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FACTORS DETERMINING CAREER CHOICE AMONG STUDENTS IN POLYTECHNIC SULTAN ABDUL HALIM MU'ADZAM SHAH (POLIMAS), JITRA, KEDAH

By

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ABSTRACT

Career choice is one of the most important decision to be made throughout an individual's life, especially students. The study aims to investigate the factors affecting career choice namely; family influence, personal interests, economic considerations, and career adaptability, among students in Polytechnic Sultan Abdul Halim Mu'adzam Shah (POLIMAS), Jitra, Kedah. A total of number of 286 students responded to the questionnaire and only 278 were usable for analysis. The data has been analysed using the Statistical Package for Social Sciences (SPSS) version 25.0 software. Several statistical tools were used such as Cronbach's Alpha reliability test, descriptive statistics, Pearson correlation, and regression analysis. The result of this study showed that all independent variables namely; family influence, personal interests, economic considerations, and career adaptability have significant and positive relationship to career choice. It is recommended for future studies to extend the sample size to include unemployed graduates, students from both public and private universities, as well as students from various disciplines.

Keywords: career choice, family influence, personal interests, economic considerations, and career adaptability

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ABSTRAK

Pilihan kerjaya adalah salah satu keputusan yang paling penting yang perlu dibuat sepanjang hayat individu, terutamanya pelajar. Kajian ini bertujuan untuk mengkaji faktor-faktor yang mempengaruhi pilihan kerjaya iaitu; pengaruh keluarga, minat peribadi, pertimbangan ekonomi, dan kesesuaian kerjaya, di kalangan pelajar Politeknik Sultan Abdul Halim Mu'adzam Shah (POLIMAS), Jitra, Kedah. Seramai 286 orang responden menjawab soal selidik dan hanya 278 soal selidik yang boleh digunakan untuk analisis. Data telah dianalisis dengan menggunakan perisian SPSS versi 25.0. Beberapa alat statistik digunakan seperti ujian kebolehpercayaan Alpha Cronbach, statistik deskriptif, korelasi Pearson, dan analisis regresi. Hasil kajian ini menunjukkan bahawa semua pembolehubah bebas iaitu; pengaruh keluarga, minat peribadi, pertimbangan ekonomi, dan penyesuaian kerjaya mempunyai hubungan yang signifikan dan positif dengan pilihan kerjaya. Adalah disyorkan bagi kajian pada masa akan datang supaya meluaskan saiz sampel merangkumi siswazah yang menganggur, pelajar dari universiti awam dan swasta, serta pelajar daripada pelbagai disiplin.

Keywords: pilihan kerjaya, pengaruh keluarga, minat peribadi, pertimbangan ekonomi, dan kesesuaian kerjaya

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LIST OF ABBREVIATIONS

ABBREVIATIONS	FULL LIST
CGPA	Cumulative Grade Point Average
COL	Critical Occupation List
CSC	Critical Skills Monitoring Committee
GDP	Gross Domestic Product
HDI	Human Development Index
ICT	Information and Communication Technology
IT	Information Technology
IoT	Internet of Things
MSCS	Malaysian Skills Certificate System
OSH	Occupational Safety and Health
POLIMAS	Polytechnic Sultan Abdul Halim Mu'adzam Shah
SCCT	Social Cognitive Career Theory
SDFC	Skills Development Fund Corporation
SPSS	Statistical Package for Social Sciences
TPB	Theory of Planned Behavior
TRA	Theory of Reasoned Action
TVET	Technical and Vocational Education and Training
VC	Vocational College

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter discusses the background of the study, problem statements, research questions, research objectives, significance, scope and limitations of the study as well as the definition of key terms used.

1.2 Background of the Study

A choice of career made by an individual is a life-changing decision. Selecting a career is one of the most important choices that students need to make which will affect them throughout their lives (Olamide & Olawaiye, 2013). Career choice is not a new subject and we have been questioned about our future career since we were young. Children at school always being ask on questions such as "What would you like to be when you grow up?" (Fayadh, 2017). In Malaysia, the most popular occupations includes medical specialists, information technology (IT) professionals, engineers, teachers, accountants, businessman and architects (Afterschool.my, 2017; Natasha, 2018). The emergence of the Internet of Things (IoT) as well as Industrial Revolution 4.0 has affected the demand in certain career and it is expected that there will be growing in demand for individual with hybrid skills in 2019. There are many factors influencing an individual to start a career (Aamir & Amna, 2013). Some

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career is more desired than other careers because of high salary, many opportunities and the prestige of the career itself.

Career decision-making is very important for an individual for many reasons such as to give them income, provide them with satisfaction, greater stability and security, to be respected as well as to be successful in their life (Kaygin, 2013). Students need to carefully choose a career that will allow them to work professionally, make them enjoying their career (Olamide & Olawaiye, 2013) as well as a career that could improve their standard of living (Cavus, Geri, & Turgunbayeva, 2015). Fayadh (2017) stated that the importance of choosing the right career includes providing the source of income as well as affecting the character and perception of an individual's life.

The concept of person-job fit stated that people will find jobs that is within their vocational field of interest and trying to find jobs that match with their abilities (Rodgers, 2000). Individual who chose the right career can get satisfaction, better commitment, as well as better performance, while individual who chose the wrong career can become bored and may ruin his or her future (Humayon, Raza, Khan, & Ansari, 2018). When someone chose a wrong career, it will affect their future as well as wasting their efforts, energy and resources (Mashige & Oduntan, 2011; Kazi, Nimra, & Nawaz, 2017). To disregard the wrong career and deciding on a new career will takes a lot of time, money and motivation (Ahmed, Nimra, & Nawaz, 2017).

Even though students have been exposed to various types of occupations since they were young, to make decision regarding the type of profession that they want to

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pursue in their life is not easy and has becoming more complex due to fierce competition to get a job in today's era of science and technology and the emergence of the industry revolution 4.0. (Todorescu, Greculescu, & Popescu-Mitroi, 2015). Ginzberg (1988) stated that most people are always failed to allocate their time and effort in choosing the right job that best suited them. This was evidenced by the increasing number of graduates who choose not to work in their related field of study. For example, studies showed that graduates of the Malaysian Skills Certification System (MSCS) which are working out of TVET field, had increased to 48.90% in 2008 as compared to 44.40% in 2007 (Department of Skills Development, DSD, 2011b). MSCS is a skills-and-work-based system that give certification to individuals which are competent enough in performing tasks and functions (Zool Hilmi, Norzaini, & Sattar, 2019).

Moreover, the government of Malaysia has allocated a large amount of budget for TVET in ensuring that Malaysia are able to achieve the status of a high-income country. For example, in the 2018 Budget, the allocation for TVET has increase to RM 4.9 billion as compared to RM 2.1 billion in 2014 and RM1.8 billion in 2010 (Hazlina, 2017; StudyMalaysia, 2016). However, studies found that 49.90% of the 399 MSCS graduates which had received the sponsorship from the Skills Development Fund Corporation (SDFC), did not choose a career in any skills sector (Department of Skills Development, 2011c). SDFC is a Malaysian Statutory Body under the Ministry of Human Resources and is responsible for providing financial assistance to MSCS students.

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As such, this study is intended to study on the factors determining the students' career choice which focusing on four variables, namely; family inluence, personal interests, economic considerations, and career adaptability.

1.3 Problem Statements

Deciding on future career become a very important aspect in an individual's life (Rajoo, Shahmir, & Afidatul, 2015). To make decision regarding the type of profession that they want to pursue in their life is not easy and has becoming more complex because of high competition to get a job (Todorescu, Greculescu, & Popescu-Mitroi, 2015).

