Internship ($\alpha = 0.809$)	
Original Items	Items Adapted
1) After experiencing the work-placement, I am still willing to seek a career in the hospitality industry	1) After experiencing the work-placement, I am still willing to seek a career in the hospitality and tourism industry
2) I was satisfied with the overall work-placement experience	2) I was satisfied with the overall internship experience
3) After experiencing the work-placement, I will recommend other people to engage in the hospitality industry	3) After experiencing the internship, I will recommend other people to engage in the hospitality and tourism industry
4) When I faced a problem during the internship, I would complain to people other than those at the work-placement unit	4) When I faced a problem during the internship, I would complain to people other than those at the work-placement unit

Table 3.3 (continued)

Internship ($\alpha = 0.809$)	
Original Items	Items Adapted
5) After experiencing the work-placement, I am still willing to return to the original work-placement unit for employment if there is an opportunity	5) After experiencing the internship, I am still willing to return to the original work-placement unit for employment if there is an opportunity
6) After experiencing the work-placement experiences, I would like to have a career transition (e.g. pursuing further education, switching my career to work in other professions, etc.)	6) After experiencing the internship experiences, I would like to have a career transition (e.g. pursuing further education, switching my career to work in other professions, etc.)
7) After experiencing the internship, I had thoughts of suspension of school	7) I intend to seek a career in the hospitality and tourism industry after internship and graduation

Source : Gitau (2016)

3.4.3 Nature of Work

The twelve (12) items developed by Wan, Wong, and Kong (2014) will be used to assess the nature of the work. The degree of agreeableness of the responder will be measured using a five-point Likert Scale (1=Strongly Disagree to 5=Strongly Agree), which will be supplied. The nature of work in the hospitality and tourism industries is clearly addressed in each of the twelve questions. The nature of work of industry is defined based on its financial, working hours, type of labour, career opportunities, issue and the level of work satisfaction in the industry (Wan, Wong, & Kong, 2014).

Table 3.4
Items for nature of work

Nature of Work ($\alpha = 0.77$)	
Original Items	Items Adapted
1) Jobs in the industry are interesting	1) I feel that jobs in the hospitality and tourism industry are interesting
2) Jobs in the industry are low skilled	2) I feel that jobs in the hospitality and tourism industry are low skilled
3) Jobs in the industry are stressful	3) I feel that jobs in the hospitality and tourism industry are stressful
4) Working hours too long	4) I feel that working hours are too long
5) Jobs in the industry require many shift works	5) I am aware jobs in the hospitality and tourism industry require many shift works
6) Family and social life are negatively affected	6) I am aware family and social life are negatively affected
7) There are always new things to learn each day	7) I believe there are always new things to learn each day
8) Working hours are unsuitable	8) I think working hours are unsuitable
9) Seasonality or economic conditions make it difficult to secure stable employment	9) I am aware seasonality or economic conditions make it difficult to secure stable employment
10) Jobs in the industry are challenging	10) I feel that jobs in the industry are challenging
11) Jobs in the industry are dangerous	11) I think that jobs in the industry are dangerous
12) Meeting new people by working in the industry is a pleasant experience	12) I feel that meeting new people by working in the industry is a pleasant experience

Source : Wan, Wong, & Kong (2014).

3.4.4 Pay and Benefits

Using Wahab, Rosli, and Shahril (2020) five (5) items, pay and benefits will be evaluated. The degree of agreeableness of the responder will be measured using a five-point Likert Scale (1=Strongly Disagree to 5=Strongly Agree), which will be supplied. Pay and benefits in the hospitality and tourism industries are addressed in each of the five questions. The monetary and nonmonetary components of payment combine to create the overall incentive system that distinguishes the compensation structure in the hospitality sector (Wahab, Rosli, & Shahril, 2020).

Table 3.5
Items for pay and benefits

Pay and Benefits ($\alpha = 0.852$)	
Original Items	Items Adapted
1) I think the pay is acceptable for most jobs in the industry.	1) I think the pay is acceptable for most jobs in the hospitality and tourism industry.
2) I believe that I have high chances in getting a salary raise in this industry.	2) I believe that I have high chances in getting a salary raise in the hospitality and tourism industry.
3) I am certain that the level of extra benefits such as bonuses, holidays, healthcare and meals are sufficient in this industry.	3) I am certain that the level of extra benefits such as bonuses, holidays, healthcare and meals are sufficient in the hospitality and tourism industry.
4) I feel that non-monetary benefits such as sick leave, maternity leave, and paternity leave in this industry.	4) I feel that non-monetary benefits such as sick leave, maternity leave, and paternity leave in the hospitality and tourism industry.
5) I am aware that employee initiative such as overtime in this industry is always compensated.	

Table 3.5 (continue)

Pay and Benefits ($\alpha = 0.852$)	
Original Items	Items Adapted
	6) I am aware that employee initiative such as overtime in the hospitality and tourism industry is always compensated.

Source : Wahab, Rosli, & Shahril, (2020)

3.4.5 Career Development Opportunities

Wahab, Rosli, and Shahril (2020) five (5) items will be used to evaluate career development opportunities. The degree of agreeableness of the responder will be measured using a five-point Likert Scale (1=Strongly Disagree to 5=Strongly Agree), which will be supplied. Pay and benefits in the hospitality and tourism sector are the subject of all five items, which are explicitly addressed. As per definition, setting up a clear picture of professional development that is based mainly on the assessment of the prospective skills of competent current generations (Wahab, Rosli, & Shahril, 2020).

Table 3.6

Items for career development opportunities

Career Development Opportunities ($\alpha = 0.88$)	
Original Items	Items Adapted
1) I believe that hospitality industry offers opportunity for skills development.	1) I believe that hospitality and tourism industry offers opportunity for skills development.

Table 3.6 (continue)

Career Development Opportunities ($\alpha = 0.88$)	
Original Items	Items Adapted
2) I feel that I will receive extensive training in hospitality industry. 3) I am aware that continuous training is provided in hospitality industry. 4) I am certain that employees who do well on the job stand a fair chance of being promoted in hospitality industry. 5) I understand that the long-term plans for my career development is offered in hospitality industry.	2) I feel that I will receive extensive training in hospitality and tourism industry. 3) I am aware that continuous training is provided in hospitality and tourism industry. 4) I am certain that employees who do well on the job stand a fair chance of being promoted in hospitality and tourism industry. 5) I understand that the long-term plans for my career development is offered in hospitality and tourism industry.

Source : Wahab, Rosli, & Shahril, (2020)

3.5 Research Instrument

According to Sekaran and Bougie (2013), the questionnaire will serve as the primary instrumentation for this research, consisting of a collection of questions constructed or produced to obtain the responses of the respondent. There are total of 51 items were adapted from several authors. The measurements used are adapted from under the following resources in this particular study:

Table 3.7

Sources of Variable's Instruments

Category	Instrument	Coding	Items
Section A Demographic	Self-Developed	A1-A6	6 items
Section B Career decision making to work in Hospitality Tourism industry	Adapted from: Ghuanpheng (2011).	B1-B16	16 items
Section C Internship	Adapted from : Gitau (2016)	C1-C7	7 items
Section D Nature of Work	Adapted from: Wan, Wong, & Kong (2014).	D1-D12	12 items
Section E Pay and Benefits	Adapted from : Wahab, Rosli, & Shahril, (2020)	E1-E5	5 items
Section F Career Development Opportunities	Adapted from : Wahab, Rosli, & Shahril, (2020)	F1-F5	5 items

Section A are the leading questions with demographic characteristics where the respondent is asked regarding gender, age, year of graduate, programme, choice of study, and working experience in hospitality and tourism industry and lastly respondents current employment. This section has 7 category. On the other sections as stated previously, the degree of agreeableness of the responder will be measured using a five-point Likert Scale (1=Strongly Disagree to 5=Strongly Agree), which will be supplied.

3.6 Data Collection

Studies may use email, admin, post, and other methods to obtain respondents' data (Zikmund, Babin, Carr & Griffin, 2012). Online questionnaire survey is used to distribute and collect surveys from the chosen respondents. This is the most appropriate method as this aid in the speed of distribution and reply.

3.6.1 Sample and Sampling Technique

3.6.1.1 Probability Sampling Technique : Proportioned Stratified Sampling

Probability sampling is each element in the population has a known, nonzero probability or chance of being chosen as sample subjects (Sekaran & Bougie, 2013). Probability sampling strategies are implemented when sample representation is essential for generalizability. While sampling enables the estimation of population characteristics, proportioned stratified method of sampling recognized subgroups of components within the population may be predicted to have distinct parameters for a factor of interest to this study.

