

PERCEPTION OF FACTORS THAT INFLUENCE  
CAREER DECISION MAKING AMONG  
UNDERGRADUATES IN KLANG VALLEY

CHAI SOOK SIAM

LUI JU LIAN

ONG TZE KWAN

YAP FOONG THENG

This research project is supervised by:

Ms. Fitriya Binti Abdul Rahim

Lecturer

Department of International Business

Faculty of Accountancy and Management

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## DECLARATION

We hereby declare that:

1. This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
2. No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
3. Equal contribution has been made by each group member in completing the research project.
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Name of student:	Student ID:	Signature
------------------	-------------	-----------

- |                    |            |  |
|--------------------|------------|--|
| 1. Chai Sook Siam  | 09UKB05675 |  |
| 2. Lui Ju Lian     | 09UKB03073 |  |
| 3. Ong Tze Kwan    | 11UKB01540 |  |
| 4. Yap Foong Theng | 09UKB05471 |  |

Date: 19<sup>th</sup> April 2013

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## **LIST OF ABBREVIATIONS**

<b>IPTS</b>	Institusi Pengajian Tinggi Swasta
<b>IPTA</b>	Institusi Pengajian Tinggi Awam
<b>IPT</b>	Institusi Pengajian Tinggi
<b>SPSS</b>	Statistical package for the Social Sciences
<b>UTAR</b>	Universiti Tunku Abdul Rahman
<b>UCSI</b>	University College Sedaya International
<b>UPM</b>	Universiti Putra Malaya
<b>UM</b>	Universiti Malaya

## **LIST OF APPENDICES**

Appendix A    Survey Questionnaire

Appendix B    SPSS Output

## **Preface**

This research project unit UKMZ 3016 Research Project is done by four Bachelor of International Business students in order to complete their degree program. The title of the thesis is ‘Factor influence the Undergraduate in Career Decision Making in Klang Valley’. It is also a project that assembles the intellectual interest and critical thinking among the undergraduates besides their regular responsibilities. This enhances the integration of capabilities and abilities of the undergraduates in the application of theoretical elements.

This study is conducted to investigate the significance of relationship of the factors that can influence and affect the career decision making of undergraduates in several Universities in Klang Valley. The contributors towards the career decision making among undergraduates are identified in the research, which are financial benefits, non-financial benefits, interpersonal and intrinsic factors. The emerging number of studies in various parts of the world has given a chance for the researches to conduct this study in order to comprehend this area and wider context. Result of the reference for public to practice on undergraduates in career decision making.

Finally with hope, this research can provide a better understanding on career decision making among undergraduates in Klang Valley.

### **Abstract**

The most concern of this study would be the financial benefits, non- financial benefits, interpersonal and intrinsic factors are most influential factors affecting career choices among students.

Career choice is a complex decision for students since it determines the kind of profession that they intend to pursue in life. As students try to make career choice while in university, they face problem of matching their career choices with their abilities and school performance. In Malaysia, undergraduates have to make career choices before their graduation. However, studies indicate that most students enter into careers that are totally different from the ones they chose while in university.

The purpose of this study was to examine factors influencing career choice among undergraduates in Klang Valley. The data for this study was collected using questionnaire or survey. For this research, the population is undergraduates in Klang Valley's university but there are only four universities have been chosen. A sample population of 200 students was randomly selected from a total population in these four universities. A total number of 182 questionnaires were retrieved with valid data. Moreover, the statistical package for Social Sciences (SPSS) is being used to analyze the data collected through the survey. A recommendation is presented to propose beneficial suggestions and call for further studies.

## **CHAPTER 1: RESEARCH OVERVIEW**

### **1.0 Introduction**

Career decision making is a process that every university students must go through upon graduation if students do not plan for further studies at a higher level. It is where university students identify factors that will influence their career choice.

In chapter 1, researchers will first explain the background of research in order to give readers a brief understanding on the purpose of investigation. Next, problems statements will be developed and direct researchers to search for a clear solution. Furthermore, research objectives and research questions will be established. Thus, researchers able to stay focus on research purposes and achieve research conclusion that met with research objectives. In addition, hypothesis will be defined for future quantitative analysis purposes. Lastly, significance of research will be identified to describe the importance of research goals to current problems.

## **1.1 Research Background**

### **1.1.1 Career Decision Making**

Competitions and challenges are a part of today's world. There is intense competition happening among university students for jobs and many university graduates were unemployed. In addition, lower level qualification workforce that with years of working experience will be competing against university students for jobs as well. Besides, due to globalization, many organizations are now hiring new employees from all around the world. Therefore, in order for university students to get desired job, it is extremely important that they should decide their career path well. Undergraduates tend to look at few factors that attract them when looking for job. Students need to narrow down their job search and aim for several jobs that best suited their personal needs. Proper career decision making enable students search for job more effectively, hence, reduces unemployment rate.

In the era of globalization, more competition arises among business firms. Firms in urgent need to attract new employees equipped with pool of knowledge to achieve competitive advantage. However, many organizations experienced high employee turnover rate. There are many university students who are clueless about their pursuits after graduation, as these individual do not plan ahead or they might avoid planning as things may not go as planned. University students who do not plan their career could find themselves having high work stress, discontent and job dissatisfaction. Thus, these employees might change job all the time and unable to achieve their life goals (Miller & Marvin, 2008). Thorough career decision making process could reduce job-hopping rate as the current job meets employees' expectations. Thus, students should plan their career rather than aimlessly change jobs all the time. Lastly, career planning helps individual in

realizing intentions and dreams. A proper career decision making is the key to success ([Jacowski](#), 2012).

### **1.1.2 History of Higher Education**

Ever since the Federation of Malaya gained independence in 1957, the Malaysian education system has been developing so as to unify the nation-state and to promote economic growth. In the early 1970s, the New Economic Policy was implemented, aimed to bring about a better balance in enrollment among the different ethnic groups in Malaysia. It resulted in a steady increase in the number of Bumiputera students in Malaysian universities (Kamogawa, 2003). Together with the policy, four public universities were established in the 1970s, which are Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, Universiti Pertanian Malaysia and Universiti Teknologi Malaysia.

In the middle of 1990s, there was a policy shift to privatize higher education and encourage the growth of private institutions of higher education in Malaysia to meet the growing demand for higher education among the growing number in the population age cohort eligible for university education (Sivalingam, 2006). Right after that, students who pursuit higher level of education increased year by year.

The Malaysia Ministry of Higher Education (MOHE) was created on 27 March 2004 with a vision to make Malaysia a centre of higher educational excellence by the year 2020. According to MOHE, there are now more than 900000 students pursuing higher education in 20 public universities (IPTA), 33 private universities (IPTs) and other colleges and polytechnics in year 2012.

### 1.1.3 Numbers of graduates and employment patterns

Table 1.1: Public universities' (IPTA) number of entrant and graduates

Public University (IPTA)	Number of Entrant	Number of Graduated
Universiti Malaya	8393	7819
Universiti Sains Malaysia	8828	5965
Universiti Kebangsaan Malaysia	7129	6768
Universiti Putra Malaysia	9719	6985
Universiti Teknologi Malaysia	10582	5221
Universiti Utara Malaysia	7667	8063
Universiti Islam Antarabangsa Malaysia	10797	4293
Universiti Malaysia Sarawak	5034	1559
Universiti Malaysia Sabah	4712	3653
Universiti Pendidikan Sultan Idris	12157	4247
Others	103748	49718
Total	188766	104291

Table 1.2: Private universities' (IPTS) number of entrant and graduates

Private Institution (IPTS) Status	Number of Entrant	Number of Graduatand
Private Institution With University Status	54244	29319
Private Institution With University College Status	14684	1269
Private Institution With University Status (Branch Campus of Foreign University)	5155	1353
Total	74083	31941

Adapted from: MOHE (December 31, 2011), Graduates tracer study 2011.

During the old days, there were only few public and private universities available in Malaysia. Thus, the number of places for students to pursue higher level of education was very limited. Upon graduation, there were ample jobs waiting for this small number of graduates, hence it was easy to secure employment. However, according to Professor Dato' Sri Dr Syed Arabi Idid, rector of IIUM, the situation nowadays has changed. Refer to Table 1.1 and 1.2, there are now 20 public universities, in addition to the private institutions, offering variety of courses. Thousands of graduates enter the workforce every year and the job market is not able to absorb all of them (Tan, 2010).

According to the Employee Intentions Report conducted by Michael Page International Malaysia (2012), Malaysia's economic condition was boosted by the positive business activity levels across the broader Asia region while the national government program could help to drive local business activity and fuel job opportunities for employees across all key industries. However, MOHE stated that

the issue of increasing unemployment levels among local graduates has remained high on the Malaysia government's agenda.

**Table 1.3 Malaysia Unemployment Rate**



Adapted from: <http://www.tradingeconomics.com/malaysia/unemployment-rate>

**Table 1.4 Number of Malaysian Graduates by employability status of 2011**

Category of higher education institution	Employed	Upgrading Skills	Waiting Work Placement	Unemployed
IPTA	52336	1598	6372	21246
IPTS	26273	465	1821	12404
Total	78609	2063	8193	33650

Adapted from: MOHE (December 31, 2011), Graduates tracer study 2011.

Even though Table 1.3 has shown a decrease in overall unemployment rate, there is an increment in the number of jobless graduates from 65,500 to 71,600 people (Aruna, 2011). The amount of unemployed university graduate in 2011 was 33,650 people as indicated in Table 1.4.

### **1.1.4 Employability**

According to (Morshidi, Chan & Munir, 2011), in the context of the workplace and employment market, the term employability refers to several situations:

- i) The situation in which an individual would be employed because his or her competencies match the demands of a particular workplace and the expectations of potential employers.
- ii) The readiness of an individual to be employed. Thus, an employable graduate is an individual who has completed studies, is currently available for work, has job-related competencies and makes arrangements to start a job (Godfrey, 1986).
- iii) The effort that leads to enabling a student to acquire knowledge, personal and professional skills, and the attitudes that will support his or her future development and employment (Brown, 2006).
- iv) The attributes of a graduate, as a result of education he or she has acquired. With certain competencies, a graduate has higher likelihood to be employed if he or she applies for a job or can create a job.

Employers have increasingly voiced their dissatisfaction to the MOHE, argues that supply of good quality graduates were limited. Thus, rising unemployment among graduates is due to mismatch between supply and demand (Morshidi, 2009). Employers perceived that unemployment of graduates is due to their lack of generic skills and serious inadequacy in terms of work-related competencies. In an effort to address this issue, MOHE had revised curriculum to include subjects such as English language, team work and analytical skills. With such a curriculum, graduates will be exposed to skills that would create job opportunities for them (Morshidi, Chan & Munir, 2011). Despite strategies and programmes introduced by the government to foster employability among graduates, unemployment among local graduates remains high.