Students will be facing many problems when they are trying to make the decision for their choice of career. When someone chose a wrong career, it will affect their future as well as wasting their efforts, energy and resources (Mashige & Oduntan, 2011; Kazi, Nimra, & Nawaz, 2017). Individual who chose the right career can get satisfaction while individual who chose the wrong career can become bored and may ruin that person's future (Humayon, Raza, Khan, & Ansari, 2018). To disregard the wrong career and deciding on a new career will takes a lot of time, money and motivation (Ahmed, Nimra, & Nawaz, 2017).

Malaysia is a developing country with 2018 GDP growth rate of 4.7 per cent and 32.6 million population (Department of Statistics Malaysia, 2019). In 2018, around 69.7 per cent of the population are in the group age of 15 to 64 years old

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(Department of Statistics Malaysia, 2019). If this core population make a wrong career decision, it can affect Malaysia's economy as well and the country would not be able to compete with other developed countries (Ahmed, Nimra, & Nawaz, 2017).

There are some issues and problem for students in making decision on their future career. Brown (2002) stated that many students are still immature in the sense of the complexity of careers and lack of information about jobs opportunities, thus creating misperception and hesitation. According to Savickas M. L. (1997), the main issues in choosing a career is to ignore any interference and choose a career that is suitable with an individual's interest, talents, skills, and character. Additionally, Cynthia & Demand (2016) outlined some major problems for career decision-making which include the misperception that many people have that there is only one perfect career that fit for each individual, fear of failure after they had chosen a career, not being able to recognize their skills, values and interests in determining the type of careers they should pursue, unable to obtain specific level or types of education, as well as environmental influence which might affect their career decision-making.

Since many students are having difficulties in making decision on their future career, this study will identify the factors determining students' career choice, specializing on student pursuing diploma in civil engineering and electrical engineering in Polytechnic Sultan Abdul Halim Mu'adzam Shah (POLIMAS), Jitra, Kedah. Although there are many factors that may determine the students' career choice, this study will focus on the factors related to family influence, personal interest, economic consideration, and career adaptability.

1.4 Research Questions

To address the problem statement, this study put forward the following questions:

1. Is there any relationship between family influence and career choice?
2. Is there any relationship between personal interest and career choice?
3. Is there any relationship between economic consideration and career choice?
4. Is there any relationship between career adaptability and career choice?

1.5 Research Objectives

The objectives of this study are as follows:

1. To investigate the relationship between family influence and career choice.
2. To investigate the relationship between personal interest and career choice.
3. To investigate the relationship between economic consideration and career choice.
4. To investigate the relationship between career adaptability and career choice.

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1.6 Significance of the Study

The main reason of this study is to investigate the factors that determine the career choice among students. The findings and results from this study later can assist and provide reference to others such as to universities or educational institutions, to the industries, and to the government agencies.

Universities or educational institutions should be able to use this study as reference to help students to achieve their objectives in getting their choice of career. For instance, facilitators or career counsellors in universities or educational institutions can offer career services to help students in making decision on their future career.

The industries could determine the proper way that are beneficial and efficient to educate and training the students. Additionally, industries may find some ways to attract talented students and guide them throughout their career decision-making so that they will be able to make the correct decision on their future career.

Government agencies such as TalentCorp, could benefitted from this study by as they can identify the right talent to meet the career demand in the future. TalentCorp is a government agency that attracts, nurtures and retains the right expertise to enable Malaysia to reach its aspirations.

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1.7 Scope of the Study

The focus of this study is to investigate what factors will determine students' career choice. The scope of this study covering for five variables namely family influence, personal interests, economic considerations, and career adaptability. This study was conducted in Polytechnic Sultan Abdul Halim Mu'adzam Shah (POLIMAS), Jitra, Kedah.

1.8 Definition of Key Terms

1.8.1 Career Choice

Career choice is the process of selecting an occupation that will determine the future of an individual (Zaidi & Iqbal, 2012).

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1.8.2 Family Influence

Family influence occurred when a parent has put some force into their children to enter particular field of occupation (Olamide & Olawaiye, 2013).

1.8.3 Personal Interest

Personal interest are the preferences of an individual and are characterized by the strength of their feeling towards a subject (Hooley, 2012).

1.8.4 Economic Considerations

Economic consideration is economic benefits that an individual considers important such as salary, opportunity for advancement, job security, and a good insurance package (Koc, 2008).

1.8.5 Career Adaptability

Career adaptability was defined as the capabilities of students to change themselves to suit the job market's instability (Zool Hilmi, Norzaini, & Sattar, 2019).

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1.9 Organization of the Study

This study was divided into five chapters. Chapter One provides the background of the study, problem statement, research questions, research objectives, the scope and significance of the study as well as some definitions as to the terms being used in this study.

Chapter Two discussed on the previous empirical works as well as on literature reviews of variables being used in this study, namely; career choice, family influence, personal interest, economic considerations and career adaptability. This chapter also discussed the theory related to this study.

Chapter Three proposed the research framework, development of hypotheses, provide the research design and methodology used in this study including population and sample used, questionnaire designs and scale type used, procedures of data collection as well as technique of data analysis.

Chapter Four presented the data analysis and the findings of the study. The collected data are being analyzed using the Statistical Programme for Social Sciences (SPSS) software.

Chapter Five discussed the findings of the study, limitations and recommendations for further study, as well as conclusion to summarizes the whole study.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed several studies that has been researched or written by previous scholar and practitioners to provide some insights on the concepts of this study. This literature serves as a reference for the researcher to conduct this study.

2.2 Concepts of Variables

2.2.1 Career Choice

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Career choice is a process by an individual to attain his growth objective in line with his knowledge, abilities and goals (Bayraktaroğlu, S., 2011; as cited in Kazi, Nimra, & Nawaz, 2017). Agarwala (2008) mentioned that career choice involves selecting one profession over another. Additionally, career choice is a complicated process which require an individual to consider many factors such as their interests, family, knowledge, and their level of education (Sauermann, 2005). Zaidi & Iqbal (2012) defined career choice as the process of selecting an occupation that will determine the future of an individual. For the purpose of this study, this paper will refer to the definition of career choice by Zaidi & Iqbal (2012).

2.2.2 Family Influence

Family influence are everyone who belongs to the family of origin who might affect the career-making decision by children (Daniel, Yonghong, & David, 2017). According to Fouziah, Amla, & Ramlee (2010), family influence are family members and teachers who can inspire and can be followed. Palos & Drobot (2010) defined family influence as psychosocial support from parents to their children such as communicating and expressing opinion on their child's activities to encourage and support the child's decision. Olamide & Olawaiye (2013) stated that family influence happened when a parent has put some force into their children to enter particular field of occupation. For the purpose of this study, this paper will refer to the definition of career choice by Olamide & Olawaiye (2013).

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2.2.3 Personal Interest

Career interests are a way of achieving the values and needs of a person and are usually expressed as behaviors or actions (Super, 1980). Personal interest are the preferences of an individual and are characterized by the strength of their feeling towards a subject (Hooley, 2012). For the purpose of this study, this paper will refer to the definition of career choice by Hooley (2012).

2.2.4 Economic Considerations

According to Aamir & Amna (2013), economic considerations involved students in getting the right pictures of the national economy before making decision on choosing a career. Tang, Fouad, & Smith (1999) stated that economic considerations includes factors such as high salary, matching with skills and capabilities of an individual, as well as job appraisal by the organization. Economic consideration is benefits that an individual considers important such as salary, opportunity for advancement, job security, and a good insurance package (Koc, 2008). For the purpose of this study, this paper will refer to the definition of career choice by Koc (2008).