The sample is defined as the population subset, consisting of certain selected members (Sekaran & Bougie, 2013). The current study's sample will allow this to draw conclusions about the population. The overall population is 665, and the sample size is 248 respondents based on the table created by Krejcie and Morgan (1970). Moreover, the sample design utilised is proportioned stratified sampling. Table 3.8 shows the population and sample size for each programmes.

Table 3.8
Number of sample proportions

Year	Graduates of BTM	Sample size for BTM	Graduates of BHM	Sample size for BHM
2017	69	27	66	24
2018	68	26	86	31
2019	88	35	96	34
2020	84	33	77	27
2021	8	3	23	8
Total	317	124	348	124

Source : UUM STHEM Assistant Registrar

3.7 Data Collection Procedures

Utilizing an online questionnaire survey, the research was done using a quantitative technique, the Likert Scale allows the responder to indicate their degree of permission for each item presented. So responders may answer questions honestly, freely or even depending on their past and new perspective (Neuman, 2000). An expected 248 respondents from two separate programmes, BTM and BHM, will be surveyed as part of this research. A duration of one month was used to collect data from respondents.

For the population of interest on this study will be graduates where they are not reachable in university, it was decided that an online questionnaire survey would be used to distribute the questionnaire by using google form and send it through e-mails and WhatsApp. Graduates were notified that their participation was optional and that any information provided would be strictly confidential. The survey was in English since all graduates were expected to understand and use it. According to Ahmad, Rashid, and Mohd Shariff (2014), English is a commonly utilised language

in the hospitality sector and a Band 3 on the Malaysian University English Test (MUET) score is required for admission to the programme. After the questionnaires were completed, the generate results are automatically will be saved in google form.

3.8 Data Analysis Technique

For this study to determine the relationship between the variables, this analysis will use the Social Sciences Statistical Package (SPSS) version 26. The following are the several types of analytic methodologies that were used:

3.8.1 Pre-Test

Pre-testing is the method of assessing a questionnaire before it is distributed on a (statistically) small sample of respondents before to conducting a full-scale research in order to discover any issues, such as confusing phrasing or the questionnaire taking too long to deliver. The pre-test were distributed to three practitioners in industry who relate with the study for purpose of consistency of questions, terminology, pattern, shape and structure, requiring questionnaire standards and direction with each item Malhotra (1999), and as a result, the processes have been updated in accordance with their recommendations in order to improve the understanding of the responses.

3.8.2 Pilot Test

The scale measurement need to be reliable for the data to be correct, has been stated by Tavakol and Dennick, (2011), this is done in order to ensure that all of their assessments and evaluations are as accurate as possible. Internal consistency is stated as a number between 0 and 1 to indicate the degree to which all items in a test assess the same notion or construct, and hence is linked to the cross of the items inside the test (Tavakol & Dennick, 2011).

A total of 30 samples were collected for this study's pilot testing phase, as stated by Pursuant and Bullen (2014), during the pilot test, a representative sample of 30 to 50 people was employed to discover any inconsistencies or defects in the study at hand. Therefore, the questionnaire has been filled by 30 participants who are and have been active in the industry. According to the findings, all of the items selected for the surveys are reliable and valid. The table below provides further information about the Pilot Test analysis :

Table 3.9
Reliability Values

Items	Number of Items	Cronbach's Alpha
Dependent variable		
Career Decision Making	16	0.817
Independent Variable		
Internship	7	0.822
Nature of Work	12	0.818
Pay and Benefits	5	0.541
Career Development Opportunities	5	0.750

3.8.3 Descriptive Analysis

The method, describing particular characteristics, events or situations helps the researcher comprehend variables and aspects involved in the investigation (Sekaran & Bougie, 2013). The frequency analysis is used in descriptive analysis to evaluate the characteristics or demographics of respondents. With this investigation it included, the gender, age, year of graduate, programme, choice of study and programme of study, and work experience. Table 3.8 shows according to an analytical score that has been earned, the mean 1.00-2.33 score is deemed low, the 2.34-3.67 is moderate and the 3.68-5.00 score is classed as high.

Table 3.10

Frequency Mean Analysis

Mean Score	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Source: Zikmund, Babin, Carr & Griffin (2010)

3.8.4 Reliability Test

It is important to conduct a reliability test to guarantee that the study's findings are accurate and trustworthy. Cronbach's Alpha technique used to verify data consistency, furthermore, closer to 1, indicating better internal consistency and reliability (Sekaran & Bougie, 2013). Values from 0.70 and 0.80 are regarded excellent or acceptable, while values from 0.6 and 0.7 are deemed fair, with values less than 0.6 indicating low reliability and consistency.

Table 3.11
Coefficient Alpha (α) Scales

Range in scales	Consistency / Reliability
0.80 - 0.99	Very Good
0.70 - 0.80	Good
0.60 - 0.70	Fair
0.60 and below	Poor

Source: Sekaran & Bougie (2013)

3.8.5 Pearson's Correlation Analysis

Correlations assist identify the relationship among the independent variables (internship, nature of work, pay and benefits, and career development opportunities) and the dependent variable (career decision making). The variables must have a linear connection, and the data must be mostly interval or ratio-based.

The correlation coefficient is 0 if there is no relationship between different variables. The correlation value of 1.0 indicated that the link had an ideal positive correlation, while -1.0 indicated an optimum negative relationship. The interpretation of correlation analysis are explained in table 3.12.

Table 3.12
Interpretation of Strength of Correlation

Correlation value, r	Strength of relationship
± 0.70 or higher	Very High
± 0.50 to ± 0.69	High
± 0.30 to ± 0.49	Moderate
± 0.10 to ± 0.29	Low
± 0.01 to ± 0.09	Very Low
0.00	No Relationship

Source : Pallant (2013)

3.8.6 Multiple Regression Analysis

A method was employed when there were multiple independent variables in the research, and the multiple regression analysis helped identify which component explained the greatest variation in the dependent variable. Thus, with this study, it is hoping to discover how the dimensions of the independent variable impacted the dependent variable. R-squared helps explain the type, direction, and connection between the independent variables (internship, nature of work, pay and benefits, and career development opportunities) and career decision making as the dependent variable.

3.9 Summary

This chapter has provided a thorough explanation of the methodology used in the research project. In addition, it discusses the research methodologies that were used, such as study design and sample design, among others. This chapter also includes information on data-gathering procedures, data analysis using a few analytical measures, and question formulation; the results of this study will be discussed in further detail in the next chapter.

CHAPTER FOUR

FINDINGS AND ANALYSIS

4.0 Introduction

The data gathered and analysed from respondents was done so using statistical software, namely the Statistical Package for the Social Sciences (SPSS) version 26.0. To display the results of the study, texts, figures, and tables were used as mediums or forms of presentation. Response will be examined in frequency, descriptive, reliability, Pearson correlation analysis and multiple regression analyses. Throughout the analysis, hypotheses will be tested to see whether they are accurate or otherwise, and the findings will be summarised to help readers comprehend the research.

4.1 Respondents' Profile

In order to analyse respondents' demographic, frequency analysis was used. Only 192 of the 248 distributed questionnaires have been returned, therefore only 76.8% of the total responses are available for analysis. Throughout terms of gender, most respondents 124 (64.6%) are female, while males represent for 68 (35.4%) of the total number of respondents.

Among the 192 responders, 22 (11.5%) are between 20 and 22 years old, while 74 (38.5%) are between 23 and 25 years old, meanwhile the highest frequency of age is 93 (48.4%) respondents are between 26 until 29 years old, and lastly, according to the data only 3 (1.6%) responder is aged over 30 years old.

Other than that, 18 (9.4%) respondents are graduates from year 2017, the second highest is 42 (21.9%) respondents are graduates from year 2018, while the highest graduates are from year 2019 which is 93 (48.4%) respondents. Only 25 (13.0%) respondents are graduates from the year 2020 and the least respondents is graduates from year 2021 14 (7.3%). Next, there are more than half of respondents are from Bachelor of Hospitality Management (Hons) which brings 126 (66%) respondents and only 66 (34%) respondents are from Bachelor of Tourism Management (Hons).

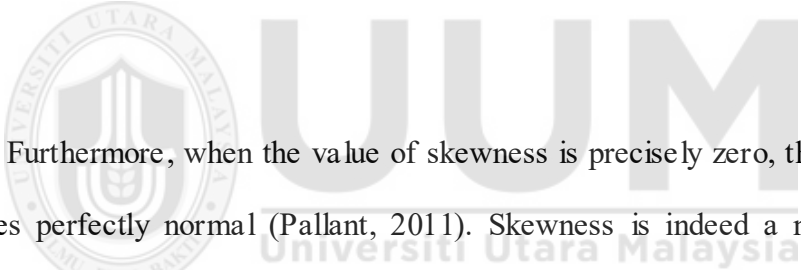
Data collected shows only 48 (25%) out of 192 respondents claimed that programme taken was first choice of study and the majority of the respondents 144 (75%) stated that programme taken was not their first choice of study. Hence, analysis shows the frequency of 40 (20.8%) respondents have no working experience at all in the industry, while most of the respondents 77 (40.1%) only have zero until 1 year of working experience. 53 (27.6%) of the respondents have 1 to 2 years of working experience and only 16 (8.3%) of respondents have working experience in the industry from 2 to 3 years. Three (3) (1.6%) of respondents have worked in the sector for 3-4 years, while none have worked in the industry for 4-5 years. Lastly, the outcome percentage of respondents of who are currently working in hospitality and tourism industry, only 67 (34.9%) of respondents are currently working in the industry and the remaining 125 (65%) of respondents are not working in the industry currently. The summary of respondents' profile is shown in table 4.1.