What caused graduates unemployment rate remains high? Are employers, government (MOHE), or Higher Education Institution responsible for this? Or, fresh graduates did not make their career decision wisely and unprepared for work?

## **1.2 Problem Statement**

Nowadays generation Y especially university students would demand for different compensation in their career decision-making because they are higher education. It includes higher pay, pleasant working environment and job security. University students who study different course would have different demand. For example, students who study information system ranked job opportunities as the highest factor while finance students ranked long-term earnings as the most important factor (Sibson, 2011). This same goes to students who choose to be a dentist because it provided a prestige status and financial benefits (Gallagher, Clarke & Wilson, 2008). According to Richardson (2009), business students tend to go for company that offered high job security, pleasant working environment and enjoyable job.

It is important for researchers to conduct a study within the context of Malaysia. First, most past research papers regarding career decision making in Malaysia were done few years ago (See, 2008). The research results of past research papers may be outdated and the current employment trend among young adults may differ from the past researches. Hence, it is unable to reflect current young adults' career decision making. This research study is carried out in order to determine latest trend of undergraduates' career decision making.

Secondly, there are limited studies conducted in Malaysia (Sibson, 2011). Therefore, this study is conducted in order to identify the factors that will

influence career decision making among university students and find out how the findings of the study would make a difference for Malaysian.

Thirdly, many research papers conducted in Malaysia mainly focus in course of studies instead of undergraduates perspective (Zuraidah, 2012). Therefore, this study is conducted to determine perspective of universities undergraduates in their career decision making. Finally, through this research, it could help in solving problems by reducing fresh graduates' turnover rate.

## **1.3 Research Objectives**

### **1.3.1 General Objective**

This research is aimed to examine the factors that will influence career decision making among university students.

### **1.3.2 Specific Objectives**

The research objectives for purposed study are as follows:

1. To identify the main factors that influence career decision making among undergraduates.
2. To identify the most important and least important career decision making factors that undergraduates looking at.
3. To examine the relationship between financial benefits and career decision making.
4. To examine the relationship between non-financial benefits and career decision making.
5. To examine the relationship between interpersonal factors and career decision making.

6. To examine the relationship between intrinsic factors and career decision making.

## **1.4 Research Questions**

This research will tend to answer these questions below:

1. What are the main factors that influence career decision making among undergraduates?
2. What is the most important and least important career decision making factors that undergraduates looking at?
3. Is there any relationship between financial benefits and career decision making?
4. Is there any relationship between non-financial benefits and career decision making?
5. Is there any relationship between interpersonal factors and career decision making?
6. Is there any relationship between intrinsic factors and career decision making?

## **1.5 Hypotheses of the Study**

H<sub>0</sub>: There is a no significant relationship between financial benefits and career decision making.

H<sub>1</sub>: There is a significant relationship between financial benefits and career decision making.

H<sub>0</sub>: There is a no significant relationship between non-financial benefits and career decision making.

H<sub>2</sub>: There is a significant relationship between non-financial benefits and career decision making.

H<sub>0</sub>: There is a no significant relationship between interpersonal factors and career decision making.

H<sub>3</sub>: There is a significant relationship between interpersonal factors and career decision making.

H<sub>0</sub>: There is a no significant relationship between intrinsic factors and career decision making.

H<sub>4</sub>: There is a significant relationship between intrinsic factors and career decision making.

## **1.6 Significance of the study**

Choosing a career is one of the most important decisions people make in life. There several reasons why it is worth to conduct this research.

Educational institutions are able to gain more information about the trend of university graduates' employment in Malaysia through this study. Thousands of students have finished their degrees at universities across the country and they are all in competition for a limited number of jobs. Graduates have to ensure they stand out from the crowd and get their ideal job sooner rather than later. Thus,

students need to prepare themselves well in order to compete among each other. Preparing students for their future roles in the world of work has become increasingly important for educators. As a result of changes taking place in the workplace, the challenge is to prepare students to enter and be competitive in a world class workforce (Feller, 1996). Educational institutions could offer subjects that are crucial to secure employment in academic course structure. For instance, institutions could offer English learning based subjects to meet the requirement of employers. Besides than academic, preparation could also be done in terms of interpersonal skills, communication skills and leadership skills. Institutions could offer students with variety of soft skills programs for students.

Everyone has unique set of personal needs that must be met in order to excel in life. This study enables fresh graduates to discover their personal needs and apply for the career that best fulfill those needs. According to Maslow's "Hierarchy of Needs", human needs are divided in five levels which the first level is physiological needs, followed by safety, love and belonging, self-esteem and the top level is self-actualization. Maslow's theory suggested that each level can only be met if the preceding one has been met. Once they can recognize their needs and which level they are reached, they have to plan what to do next. Hence, through recognizing the needs when selecting for a career, students could reduce job-hopping rate, increase job satisfaction and possibly in future, they could achieve the highest level of needs.

This study helps to improve undergraduates' understandings towards employers' requirement. With adequate understanding on employers' requirement, graduates unemployment and employees turnover rate could be reduced. As an employee, you should not just work for an organization without making in depth consideration. If you are looking for a permanent job, it is better to gather as much information as you can about the job and the organization itself. Human capital is essentially important to organization success. When an employee has sufficient understanding about the company, they will stay longer and attached with the

organization because new employees would be more motivated to work and remain with the organization when rewards system and organizational culture suits their lifestyle.

Lastly, this study could help the government, as in Ministry of Human Resource and Ministry of Higher Education, by providing up to date information regarding university students. This up to date information could be used in policy formulation and other educational programs. For instance, the government could introduce campaign that enables students to develop necessary skills that are needed in today's workplace. Next, government could develop action plan such as talent development initiatives, with the focus on creating sustainable talent pool on industry that are lacking of new pool of talent. With that, new talent pool will be available with sufficient skills, at the right amount, at the right place and at the right time. Lastly, the new talent pool could contribute in making Malaysia businesses in every industry to prosper, which ultimately boosts the economy in Malaysia.

## **1.7 Chapter Layout**

This research project will be divided into 5 chapters. In first chapter, Introduction, researchers had presented the overview of studies. Next, in chapter 2, Literature Review, researchers will present relevant research works that has been conducted in the past and important variables in the research will be determined. Follow by chapter 3, Methodology, research methods such as research design, data collection and analysis methods will be defined before proceeding to chapter 4, Data Analysis. In this chapter, research findings and discussion of results will be made. Finally, in chapter 5, conclusion will be formed and limitations will be addressed.

## **1.8 Conclusion**

In summary, the researchers had presented a brief introduction on career decision making, importance of study, an overview background of research, problem statement, and establishment of research objectives, research questions and hypothesis. Proceeding to chapter 2, several past relevant researches done by other researchers will be presented to provide a clearer picture of the study.

## **Chapter 2: LITERATURE REVIEW**

### **2.0 Introduction**

In Malaysia, the labor market survey states that 12 per cent of workers job-hop annually and mostly happened among young people. Parents who kept their doors open for children who were unhappy with their jobs had strengthened the job-hopping trend among the younger generation (Aruna, 2012). Young graduates gave up easily when faced with challenges such as failing to develop a good relationship with their colleagues and their parents will always be there to offer them a “safety net”. Over the last decade, the war for talent has become feistier as organisations become extremely competitive in their focus of placing people at the centre of their business. This in turn has lead organisations towards a quest of finding the best suited talent in the speediest of time. As a result, employees today can take comfort in knowing that they have career choices (Norman, 2013).

There are several factors that could possibly influence career decision making. In this research project, researchers identifies four factors that could possibly affect universities undergraduates in deciding their career path, which are financial benefits factor, non-financial benefits factor, interpersonal factor and intrinsic factor.

## 2.1 Overview of youth's employment situation

On recruiters' perspective, the chief operating officer of JobStreet agency said that fresh graduates' bad attitudes is one of the reason that employers shy away from hired them. Many of them are unprepared for the interview and are rejected (Yeoh, 2011). Next, most fresh graduates would like to set an unrealistic demand on salary and benefits but do not spend time on preparation in checking the company background. They switch job once they got offered with a higher pay from another company (Aruna, 2011). A company's career development plans enable fresh graduates to develop better technical skills, but these may not fulfill their expectations of earning large salary immediately. Some companies do not allow their younger staff to Facebook and tweet during working hours when social networking had become an important tool among the younger generation (Kaur & Palansamy, 2012). Not only younger generation, many businesses nowadays rely on social media to communicate with customers. The younger generation workforce and customers would lead to a change in organization structure and practices.

On the perspectives of undergraduates, there are many of them who are clueless about their pursuits after graduation, as these individual do not plan ahead or they might avoid planning as things may not go as planned. University students who do not plan their career could find themselves having high work stress, discontent and job dissatisfaction. Thus, these employees might change job all the time and unable to achieve their life goals (Gillian, Scott & Meegan 2006).

Many young adults are experiencing a slow career because of their inability to identify early-career goals (Feldman & Whitcomb, 2005). One aspect of the problem here may be the variety of criteria individuals are using when choosing a career. Some young adults have so many criteria they want to maximize in a career – many of which are unlikely to co-occur – that no career option seems particularly attractive (Dunegan, 1993). Rather than “satisfice” with

an option that at least minimally meets all relevant criteria (Simon, 1976), some young adults prefer to continue and “keep their options open” for longer and longer periods of time. Another aspect of the problem may be that young adults get so caught up in obsessive information gathering, often referred to as hypervigilance, that they have no psychological energy left to analyse their options in thoughtful ways (Janis and Mann, 1977; Schacter, 2001).

Besides that, high cost of living was believed the main cause for increasing job-hopping trend among youths. Many business leaders were not aware of the cost of living and low remuneration was seen in the manufacturing and service industries as well as other entry-level jobs (Sathasivam, 2012). Recent years, price of houses and other goods are increasing tremendously. Salary earned is not enough to cover monthly expenditures (Azizan, 2011). This problem could become more serious when youth have to pay for their parents’ cost of living.

Furthermore, young job seekers are very choosy in selecting job even though they are lack of working experience. For instance, due to high cost of living, many people are demanding higher pay work, but still, fresh graduates refuse from apply job in plantation sectors despite a starting salary of RM2000 (New Straits Times Online, 2012).

Lastly, younger generation workers demand different compensation compared to older permanent workers. Employers could stop their young talented staff from leaving by offering them special salary packages and incentives (Kaur & Palansamy, 2012). Lastly, some young employees prefer flexi-working hours. Lack of flexi-working hours for this group caused talented graduates leave the organization (Sathasivam, 2012).