2.2.5 Career Adaptability

From the theory of career construction by Savickas M. (2005), career adaptability has been defined as the attitudes, capabilities, and the way an individual behaving in order to fit themselves to the working conditions that suits them. Career adaptability is a set of resources and readiness responses that can be activated and used by individuals to plan, explore, and decide on future career opportunities (Rossier, Zecca, Stauffer, Maggiori, & Dauwalder, 2012; Savickas M. L., 1997; Savickas M. , 2005). Zool Hilmi, Norzaini, & Sattar (2019) defined career adaptability as the capabilities of students to change themselves to suit the job market's instability. For the purpose of this study, this paper will refer to the definition of career choice by Zool Hilmi, Norzaini, & Sattar (2019).

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2.3 Previous Empirical Works

Zool Hilmi, Norzaini, & Mohamad Sattar (2019) examines the factors that affect the choice of career among students in the Malaysian Skills Certification System (MSCS) from public and private training institutions in Malaysia. The questionnaire was distributed to 1440 students and only 720 were returned. The factors that is used as independent variables in their study are career interest, knowledge, career maturity, and career adaptability. The result of the study reported that career interest, knowledge, and career adaptability are positively related to students' career choice while career maturity does not have significant influence on students' career choice.

Ahmed, Nimra, & Nawaz (2017) has investigated the factors that influence career choice among business students in business institutes and universities in Karachi, Pakistan. The questionnaire was distributed to 120 students and was analysed using SPSS. The factors that is used as independent variables in their study are financial outcomes, interest in the subject, future job opportunities, and ease of subject. The finding of the study reported that student's interest on subject is the main factor that influence their career choice. Meanwhile, financial outcome has weak association with career choice and this could be due to the study was conducted mainly in private business institutes where most of the students mostly come from middle or upper middle-class income group, hence they do not have concern over financial resources. Another two variables, ease of subject and future job opportunities also has insignificant impact on these students' career decision-making.

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Rajoo, Shahmir, & Afidatul (2015) studied on the factors that affect the choice of career among undergraduate students in Universiti Utara Malaysia. The questionnaire was distributed to 315 students. Three (3) factors were used as independent variables in their study which includes family influence, personal interests, and economic considerations. The result of the study reported that family influence and personal interests are significantly influences students' career choice while economic considerations does not have significant influence on students' career choice.

Olamide & Olawaiye (2013) conducted a study on the factors that determining the choice of career among secondary school students in Ogun State, Nigeria. The questionnaire was distributed to 100 students. The factors that is used as independent variables in their study are environment, opportunity and personality on the choice of career. Regarding the environment variable, students were being asked whether their family, close friends, or teachers have influence in their career decision-making. Opportunity variable includes questions on money, availability of education institute or programme, awareness of the education system and academic year, as well as opportunity to work. Personality variable are indicative of certain attitudes students possessed in making career choice. The finding of the study reported that the opportunity and personality does have significant impact on their career choice, while the environment does not have significant relationship with their career choice.

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2.4 Theoretical Literature Review

2.4.1 Career Choice

Career is the application of a person's knowledge and skills, providing professional command, timely work expertise and a ground of developing and battering of business networks (Redman & Wilkinson, 2009). Ahmed, Nimra, & Nawaz (2017) stated that career decision-making is made at the starting point in the stages of career choice. However, according to Broadbridge & Parsons (2005) career choice not only need to be considered at the entry stage of choosing a career but also at the stages of choosing the preferred career between two or more career alternatives. This was supported by Özbilgin, Küskü, & Erdoğmuş (2005) which stated that in choosing a preferred career, students must have two or more alternative career options. The trend of career choice has focused on changing from one career to another career where an individual may involve in the process of making decision on their career several times in their lifetime (Kagaari, 2007). In a struggling economy, it is expected for an individual to change their career frequently (Rossier, Zecca, Stauffer, Maggiori, & Dauwalder, 2012).

Career decision-making process are very important for students in the final year of their study as they will have many activities and decisions need to be done at the same time such as going to class, doing part-time job, completing their research as well as making decision on their future career (Rogers, Creed, & Glendon, 2008). Students will feel anxiety, confuse and unable to make decision on the career that

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they want to pursue after they finished with their study (Vianen, Pater, & Preenen, 2009). Similarly, Olamide & Olawaiye (2013) also stated that the issue of deciding on a career has becoming a serious issue among the secondary school students in Nigeria as they had believe that after they completed with secondary school, they will be able to get job either in public or private institutions.

Career choice are considered as the most critical stage in an individual's life, since any wrong decision made can damage the entire life and happiness of that individual (Olamide & Olawaiye, 2013). Additionally, career choice is a complicated process which needs extra attention and serious considerations (Olamide & Olawaiye, 2013). Everyone has different needs from a career; some of them wants to have high salary; some may just want to help making the world a better place to live in; while some others may want to have some adventures (Olamide & Olawaiye, 2013). When an individual is very committed in choosing a career, they will be able to overcome any obstacles in their career (Wang, 2004). A person who have a good planning in their career may enjoy life fulfilment in the future (Akosah, Theophilus, Daniel, Komla, & Bunmi, 2018).

In order to make decision on a career, students need to have strong knowledge and information regarding the proposed career, find appropriate sources to guide them, match with their personality, alert on the new trends as well as opportunities and challenges available in the market (Ahmed, Nimra, & Nawaz, 2017). Students should be able to understand and effectively match their skills and abilities with the identified career options that they have (Gokuladas, 2010). Hence, the factors that

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affect the career choice among students may be evaluated in terms of family influence, personal interests, economic consideration and career adaptability.

2.4.2 Relationship between Family Influence and Career Choice

Many researchers had claimed that family influence is one of the most important factors in making decision on a career (Bratcher, 1982; Schulernberg, Vondracek, & Crouter, 1984; Whiston & Keller, 2004; Daniel, Yonghong, & David, 2017). Family of origin might affect the career-making decision by a children. For instance, Daniel, Yonghong, & David (2017) investigated the relationship between the conflict in a family of origin as well as the expresiveness in a family of origin with the level of confusion in career-making decision. Their study reported that when there are many conflict among family members, the confusion level in making decision on a career is high. Meanwhile, when the communication between family members is not good where the family members are not able to express their ideas and feelings very well, it will be hard for the children to make a career decision. Olamide & Olawaiye (2013) also stated that when a parent has put some force into their children to enter particular field of occupation, their children may need to follow their parents' suggestion especially when they does not have any current plans.

In choosing a career, role model such as family and teachers are someone who is inspiring and can be followed (Fouziah, Amla, & Ramlee, 2010). Palos & Drobot (2010) stated that the child's decisions are influenced by their families, especially the mothers who strongly involves in the child's career-related plans as well as

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psychosocial support. Meanwhile, in the study conducted by Fouziah, Amla, & Ramlee (2010), 77% students indicated that their fathers had influenced their decision making, while 70.4% students said that their mother are the most infleunce person for them.

In the interviews conducted by Simmons (2008), students agreed that they had relied on their parents for general advice and morale support regarding their academic and career choice. Family influence is higher on the undergraduate students as they are not yet finished their study and most of the time they need to depend on their parents (Aamir & Amna, 2013). The study conducted by Ferry (2006) in rural area in the Pennsylvania discovered that children trusted their parents to guide them on their career options as their parents had much more experiences and knowledge than them.