Table 4.1
Summary of respondent's profile

Demographic Characteristics		Frequency	Percentage (%)
Gender	Male	68	35.4
	Female	124	64.6
Age	20 - 22	22	11.5
	23 - 25	74	38.5
	26-29	93	48.4
	≥ 30	3	1.6
Year of Graduate	2017	18	9.4
	2018	42	21.9
	2019	93	48.4
	2020	25	13.0
Programme	2021	14	7.3
	Bachelor of Tourism Management (Hons)	66	35.0
	Bachelor of Hospitality Management (Hons)	126	66.0
Programme taken was first choice of	Yes	48	25.0
	No	144	75.0
	None	40	20.8
Working experience in hospitality and tourism industry	0-1 year	77	40.1
	1-2 years	53	27.6
	2-3 years	16	8.3
	3-4 years	3	1.6
	4-5 years	0	0
Currently work in hospitality and tourism industry	More than 5 years	3	1.6
	Yes	67	34.9
	No	125	65.1

4.2 Normality Test

If data is well-represented by a normal distribution, researchers may examine whether the variables underlying the data can be predicted naturally by employing normality tests. If indeed the normality test variables were not significant, the study's conclusions would be inaccurate. As a function, Pallant (2011) asserts that the skewness value acts as a benchmark for the regular normal distribution, and the significance of kurtosis provides information on the 'positively skewed' of the distribution. Khine (2013) also emphasized that data normality should be included in the analysis, citing the relevance of skewness and kurtosis as examples of such information.



Furthermore, when the value of skewness is precisely zero, the measurement becomes perfectly normal (Pallant, 2011). Skewness is indeed a measurement of symmetry, or, much the absence of symmetry. It is a measure of the symmetry of a system. In statistics, a distribution or dataset is symmetric if the distribution or dataset appears to be the same on both the left and right sides of the distribution or dataset's centre point. Despite that, positive skewness levels are hopeful skew, suggesting that ratings are saturated at a minor shift to the left number.

Kurtosis, on the other hand, is a measure of how heavy-tailed or light-tailed the data are compared to a normal distribution. Thus, datasets containing high kurtosis have heavy tails, whereas datasets with low kurtosis have light tails. Negative skewness levels are shown by findings that fall on the right side of a

histogram. In order to avoid violating the concept of normality in regression data analysis, Saville et al. (2011), stated that the main normality assumption is determined violated once the skewness surpasses ± 3 and kurtosis is larger than ± 10 .

As seen in Table 4.2, shows each variable of skewness. The dependent variable's career decision making skewness value is -2.06, whereas the independent variables' skewness values of internship and pay and benefits are 0.408 and 0.619, respectively. Nature of work and career development opportunities both had negative skewness values of -0.262 and -0.514. For the kurtosis analysis, career decision making displayed a positive result of 9.177 and independent variables pay and benefits showed result of positive with 0.010. Yet, different outcome for internship, nature of work, and career development opportunities dimension where all displayed negative value of -0.276, -1.089, and -0.492 respectively. Particularly, the normality test established that no item in the dataset had a skewness or kurtosis statistic larger than ± 3 or ± 10 .

Table 4.2
Descriptive Statistics (N=192)

Variable	Mean	Std. Deviation	Skewness		Kurtosis	
			Statistic	Std. Error	Statistic	Std. Error
Dependent Variable						
Career Decision Making	4.02	0.54	-2.066	.175	9.177	.349
Independent Variable						
Internship	3.40	0.75	.408	.175	-.276	.349
Nature of Work	4.02	0.55	-.262	.175	-1.089	.349
Pay and Benefits	3.50	0.58	.619	.175	.010	.349
Career Development Opportunities	4.00	0.52	-.154	.175	-.492	.349

4.3 Reliability Analysis

Cronbach's Alpha, a measure of reliability, was utilised to assess the questionnaire's reliability in this research. Table 4.3 summarises the questionnaire's instruments and their Cronbach's alpha values, including the entire findings.

The outcome of the reliability study revealed that the dependent variable was reliable career decision making and independent variables of internship and nature of work instruments depended on values that fell within the category of "very good" reliability of Cronbach's alpha for all is above 0.8. While career development opportunities fall under "good" in term of reliability and the lowest Cronbach's alpha is pay and benefits where the value is 0.600 as it shows only "fair" by Sekaran and Bougie (2013) in terms of reliability.

Table 4.3
Reliability Statistic of Variables

Variable	Number of Items	Cronbach's Alpha
Dependent Variable		
Career Decision Making	16	0.889
Independent Variable		
Internship	7	0.804
Nature of Work	12	0.829
Pay and Benefits	5	0.600
Career Development opportunities	5	0.714

4.4 Pearson's Correlation Analysis

Interactions between independent variables (internship, nature of work, pay and benefits, and career development opportunities) and career decision making as dependent variable are detected using. Table 4.4 shows the results of the correlation analysis, that helped in achieving the research objective.

Table 4.4
Pearson's Correlation between the Constructs

		CDM	I	NOW	PB	CDO
1	Career Decision Making	1				
2	Internship	.149*	1			
3	Nature of Work	.385**	-.031	1		
4	Pay and Benefits	.191**	.635**	.064	1	
5	Career Development Opportunities	.578**	.319**	.392**	.562**	1

Note: *. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation in table 4.4, it shows that there is significant positive correlation between career decision making and internship, $r(192) = .149, p \leq 0.05$. It is apparent that there is a correlation between two variables. Contrarily, table by Pallant (2013) characterises the relationship as low, since the value of 0.149 falls between ± 0.10 and ± 0.29 .

The next variable of analysis shows a positive correlation between career decision making and nature of work, $r(192) = .385, p \leq 0.01$. There is a correlation

between the two variables. The correlation is moderate since the value of 0.385 lies between 0.30 and 0.49.

It was shown that there is a considerable positive relationship between career decisions with pay and benefits, $r(192) = .191, p \leq 0.01$. It is apparent that there is a link between these two variables. The connection is described as low, since the value of 0.191 lies between 0.10 and 0.29.

There is a significant positive correlation between career decision making and career development opportunities, $r(192) = .578, p \leq 0.01$. In short, there is a correlation between the two variables. The relationship is strong since the value of 0.578 lies between value 0.50 and 0.69. A strongest correlation of 0.578 was found between career development opportunities and career choice making.

4.5 Descriptive Analysis

Descriptive analysis is used to explore the gained data, assisting in its summarization and description. In the questionnaire, the items were examined by using a Likert scale from 1 to 5. The scale started from 1 represents “Strongly Disagree” and the scale number 5 represents “Strongly Agree”. Table 4.2 contains the results of the descriptive analysis in further details.

Table 4.5
Summary of Descriptive Statistics

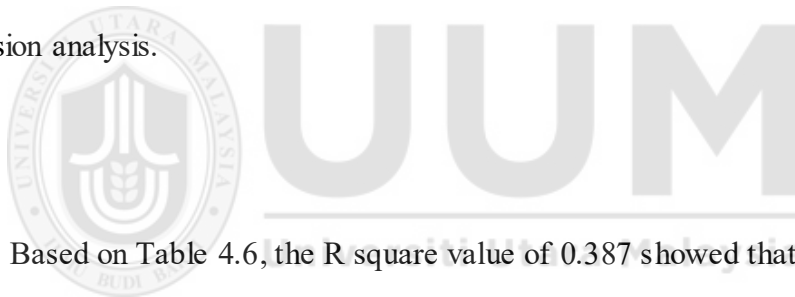
	Mean	Std. Deviation	N
Career Decision Making	4.0238	.53942	192
Internship	3.3951	.74858	192
Nature of work	4.0247	.54795	192
Pay and benefits	3.4969	.57957	192
Career Development Opportunities	3.9906	.51867	192

Making career decisions had a high mean (M) of M=4.02 for the dependent variable. On the independent variables, pay and benefits had a moderate mean of M=3.50. In contrast to the other categories, internship had a mean M=3.40, yet they are still the lowest mean values, where nature of work and career development opportunities had higher mean values of M=4.02 and M=3.99, respectively.