## **2.2 Theoretical models**

### **2.2.1 Theory of Reasoned Action (TRA) Model**

TRA model is refers to the connection between trusts, attitudes, norms, intentions and behaviours of each person (Fishbein & Ajzen, 1975). It is a famous model used in explaining the process of individual's attitudes to examine behaviour relationship. Thus, many researchers from vary fields have been used this model as to test human's behaviour (Wahid, Rahbar & Tan, 2011) and it shows significance result in assuming behavioural intentions (Mcintosh, 2009). For example, this model has been proven that useful to examine the relationship between attitudes and career selection (Sable et al., 2006).

Besides, TRA theory provided a social psychological framework to explain various types of behaviours (Sheppard et al., 1988; Sable et al., 2006). In addition, Cohen & Hanno (1993) suggested that the framework of TRA model is useful to investigate the variables influencing career choice. This is because the theory assumed individuals are rational and intentional (Mcintosh, 2009). Hence, researcher proposes graduates will evaluate their career based on their rational behaviour toward the job. For instance, several researches were developed hypotheses to examine the relationship between career choice and the factors influencing accountants' job selection (Tan & Laswad, 2005; Ahmed et al., 1997). The hypotheses conducted include financial rewards, gender, intrinsic factors, flexibility of career choices and parental influence. Those factors were developed to test which factor will influence the accounting students' career choice the most (Philip, 2010).

### **2.2.2 Job Choice Theory**

Job choice theory is defined as the process of candidates applies and accepts for the employment if being offered (Pounder & Merrill, 2001). This theory was introduced by Behling (1968) who developed three types of job choice theory involves objective theory, subjective theory and critical contact theory. Objective theory is university students' decision on accepting positions offered where includes salary, benefits, working locations, advancement opportunity, training programs and the nature of work (Mulhall, Hartter, & Camp, 2003), whereas, subjective theory is job applicants seek for a position based on their emotional or physiological needs. In addition, critical contact theory is where candidates select a position based on the appearance of employer, working environment and the overall selection process associated with the position (Behling et al., 1968).

Besides, Pounder & Merrill (2001) had also used job choice theory as to better understand the conceptual framework of the applicants' perceptions toward job attributes and job desirability. For instance, a principal candidate would make decision on whether to accept job as an administrator is based on his or her personal needs towards the position offered. Thus, this theory could be developed to identify the factors of influencing graduates career decision-making.

### **2.2.3 Driver's career concepts theory**

Driver's career concepts theory is based on the idea that over time, career-oriented individuals develop stable cognitive structures concerning their careers. There are four internal career orientations posited by him, which are: transitory, where career choices of each individual may change every few years and where individuals move laterally and completely change their career direction. Second, an opposite career concept is steady state, where there is no real change of basic

career choice or direction, even though a job may change. A third orientation is linear, which means a definite sense of upward movement or promotion. Last is the spiral career concept, refers to the cyclical changes occur (every five to ten years) but there is a sense of spiral connectedness between moves, both lateral and vertical. Unlike some other internal career theories, Driver's theory is distinguished on several dimensions. First, he puts forth the key elements of career choice that comprise the defining traits of each career concept. Second, he links these career concepts to motives, cognitive styles and decision-making. The elements of each career concept are illustrated in Table 2.1.

Table 2.1 Career Concept

Career concept	Time of choice	Frequency of change	Direction of change
Transitory	Never	One to two years	Lateral
Steady state	Youth	None	None
Linear	Youth to late-20s	None	Upward
Spiral	Cyclic	Five to ten years	Lateral

Adopted from: Driver, (1980). Michael Driver's career concept

Driver's theory was further elaborated by linking career concepts to other psychological and behavioural phenomena, as found in Table 2.2.

Table 2.2 Career Concept to motivation and cognitive style

Career concept	Motive	Cognitive style
Transitory	Independence	Flexible
Steady state	Security	Decisive
Linear	Achievement	Hierarchic
Spiral	Growth	Integrative

Adopted from: Driver, (1980). Michael Driver's career concept

## **2.3 Dependent Variable**

### **2.3.1 Career**

Career refers to the progress and action taken by a person, regarding on his or her occupations throughout a lifetime. Career is not only refers to one position, instead, it composed of jobs held, titles earned and work accomplished over a period of time (Walton & Mallon, 2004).

Depending on culture and country's economy, some people stay with only one job throughout their entire career. In contrast, there is an increasing trend of employees change job more frequently throughout their career (Business Dictionary, 2013).

### **2.3.2 Global Career**

Due to globalization, it links many businesses across multiple countries simultaneously and the proliferation of different ways of doing global work. Many employees are now building a career abroad and at home. Global career is a term refers to individual who performing work with global responsibility and has cross cultural exposure. Individuals who are going abroad for an organisation sponsored work assignment is consider as having a global career (Financial Times Article, 2012).

### 2.3.3 Career Decision Making

Career decision making is a type of decision which requires extensive time of thorough research and complex decision. Career decision-making is not simply matching a person to an occupation. There are many influences that impact on a person's career decisions. Lastly, Career decision-making, from a cognitive-behavioral perspective, as a problem-resolution process used when choosing between socio-occupational alternatives continues to receive a great deal of attention in psycho-educational research (Gati et al., 2010; Krieshok et al., 2009; Tian et al., 2010).

Table 2.3 Career Decision making

<b>Individual variables</b>		<b>Social context</b>	<b>Environmental context</b>	<b>Other factors</b>
Self-concept	Beliefs	Family	Political decisions	Time perspective (past, present and future) Chance Change over time Recursiveness Interdependence of influences
Health	Aptitudes	Peers	Education institutions	
Values	Ethnicity	Community groups	Geographical location	
Gender	Disability	Media	Employment market	
Interests	Sexual orientation	Socio-economic status	Workplace	
Skills	Physical attributes		Globalisation	
Age	World of work knowledge		Historical trends	

Adopted from: Patton, W. & McMahon, M. (2001). Career development programs: Preparation for lifelong career decision-making. Melbourne: ACER, p. 13.

Refers to Table 2.3, there are multiple factors that could possibly influence career decision making. In this research project, researchers would examine four factors that could influence individual career decision making, which are

Financial Benefits, Interpersonal Factors, Non-Financial Benefits and Intrinsic Factors (Carpenter & Foster, 1979).

Table 2.4 Independent Variables

Financial Benefits	Non-Financial Benefits	Interpersonal Factors	Intrinsic Factors
Salary Increment Fringe benefits Health and safety Insurance	Job Security Opportunity for advancement and promotion Working Environment Authority Managerial quality and relationship	Parent's preferences Parent's occupation Prestige and social status Friends and peers Association with others who practicing the career	Personality Academic achievement Work experience Aptitude for subject matter Subject matter interest

Adopted from: Carpenter, P., & Foster, B. (1979). Deciding to Teach: The career decision of student teachers.

In the Career context, research suggest that Rational Decision Approach by Smith (1987) is the most ideal decision making model in choosing a career. Steps in rational approach includes setting objectives, collecting information, and then generating and evaluating different alternatives before making a choice. This approach provides the rationale that underpins policy and the practice relating to careers education and advice. Besides, this model is based on idea that individuals can take control over their future and maximise their 'utility' by engaging in 'strategic life planning'. Lastly, rational approach to decision making advocated as a means of maximising career opportunities. (Greenbank & Hepworth, 2008).

## **2.4 Independent Variable**

### **2.4.1 Financial Benefits**

#### **2.4.1.1 Salary**

Salary is a fixed amount of money or compensation paid to an employee by an employer in return for work performed (Heathfield, 2013). An employee who is paid a salary is expected and required to complete job task assigned in return for the salary. An employee can receive salary at any frequency. Commonly, salary will be paid on monthly basis instead of daily, weekly or piece-work basis. Salary can be determined in various ways such as market pay rates for employees performing similar work in similar industries (Heathfield, 2013). Besides, salary could be established by an individual employers and it is also affected by the demand condition, which is the amount of people available with specific technical skills to perform specific jobs (Heathfield, 2013).

#### **2.4.1.2 Insurance**

There are several types of insurance programs that a company can offer to its employees, examples are Employment Insurance (EI) and Unemployment Insurance (UI) (Schömann, 2003). The establishment of a retrenchment Insurance (Unemployment Insurance Scheme) was held at the PWTC on June 2012. Previously there was no retrenchment insurance available in Malaysia. The introduction of unemployment insurance would help in integrating employment services as well as up skilling and retraining programmes (UI) cash benefits are provided to unemployed men and women. Besides that, the unemployed and their families will be more effectively and efficiently protected against poverty, and at

the same, UI helps in fastening return to employment. One key objective of (UI) is to reduce long-term unemployment by improving job search mechanism and placement services of public and private employment agencies (Rajeswari, 2012).

#### **2.4.1.3 Health and Safety**

Workforce health and safety is an important aspect of human resource management. One example of medical and health benefit offered by companies in The United States is State workers' compensation (WC) programs, which provide cash benefits and cover medical costs for workers who are injured or become ill on the job (McInerney & Simon, 2012). Health and safety issue is important elements for business improvement. Research suggests that management that cannot manage safety cannot manage other functions. Examples of scenario are poor housekeeping, Lower employee morale and high turnover, many unscheduled equipment breakdowns and ultimately increased cost (Pattenden, 2001).

#### **2.4.1.4 Fringe Benefits**

Fringe benefits include commission, annual bonus, health and medical benefit, retirement and vacation are components of compensation package (McNamara, 2011). Most common benefits available in Malaysia are Employees Provident Fund (EPF) and SOCSO (Gunasegaram, 2012). The Government has set up the (EPF), a social security organisation that provides retirement benefits to private sector's employees and non-pensionable public service employees. EPF savings are meant for retirement and it comprises the employee's and employer's shares of the contributions plus the yearly dividends (Liew, 2012).

### 2.4.1.5 Increment

Increment refers to as the process of increasing in number, size, quantity, or extent. Salary increment refers to a regular increase in the amount of money someone is paid (Marsden & Richardson, 1992). A salary of RM3000 with annual increment of 2.5% is an example of salary increment. A survey by the Malaysian Employers Federation (MEF) found that on average the salary given to employees in managerial has increased substantially during the period of 1994 to 1996.

Table 2.5 Percentage Salary Increase for Selected Positions According to Region between 1994-1996

Position	Top Managers	Senior Managers	Middle Managers	Executives
Klang Valley	18.9%	15.5%	4.7%	12.4%

Adopted from: *Malaysian Employer Federation Compensation and Salary Survey, 1996*

## 2.4.2 Non-Financial Benefits

### 2.4.2.1 Job Security

According to Jane, W.M. & Lee, S.M. (2002), job security is defined as employees would less worry being fired or sacked by organization because have protection against loss of employment. Job security also defined as employer offer assurance to employee that protected from damages result which would lead to dismissed by the organization (Gelinas, 2005). On the other hand, Probst (2002) defines job security as the degree of one's perceived level toward stability and

continuity of a job. Thus, individual would look for organization which provides higher level of job security because can protected from being sacked by the firm.