The status of the socio-economic of the parents which is the combination of the parents' level of education and working status scores, may have impact on their children in their career decision-making (Salami, 2007). The study conducted by Salami (2007) found that students from higher socio-economic status may have high career aims than students from lower socio-economic status because parents in high socio-economic status can provide better support in term of financial resources, knowledge and information about occupations. The income level of the parents may affect the career decision-making of a student and some students may have to plan their education to suit their parents' income (Olamide & Olawaiye, 2013). This also has been supported by Rodermund & Silbereisen (1998) which stated that the occupation of the parents, parents' socio-economic status as well as family

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configuration are important factors affecting individual's decision making. The occupation of family members affected an individual's decision-making process as it can provided them with the first-hand knowledge. This has been supported by Anderson & Gilbride (2007) which stated that students are getting their knowledge on engineering from their family members who works as engineer .

Parents are highly concern in their children's academic and career choice (Simmons, 2008) in order to allow their children get the satisfaction from their job in the future (Olaosebikan & Olusakin, 2014). Both the educational institutions and the family should be able to provide information, guidance, and support to these children for them to be able to make the right career choice (Fouziah, Amla, & Ramlee, 2010). Students should be able to be benefitted from a role model that is supportive and can influence them in making decision (Fouziah, Amla, & Ramlee, 2010). Therefore, the first hypothesis is formulated.

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H1: There is relationship between family influence and career choice.

2.4.3 Relationship between Personal Interests and Career Choice

When students have more interests in certain subject or a profession, it can significantly affect the decision they made on their career choice (Alexander, et al., 2011 and Edwards & Quinter, 2011). Choosing a career based on an individual's interest often leads to career success and job satisfaction (Edwards & Quinter, 2011; Miller & Miller, 2005). Individuals who develop their growth of interest will

demonstrate consistency in efficacy (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). When individuals have interest on their career, it can boost their motivation and making them fully committed to their job regardless of the rewards being offered (Miller & Miller, 2005). Additionally, Miller & Miller (2005) further added that these individuals can provide new ideas and encourage innovation, thus giving benefit to their organizations as well. If a student does not have interest in a particular career, he may demonstrate low self-esteem and poor performance (Kazi & Akhlaq, 2017).

Fatima, Jano, & Lill (2015) stated that personal interest and personality are one of the important factors that affects the decision-making on career choice in Kenya. The study by Edwards & Quinter (2011) found that 48.3 per cent students strongly agree and 22.9 per cent student agree that their personal interest may influence their career choice. Perrone, Sedlacek, & Alexander (2001) also reported that both genders agreed that their interest in the field are most important in their long-term career choice. Medical students in Taiwan had regard personal interest as their motivation to study medicine and when making decision on their career choice (Chung, Lin, Huang, & Yang, 2013).

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As such, it is very important to provide the students with counselling sessions and updated information to build their interest and guiding them to make the right career choice (Ahmed, Nimra, & Nawaz, 2017). Hence, the second hypothesis is formulated.

H2: There is relationship between personal interest and career choice.

2.4.4 Relationship between Economic Considerations and Career Choice

The stability of the economy in a country has a strong influence in career decision-making by students. Economic consideration is one of the external factors that can influence students' choice career (Stebleton, 2007). Students' external locus of control makes them believe that there are many external factors such as economic considerations can affect their career decision-making (Stebleton, 2007).

Research studies found that students chose the study programme that is relevant to a career that have high salary and more economic benefits (Awujo, 2007; Henderson, Hesketh, & Tuffin, 1988; Ogunrinola, 2011; Onijigin, 2009; Wildman & Torres, 2002). Beggs, Bantham, & Taylor (2008) argued that students who chose a study programme that can help them to have a career with high economic benefits will have more advantages and chances for development in the future. Harris, Marx, Gallagher, & Ludwig (2005) stated that besides other factors, students think that economic considerations are very important for them in choosing a career. However, the study conducted by Olamide & Olawaiye (2013) shows that money is not a very important factors in deciding on a career choice. Students who need might started to work as soon as they can to save some money for their future education. Therefore, the third hypothesis is formulated.

H3: There is relationship between economic considerations and career choice.

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2.4.5 Relationship between Career Adaptability and Career Choice

Adaptability is regarded as resources or abilities that allows individuals to change their actions to the environments or situations, while adaptivity is a steady personality feature related to personal flexibility or openness (Rossier, Zecca, Stauffer, Maggiori, & Dauwalder, 2012). Adaptability is a key to be successful in a challenging environment where the social and environmental expectations keep changing (Rossier, Zecca, Stauffer, Maggiori, & Dauwalder, 2012).

According to Savickas M. (2005), career adaptability is a hierarchical construct with four dimensions namely; concern, control, curiosity, and confidence. Concern is referring to the ability to look ahead, to plan career, as well as to make career decisions. Control is when an individual knows which career to pursue and having self-controlling over it. Curiosity is referring to individual's desire to explore their environment in order to fit into that working environment. Confidence is the feeling that individual have concerning the ability to solve any career problems.

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Savickas, et al. (2009) stated that it is important for an individual to have the ability to quickly react and respond to variety of situations that occur. Career adaptability may give strong impact on an individual's career such as bringing success in their workplace or provide job satisfaction (Rossier, Zecca, Stauffer, Maggiori, & Dauwalder, 2012). Hence, the fourth and final hypothesis is formulated.

H4: There is relationship between career adaptability and career choice.

2.5 Underpinning Theory

This study outlines two (2) theories namely; the theory of planned behaviour (TPB), and the Social Cognitive Career Theory (SCCT) to support this study. Theory of planned behaviour (TPB) by Ajzen is an extension of the theory of reasoned action (TRA). The TRA was first introduced in 1975 by Martin Fishbein and Icek Ajzen (Fishbein & Ajzen, 1975) which has been simplified for practical used in 1980 (Ajzen & Fishbein, 1980). A new construct, namely the concept of perceived behavioral control, has been added to the TRA and has resulted in the theory of planned behaviour (TPB) (Ajzen, 1985; 1991). According to the TPB, motivational factors which includes attitudes, subjective norms, and perceived behaviour, will influence an individuals' choice and conduct. Attitude refers to the extent to which an individual exhibits a positive or negative assessment of a particular behaviour (Mishkin, Wangrowicz, Dori, & Dori, 2016). Subjective norm which represents extrinsic motivation (Ajzen & Madden, Prediction of Goal-Directed Behavior: Attitudes, Intentions, and Perceived Behavioral Control, 1986), refers to the perceived social pressure to perform a particular behaviour or to avoid it (Mishkin, Wangrowicz, Dori, & Dori, 2016). For instance, the judgment of parents, spouse, or close friends may affect individual's perception on their particular behaviour (Amjad & Wood, 2009). Perceived behaviour refers to the perception of an individual's own ability to conduct a behaviour based on past experiences, anticipated challenges as well as obstacles (Mishkin, Wangrowicz, Dori, & Dori, 2016).

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Another related theory is the Social Cognitive Career Theory (SCCT) by Lent, Brown, & Hackett (1994) which suggested that career decision-making behaviour is shaped by the expectation of the outcome, interests on the career, and career self-efficacy. Self-efficacy is an individual's personal beliefs on their capabilities to perform certain behaviour such as confidence to accomplish certain job or confidence in working in certain area (Fouziah, Amla, & Ramlee, 2010). SCCT was based on the General Social Cognitive Theory by Albert Bandura, a famous theory on cognitive and motivational process.

In this study, the underpinning theory of factors that affect students' career choice was based on the Social Cognitive Career Theory (SCCT) by Lent, Brown, & Hackett (1994). An individual's personal beliefs on their capabilities plays a central role in a career decision-making. Students are prone to choose a career based on the capabilities that they have, or they might develop. Similarly, students will try to avoid occupations that they don't have the capabilities to perform their tasks well. As such, based on the SCCT theory, factors such as personal interests and career adaptability used in this study should have relationship with students' career choice.