Standard Deviation (SD) numbers suggest all items rated under 1.00, which implies that respondents' judgments are quite consistent (Sekaran & Bougie, 2013). Standard deviation for the dependent variable, career decision making, is (SD = 0.539), whereas the independent variables include internships (SD = 0.749), nature of work (SD = 0.548), pay and benefits (SD = 0.580), and career development opportunities (SD = 0.519). In terms of overall variables, it was career development opportunities that had the lowest standard deviation.

4.6 Multiple Regression Analysis

Malhotra (2007) explained, when the dependent variable has a large variance, regression analysis would determine how independent variables explain this variation, estimate how much of the dependent variable's variability may be affected by the independent variables, create a connection structure statistical analysis using independent and dependent variables. Therefore, the analysis used is to prove and answer the proposed hypotheses. R-squared measures the relation between different independent variables and their effect on a dependent factor, so revealing the type, direction, and connection between the independent variables (internship, nature of work, pay and benefits, and career development opportunities) and the dependent variable (career decision making). Table 4.6 contains details on the multiple regression analysis.



Based on Table 4.6, the R square value of 0.387 showed that the independent variables (internship, nature of job, pay and benefits, and career development opportunities) with predictors explaining only 38.7% of the variance in career decision making, which is a small percentage. Based on the data, an ANOVA showed a significant relationship at the significance level of 0.000 ($p < 0.05$).

Only three (3) of four variables have a significant relationship with career decision making in coefficient analysis, namely nature of work, pay and benefits, and career development opportunities, because all of it which have a level of significant below than 0.05 ($p < 0.05$). However, there is no significant relationship between internship and career decision-making because its p-value indicated more than 0.05.

Table 4.6
Multiple Regression Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.622 ^a	.387	.374	.42686	.387	29.502	4	187	.000

a. Predictors: (Constant), Career Development Opportunities, Internship, Nature of Work, Pay and Benefits

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.502	4	5.376	29.502	.000 ^b
	Residual	34.073	187	.182		
	Total	55.575	191			

a. Dependent Variable: Career Decision Making

b. Predictors: (Constant), Career Development Opportunities, Internship, Nature of Work, Pay and Benefits

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.334	.300		4.440	.000
	Internship	.076	.054	.106	1.422	.157
	Nature of Work	.162	.063	.165	2.583	.011
	Pay and Benefits	-.213	.080	-.229	-2.670	.008
	Career Development Opportunities	.633	.080	.608	7.921	.000

a. Dependent Variable: Career Decision Making

4.7 Hypotheses Testing

In Table 4.7 is the summarization of hypotheses testing results.

H1: There is a positive and significant relationship between internship and career decision making among graduates of hospitality and tourism.

Based on multiple regression analysis, it showed that there is an insignificant relationship between internship and career decision making because its significance level is more than 0.05, showing that internship has an insignificant relationship with career decision making. In the result, hypothesis 1 was not supported.

H2: There is a positive and significant relationship between nature of work and career decision making among graduates of hospitality and tourism.

With a beta value of 0.165, the nature of work has a positive show a positive and significant relationship at p-value less than 0.05 ($p \leq 0.05$), therefore the nature of work has a significant relationship with career decision making among graduates. In summarise, hypothesis 2 has been shown to be acceptable.

H3: There is a positive and significant relationship between pay and benefits and career decision making among graduates of hospitality and tourism.

The pay and benefits variable has a beta (β) of -0.229 and t value of -2.670 ($t < 1.645$). The value of significant was 0.008 ($p < 0.05$). It implies that pay and benefits have a significant effect on the career decision making but in a negative direction. Therefore, the third hypothesis is unsupported.

H4: There is a positive and significant relationship between career development opportunities and career decision making among graduates of hospitality and tourism.

The career development opportunities variables have a positive beta (β) value (.608), a t value of 7.921 (above 1.645), and a significance value of 0.000 ($p < 0.05$), thus resulting the variables of career development opportunities is having a significant relationship with the career decision making. Therefore, hypothesis 4 is supported.

Table 4.7
Summary of Hypothesis Testing

Hypothesis	Descriptions	Results
H1	There is a positive and significant relationship between internship and career decision making among graduates of hospitality and tourism.	Unsupported
H2	There is a positive and significant relationship between nature of work and career decision making among graduates of hospitality and tourism.	Supported
H3	There is a positive and significant relationship between pay and benefits and career decision making among graduates of hospitality and tourism.	Unsupported
H4	There is a positive and significant relationship between career development opportunities and career decision making among graduates of hospitality and tourism	Supported

Moreover, it can be shown from the multiple regression analysis that the final independent variable, career development opportunities, had the highest Beta (β) score of 0.608, a t value of 7.921 ($t > 1.645$), and a significant value of 0.000 ($p < 0.001$). The analysis shows, career development opportunities had the strongest significant relationship with making a career decisions.

4.8 Summary

The chapter reviewed the results from the data analysis done to further explain the study hypothesis. The analyses undertaken were descriptive, reliability, Pearson's correlation, and multiple regression. The next chapter summarises the results, discusses the limitations, recommendations, and conclusions.



CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.0 Introduction

In this chapter, the study's suggestions for further research are presented at great length and its discussion and conclusion. The study's primary goal is to produce information that may be used to further research the topic for investigation factors impacting Career decision making among graduates to work in the hospitality and tourism industry.

5.1 Discussions of Findings

This study aims to identify the relationship factors with career decision making among graduates to work in hospitality and tourism industry. As a result, there will be a discussion of the findings, including references made to past research and conclusions that applied to the variables covered in this study.

5.1.1 Relationship between internship and career decision making

Based on the results obtained, the internship has an insignificant relationship with career decision making, as a result, the hypothesis was not supported. The graduates think that internship does not have a relationship with their career decision making to work in the hospitality and tourism industry. These results seemed to be in contrast

to the findings that had been achieved with Gitau (2016), it is mentioned that there is a considerable correlation involving internship experiences and career decision-making is indicated. It explained students' future career choices in the hospitality sector are highly impacted by their favorable or poor internship experiences.

However, the result of this study is supported by Richardson (2010), among 50% of new graduates who had internship experiences did not intend to continue working in the field after graduating from university. Career decisions seem to be influenced by the unfavourable impression of the sector especially when it comes to making graduates away from the hospitality industry (Nachmias & Walmsley, 2015). The level of exposure that graduates have with the industry through their work placement or previous work experience might have a significant impact on their perception of the industry's career choices (Wahab, Rosli, & Shahril, 2020). Favourable experiences convey a positive picture of the sector, while unpleasant experiences and disappointed expectations might negatively impact these graduates' intention to have a profession in the industry after graduation.

5.1.2 Relationship between nature of work and career decision making

It was found that the second hypothesis relating to the study's results is, the nature of work dimension, is supported by the results, as there is a significant relationship between the nature of work and the career decision-making among graduates who want to have a profession in the hospitality and tourism industry. The results obtained connected with Wan, Wong, and Kong (2014), where pleasant career

decision making is shown to be highly correlated with the perceived nature of work. Despite the repeated nature of their work, many new workers in the business are teens who look forward to having fun while they work (Mohammed,2018)

In contrast with Kusluvan and Kusluvan (2000), they generate the results that the students have a negative view of the nature of work towards career choice. This is because the factor of nature of work in hospitality and tourism industry such as low pay, long working hours, poor physical working environment, poor managerial skills, and low opportunities for development are some of the causes that contribute to undesirable views of the jobs. As stated by Kusluvan and Kusluvan (2000), Richardson (2008), and Wan, Wong, and Kong (2014), the nature of work in the business is such that there must be something interesting to gain experience each day, per mentioned by the study respondents who have worked in industry or internship experiences.

However, the relationship nature of work and career decision making might be different based on locations. For instance, a study from Wan and Kong (2011), stated that the results demonstrate that the high prestige and image of the tourism and hospitality industries in Macau have nothing to do with the nature of the work themselves, this is because it is because employment in the industries have long had positive reputations in the city as a result of the fact that it is an important profession in society. The nature of work in China is not in bad perspectives because China is thought to be a model of collectivist cultural norms, with parents concerned about their children's career decisions and it seems to be chosen more for the sake of

parents or family necessities than for the sake of an individual's desire or interests (Hui, Rashid, & Mohammed, 2017).