#### **2.4.2.2 Opportunity for Advancement and Promotion**

Personnel promotion refers to an individual's opportunity to move from lower level of job position to higher level of job position within the same organization (Landy & Conte, 2007). Promotion is an important criterion for people to choose a job as it can makes a person to have greater authority and higher salary.

According to Loscarteles (2007), career advancement opportunities would drive employees' motivation and commitment towards their organization as this can be observed within the organizations. Besides, career advancement opportunities had changed due to the organization structures transformed from vertical hierarchies to flatter structures (Cappelli, 2000). Even modern flatter structure organization have negative impact on career advancement opportunities, however, interpersonal skills have positive influence on career advancement opportunities (Allen & Weert, 2007).

#### **2.4.2.3 Working Environment**

Working environment can be defined in a broad category such as the physical settings in an organization, characteristics of the job, organizational features and settings. For instance, the physical settings in the organization such as design of an open-plan office would have impact on the social interaction among the employees (Briner et al., 2004). The employees would have more interaction with other subordinates and thus, can build relationship more easily and effectively.

#### **2.4.2.4 Authority**

Authority is defined as the power conferred for an organization's purpose (Heifetz, 1994). According to Aycan and Fikret-Pasa (2003), authority is one of the most important criteria in job selection. Besides that, Menon (1999) indicated that perceived authority has significant relationship with decision making. In other words, greater authority gives individual power to make decision.

#### **2.4.2.5 Managerial Quality and Relationship**

Managerial quality can be defined as the proficiency of a manager as a decision-makers and be a successful leader in the organization (Eran & Fany, 2003). By improving managerial quality, the organization could improve performance of employees. Thus, every organization should have this accessible human assets and inputs in order to make sure the organization can increase their effectiveness and efficiency on their firm functional area (Yavas & Marcoulides, 1996).

### **2.4.3 Interpersonal Factors**

#### **2.4.3.1 Parent's Preferences & Occupation**

According to Kuperminc et al. (2004), ethnic group differences in the contributions of self-definition, self-worth, efficacy and interpersonal relatedness

with parents and peers to changes in psychological and school adjustment were examined among 448 White, Black, and Latino girls and boys. Therefore, family and friends will play a major role in influencing a person interpersonal characteristic in decision making. Black and Latino youth reported overall adjustment are difficult, Black youth reported less positive relationships with parents, and youth reported less positive peer relationships than others.

#### **2.4.3.2 Prestige and Social Status**

Auyeung and Sands (1997) suggested that factors influencing accounting students' career choice are parental, teacher, peer and relationship with the others in the field that have a greater impact on career choice for Hong Kong and Taiwanese students. Furthermore, prestige and social status factors were found stronger impact on the Chinese students. Hodkinson (1995) suggested that young people were influenced by close relatives or neighbours who worked in the same fields and it was grounded in long-term experiences.

#### **2.4.3.3 Friends and Peers**

Feldman and Gehring (1988) found that adolescents (ages 11-18) did not perceive a decrease in family cohesion as desirable, nor did they view family cohesion as incompatible with the development of their sense of autonomy. The protective influences of positive parent-adolescent relationships have been supported by previous research (Cicchetti & Toth, 1998; Ge et al., 1994; Loeber & Stouthamer-Loeber, 1998; Patterson et al., 1992). Secure attachment patterns have been linked to positive social functioning and low levels of problem behaviour in children, adolescents, college students, and adults (Allen et al., 1998; Allen & Land, 1999; Grossmann and Grossmann, 1991; Kobak & Sceery, 1988; Sperling & Berman, 1994). Arbona and Power (2003) found a similar factor structure for relationship quality with mothers and fathers for African American, Mexican

American, and European American high school students and found similar associations of this measure with self-esteem and antisocial behaviour across the three groups.

#### **2.4.3.4 Association with Others who Practising the Career**

According to Chuang and Dellmann-Jenkins (2010), the study career decision making and intention of hospitality undergraduate students. The results indicated that the undergraduate career decision making are largely influence by their faculty, parents and employer or co-workers that are in the same field of work. Whereas Jackling and Calero (2006) stated that educators have an important role play in determining students' intention to pursue accounting studies.

### **2.4.4 Intrinsic Factors**

#### **2.4.4.1 Personality**

Personality can be defined as inner psychological characteristics that determine and reflect how a person responds to his or her environment. Personality also refers to cognitive and behavioral patterns that show stability over time and across situation (Cattell, 1965). There are five personalities such as openness, conscientiousness, extraversion, agreeableness and neuroticism which also known as Big Five Model. It is important in describing personality. In Bradbery (2007) study, choosing a career is based on personality traits. Thus, it is important to know self-personality.

#### **2.4.4.2 Academic Achievement**

Academic achievement is a result or performance of education to the extent of which a student has achieved educational goals (Ward, 1996). In Tomas (2011) study, he mentioned that academic achievement is measured by examinations but there is no best tested method to be used. However, Grobler and Myburgh (2001) stated that learners always equipped for academic achievement. In addition, Aaron J. Linderman (2010) showed there is a significant relationship between academic achievement and career aspirations.

#### **2.4.4.3 Work Experience**

Work experience is an experience that a person has been working, or worked in a specific field. Andrew (2000) stated that the skills and experiences that individuals bring to their work are related to their compensation. Therefore, it helps to enhance employees' credibility (Melamed, 1996). Besides that, the officers' with work experience may also impact their perceptions of work, which could suggest another effective approach to improve work (Campbell, 1995).

#### **2.4.4.4 Aptitude for Subject Matter**

Macklem (1990) posited that ability and aptitude are used interchangeably. It is also used to refer behaviour that used to predict future learning or performance. Wilson (2006) believes that people with certain aptitude for job they can do better than others. Thus, the aptitude test has been developed and is being used in order to screen out the weakest candidates (Plotkin, 1990). Besides that, Krumboltz (1990) made it clear that certain talent such as ability to perform will be a factor to influence individual's career decision making process.

#### **2.4.4.5 Subject Matter Interest**

Career interests are usually expressed as behaviors or actions and are a means by which people attain their values and meet their needs (Super, 1995). One of the ways to increase career interest is to educate them and give them information so when they have knowledge and information, their interests will increase. The past surveys of high school students' interest in nursing as a career showed that receiving information about nursing is positively affects their attitudes towards the job (Marriner-Tomey et al., 1996). Thus, make career decision based on interest may lead to high job satisfaction (Pollock & Ted, 2006).

## **2.5 Hypothesis Development**

### **FINANCIAL BENEFITS AND ITS RELATIONSHIP WITH CAREER DECISION MAKING**

H0: There is no significant relationship between financial benefits and career decision making.

H1: There is a significant relationship between financial benefits and career decision making.

The amount of salary offered by a company would influence undergraduates' career. For instance, good wage is the top-ranked criteria in the Midwestern countries when choosing a job in private sector (Karl & Suttion, 1998). Income or salary is the dominant factor in career selection among Chinese universities

student major in Economics course. Other than that, high salary induced job acceptance and serve as a motivational factor (Kohn, 2006). This result is consistent with (Auyeung & Sands, 1997). Their research showed high earning potential has a stronger impact on Chinese students as compared to Australian students. Furthermore, good wage is one of the highest ranked criteria influencing Turkish universities students' career selection (Aycan & Fikret-Pasa, 2003).

According to (Lathan & Scott, 1987), they found that undergraduates female students were more tempted in starting pay when comes to career selection. Although salary serves as dominant factor in career decision in several past researches, however, according to (Alsop, 2005), contradicts other past researches, female with higher level of education are now tend to value the type of work they do instead of "work for money". In general, female will forgo monetary gain and are concerned with the ethical and corporate social responsibility standards. Lastly, high wage provided to employees would significantly reduce turnover, also, it could elicit workers' effort, prevent worker collective action and attract high quality employees (Katz, 1986).

Students pursue higher education for several reasons, such as their expectations on future earnings. Students believed that their future economic success is based on their educational attainment (Jennifer & Eric, 2002). Hence, university graduates will look into companies that would provide them with high long-term earnings. Labor agreement specifying basic salary, increment, and other benefits are the main concern for individuals going about a fair labor agreement (Gan, Lau & Lee, 2006). According to JobStreet.com manager Chook Yuh Yng, young talents immediately reject an offer because the salary is below expectation. They should instead, look at the long-term career growth. It is best for new talent to gain the relevant experience first as good remuneration package will follow when they have built a good profile for yourself and excelled in your field (Kaur & Palansamy, 2012).

However, different gender would yield different perspectives. Men are more likely to choose a career that offers greater compensation as compared to women. Hence, men are more likely to quit a job and switch to other alternatives that provide them with higher compensation. Female are less tempted to quit job for short-term pay increment (Keaveny & Inderrieden, 2000). Lastly, according to (Branham, 2005), employees leave the organization when they perceived lack of opportunity for future growth, hence opportunity for future growth and advancement are essential in order to attract and retain employees.

Fringe benefits include commission, annual bonus, health and medical benefit, retirement and vacation are components of compensation package. Most common benefits available in Malaysia are EPF and SOCSO. According to (Gan, Lau & Lee, 2006), first time job seekers often walk out of an interview without discussing benefits package with employers. In addition, their studies showed that, female accounting students in Malaysia are more concerned about traveling requirement provided than firm's reputation. Female students tend to consider multiple job characteristics in addition to basic salary. These characteristics include traveling and benefits which are directly related to compensation package, working environment, interpersonal relation and societal contribution (Adams, Bradley & Bonness, 2002). Besides that, students especially female, tends to select jobs for the additional benefit associated with the job such as store discount (Ruscoe & Morgan, 1996).

There are several types of insurance programs that a company can offers to its employees, example are Employment Insurance (EI) and Unemployment Insurance (UI). Unemployment insurance was established in Malaysia on June, 2012. Many industries were experiencing significant fluctuations in employee demand. Hence, the typical worker, whether employed or not, would expect positive probability that he or she will be laid off in future. This expectation implies that the search behaviour of those not currently eligible for benefits such as new entrants is influenced by the parameters of the UI scheme offered. Next, the improvement and changes in insurance coverage would induce unemployed

workers to search for job more intensively (Mortensen, 1996). However nowadays, there are many different insurance programs available. Reforms in one program intended to increase transitions to employment might then not be very effective. For example, reducing the duration of UI benefits may not be an efficient way to induce unemployed to search harder for jobs if they can easily obtain other benefit programs or social assistance such as Sickness Insurance (SI) in Sweden. A person who loses his or her work capacity due to sickness would be funded by the SI rather than the UI (Hall, 2011).