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2.6 Chapter Summary

Past studies by other researchers are very important in enhancing more understanding for the topic being discussed. These literatures are focusing on how the independent variables relate to the dependent variable, namely career choice. Next chapter will focus on the research methodology used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter illustrates the conceptual framework, hypotheses statement, research design, population of the study, questionnaire design and scale types, the procedures of data collection, and technique of data analysis. The data is being processed using the Statistical Package for Social Science (SPSS) version 25.0 software.

3.2 Conceptual Framework

The conceptual framework (Figure 3.1), involved four independent variables: family influences, personal interest, economic considerations and career adaptability, and one dependent variable: career choice.

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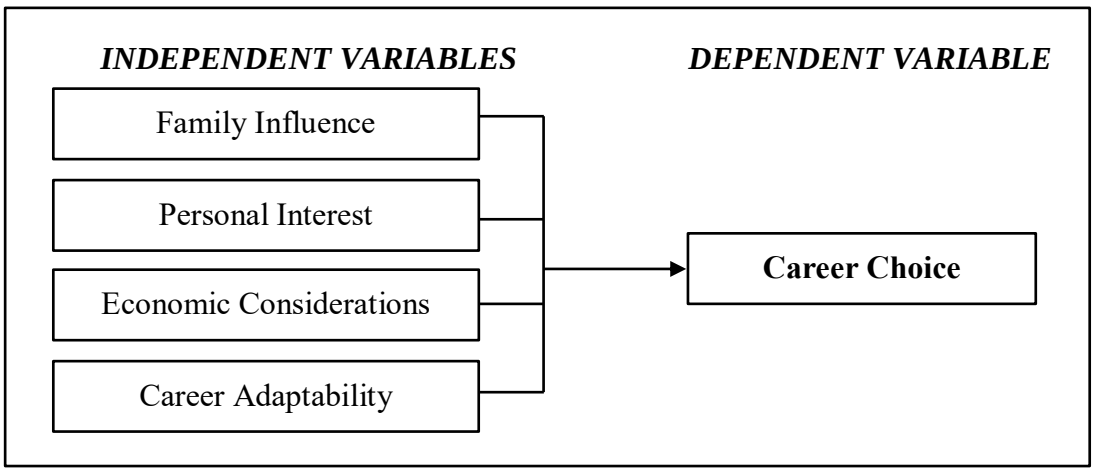
Figure 3.1
Conceptual Framework



3.3 Hypotheses Statement

This study puts forward the following hypotheses for further examination:

Hypothesis 1 (H1): There is relationship between family influence and career choice.

Hypothesis 2 (H2): There is relationship between personal interest and career choice.

Hypothesis 3 (H3): There is relationship between economic considerations and career choice.

Hypothesis 4 (H4): There is relationship between career adaptability and career choice.

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3.4 Research Design

This study is a quantitative research used to quantify the factors affecting career choice by generating numerical data from the questionnaire and translating them into practical statistics. The main technique to collect data in this study is a questionnaire instruments adapted from existing literature which includes four (4) independent variables namely; family influence, personal interests, economic considerations and career adaptability, and one dependent variable; career choice. Items for career choice, family influence and economic considerations were adapted from Olamide & Olawaiye (2013) and items for personal interest and career adaptability were adapted from Zool Hilmi, Norzaini, & Mohamad Sattar (2019).

3.5 Population and Sampling Design

Population is the whole combination of parts from which the researcher chooses to formulate assumptions (Cooper & Schindler, 2014). Target population refers to all people who meet the specified criterion for a research study (Alvi, 2016).

In this study, the population is diploma students belonging to civil engineering and diploma students belonging to electrical engineering in Polytechnic Sultan Abdul Halim Mu'adzam Shah (POLIMAS), Jitra, Kedah. The researcher chose POLIMAS because, there will be increased in demand of skilled workers in 2020. Thus, POLIMAS as a TVET institution that offers TVET programmes should be able to produce skilled workers to accommodate with these global and local industrial needs.

According to the information from the Student Affairs Department in POLIMAS, as of March 2019, the number of students pursuing diploma in civil engineering and electrical engineering is 941 students. The targeted population under analysis is 327 students, consisted of students in semester 2. Students from semester 2 are chosen because they are deemed to have learnt the basic knowledge of their study programme, thus should be able to provide some insights as to why they choose to pursue their programme. Furthermore, students from semester 2 are expected not to change to another programme since the opportunity of changing programme has been given during their first semester.

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It is important to choose a suitable sample size when conducting a research as it will directly affect the reliability of the analysis (Hair, Black, Babin, Anderson, & Tatham, 2006). Sampling is a process of determining and selecting the target people to represent the population for study (Sekaran, 2000). This study employed the census sampling method. Table 3.1 summarizes the population and sampling design for this study.

Table 3.1
Summary of Population and Sampling Design

	Number of students	Total Number of students
Population: Students in semester 2		327
Number of semester 2 students in civil engineering department	135	
Number of semester 2 students in electrical engineering department	192	

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3.6 Questionnaires Design and Scale Type Used

This study use questionnaire to collect research data. According to Sekaran (2003), questionnaire is a suitable data collection tool as researchers can construct the questions based on the need and variables used in their study. The questionnaire of this study consisted of two sections. Section A consists of the respondent's personal information such as gender, race, age, program, and sources of funding for education. Section B consists of statements related to career choice and factors affecting career choice, namely family influence, personal interest, economic consideration and career adaptability. The questionnaire used in this study are presented in Appendix A.

3.6.1 Career Choice

By referring to the table 3.2, the statements pertaining to career choice were adapted from the study by Olamide & Olawaiye (2013).

Table 3.2
Items for Measurement of Dependent Variables

No.	Items	Code
Career Choice		
1.	I have definitely made a career choice	CChoice1
2.	I did/have done career research on my own	CChoice2
3.	Thinking about career choice now is not a waste of time	CChoice3
4.	I chose my current study programme by myself	CChoice4

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3.6.2 Family Influence

By referring to the table 3.3, the statements pertaining to family influence were adapted from the study by Olamide & Olawaiye (2013).

Table 3.3
Items for Measurement of Independent Variables: Family Influence

No.	Items	Code
1.	My parents had / will have great influence in my career choice	Family1
2.	Educational status of my parents can affect my career choice	Family2
3.	My parents' occupations determine my choice of career	Family3
4.	My parents chose my study programme	Family4

3.6.3 Personal Interests

By referring to the table 3.4, the statements on personal interest were adapted from the study by Zool Hilmi, Norzaini, & Mohamad Sattar (2019).

Table 3.4
Items for Measurement of Independent Variables: Personal Interests

No.	Items	Code
1.	I enjoy learning about my current programme of study	Interest1
2.	I enjoy sharing experiences of my study with my friends	Interest2
3.	I always apply the skills/knowledge obtained from my study	Interest3
4.	I always voluntarily engage in learning activities	Interest4

3.6.4 Economic Considerations

By referring to the table 3.5, the statements pertaining to economic considerations were adapted from the study by Olamide & Olawaiye (2013).

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Table 3.5
Items for Measurement of Independent Variables: Economic Considerations

No.	Items	Code
1.	Money has been an issue in choosing a career	Eco1
2.	Opportunities and privileges do affect career choice	Eco2
3.	Living in a low socio-economic environment can affect the choice of career	Eco3

3.6.5 Career Adaptability

By referring to the table 3.6, the statements on career adaptability were adapted from the study by Zool Hilmi, Norzaini, & Mohamad Sattar (2019).