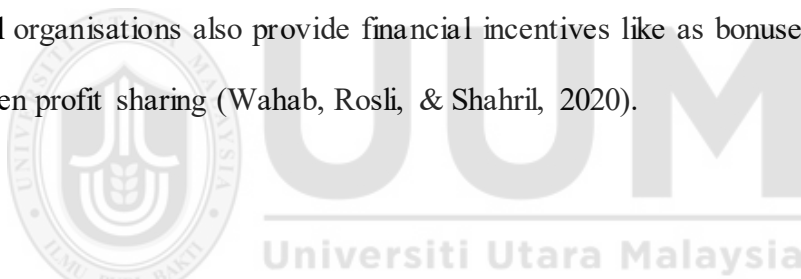
5.1.3 Relationship between pay and benefits with career decision making

Pay and benefits showed that there is a significant relationship but in a negative direction. Wahab, Rosli, and Shahril (2020) found a low positive correlation between pay and benefits towards career choice to stay in the industry. It is apparent that there is a link between these two variables and the correlation is described as low. However, in this present study, it is shown that pay and benefits are having a significant relationship on graduates' career decisions to pursue careers in the hospitality and tourism industries but unfortunately in a negative direction. It is in contrast with Mohammed's (2018) study showed that there is a significant relationship between pay and benefits, and career decision making whereby the result showed in a positive direction.

As before, pay and benefits in the tourism industry were viewed with doubt by the majority of respondents. According to Kuslivan and Kuslivan (2000), pay and benefits have a positive relationship with students career decisions to work in the industry as issued by a majority of respondents, the salary for most tourism employment is inadequate, and the compensation for most tourism professions is not adequate to support a comfortable normal lifestyle. It was discovered that direct monetary compensation as well as a desire to seek a career in the hospitality sector

were both strong motivators for students to pursue careers in the industry (Ahmad et al., 2012).

Pay and benefits are considered an important element in attracting students (Mohammed, 2018). Developing an equal compensation system for employees and including a diverse array of benefits are creative attraction methods in this scenario (O’Leary & Deegan, 2005). As discussed by Brien (2004) and Wahab, Rosli, and Shahril (2020), the pay structure provided in the industry is low. However, the additional benefits for employees such as the pointer system acknowledge that hoteliers will get a cut of the service fees collected from guests, fringe benefits, and several organisations also provide financial incentives like as bonuses, commissions, and even profit sharing (Wahab, Rosli, & Shahril, 2020).



The differences in results may be because of the current situations happening around the globe where the pandemic has shifted the perspectives of graduates regarding pay and benefits. It is still impracticable for hospitality firms to not reduce their workforce when income is low or non-existent from the government's point of view, even though payroll protection and similar schemes have been given (Chen, 2021). Also added by Mohammed (2018) in his studies findings, money by itself does not inspire a young manager. Thus, pay and benefits to graduates have a negative relationship with career decisions to work in hospitality and tourism because they are concerned about secured jobs. To a certain degree, the drop in income in the hotel business might be attributed to concerns about safety (Chen, 2021). Particularly, the amount of financial remuneration supplied by the sector has a

significant impact on graduates making a career decision in the hospitality and tourism industry.

5.1.4 Relationship between career development opportunities and career decision making

A high level of significance exists between the fourth independent variable in this research, which is career development opportunities, and career decision making, indicating that career development opportunities are very relevant, where it is similar to Wahab, Rosli, and Shahril (2020) studies that indicate opportunities for career development have a moderate relationship with career decisions among students to work in hospitality and tourism industry. The findings were then supported by Mohammed (2018), Kusluvan and Kusluvan (2000), and Richardson (2010), where they stated that career development or promotion opportunities have a strong relationship with students' career decisions to employ in the hospitality and tourism industry. Research from Mohammed (2018) has shown that students' desire to work in the tourism and hospitality sector may be boosted by the opportunity for advancement.

According to Ezeuduji and Mbane (2017), these findings are consistent with their research as they demonstrate that career development is a top priority for these students when they decide whether to remain or leave the sector. The desire to enter the industry is substantially influenced by the career development opportunities factors. According to Mtemeri (2017), students' desire to choose a career in the

hospitality sector is strongly influenced by the advice and support they get from their colleagues.

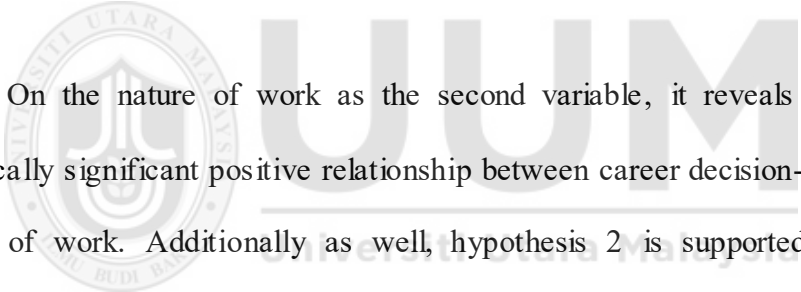
Based on the results, hospitality students' career choices are influenced by their higher education experience, their work placement, and their working environment. The outcome of this research is consistent with those of previous studies from Kim et al., (2010), Chuang and Dellman-Jenkins (2010), Richardson (2008), which have shown that possibilities for development may improve students' intentions to pursue careers in the tourism and hospitality industries. To recruit graduates, the tourism and hospitality industries must address the issues of promotion and career development opportunities in a far more equal manner. This research uncovered several interesting facts, one of which being the fact that career development opportunities have a significant role in influencing UUM BHM and BTM graduates to pursue careers in the hospitality and tourism field.

5.2 Summary of Findings

A few well-chosen independent variables are examined in this study to analyse the relationship of internship, nature of work, pay and benefits, and career development opportunities towards career decision making among graduates of hospitality and tourism to meet the research aims and answer all of the research questions.

According to the current study, only two hypotheses are supported to achieve the research goals. Firstly, in order to achieve the very first (1) objective, an

evaluation of the connection must be conducted between internship and career decision making and it has shown that there is a significant positive low correlation between career decision making and internship. Based on multiple regression analysis, indicated there is no statistically meaningful relationship between internship experience and career decision-making in any way. According to Sekaran and Bougie (2013), an insignificant relationship between two variables might alter the impact of a weak or low relationship during regression analysis. As previously stated, internships have no significant effect on or affect the decision-making process of new graduates in the hospitality and tourism sector. Therefore, the first hypothesis is unsupported.



On the nature of work as the second variable, it reveals that there is a statistically significant positive relationship between career decision-making and the nature of work. Additionally as well, hypothesis 2 is supported. The findings acquired for the third variable, pay and benefits, assist in the examination of the third (3) objective of the research, Beta value showed a negative direction but significantly affect the career decision making at p-value less than 0.05. Thus, hypothesis three was not supported. Career development opportunities emerged as the final variable, and it was shown to have had the largest positive relationship with the dependent variable, career decision making. Thus, the fourth hypothesis is supported.

5.3 Implications of Study

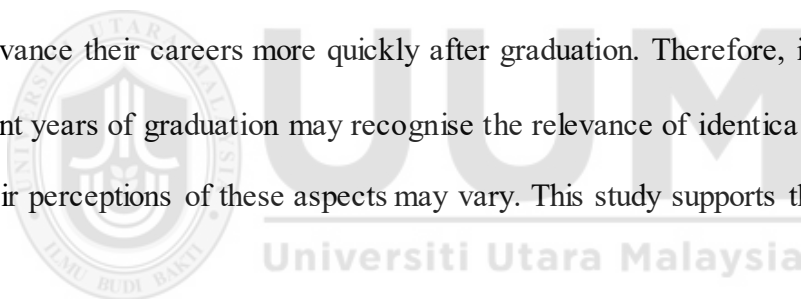
The study's implications will be discussed in depth in this part, both theoretically and practically.

5.3.1 Theoretical Implication

The research found that the two variables influenced graduates' career decision making to work in hospitality and tourism. As a result, the data revealed that UUM graduates in tourism and hospitality believed the nature of work and their career development opportunities had a significant part in their career decision-making to have a profession in the hospitality and tourism industry. Thus, the present research has added to the understanding of career decision-making theories by emphasizing a career theory based on Social Cognitive Career Theory (SCCT) where the conceptual framework developed by Lent, Brown, and Hackett (1994) served as the foundation for this investigation.

Notably, the research has supported Lent, Brown, and Hackett's (1994) theory of SCCT, in which it is said that people choose their professional paths depending on a range of variables, including self-efficacy and outcome expectations. Career development opportunities in this study are similar variable that relate to self-efficacy, whilst person's expectations regarding the results of a specific action are known as outcome expectations, where nature of work are the variable factors that are having a relationship with expectations of outcomes.