Workforce health and safety is an important aspect of human resource management. One example of medical and health benefit offered by companies in The United States is State workers' compensation (WC) programs, which provide cash benefits and cover medical costs for workers who are injured or become ill on the job. In the late 1990s and early 2000s, WC expenditures were larger than those of unemployment insurance (UI), Supplemental Security Income and cash welfare. However, there was a decline in WC after the 1990s, implies that workplaces became safer, injury rate fell in every industry, and there was a shift in employment toward safer industries (Erin & Melissa, 2012). Therefore, Medical and health benefits were not as importance as it used to be for workers.

## **NON-FINANCIAL BENEFITS AND ITS RELATIONSHIP WITH CAREER DECISION MAKING**

H0: There is no significant relationship between non-financial benefits and career decision making.

H2: There is a significant relationship between non-financial benefits and career decision making.

According to Aycan and Fikret-Pasa (2003), having power and authority, peaceful working environment, opportunity for career advancement and pay are the most preferred attributes in job selection whereas close supervision and guidance,

praise from supervisor or feedback on performance and sense of belonging are the least motivating factors.

Job security is one of the important factors that would influence career choice of people. For instance, students who graduate in the Europe country such as UK, USA and Ireland perceived Small-to-medium-sized enterprises (SMEs) as companies which have lower level of security when compared to multinational companies (MNCs) (Roffe, 1996).

Besides, Iverson (1997) stated that the higher the job security is, the greater the organizational commitment. However, Rosenblatt and Ruvio (1999) argue that job insecurity would lead to adverse effect on organizational commitment and perceived performance. Thus, it is important to provide a sense of job security in the organization as it is an important criterion which would influence graduates in job selection. According to the Karl & Sutton (1998), and Phillips et al. (1994), job security is the second most important job selection criterion in their studies. Meanwhile, job security is the third most important factor in job selection (Moy & Lee, 2002).

On the other hand, from the economics point of view, job security may refer as the job's vulnerability to the business cycle. For example, jobs such as education and agriculture sector are relatively less vulnerable to economic recession. The importance of job security should not be undermined because individuals are tends to have stable consumption rather than fluctuating consumption. Hence, job security is an important job selection criterion (Lim & Soon, 2006).

According to Baldi and McBrier (1997), opportunity for promotions defined as a key benefit in an organization because employers provide both extrinsic and intrinsic rewards such as higher pay, greater independency, greater

confidence and self-esteem. Most researchers have listed the opportunity for advancement as one of the most important job selections attributes (Boswell et al. 2003). For instance, based on the survey conducted by Boswell et al. (2003), the advancement opportunity factor scores second highest ranked in the survey among the 14 factors. Due to this intrinsic benefit factor is related to graduate's future career development, thus it would be consistently ranked as one of the most important criteria in the literature (Lim & Soon, 2006).

Philips et al. (1994) had studied 104 business graduates and found that "opportunity for advancement", "job security", "fringe benefits", "pay" and "training programmes" were the main criteria for graduates in selecting jobs. Besides that, students believe that work at a MNC would have greater pay and advancement opportunities (Teo & Poon, 1994). In addition, Lathan, et al (1987) conducted that advancement opportunities and prospects for high future earning are more important criteria to male job seekers as compare to female job seekers.

Furthermore, researcher revealed that graduates would choose jobs that provide them career development and advancement opportunity. For instance, students are looking for jobs that have opportunity for promotion, employer location and potential for future earning (Parmley et al. 1987).

A working place is where majority of people spend most of the time in their working lives. Therefore, it is important to provide good working environment because it could help in attract and retain individual's job choice decision (Earle, 2003). Additionally, a favorable work environment could help in increase employees' job satisfaction, commitment toward tasks and job performance (Kristof-Brown et al., 2005).

Working condition is refers to a sense of safety and comfortably of employees in the working environment (Moy & Lee, 2002). Few studies identify

that besides location, working condition is also an important job selection criteria (Moy & Lee, 2002). Besides, Wright and Grant (2010) revealed that graduates would be attracted to the firm that provides a working environment which best suit with their personalities, interests and goals.

On the other hand, gender would have different perception toward working environment because males and females value working environment differently in an organization. For example, most of the males ranked highly in performance, the bottom line and achievement in the organization whereas most of the females value high in the nature of relationship with colleagues in the working environment (Robbins, 2009). This may due to males tend to concerned more on achievement of job rather than build relationship with colleagues.

Authority is defined as the power conferred for an organization's purpose (Heifetz, 1994). For instance, SMEs would allow employees to have more responsibility, authority and involvement in decision making (Teo & Poon, 1994). Thus, it would make graduates more prefer to work in those organization.

Fewer literatures stated that authority is an important job choice factor that influence graduates in job selection. For instance, high level of authority is one of the most important job selection factors which will affect graduates in job's decision-making (Froelich, 2005). Similar to the research conducted by Aycan and Fikret-Pasa (2003), authority is one of the most important criteria in job selection.

Managerial relationship is defined as the interpersonal relationships of a worker with their management. In other words, a stronger relationship with colleagues can help in achieve greater organizational goals (Moy & Lee, 2002).

Nowadays, graduates would like to go for organization where can provide them with decision-making involvement. Participant in decision-making is refers to offer employees involve in the process of decision-making with the decision makers (Lee & Ho, 1989). According to Ahmadi & Helms (1997), SMEs would offer candidates with greater opportunities in order to get higher responsibility and participate in decision-making which can helps in improving managerial relationship. Thus, it could grab attention of graduates in career decision making.

### **INTERPERSONAL FACTORS AND ITS RELATIONSHIP WITH CAREER DECISION MAKING**

H0: There is no significant relationship between interpersonal and career decision making.

H3: There is significant relationship between interpersonal and career decision making.

According to Boreham and Arthur (1993); Taylor (1992), focus on factors such as sources of advice, and information, different types of young people of different pathways and the decision making is not addressed directly in either of them. Furthermore, most of the young the young people's career decision making are influenced by family, friends, and the neighbours who work in the same field rather than seek for proper advice. According to Dick and Rallis's (1991) study suggested that students choosing their careers were perceived to be influenced most often by parents and teachers.

Ahmed et al. (1997) indicate that influence from parents and peer has no significant influence in making career decision whereas finance and job-related factors are more significant to make a decision. Moreover, based on Aycaan and Fikret-Pasa's (2003), family's expectation were the least important in their career choices and job selection.

Information from non-commercial, personal sources has been found to be particularly influential in a person decision making. Early sociological found that person-to-person communication was more effective than impersonal media sources in changing opinions and transmitting information. (Cantril & Allport, 1935; Doobs, 1948). Although commercial sources of information may be important in developing awareness, actual adoption of innovations usually had found to be influenced strongly word-to-word sources. Therefore, interpersonal factors play a particularly influential role in affecting a person decision making (Coleman, Katz, & Menzel, 1966; Katz & Lazarsfeld, 1955).

### **INTRINSIC FACTORS AND ITS RELATIONSHIP WITH CAREER DECISION MAKING**

H0: There is no significant relationship between intrinsic factors and career decision making.

H4: There is a significant relationship between intrinsic factors and career decision making.

Personality defined as a system of ideas which are consistent with each other and a mental process of individual (Lecky, 1945). According to Holland's (1997) theory proposes that people are attracted to work at environment that conforms to their personality orientation. According to Ayman and Fikret-Pasa (2003), their research result showed that career choices were mostly affected by intrinsic factors such as self-aspirations. Besides that, Bradbery (2007) posits that identifying one's career choice depends on one's personality traits. While Hackett, Lent and Greenhaus (1991) used Person-Environment fit theory to explain how a person choose the workplace environment based on personality. Person environment fit theory concerned the degree of congruence between personality (in the form of interests, work values, ability, and other person variables) and the career decision has been made because it determines occupational success and satisfaction.

Along with evolving globalization, competition and economic challenges world is facing, returns to academic achievements have become larger than ever (Harmon & Walker, 2001). According to Grobler and Myburgh (2001), learners are always sufficiently equipped for academic achievements. Aaron Linderman (2010) has conducted a research on the relationship between academic achievements and careers' aspirations. Results indicated that most students, regardless of GPA, aspired to careers that required considerable to extensive preparation. The study of Chan and Ho's (2000), explained that academic achievement was found to play an important role in determining the perceptions of desirable job or firm attributes.

Experience is defined as a general concept comprises of knowledge or skills or observation gained through involvement in or exposure to an event (Felton & Northey, 1994). Derue (2009) proposed that work experience can be conceptualized along two distinct dimensions which are quantity and quality, it may affect the career types. Kirchmeyer (1998) found that education and experience are related to career success. A person might fail in a career if he or she is lack of sufficient working experience. Morrison et al. (1987) believed that working experiences being accepted by organizations will lead to career success.

Glynn Wilson (2006) realized that people with certain God-given aptitudes that can do the work better what they need to be done. He also said that it is better for everyone to make career decision if they have the aptitude for the job. Besides that, Plotkin (1990) has developed an aptitude assessment for companies across the country. Walsh and Heppner (2006) also suggested SCCT is particularly concerned with specific cognitive factors that mediate the learning experiences guiding career behavior. They also mentioned the interrelationships of interest, abilities and the paths by which contextual and individual factors will influence career choice.

Holland's theory believes that people tend to select careers that are compatible with their interests (Holland, 1997). Pollock and Ted (2006) have proved that those employees who are interested in their job are more reliable and more productive. When an employee has high productivity, this may lead to job satisfaction. Furthermore, during the interest stage, children are easily influenced by information about the world. As a result, their interest has been developed in certain occupations (Super et al., 1995). Therefore, the researcher encourages emerging interests by their participating in a career education programme is helpful in the development of their decision-making related to their career preferences.