Table 3.6
Items for Measurement of Independent Variables: Career Adaptability

No.	Items	Code
1.	I am thinking about what my future career will be like	Adapt1
2.	I realized that what I decide today will shape my future	Adapt2
3.	I am planning how to achieve my objectives / goals	Adapt3
4.	I can perform my task efficiently	Adapt4
5.	I like to learn new things	Adapt5
6.	I will try to solve any problems and can overcome any obstacles	Adapt6
7.	I can make decisions by myself	Adapt7
8.	I investigate options before I make my decision	Adapt8
9.	I observe different ways to do things	Adapt9
10.	I am responsible for my actions	Adapt10
11.	I am curious about new opportunities	Adapt11

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3.6.6 Scale Type Used

This study used the Likert scale measurement as a method of scales measurement. Likert-scale questionnaire are frequently used by researchers for measuring relationship and effect between variables (Nemoto & Beglar, 2014). By using an even-numbered scale, respondents are being forced to provide their position and not just being indifferent (Beri, 2007). In this study, the rating scale was from "strongly disagree" with a value of one to "strongly agree" with a value of five. Table 3.7 below shows the rating scale and measurement.

Table 3.7
Rating Scale and Measurement

5 Point-Likert Scale	Description
1.00	Strongly Disagree
2.00	Disagree
3.00	Neutral
4.00	Agree
5.00	Strongly Agree

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3.7 Procedures of Data Collection

The researcher chose to self-administer the questionnaire as it can increase the reliability and simplicity of the information. The questionnaires were distributed to 327 respondents chosen from the classrooms from 18 March until 25 March 2019. The data collection began with the explanation of the purpose of the study and then requires the respondents to answer the questionnaire. Each respondent is given approximately 10 to 15 minutes to complete the questionnaire.

3.8 Technique of Data Analysis

The data collected has been analysed using the using the Statistical Package for Social Science (SPSS) version 25.0 software. Several statistical tools were used such as Cronbach's Alpha reliability test, descriptive statistics, Pearson correlation analysis, and regression analysis.

3.8.1 Reliability Test

Reliability refers to the extent of study with no unfairness and achieve the result of stability as well as internal consistency (Sekaran & Bougie, 2016). In this study, Cronbach's Alpha is used to test the reliability of the items in the questionnaire. By referring to the table 3.5 below, the internal consistency is acceptable if the Cronbach Alpha is greater than 0.7.

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Table 3.5
Internal Consistency Measurement

Cronbach's Alpha	Internal Consistency
$0.9 = \alpha$	Excellent
$0.8 = \alpha < 0.9$	Good
$0.7 = \alpha < 0.8$	Acceptable
$0.6 = \alpha < 0.7$	Questionable
$0.5 = \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: (Sekaran & Bougie, 2016)

3.8.2 Descriptive Statistics

Descriptive statistics are used to describe the basic features of the data as it provides simple summaries about the sample and the measures. Together with simple graphic analysis, descriptive analysis will simplify large amounts of data in a sensible way.

3.8.3 Pearson Correlation Analysis

Pearson correlation is a statistical technique to measure the degree of the linear relationship between two variables. Additionally, it will also provide the strength and significance of the bivariate relationship (Sekaran & Bougie, 2016). Correlation coefficient symbolizes by the letter 'R', ranges from -1.0 to +1.0. Value of +1 shows that there is positive relationship between two variables, while value -1 shows that there is negative relationship between two variables. Additionally, the correlation also can be categorized according to its strength as shown in table 3.6.

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Table 3.6
Strength of Pearson Correlation Coefficient

Range of Coefficient	Strength
± 0.70 to ± 1.00	Very Strong
± 0.40 to ± 0.69	Strong
± 0.30 to ± 0.39	Moderate
± 0.20 to ± 0.29	Weak
± 0.01 to ± 0.19	No or negligible
0	Zero correlation

Source: (Sekaran & Bougie, 2016)

3.8.4 Regression Analysis

Regression analysis is used for analysing the relationship of association between dependent variables and independent variables. This technique can summarize the nature of the relationship between variables and aids in understanding of how much the variance in the dependent variable can be explained by the independent variables.

3.9 Chapter Summary

This chapter explains the conceptual framework, hypotheses statement and methodology used in this study. The statistical techniques employed for analysing the data were explained. The analysis of the data collected will be presented in the next chapter.

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CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter will discuss on the response rate from the respondents, screening process as well as the demographic analysis. Furthermore, the descriptive statistics, Pearson Correlation analysis, and Multiple Regression analysis will be presented. Finally, the summary of the hypotheses testing will be shown.

4.2 Response Rate

A total of 327 questionnaires were distributed. However, out of 327 questionnaires, only 286 questionnaires were returned. There were 8 questionnaires that have missing data. Therefore, the total questionnaires that left for the analysis is 278 and the valid response rate is 85% which is sufficient for the analysis of this study. Table 4.1 shows the response rate for this study.

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Table 4.1
Response Rate

Items	Respondent
The number of questionnaires distributed	327
The number of questionnaires received	286
Incomplete questionnaires	8
Usable questionnaires	278
Response Rate	85%

4.3 Screening Process

This study conducted a reliability test to observe the internal consistency of the 26 items in the questionnaire. Most researcher have suggested that a reliability coefficient of 0.6 to be considered as an average standard, while a reliability coefficient 0.70 and above are considered as high reliability (Sekaran, 2003). The results of the Cronbach's Alpha were presented in Table 4.2.

Table 4.2
Cronbach's Alpha

Variables	Cronbach's Alpha	N of items
Career Choice	0.838	4
Family Influence	0.729	4
Personal Interests	0.877	4
Economic Considerations	0.836	3
Career Adaptability	0.929	11

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From the table 4.1, the results show that all the measures had reached high reliability coefficient, which ranged from 0.729 to 0.929.

4.4 Demographic Analysis

Demographic information gathered from section A of the questionnaire includes gender, race, age, study programme, sources of funding for education, and current cumulative grade point average (CGPA). Table 4.3 presents the respondent's background in detail.

Table 4.3
Respondent's Background

Classification		Frequency	Percent (%)
Gender	Male	154	55.4
	Female	124	44.6
Race	Malay	248	89.2
	Chinese	8	2.9
	Indian	19	6.8
	Other	3	1.1
Age	18 – 21	264	95
	22 – 24	13	4.7
	25 – 30	1	0.4
	31 and above	0	0
Programme	Diploma in Civil Engineering	140	50.4
	Diploma in Electrical Engineering	138	49.6
Sources of Funding	PTPTN	200	71.9
	Parents / Family Members	74	26.6
	Scholarship (JPA / MARA / Others)	3	1.1
	Others	1	0.4
CGPA	4.00 – 3.50	55	19.8
	3.49 – 3.00	129	46.4
	2.99 – 2.50	87	31.3
	2.49 – 2.00	7	2.5
	Less than 2.00	0	0

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As shown in table 4.2 above, the gender composition shows that 55.4% of the respondents were male, while 44.6% were female. 89.2% of the respondents were Malays, 2.9% were Chinese, 6.8% were Indian, and 1.1% were other races. About 95% of the respondents were from the age group 18-21 years old. In relation to the type of study programme, 50.4% respondents are pursuing Diploma in Civil Engineering while 49.6% are pursuing Diploma in Electrical Engineering. Regarding to the sources of financing for their education, 71.9% get their funding from PTPTN, 26.6% from their family, 1.1% from scholarship, and 0.4% from other sources. Finally, the data shows that 66.2% of the respondents have a CGPA of more than 3.0.

4.5 Descriptive Statistics

Descriptive statistics explained the minimum, maximum, mean score, as well as standard deviation of the five (5) variables used in this study using a 5-point Likert scale. Table 4.4 shows the descriptive analysis of variables.