According to the findings of this study, a limited number of factors related to career decision-making are likely to be linked, and these factors may have a good or negative impact on the way individuals decide their job choices. When it comes to the importance of career development opportunities, for example, graduates from different years may see it differently. According to the study, graduates from the years 2021 and 2017 made career decisions based on the same characteristics, but they interpreted these factors differently. For instance, training and promotions were seen as crucial by graduates from the years 2021 and 2017 as a part of their future career development. Graduates from the year 2017, in ways that allow them to explore job choices in the industry, the promotions were important, however from graduates year of 2021, they see the training as an opportunity to begin their career and advance their careers more quickly after graduation. Therefore, individuals from different years of graduation may recognise the relevance of identical characteristics, but their perceptions of these aspects may vary. This study supports this conclusion.



5.3.2 Practical Implication

As part of its theoretical contribution, this research presented a practical and analytical explanation of the significant aspects in analysing factors contributing to career decision making. While this study recognises that career choice is a complicated matter, many variables impact student career goals and engagement in the tourism and hospitality industry. A better knowledge of potential employees' values and expectations is a necessity for providing them with suitable job settings that guarantee a strong candidate fit. For tourism and hospitality educational providers, the results of the present study may be used to assist students in the field

to achieve a satisfying career via the structure of their course and work-placement programme.

Based on the analysis, the factor of career development opportunities shows the highest significant influence on graduates making a career decision. Thus, the hospitality and tourism industry has to provide a stable and secured career path for their employees. Taken into consideration, the factor of the nature of the work should be granted greater highlights. As stated by Wan, Wong, and Kong (2014), the nature of work of an industry is defined based on its financial, working hours, type of labour, career opportunities, issues, and the level of work satisfaction in the industry. The data also demonstrated that there is a statistical significant relationship between the nature of work and career development opportunities. As to the date, based on the nature of working in the hospitality and tourism industry where the global is facing the pandemic, the study found it is influencing the career decision making to work in these industries, regards their opportunities to move forward.

For instance, a high number of unemployment rate, lay-off, leave without pay, and there is also business hotels that have to shut down their operations since the MCO. Before the outbreak of the pandemic Covid-19, the tourism and hospitality business, which employs millions of people around the world, is considered to be one of the most important industries in the world (Anthony, 2020). Since the outbreak of the epidemic, the impact as stated by Saieed (2021), hotels have begun reducing staff, including unpaid leave, salary cutbacks, and retrenchments, due to closing of the sector and closing of the hospitality business, asserted by Karim et al. (2020), all

activities of the Tourism Licensing Division are expected to be suspended during the period that the movement control order (MCO) is in effect, which begins on March 18, 2020.

Contrast with the previous studies from the findings of research from Mohammed (2018), the findings demonstrate that there are statistically significant correlations between work environment variables, salary, and perks, including promotion opportunities, and students' choice to work in the hotel industry. This study found some evidence for previous studies suggesting that many employees quit the industry due to their dislike of hours of operation being inconsistent, and work shifts are uncertain due to the duration of the shift. It partially explained why the factor of internship and pay and benefits, are not have or have a low relationship impact on career decision making among graduates because the current factor of the pandemic that influence graduates to choose a stable career path.

5.4 Limitations

There are various restrictions to doing this specific study, the most significant of which are as follows:

5.4.1 Limited sample

The sample of graduates comprised only of graduates from the School of Tourism, Hospitality, and Event Management (STHEM), which consists of just two out of the three programmes that were considered for inclusion in the study. This study is limited to hospitality and tourism graduates from a single school (STHEM) and does

not include hospitality and tourism graduates from other universities, who together account for a far larger proportion of all university graduates.

5.4.2 Collaborative effort from respondents

Throughout the data collecting procedure, this research had considerable difficulty obtaining the necessary information, since the questionnaire was distributed online (e-mail & WhatsApp), and the respondents who are graduates occasionally showed hesitation to reply or no reply at all to the questionnaire.

5.4.3 Biasness

As they were attempting to avoid being judged by their colleagues, the respondents tended to answer the surveys with an opinion that differed from their own. Aside from that, some responders prefer to choose any of the replies without properly reading the questions, or they choose "neutral" for all of the items.

5.5 Recommendations for Future Research

This section will describe the proposals that will be transmitted to the relevant parties, as well as the recommendations for further study. To improve the authenticity and dependability of the data, it is necessary to the first suggestion be made to any possible future researchers, they could perform their studies in more areas. They would be able to distribute the questionnaire to a larger number of people throughout Malaysian Universities, which will result in more accurate and comprehensive findings. The studies should also conduct qualitative surveys to have a better

understanding of what variables impact graduates' employment choices broadly. It is because many of the completed research has done the surveys through a quantitative method where it has a small contribution of biasness. Other than that, the study can be wider to the perspectives of the manager level, where the aim is to have the view of the leaders regarding the hiring of the graduates.

5.5.1 Recommendations for Universiti Utara Malaysia

Patton and McMahon (2014) say that for most people, making a career decision is a continuous process that involves preparing for, deciding from, and re-selecting among the different jobs that are accessible in today's society. Career planning and decision-making is a lifelong process. Maringe (2006) college students pick professional courses based on their interests, job chances, and post-college career goals. Although most grad students do not seek careers in hospitality, the sector has significant challenges in attracting, recruiting, and retaining future employees (Song & Chon, 2012). According to Mohammed and Rashid (2016), the tourism and hospitality industry does not likely to be the most popular career choice among graduates of the hospitality programme. Asserted by Neequaye and Armoo (2014), the career decision making attitude of tourism and hospitality students may be linked to the image maintained by the industry.

Taking into consideration the conclusions of this study, the nature of work and career development opportunities have shown a substantial influence on career decision making among hospitality and tourism graduates. The function of the

university is critical in introducing what is the nature of work and the career path when working with the industry. To be successful in the industry, graduates must have a solid awareness of the industry's employment settings, which is the responsibility of higher education institutions (Wahab, Rosli, & Shahril, 2020). Kusluvan and Kusluvan (2000) explained, that the hospitality industry may suffer if graduates lose interest in continuing careers in the field despite gaining valuable experience while studying and working in it.

The amount of exposure that these graduates have to the industry as a result of their education or previous work experience may have a substantial influence on their impression of the industry's career opportunities. The ability to create a favourable view of the industry is obvious where give good impact to the industry, however, unpleasant experiences, as well as disappointed expectations may harm the intents of these graduates to work in the sector after graduation in a negative way. Thus, graduates must be supplied with and informed about a clear career path for the company to attract and retain them, where it is normal for new positions to be created without any consideration given to future career paths. Even if a clear career choice is established, it may not be effectively communicated to current and future employees. As most of the upper and middle ranks of roles are held by non-locals, employees believe that they will never be able to move up to another level in their careers.

5.5.2 Recommendations for Human Resource practitioner

As the hospitality and tourism industry develops after the pandemic, job possibilities expand, and as a consequence, the economy grows, therefore the industry has grown in popularity as a result of the opportunities it provides and employees have a wide range of options for their future careers (Ghuangpeng, 2011). According to Goeldner and Ritchie (2006), workers select careers that are aligned with their perceptions of their interests. Considering the nature of work impacts career decisions in the tourism and hospitality sectors, industry partners or human resource practitioners must create jobs that are both demanding and pleasant (Kusluvan & Kusluvan, 2000). It's indeed important that more hospitality companies begin to improve their working conditions by balancing work and personal life for their employees and by implementing a talent development system that includes advancement opportunities a plan for attracting and retaining top-tier talent in the industry.

In practice, workers' motivation might be increased by enabling them to work in other departments to meet new people and learn about other people's jobs. As an example, some hotels allow new leadership apprentices to research to propose new possibilities and ideas. Through this approach, students are able to blend the information they have gained in university with the real-world experience of working in a hotel, which in turn increases their excitement in the workplace. The training also involves meeting people in the hotels and building strong social networks that will help them thrive in the future. For this reason, industry partners and hospitality educators should do all possible to create and showcase a good career opportunity to prospective workers.

During job interviews and orientations, candidates should be informed about the various paths they may take to grow in their careers and the skills and experiences they will need to do so. All of these efforts are meant to show potential employees that organisation values their professional growth and has done all possible to assist them to achieve their goals. Companies should inform potential employees about the position's constraints and limitations to avoid future misunderstandings and a negative industries image.

5.6 Conclusions

The research objectives were met in that they investigated the relationship between an internship, nature of work, pay and benefits, as well as career development opportunities, on the part of hospitality and tourism graduates from the STHEM UUM, to assist them in making career decisions. Finally, it can be stated that there are just two (2) elements that have a statistically significant impact on the career decision-making of Universiti Utara Malaysia hospitality and tourism graduates, namely, the nature of work and the stage of career development opportunities.