## 2.6 Conceptual Framework

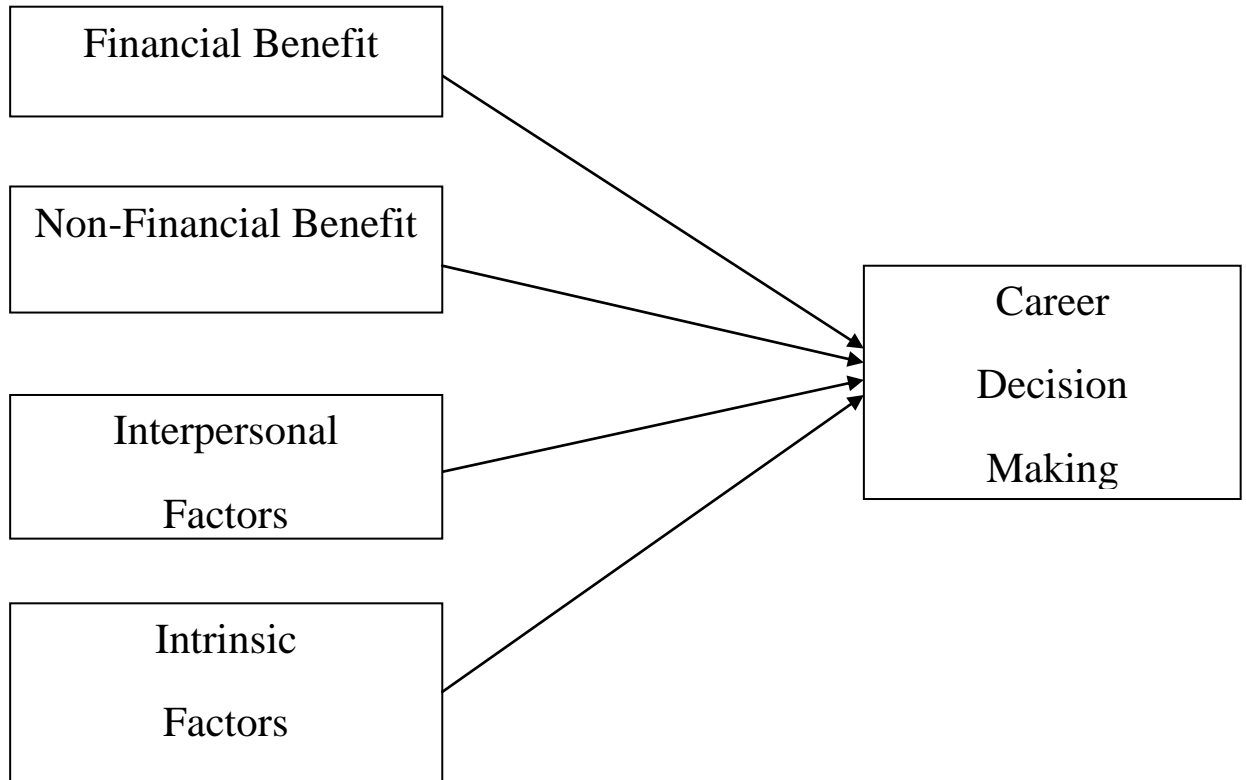


Figure 2.1: Proposed conceptual framework

Source: Developed for the research

## **2.7 Hypotheses of the Study**

H1: There is a significant relationship between Financial Benefits and Career decision making among undergraduates.

H2: There is a significant relationship between Non-Financial Benefits and Career decision making among undergraduates.

H3: There is a significant relationship between Interpersonal Factors and Career decision making among undergraduates.

H4: There is a significant relationship between Intrinsic Factors and Career decision making among undergraduates.

## **2.8 Conclusion**

This chapter has given an overview of four independent variables (Financial Benefits, Non-Financial Benefits, Interpersonal and Intrinsic Factors) and one dependent variable (Career Decision Making). Besides that, a conceptual framework had been developed in order to examine the relationship between each independent variable and dependent variable. Next chapter will discuss the methodology that had been using in this study.

## **Chapter 3: METHODOLOGY**

### **3.0 Introduction**

In this chapter, topics to be discussed are research design, data collection method, sampling design, research instrument, construct measurement, data processing and data analysis. Researcher's purpose is to find out the factors that influence career decision making among universities fresh graduates in Klang Valley. The research use primary data collection to get the findings of their career choice. Researcher used questionnaires survey to collect our primary data.

### **3.1 Research Design**

According to Zikmund (2003), research design is a master plan which focuses on the method and procedures for collecting and interpreting the needed information.

#### **3.1.1 Causal Research**

Causal Research study could helps in understanding and assuming relationship between independent variables and dependent variable. Hence, researcher would be able to identify how independent variables such as financial benefits, non-financial benefits, intrinsic factors and interpersonal factors would influence dependent variable which is career decision making of undergraduates.

### **3.1.2 Quantitative Research**

This quantitative research is to investigate the relationship between independent variables and dependent variable. According to Hunter, Laura and Leahey (2008), this research design method is specifically applies on some form of statistical analysis and it is based on large and representative samples.

## **3.2 Data Collection Methods**

### **3.2.1 Primary Data**

Primary data is developed or collected by research especially for the research problem at hand (Burns & Bush, 2006). The objective of primary data collection in this research is to obtain information that related to the problem required by research objective. It is important when collecting primary data to ensure that it is relevant, accurate and unbiased (Kotler & Armstrong, 2001). Questionnaire survey is chosen as a research instrument to collect primary data. Questionnaire is separated into 3 parts and each part content standardized questions. The distributed questionnaires are understandable and readable. Besides that, online survey method is used to collect primary data because it can reach the target respondents that researcher unable to reach. It is also an inexpensive method to collect data. Researchers conducted information from undergraduates to get their perception towards career decision making.

### **3.2.2 Secondary Data**

Secondary data are data which already been collected other than problems at hand (Malhotra & Peterson, 2006). Common sources of secondary data included journal, organizational annual reports that already been collected. It helps to make primary data collection more specific so that researchers are able to identify what are the deficiencies and any additional information is needed to be collected. ProQuest, Emerald, JStore journal, and Science Direct online databases are primarily used due to it is time saving and researchers do not have to spend a long time to collect primary data. Furthermore, it is inexpensive and easily access to obtain data.

## **3.3 Sampling Design**

### **3.3.1 Target Population**

The selected target population is undergraduates students in Klang Valley who pursuing bachelor of degree in IPT (Institusi Pengajian Tinggi). This particular population is chosen because they are capable to make their own career decision. The age range of target population is from 19 to 40 is selected. This population is appropriate because this is the age range of university students in Malaysia.

### **3.3.2 Sampling Frame and Sampling Location**

The research was carried out in Klang Valley area whereby four universities including Universiti Tunku Abdul Rahman (UTAR), University College Sedaya International (UCSI), Universiti Putra Malaya (UPM) and Universiti Malaya (UM) have been selected as researchers' location to collect data. Reason being, these four universities are reachable and higher concentration of students who are pursuing bachelor of degree. Thus, it is easier for researchers to collect data that is related to research topic. 200 questionnaires were distributed to target respondents in each respective university. Questionnaires are used to collect data because it is able to reach a large number of respondents.

### **3.3.3 Sampling Elements**

The respondents in this research project must fulfill some criteria such as they are currently pursuing a bachelor of degree in any of the four selected universities. They are able to understand the questions and make decision by themselves.

### **3.3.4 Sampling Technique**

The sampling design used in this study is non-probability sampling where the elements do not have a known or predetermined chance of being chosen as subjects (Sekaran, 2003). The sampling techniques can be divided into two categories of probability and non-probability samples. The sampling technique that we applied in this research is non-probability sampling. Non-probability sampling is the method that the chance of any particular member of member of the population being selected as a sample is unknown. Under the non-probability

sampling, we used the convenience sampling to select those people who are willing to provide information to the survey. As a result, we have distributed 200 sets of questionnaires to the respondents.

Convenience sampling was chosen among all the non-probability sampling technique. Convenience sampling refers to the way of obtaining units or people who were most conveniently available (Zikmund, 2003). The reason of choosing this sampling technique is because it has the advantages of being both inexpensive and time-efficient (Malhotra & Peterson, 2006). By using convenience sampling, the research could be done quickly and economically, as the step involved is only the distribution of the questionnaire to undergraduates that have been met in the four universities that have been chosen.

### **3.3.5 Sampling Size**

According to Burns and Bush (2006), they stated that researcher acknowledges that sample is only a representative so to some extent researcher feels it is sufficient under the condition of survey. However, sample size is determined from minimum 30 to maximum 500 as the most appropriate for research (Roscoe, 1975). A total of 200 questionnaires were prepared and distributed to target respondents who are in UTAR, UM, UPM and UCSI. Due to time constraints, this number of sample size is appropriate to generalize targeted population.

### 3.4 Research Instrument

Data collection for this project is by using self-administered method, questionnaire or survey. This method is used to collect primary data that is needed for research purposes. Questionnaire is used because it is inexpensive compare to some other methods. Questionnaire is able to reach large number of respondents and increase the accuracy and speed of data collection (William, 2006).

The questionnaire is prepared in English language for better understanding and it is adopted from previous researches (Patton,W. & McMahon, M., 2001) and modified to fit the research topic. Basically, the questionnaire is separated into part A, part B and part C. Questionnaires were distributed to UTAR, UM, UCSI and UPM. There are a total of 200 questionnaires were distributed to these four universities to reach target respondents. They were asked on their willingness to participate in research.

A brief introduction and purpose of study is stated in the cover page.

In part A, the questionnaire is able to capture personal details of respondents such as gender, age, race, marital status, income level, year of study and name of university. It consists of eleven questions to collect data. The demographic information can help researchers to understand the respondents more precisely. Open-ended questions were being prepared in this section. Respondents are exposed to open-ended questions such as what is their parents' occupation in Part A.

In part B, questions on general information such as where the respondents obtained information about career, the respondent's work experience, and so on that is related to career decision making. For this part, it consists of four questions to gather information and the data collected is closely related to the research. Part B consists of both open-ended and closed-ended questions. Example of open-

ended question in Part B is “Which type of working hours do you prefer?” and example of closed-ended question is “Will you select your career based on course of study?” where it requires respondents to answer only with either “Yes” or “No”.

As for part C, the construct questions on what factors influence undergraduates’ career decision-making in Klang Valley. The factors include financial benefits, non-financial benefits, interpersonal factors and intrinsic factors. These four independent variables were used to investigate the relationship between independent variables and dependent variable.

## **3.5 Constructs Measurement**

### **3.5.1 Measurement Scales**

Measurement scales are used to categorize and quantify variables. There are four scales of measurement that are commonly used in statistical analysis, which are nominal, ordinal, interval, and ratio scales. In the questionnaire, the scale measurements used were based on Nominal, Ordinal and Interval Scales.

### **3.5.2 Nominal Scale**

Nominal Scale is the simplest type of scale which uses numbers or letters as labels for identification or classification (Zikmund, 2003). Nominal scale is used to identify and classify object, individual or events. In this research, Nominal scale is used in Part A of questionnaire. Examples of questions that are using nominal scale are gender, age and race.

### **3.5.3 Ordinal Scale**

Ordinal Scale is a ranking scale. This scale enables researchers to determine if an object has more or less of a characteristic than some other object (Money & Hair, 2003). Values on ordinal scale represent the rank order of participants with respect to the variable being assessed (O'Rourke, 2005). In this research, together with Nominal scale, Ordinal scale is used in part A of questionnaire. Examples of questions that are using Ordinal scale are Income levels, which are divided into below RM 2,000, RM 2,001- RM 4,000, RM 4,001- RM 6,000, RM 6,001- RM 8,000 and above RM 10,000.