Table 4.4
Descriptive Analysis of Variables

Variables	Minimum	Maximum	Mean	Std Deviation
Career Choice	1.00	5.00	3.5567	.73415
Family Influence	1.50	5.00	3.1421	.70682
Personal Interests	1.50	5.00	3.6700	.64372
Economic Considerations	1.33	5.00	3.6691	.76841
Career Adaptability	1.27	5.00	3.7838	.56705

From the above table, the mean for career choice is 3.5567 and the standard deviation is 0.73415. The mean for family influence is the lowest with 3.1421 and the standard deviation is 0.70682. Accordingly, the mean for personal interest is 3.67 and the standard deviation is 0.64372. The mean for economic considerations is the second highest with 3.6691 and the standard deviation is 0.76841. Meanwhile, career adaptability has the highest mean with 3.7838 and the standard deviation 0.56705.

4.6 Pearson Correlation Analysis

A Person Correlation analysis was conducted to determine the strength and direction of the relationship between the independent variables; family influence (Family), personal interests (Interest), economic considerations (Economic), career adaptability (Adapt) and the dependent variable; career choice (CChoice). Person correlation analysis normally will show results of correlation coefficient between -1 and +1 (Reimann, Filzmoser, Garrett, & Dutter, 2008). A correlation coefficient between 0.8 and 1.0 is said to be very strong, while correlation coefficient between 0.6 and 0.8 indicate a strong correlation, then correlation coefficient between 0.4 and 0.6 is reflected as moderate, while correlation coefficient between 0.2 and 0.4 is reflected as weak and finally correlation coefficient between 0.0 and 0.2 is showing a very weak correlation (Salkind, 2009). Table 4.5 indicates the findings of Pearson Correlation analysis of this study.

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Table 4.5
Pearson Correlation Analysis

		CChoice	Family	Interest	Economic	Adapt
CChoice	Pearson Correlation	1				
	Sig. (2-tailed)					
Family	Pearson Correlation	.267**	1			
	Sig. (2-tailed)	.000				
Interest	Pearson Correlation	.616**	.170**	1		
	Sig. (2-tailed)	.000	.005			
Economic	Pearson Correlation	.178**	.392**	.145*	1	
	Sig. (2-tailed)	.003	.000	.015		
Adapt	Pearson Correlation	.748**	.193**	.658**	.144*	1
	Sig. (2-tailed)	.000	.001	.000	.016	

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

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

From the table, there is a significant and positive relationship between family influence and career choice with r=0.267 and p=0.000; p<0.05. The table also shows that there is a positive correlation between personal interests and career choice with r=0.616 and p=0.000; p<0.05. The table also indicates that there is a positive correlation between economic considerations and career choice with r=0.178 and

p=0.003; p<0.05. Finally, the table also shows that there is a positive correlation between career adaptability and career choice with r=0.748 and p=0.000; p<0.05.

An overall assessment of the findings indicated that career choice is significantly correlated to family influence, personal interests, economic considerations, and career adaptability. Therefore, all hypotheses are accepted.

Meanwhile, table 4.6 shows the regression results with R^2 value of 0.6. This indicated that the independent variables namely; family influence, personal interests, economic considerations, and career adaptability can be explained about 60% of the variance in the dependent variable which is career choice.

Table 4.6
Multiple Regression Model Summary

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	-.619	.228		-2.710	.007
	Family	.115	.044	.111	2.633	.009
	Interest	.238	.058	.209	4.102	.000
	Economic	.019	.040	.020	.470	.638
	Adapt	.758	.066	.586	11.455	.000
	R					.774[a]
	R^2					.600
	R^2 Adj.					.594

a. Dependent Variable: CChoice

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4.7 Chapter Summary

This chapter encompasses the findings of the study, which includes the screening process, presentation of the respondent's background, and descriptive statistics. This chapter also discussed on the analysis used to test for the hypotheses and to achieve the research objectives which are the Pearson Correlation analysis and multiple regression analysis.

The results of the hypotheses testing are summarized in Table 4.7 below.

Table 4.7
Summary of Hypotheses Testing

	Description of Hypotheses	Results
H1	There is relationship between family influence and career choice.	Accepted
H2	There is relationship between personal interest and career choice.	Accepted
H3	There is relationship between economic considerations and career choice.	Accepted
H4	There is relationship between career adaptability and career choice.	Accepted

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CHAPTER FIVE

CONCLUSION AND DISCUSSIONS

5.1 Introduction

The primary aim of this chapter is to discuss about the findings presented in the previous chapter based on the research objectives, research hypotheses, as well as literature review.

5.2 Discussion of Findings

The findings show an empirical support for hypothesis 1, hypothesis 2 and hypothesis 4. Meanwhile, hypothesis 3 and are not supported. This section will discuss more on the findings regarding all the direct relationships that exist between: (1) family influence as independent variable and career choice as dependent variable; (2) personal interests as independent variable and career choice as dependent variable; (3) economic considerations as independent variable and career choice as dependent variable; and lastly (4) career adaptability as independent variable and career choice as dependent variable.

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5.2.1 Relationship between Family Influence and Career Choice

The first research objective is to investigate the relationship between family influence and career choice. The hypothesis is:

H1: There is relationship between family influence and career choice.

The results of this study indicated that there is significant and positive relationship between family influence and career choice. Therefore, H1 is accepted. The statistical finding shows the significant relationship between family influence and career choice with the p-value of 0.009 <0.05. This means that students are highly concern over family's opinion and decision on their choice of career. This finding was consistent with the previous research study which stated that career choice does being determined by the family influence (Fouziah, Amla, & Ramlee, 2010; Rajoo, Shahmir, & Afidatul, 2015; Tang, Fouad, & Smith, 1999). Palos & Drobot (2010) stated that the child's decisions are influenced by their families, especially the mothers who strongly involves in the child's career-related plans as well as psychosocial support. Children may need to follow their parents' suggestion on certain career especially when they does not have any current plans (Olamide & Olawaiye, 2013). This is because the children have to rely on their parents for general advice, morale support regarding their academic and career choice, as well as trusting their parents to guide them on their career options as their parents had much more experiences and knowledge than them (Ferry, 2006; Simmons, 2008).

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5.2.2 Relationship between Personal Interest and Career Choice

The second research objective is to investigate the relationship between personal interest and career choice. The hypothesis is:

H2: There is relationship between personal interest and career choice.

The finding of this study showed that there is significant and positive relationship between personal interest and students' career choice. Therefore, H2 is accepted. The statistical finding shows the significant relationship between personal interest and career choice with the p-value of 0.000 <0.05. This means that students agreed that their personal interests may provide great impact on their future career. This finding was also consistent with the previous study results which confirms that there is positive relationship between personal interests and career choice (Ahmed, Nimra, & Nawaz, 2017; Rajoo, Shahmir, & Afidatul, 2015; Zool Hilmi, Norzaini, & Mohamad Sattar, 2019). According to Schiefele, Krapp, & Winteler (1992), when an individual has a great passion and knowledge on the chosen career, he will give his best effort, focus and determination to achieve his objective. Choosing a career based on an individual's interest often leads to career success and job satisfaction (Edwards & Quinter, 2011; Greenhaus, Callanan, & Godshalk (2010) Miller & Miller, 2005), demonstrate consistency in efficacy (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001), boost their motivation and making them fully committed to their job regardless of the rewards being offered (Miller & Miller, 2005), as well as able to

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provide new ideas and encourage innovation. Additionally, having interest on certain career may encourage students to explore more on that career.

5.2.3 Relationship between Economic Consideration and Career Choice

The third research objective is to investigate the relationship between economic considerations and career choice. The hypothesis is:

H3: There is relationship between economic considerations and career choice.