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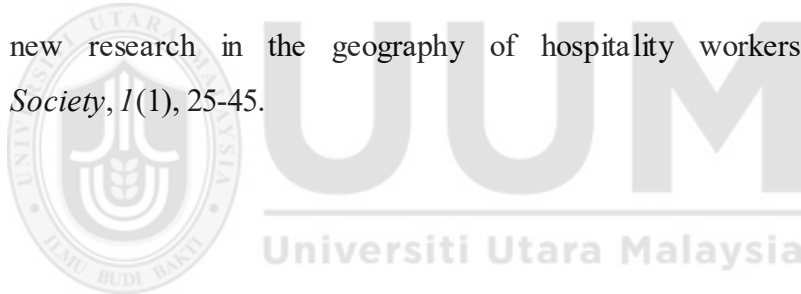
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APPENDICES

Appendix 1 : Set of Questionnaire



FACTORS INFLUENCING CAREER DECISION MAKING TO WORK IN HOSPITALITY AND TOURISM INDUSTRY AMONG GRADUATES

I am Nur Arisya Aziz (827172), postgraduate student who is conducting a research regarding *Factors Influencing Career Decision Making to Work in Hospitality and Tourism Industry Among Graduates*. I sincerely hope you could spend a few minutes to answer this survey. Your participation is anonymous and your responses are confidential. The result from this survey will be used in aggregate, without referring to any individual and will be used solely for academic research purpose.

Sincerely,

Nur Arisya Binti Aziz (827172)

Student Master of Human Resource Management

School of Business Management

Universiti Utara Malaysia.

SECTION A : DEMOGRAPHIC

1. Gender :

Male Female

2. Age :

20 - 22 23 - 25 26-29 ≥ 30

3. Year of Graduate :

2017	
2018	
2019	
2020	
2021	

4. Programme :

Bachelor of Tourism Management (Hons)	
Bachelor of Hospitality Management (Hons)	

5. Programme taken was first choice of study :

Yes No

6. Working experience in hospitality and tourism industry :

None	
0-1 year	
1-2 years	
2-3 years	
3-4 years	
4-5 years	
More than 5 years	

7. Currently work in hospitality and tourism industry :

Yes No

SECTION B : CAREER DECISION MAKING

Directions :

The following statements concern your perception about yourself in a variety of situations. Your task is to indicate the strength of your agreement with each statement, utilizing scale in which *1 : Strongly Disagree , 2 : Disagree , 3 : Neither agree or Disagree , 4: Agree , 5 :Strongly Agree* . Circle the number for each statement.

NO.	QUESTIONS	SCALE				
1	I think the job is gender fitting	1	2	3	4	5
2	I think the job fits my age	1	2	3	4	5
3	I think the job fits my personality, abilities and interest	1	2	3	4	5
4	I think the job fits my educational qualification or experience	1	2	3	4	5
5	I think the job provides for my financial needs	1	2	3	4	5
6	I think the job fits my lifestyle	1	2	3	4	5
7	I think the job is positively viewed by my friends, family and community	1	2	3	4	5
8	I think family connections are important	1	2	3	4	5
9	I think good contacts in the workforce are important	1	2	3	4	5
10	I think the nature of the job are important	1	2	3	4	5
11	I think career incentives [e.g. salary, allowances] are important	1	2	3	4	5
12	I think career prospects or advancement are important	1	2	3	4	5
13	I think career status are important	1	2	3	4	5
14	I think the availability of any type of jobs opportunities are important	1	2	3	4	5
15	I think location of organization or company are important	1	2	3	4	5
16	I think Organization's profile [e.g. size, status, image, reputation] are important	1	2	3	4	5

SECTION C : INTERNSHIP

Directions :

The following statements concern your perception about yourself in a variety of situations. Your task is to indicate the strength of your agreement with each statement, utilizing scale in which *1 : Strongly Disagree* , *2 : Disagree* , *3 : Neither agree or Disagree* , *4: Agree* , *5 :Strongly Agree* . Circle the number for each statement.

NO.	QUESTIONS	SCALE				
1	After experiencing the work-placement, I am still willing to seek a career in the hospitality industry	1	2	3	4	5
2	I was satisfied with the overall internship experience	1	2	3	4	5
3	After experiencing the internship, I will recommend other people to engage in the hospitality industry	1	2	3	4	5
4	When I faced a problem during the internship, I would complain to people other than those at the work-placement unit	1	2	3	4	5
5	After experiencing the internship, I am still willing to return to the original work-placement unit for employment if there is an opportunity	1	2	3	4	5
6	After experiencing the internship experiences, I would like to have a career transition (e.g. pursuing further education, switching my career to work in other professions, etc.)	1	2	3	4	5
7	I intend to seek a career in the hospitality industry after internship and graduation	1	2	3	4	5

SECTION D : NATURE OF WORK

Directions :

The following statements concern your perception about yourself in a variety of situations. Your task is to indicate the strength of your agreement with each statement, utilizing scale in which *1 : Strongly Disagree , 2 : Disagree , 3 : Neither agree or Disagree , 4: Agree , 5 :Strongly Agree* . Circle the number for each statement.

NO.	QUESTIONS	SCALE				
1	I feel that jobs in the hospitality and tourism industry are interesting	1	2	3	4	5
2	I feel that jobs in the hospitality and tourism industry are low skilled	1	2	3	4	5
3	I feel that jobs in the hospitality and tourism industry are stressful	1	2	3	4	5
4	I feel that working hours are too long	1	2	3	4	5
5	I am aware jobs in the hospitality and tourism industry require many shift works	1	2	3	4	5
6	I am aware family and social life are negatively affected	1	2	3	4	5
7	I believe there are always new things to learn each day	1	2	3	4	5
8	I think working hours are unsuitable	1	2	3	4	5
9	I am aware seasonality or economic conditions make it difficult to secure stable employment	1	2	3	4	5
10	I feel that jobs in the industry are challenging	1	2	3	4	5
11	I think that jobs in the industry are dangerous	1	2	3	4	5
12	I feel that meeting new people by working in the industry is a pleasant experience	1	2	3	4	5

SECTION E : PAY AND BENEFITS

Directions :

The following statements concern your perception about yourself in a variety of situations. Your task is to indicate the strength of your agreement with each statement, utilizing scale in which *1 : Strongly Disagree , 2 : Disagree , 3 : Neither agree or Disagree , 4: Agree , 5 :Strongly Agree* . Circle the number for each statement.

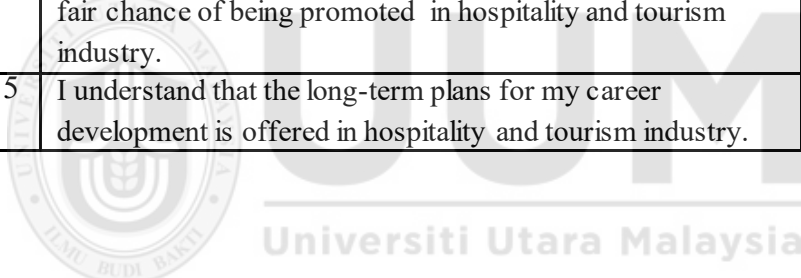
NO.	QUESTIONS	SCALE				
1	I think the pay is acceptable for most jobs in the hospitality and tourism industry.	1	2	3	4	5
2	I believe that I have high chances in getting a salary raise in the hospitality and tourism industry.	1	2	3	4	5
3	I am certain that the level of extra benefits such as bonuses, holidays, healthcare and meals are sufficient in the hospitality and tourism industry.	1	2	3	4	5
4	I feel that non-monetary benefits such as sick leave, maternity leave, and paternity leave in the hospitality and tourism industry.	1	2	3	4	5
5	I am aware that employee initiative such as overtime in the hospitality and tourism industry is always compensated.	1	2	3	4	5

SECTION F : CAREER DEVELOPMENT OPPORTUNITIES

Directions :

The following statements concern your perception about yourself in a variety of situations. Your task is to indicate the strength of your agreement with each statement, utilizing scale in which *1 : Strongly Disagree* , *2 : Disagree* , *3 : Neither agree or Disagree* , *4: Agree* , *5 :Strongly Agree* . Circle the number for each statement.