### **3.5.4 Interval Scale**

Interval Scale is best used for opinion measurement as it not only arranges objects or alternatives according to their magnitudes but also distinguishes this ordered arrangement in units of equal intervals (Zikmund, 2003). It uses numbers to rate objects or events so that the distances between the numbers is equal (Money & Hair, 2003). In this research, Interval scale is used in part B of questionnaire and it is based on the likert scale which is developed by Rensis Likert and is designed to examine how strongly the subjects agree or disagree with statement on a 5-point scale. Five levels of agreement are given for each statement ranging from "Strongly Disagree" to "Strongly Agree". The Likert Scale serves as an unforced-choice rating scale as it provides target respondents to express no opinion, "Neutral", when they are unable to make a choice among the alternatives (Cooper & Schindler, 2006).

The items used to measure each construct are showed as below:

No	Questions	SD	D	N	A	SA
	<b>Financial Benefits</b>					
1	Amount of <b>salary</b> offered by the company attracts me	1	2	3	4	5
2	Good <b>long-term earnings</b> ie: Increment provided by the organization influence my career decision	1	2	3	4	5
3	I am attracted to organization which provides <b>insurance</b> to employees	1	2	3	4	5
4	<b>Medical and health benefits</b> offered by the organization will affect my career decision	1	2	3	4	5
5	Additional <b>fringe benefits</b> (ie: EPF, Retirement programs, bonus, vacation)	1	2	3	4	5

Adopted from: Carpenter and Foster (1979).

No	Questions	SD	D	N	A	SA
	<b>Non-Financial Benefits</b>					
1	I dreamt to have a career that offers me a greater <b>authority</b>	1	2	3	4	5
2	I prefer to work in an organization which offers better <b>job security</b>	1	2	3	4	5
3	I hope to work for an organization that provides good <b>working environment</b>	1	2	3	4	5
4	A career that provides high <b>promotion and advancement opportunities</b>	1	2	3	4	5
5	A career that has a good <b>managerial quality and relationship</b> within an organization	1	2	3	4	5

Adopted from: Carpenter and Foster (1979).

No	Questions	SD	D	N	A	SA
	<b>Interpersonal Factors</b>					
1	My <b>parents' preference</b> will influence on my career choice	1	2	3	4	5
2	My <b>parents' occupation</b> will determine my future occupation	1	2	3	4	5
3	<b>Friends or Peers</b> will influence on my career decision	1	2	3	4	5
4	The occupation's <b>prestige and social status</b> is an important consideration when choosing a career	1	2	3	4	5
5	<b>Association with others who practicing the career</b> influence my decision	1	2	3	4	5

Adopted from: Carpenter and Foster (1979).

No	Questions	SD	D	N	A	SA
	<b>Intrinsic Factors</b>					
1	I would like to work where the <b>subject matter (area or scope of business) that interests me</b>	1	2	3	4	5
2	My career choice should be based on my <b>personality</b> .	1	2	3	4	5
3	<b>Past working experience</b> will influence my career choice	1	2	3	4	5
4	My <b>academic achievement</b> should reflect my future career	1	2	3	4	5
5	My career decision tends to be influence by my <b>ability to handle the subject matter (work task)</b>	1	2	3	4	5

Adopted from: Carpenter and Foster (1979).

No	Questions	SD	D	N	A	SA
	<b>Which sentences will influence your career decision-making?</b>					
1	Remuneration package (Basic salary, EPF, Health and benefits, Insurance)	1	2	3	4	5
2	Luck or chance.	1	2	3	4	5
3	The professional opportunities of the area I have chosen to study	1	2	3	4	5
4	The favorable influence of my mother (wishes, tastes, successes, advice, profession).	1	2	3	4	5
5	The favorable influence of my father (wishes, tastes, successes, advice, profession).	1	2	3	4	5
6	The support, stimulus and help of someone/ a teacher/ in particular	1	2	3	4	5
7	My preferences and likes for the subjects of my degree	1	2	3	4	5
8	My confidence in being able to complete my studies successfully	1	2	3	4	5
9	Knowledge about myself, my abilities and chances of success	1	2	3	4	5

Adopted from: Bethencourt, Cabrera & Lidia (2011).

### 3.6 Data Processing

Data preparation process involves checking, editing, coding, and transcribing (Sekaran, 2003). Besides, more recent research suggested that data preparation process should involves logging the data; checking the data for accuracy; entering the data into the computer; transforming the data; and developing and documenting a database structure that integrates the various measures (William, 2006).

In this research, firstly, researchers need to log the data by setting up a procedure for logging the information and keeping track of it until researchers are ready for comprehensive data analysis. Researchers will be using standard statistical programs, SPSS in order to keep track of and to store incoming data (William, 2006).

Secondly, checking the data for accuracy involves go back to the sample to clarify any problems or errors. There are several questions you should ask as part of this initial data screening (William, 2006).

- Are the responses legible/ readable?
- Are all important questions answered?
- Are the responses complete?
- Is all relevant contextual information included (e.g., data, time, place, researcher)?

Questionnaire checking involves removing the improper as well as unacceptable questionnaires (Pink, 2010). These questionnaires would be considered as unacceptable questionnaire if the distributed questionnaires consist of incomplete answers, not following the instructions, missing pages or respondent not qualified to answer the questionnaire such as not your target respondents (Pink, 2010).

The third step is editing. Editing is carried out in order to correct unreadable, inconsistent as well as those ambiguous questions and ensure that special care are taken to avoid modify or accidentally throw out responses which can lead to biasness (Pink, 2010). Next, the forth step is coding. Coding refer to assigning a code usually a number to each possible response of each question (Pink, 2010). Transcribing is the next step after coding the questionnaire. Transcribing data involves transferring data in order for it available to the researchers for further processing (Pink 2010). This step covers entering the data into the computer; transforming the data; and developing and documenting a database structure that integrates the various measures. Researchers will be using SPSS for transcribing data.

Last but not least, researchers had conducted a pilot test in order to reconfirm the questionnaire is understandable by respondents and also make some corrections on the questionnaire before distribute to actual respondents. Researchers had distributed 30 sets of questionnaires to respondents on the pilot testing stage. There are some changes made on questionnaire after received feedback from pilot tester. For instance, they would like to have more choices on certain multiple choice questions instead of only can only choose one option. Researchers had made correction on it such as the first question of Section B had changed from only one option to multiple options. Some grammar mistakes also been corrected. Researchers also add more questions in demographic section to more under preference of target respondents towards career decision making. In the reliability test that has been carried out through SPSS Statistics 17.0, two variables have moderate reliability which is non-financial benefits and intrinsic factors. Non-financial benefits are 0.655 and intrinsic factors are 0.616. This shown that both variables have moderate relationship toward career decision making.

## **3.7 Data Analysis**

### **3.7.1 Descriptive Analysis**

Descriptive analysis measures the central tendency which include the mean, median and mode, while measures of variability include the standard deviation or variance, the minimum and maximum variables, kurtosis and skewness. Descriptive statistics are used to describe the basic features of the data in a study. According to McLellan et al. (2003), descriptive statistic include the numbers, tables, charts and graphs are used to describe, organize, summarize, and present raw data. Descriptive statistics provide a useful summary of security returns when performing empirical and analytical analysis, as they provide a historical account of return behavior. It also assists researches to simplify large amount of data in a sensible way. Moreover, each descriptive statistic reduces a lot of data into a simpler summary. Descriptive statistics are recommended when the objective is to describe and discuss a data set more generally and conveniently than it would be possible using the raw data alone. In the research, data like age, income level are process through descriptive statistic. Although past information is useful in any analysis, one should always consider the expectations of future events.

### **3.7.2 Scale Measurement**

In researchers' questionnaire, the scale measurements used were based on nominal scales and likert scales. In the section A, researchers used nominal scale to collect the employee's personal information such as gender, age, and race. An example of nominal scale in researchers' questionnaire is :

Gender:    Male                      Female

In the section B, a five-point likert scale is selected as researchers' measurement in the questionnaire. For each question that is five responses that maybe checked and numerical score was assigned to each one as follows:

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

### **3.7.2.1 Reliability Test**

Reliability analysis is important when independent variables are used to predict the outcome. Cronbach's alpha is an index of reliability which measures the internal consistency especially when researchers are giving an evaluation of survey. Mehren and Lehmen (1987) states that reliability test is to test the degree of consistency between two measurements of the same thing. Reliability test is interpreted in Cronbach's Alpha in this research. Reliability test is that, other things is being equal, a person should get the same score on a questionnaire if complete two different points at a time. The result of the test will be interpreted in Cronbach's Alpha. Reliability is a degree to which measures are free from error and therefore yield consistent result (Zikmund, 2003). A Cronbach's Alpha test was used to evaluate the reliability of the measures. Cronbach's Alpha can be considered as an adequate index of inter-item consistency and reliability of the independent and dependent variables. Whereas, the rule of thumb for Cronbach's Alpha, "0.9 –Excellent", ">0.8 – Good", ">0.7 – Acceptable", ">0.6 – Questionable", "5 – Poor" and "<5- Unacceptable. A cut off points of 0.7 and the result is reliable.

### **3.7.3 Inferential Analysis**

Inferential statistics is defined as the branch of statistics that is used to make inference about the characteristics of a populations based on sample data. The goal is to go beyond the data at hand and make inferences about population parameters. In order to use inferential statistics, it is assumed that either random selection or random assignment was carried out. Other than that, it utilizes probabilistic technique to analyse sample information from a certain population to improve the knowledge on the population (Malcolm & Demetri, 2005).

#### **3.7.3.1 Pearson Correlation of Coefficient**

Pearson's  $r$  is a useful descriptor of the degree of linear association between two variables. When it is near zero, there is no correlation, but as it approaches -1 or +1 there is a strong negative or positive relationship between the variables (Frederick & Larry, 2009). In the test, confidence level of 95 percentages is being set. If p-value is less than 0.05, H1 will be accepted.

Pearson Correlation will be used to measure the strength of the association between the undergraduate and the career decision making factors. Whereas, Pearson's  $r$  can take a range of values from +1 to -1, where -1 means a perfect negative, +1 means a perfect positive relationship and a value 0 means there is no association between the two variables.

Most research papers opt for Pearson Correlation Coefficient as an analysis method in conducting research. The strength, relationship and direction of relationship between the independent and dependent variables are clearly defined in this method of analysis.

### 3.7.3.2 Multiple Regression Analysis

Multiple regression analysis is to test the effect of two or more independent variables on a single dependent variable either internal or ratio, Zikmund (2003). Regression analysis also measures the degree of influence of the independent variables on a dependent variable. It can identify whether the factors have significant influence on career decision making among those undergraduates. The independent variables consist of non-financial benefits, financial benefits, interpersonal and intrinsic factors. Lastly, the dependent variable is career decision making.