The finding of this study showed that there is significant and positive relationship between economic considerations and students' career choice. This result is consistent with previous researches by which stated that economic considerations such as high salary, opportunity for advancement, job security, a good insurance package, and more economic benefits are important in influencing career choice (Awujo, 2007; Harris, Marx, Gallagher, & Ludwig, 2005; Henderson, Hesketh, & Tuffin, 1988; Koc, 2008; Ogunrinola, 2011; Onijigin, 2009; Stebleton, 2007; Tang, Fouad, & Smith, 1999; Wildman & Torres, 2002).

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5.2.4 Relationship between Career Adaptability and Career Choice

The fourth research objective is to investigate the relationship between career adaptability and career choice. The hypothesis is:

H4: There is relationship between career adaptability and career choice.

The finding of this study showed that there is significant and positive relationship between career adaptability and students' career choice. Therefore, H4 is accepted. The statistical finding shows the significant relationship between career adaptability and career choice with the p-value of 0.000 <0.05. This finding was also consistent with the previous study results which confirms that there is positive relationship between career adaptability and career choice (Zool Hilmi, Norzaini, & Sattar, 2019). It is important for an individual to have the ability to quickly react and respond to variety of situations that occur (Savickas, et al., 2009). Career adaptability may give strong impact on an individual's career such as bringing success in their workplace or provide job satisfaction (Rossier, Zecca, Stauffer, Maggiori, & Dauwalder, 2012).

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5.3 Implications of Study

From the findings of the study, there are several implications such as theoretical implications and managerial implications.

5.3.1 Theoretical Implications

Consistent with previous studies, the findings of this study showed that career choice can be tested with family influence, personal interests, and career adaptability. The result of this study will contribute to the literature as well as theory development.

5.3.2 Managerial Implications

The findings of this study may have implications in career guidance and counselling students. By understanding how students make their decision on their future career and knowing the factors determining their career decision-making, more realistic guidance could be provided. For example, universities or educational institutions could organize career programs for students to help them getting more information related to career field available in the market place. Additionally, counselling session might be able to help students in identifying their area of interest.

This study also proved that the influence of family members is significant to affect students' career choice. As such, family members should communicate more with students, listening to them, and give feedback on their opinion as well.

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5.4 Limitations of Study

There are several limitations to this study. The results of this study should be viewed in the context of its limitations. Firstly, this study was conducted to the diploma students in Polytechnic Sultan Abdul Halim Mu'adzam Shah (POLIMAS), Jitra, Kedah. Thus, it could limit the study's generalizability to other educational institutions in Malaysia or in other countries with different socio-cultural values and different environments. Secondly, it was based on a relatively small sample of 327 respondents, which limits the generalizations of the results. Lastly, due to the limited

time being given to conduct this study, the researcher has limited information to be gathered and lack of knowledge on the topic of this study.

Given the above boundaries, generalization from the findings of this study should be treated with caution. Nevertheless, the findings of this study are generally consistent with the previous research referred to in this study.

5.5 Recommendations for Future Studies

Since this study was conducted among diploma students in civil engineering programme and diploma students in electrical engineering programme, the findings will not represent the students from other field of studies. Therefore, it is recommended for future researchers to use sample size from other disciplines as well. Additionally, future studies could also expand the size of the sample to include unemployed graduates, or students from both public and private universities or educational institutions.

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Besides, this study was conducted in POLIMAS, a public TVET institution located in the Northern part of Malaysia. Due to the cultural differences between the Southern and Northern parts of the country, there is a need for future researchers to expand their studies to the other regions.

Additionally, future studies could add more new variables to get more precise results as there might be other variables which affect career decision-making.

5.6 Conclusion

This chapter provide the implications of the study, limitations, future recommendations as well as some conclusions. This study was conducted among students from two study programme in Polytechnic Sultan Abdul Halim Mu'adzam Shah (POLIMAS), Jitra, Kedah. In particular, four (4) hypotheses were developed; and all hypotheses were accepted in this study. The findings of this research confirm that 4 independent variables, namely; family influence, personal interests, economic considerations and career adaptability tested by the conceptual framework significantly influences students' career choice. The results of this study indicated that there is significant and positive relationship between family influence and career choice, between personal interests and career choice, between economic considerations and career choice, as well as between career adaptability and career choice.

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Choosing a career is a very important decision for every individual. Since there is no clear process being outlined for the students to follow, many students are having difficulties in making decision on their future career. As such, this study was needed so as to investigate on the factors that affect students' career choice such as family influence, personal interest, economic consideration, and career adaptability.

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APPENDIX A

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QUESTIONNAIRE

Dear participant,

I am AMALINA NAJAA BINTI SHUIB, Master of Science (Management) student in Universiti Utara Malaysia, currently conducting a study on **"Factors Determining Career Choice Among Students in Politeknik Sultan Abdul Halim Mu'adzam Shah (POLIMAS), Jitra, Kedah".**

I would appreciate if you could spare approximately 15 minutes of your time to complete this questionnaire.

This questionnaire consists of two (2) sections. Section A questions about your background, while Section B about factors determining career choice.

Your response will be treated with confidentially and it will be used for research purposes only. Thank you for your willingness to participate in this study.

Yours sincerely,

_____

(AMALINA NAJAA BINTI SHUIB)
Master of Science (Management)
Universiti Utara Malaysia
Contact Number: 016-6683518

SECTION A: RESPONDENT'S BACKGROUND

Please provide basic information about yourself by ticking (√) the appropriate response.

1) Your gender is:

☐ Male ☐ Female

2) Your race is:

☐ Malay ☐ Chinese ☐ Indian ☐ Other

3) Your age is between:

☐ 18 – 21 ☐ 22 – 24 ☐ 25 – 30 ☐ 31 and above

4) Your programme is:

☐ Diploma in Civil Engineering

☐ Diploma in Electrical Engineering

5) Sources of funding for your education:

☐ PTPTN

☐ Parents / Family Members

☐ Scholarship (JPA / MARA / Others)

☐ Others (Please specify) …….

6) Your current Cumulative Grade Point Average (CGPA):

☐ 1.99 and below ☐ 2.00 – 2.49

☐ 2.50 – 2.99 ☐ 3.00 – 3.49

☐ 3.50 – 4.00

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SECTION B: FACTORS DETERMINING CAREER CHOICE

From the scale 1 to 5, please indicate your perception by ticking (√) after each statement under the column Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) or Strongly Agree (5).

Part 1: Career Choice

No	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I have definitely made a career choice					
2	I did/have done career research on my own					
3	Thinking about career choice now is not a waste of time					
4	I chose my current study programme by myself					

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Part 2: Family Influence

No	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	My parents had / will have great influence in my career choice					
2	Educational status of my parents can affect my career choice					
3	My parents' occupations determine my choice of career					
4	My parents chose my study programme					

Part 3: Personal Interests

No	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I enjoy learning about my current programme of study					
2	I enjoy sharing experiences of my study with my friends					
3	I always apply the skills/knowledge obtained from my study					
4	I always voluntarily engage in learning activities					

Part 4: Economic Considerations

No	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	Money has been an issue in choosing a career					
2	Opportunities and privileges do affect career choice					
3	Living in a low socio-economic environment can affect the choice of career					

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Part 5: Career Adaptability

No	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I am thinking about what my future career will be like					
2	I realized that what I decide today will shape my future					
3	I am planning how to achieve my objectives / goals					
4	I can perform my task efficiently					
5	I like to learn new things					
6	I will try to solve any problems and can overcome any obstacles					
7	I can make decisions by myself					
8	I investigate options before I make my decision					
9	I observe different ways to do things					
10	I am responsible for my actions					
11	I am curious about new opportunities					

Thank you for the time you spent to complete this questionnaire.

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