NO.	QUESTIONS	SCALE				
1	I believe that hospitality and tourism industry offers opportunity for skills development.	1	2	3	4	5
2	I feel that I will receive extensive training in hospitality and tourism industry.	1	2	3	4	5
3	I am aware that continuous training is provided in hospitality and tourism industry.	1	2	3	4	5
4	I am certain that employees who do well on the job stand a fair chance of being promoted in hospitality and tourism industry.	1	2	3	4	5
5	I understand that the long-term plans for my career development is offered in hospitality and tourism industry.	1	2	3	4	5



Appendix 2 : Results from IBM SPSS Statistics 26

Reliability Analysis

Scale : Career Decision Making

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.889	.900	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I think the job is gender fitting	60.53	63.779	.482	.479	.888
I think the job fits my age	60.30	65.929	.594	.603	.881
I think the job fits my personality, abilities and interest	60.61	64.123	.707	.703	.877
I think the job fits my educational qualification or experience	60.03	65.214	.646	.620	.879
I think the job provides for my financial needs	61.29	67.914	.353	.645	.891
I think the job fits my lifestyle	61.22	64.214	.546	.773	.883
I think the job is positively viewed by my friends, family and community	61.29	68.574	.298	.534	.893
I think family connections are important	60.82	63.459	.519	.507	.885

I think good contacts in the workforce are important	59.99	66.916	.548	.639	.883
I think the nature of the job are important	60.13	64.878	.678	.694	.878
I think career incentives [e.g. salary, allowances] are important	59.72	66.371	.706	.797	.879
I think career prospects or advancement are important	59.85	65.078	.737	.839	.877
I think career status are important	60.23	63.426	.659	.679	.878
I think the availability of any type of jobs opportunities are important	59.93	65.345	.756	.819	.877
I think location of organization or company are important	59.93	69.257	.477	.566	.886
I think Organization's profile [e.g. size, status, image, reputation] are important	59.81	70.740	.323	.474	.890

Scale : Internship

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.804	.814	7

Item-Total Statistics

Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted

After experiencing the work-placement, I am still willing to seek a career in the hospitality industry	20.49	19.204	.716	.706	.745
I was satisfied with the overall internship experience	20.02	21.602	.574	.609	.774
After experiencing the internship, I will recommend other people to engage in the hospitality industry	20.42	19.197	.722	.680	.744
When I faced a problem during the internship, I would complain to people other than those at the work-placement unit	20.91	21.656	.297	.303	.835
After experiencing the internship, I am still willing to return to the original work-placement unit for employment if there is an opportunity	20.47	20.083	.602	.439	.767
After experiencing the internship experiences, I would like to have a career transition (e.g. pursuing further education, switching my career to work in other professions, etc.)	19.76	24.238	.241	.186	.824
I intend to seek a career in the hospitality industry after internship and graduation	20.54	19.842	.730	.663	.746

Scale : Nature of Work

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.829	.828	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I feel that jobs in the hospitality and tourism industry are interesting	44.14	40.614	.232	.412	.832
I feel that jobs in the hospitality and tourism industry are low skilled	45.41	36.389	.350	.391	.833
I feel that jobs in the hospitality and tourism industry are stressful	44.39	34.187	.685	.709	.798
I feel that working hours are too long	44.30	33.278	.737	.762	.793
I am aware jobs in the hospitality and tourism industry require many shift works	43.80	37.018	.618	.617	.808
I am aware family and social life are negatively affected	44.50	31.005	.749	.772	.789
I believe there are always new things to learn each day	43.86	41.158	.148	.319	.839
I think working hours are unsuitable	44.54	33.422	.711	.735	.795
I am aware seasonality or economic conditions make it difficult to secure stable employment	43.82	38.199	.518	.520	.815

I feel that jobs in the industry are challenging	43.83	39.333	.417	.597	.822
I think that jobs in the industry are dangerous	45.04	37.878	.360	.309	.827
I feel that meeting new people by working in the industry is a pleasant experience	43.64	40.264	.324	.490	.827

Scale : Pay and benefits

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.600	.597	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-T total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I think the pay is acceptable for most jobs in the hospitality and tourism industry.	14.56	4.971	.410	.231	.516
I believe that I have high chances in getting a salary raise in the hospitality and tourism industry.	13.89	6.171	.309	.126	.568
I am certain that the level of extra benefits such as bonuses, holidays, healthcare and meals are sufficient in the hospitality and tourism industry.	13.93	5.576	.466	.256	.485

I feel that non-monetary benefits such as sick leave, maternity leave, and paternity leave in the hospitality and tourism industry.	13.80	5.877	.426	.232	.510
I am aware that employee initiative such as overtime in the hospitality and tourism industry is always compensated.	13.76	6.968	.183	.079	.622

Scale : Career Development Opportunities

Reliability Statistics

Cronbach's Alpha		
Based on		
Standardized		
Cronbach's Alpha	Items	N of Items
.714	.729	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I believe that hospitality and tourism industry offers opportunity for skills development.	15.73	5.026	.484	.366	.668
I feel that I will receive extensive training in hospitality and tourism industry.	16.10	4.345	.622	.439	.607
I am aware that continuous training is provided in hospitality and tourism industry.	16.00	4.010	.576	.389	.620

I am certain that employees who do well on the job stand a fair chance of being promoted in hospitality and tourism industry.	15.68	4.513	.557	.350	.634
I understand that the long-term plans for my career development is offered in hospitality and tourism industry.	16.30	5.165	.209	.087	.781

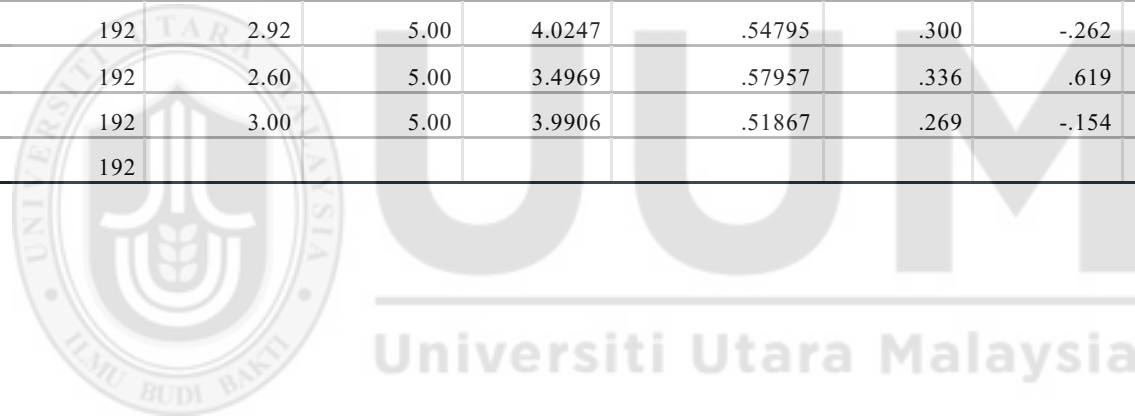


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Descriptive Statistics Analysis

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Variance Statistic	Skewness		Kurtosis	
							Statistic	Std. Error	Statistic	Std. Error
Career_Decision_Making	192	1.25	5.00	4.0238	.53942	.291	-2.066	.175	9.177	.349
Internship	192	2.14	5.00	3.3951	.74858	.560	.408	.175	-.276	.349
Nature_of_work	192	2.92	5.00	4.0247	.54795	.300	-.262	.175	-1.089	.349
pay_and_benefits	192	2.60	5.00	3.4969	.57957	.336	.619	.175	.010	.349
career_development_opportunities	192	3.00	5.00	3.9906	.51867	.269	-.154	.175	-.492	.349
Valid N (listwise)	192									



Correlation Analysis

Correlations

		Career_Decision_ Making	Internship	Nature_of_work	pay_and_benefits	career_developmen t_opportunities
Career_Decision_Making	Pearson Correlation	1	.149*	.385**	.191**	.578**
	Sig. (2-tailed)		.039	.000	.008	.000
	N	192	192	192	192	192
Internship	Pearson Correlation	.149*	1	-.031	.635**	.319**
	Sig. (2-tailed)	.039		.667	.000	.000
	N	192	192	192	192	192
Nature_of_work	Pearson Correlation	.385**	-.031	1	.064	.392**
	Sig. (2-tailed)	.000	.667		.381	.000
	N	192	192	192	192	192
pay_and_benefits	Pearson Correlation	.191**	.635**	.064	1	.562**
	Sig. (2-tailed)	.008	.000	.381		.000
	N	192	192	192	192	192
career_development_opportunities	Pearson Correlation	.578**	.319**	.392**	.562**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	192	192	192	192	192

*. Correlation is significant at the 0.05 level (2-tailed).

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

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.622 ^a	.387	.374	.42686	.387	29.502	4	187	.000

a. Predictors: (Constant), career_development, Intemship, Nature_of_work, pay_and_benefits

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.502	4	5.376	29.502	.000 ^b
	Residual	34.073	187	.182		
	Total	55.575	191			

a. Dependent Variable: Career_Decision_Making

b. Predictors: (Constant), career_development_opportunities, Internship, Nature_of_work, pay_and_benefits

Coefficients^a

Model	Unstandardized Coefficients		Standardized	t	Sig.	
	B	Std. Error	Coefficients Beta			
1	(Constant)	1.334	.300		4.440	.000
	Internship	.076	.054	.106	1.422	.157
	Nature_of_work	.162	.063	.165	2.583	.011
	pay_and_benefits	-.213	.080	-.229	-2.670	.008
	career_development	.633	.080	.608	7.921	.000

a. Dependent Variable: Career_Decision_Making