The multiple regression equation is as follows:

$$Y = a + B_1X_1 + B_2X_2 + B_3X_3 + \dots + B_nX_n + e$$

**Where Y = predicted linear relationship of turnover**

**a = constant value/ Y-intercept**

**B = unstandardized coefficients**

**X<sub>n</sub> = dimension of job satisfaction**

**e = random error**

The result of multiple regression analysis will determine whether the impact between the variables is positive or negative to the independent variables. From the impact, researches will justify based on the result obtained from the multiple regression analysis.

### **3.8 Conclusion**

This chapter discussed the research methodologies that involved in this study. SPSS Version 17 software was used to analyse the data collected from the particular respondents. Researchers had distributed 200 questionnaires to the respondents in four universities which are UTAR, UCSI, UPM, and UM. However, there are only 182 questionnaires are able to be used. Respond rate is equal to 91%. This study has provided a summary of the methodology, research design, data collection method, sampling design, research instrument, construct measurement, data processing and data analysis in this chapter. The methodologies adopted are supported with justification of why it is being carried out in this manner. In the following chapter, researchers will produce the result of statistical analysis as well as the discussion and interpretation of result of the hypothesis.

## **CHAPTER 4: DATA ANALYSIS**

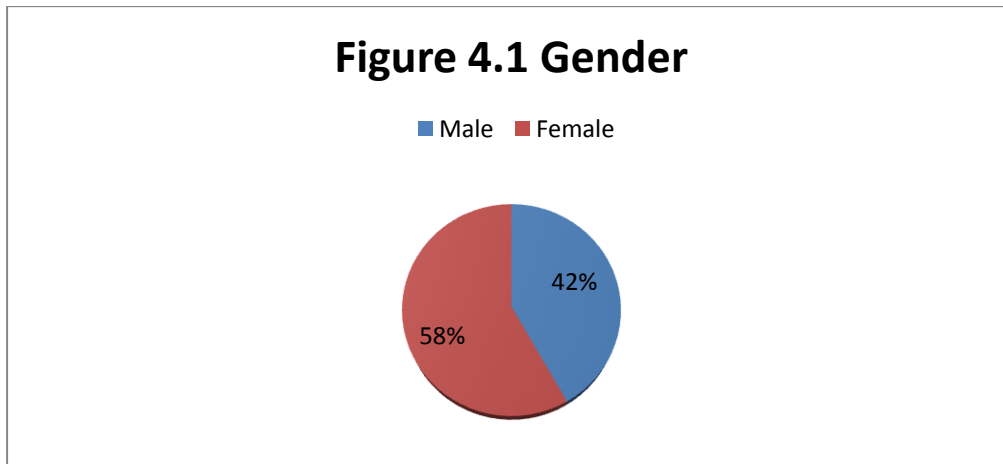
### **4.0 Introduction**

This chapter will further describe the outcome of the research based on Statistical Package for Social Science version 17 (SPSS). The research questionnaire of this study consists of 3 sections and in Section A and B, which includes demographic variables of respondents and general information were analysed by using descriptive analysis. As in Section C, it consists of independent variables and dependent variable. Researchers will be using inferential analysis including Reliability Analysis and Multiple Regression to analyse the data being collected.

### **4.1 Descriptive Analyses**

Descriptive analyses are used to describe the sample characteristics of the typical respondents and disclose the general pattern of the responses (Burns & Bush, 2003). Researchers will present some tables and charts to describe Section A and B of the questionnaire in the research project.

### 4.1.1 Gender



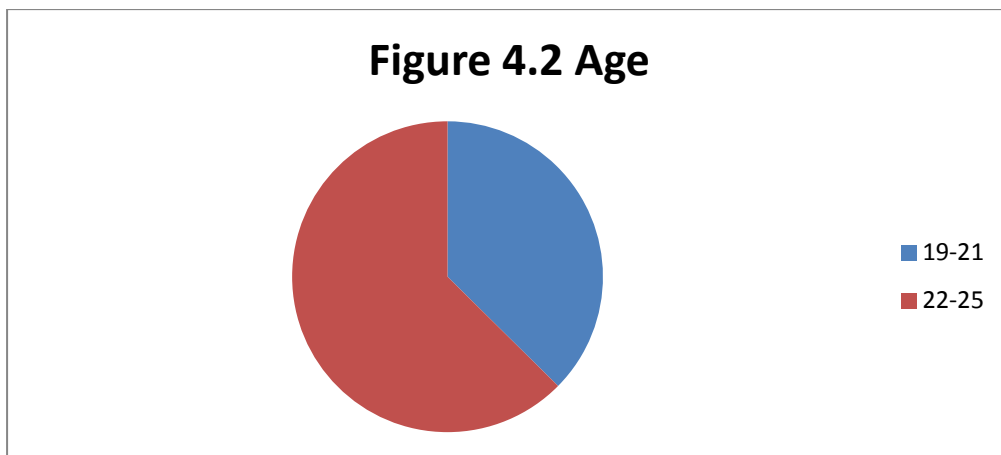
Source: Developed for this research

**Table 4.1 Gender**

Gender	Frequency
Male	76
Female	106
Total	182

As shown in the Figure 4.1, respondents consist of females and males. Out of 182 respondents, 41.8% are males, 58.2% are females. Researchers try to avoid any biasness on the result for this research, therefore the questionnaire were distributed accordingly.

### 4.1.2 Age



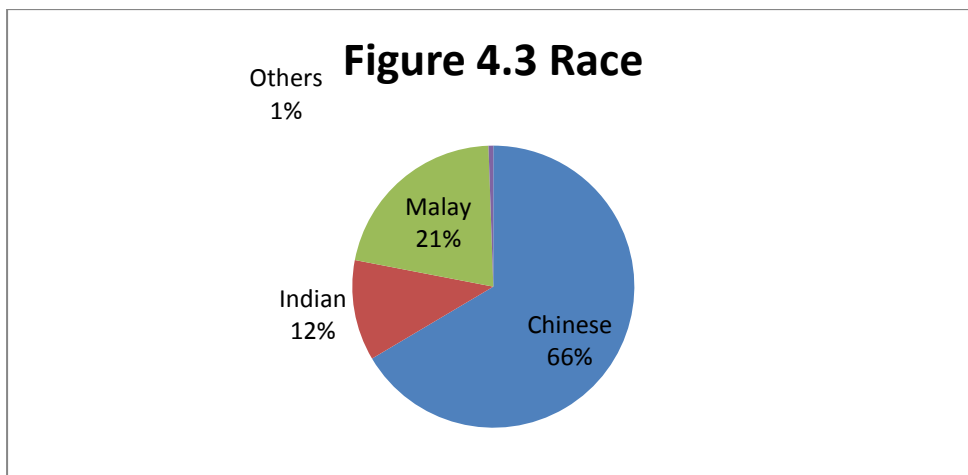
Source: Developed for this research

**Table 4.2 Age**

Age	Frequency
19-21	68
22-25	114
Total	182

Figure 4.2 shown that, there are 37.4% of the respondents fall into the age range of 19 to 21 years old and 62.6% of the respondents fall into the age category of 22 to 25 years old and currently in third year of study.

### 4.1.3 Race



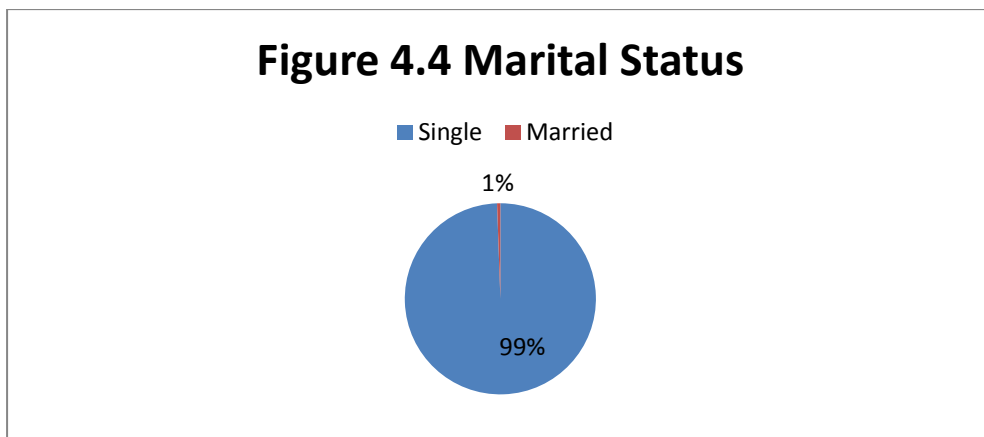
Source: Developed for this research

**Table 4.3 Race**

Race	Frequency
Chinese	121
Malay	39
Indian	21
Others	1
Total	182

Based on the Figure 4.3, most of the respondents are Chinese which consist of 66.5%, 21.4% of respondents are Malay and on the other hand, there are 11.5% of Indian. Lastly, 0.6% are from other races.

#### 4.1.4 Marital Status



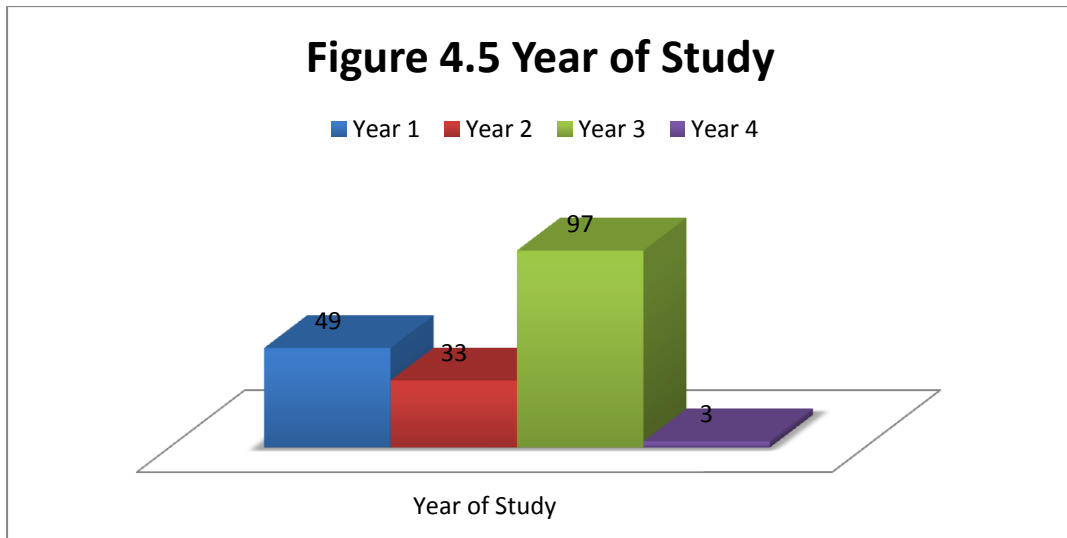
Source: Developed for this research

**Table 4.4 Marital Status**

Marital Status	Frequency
Single	181
Married	1
Total	182

Referring to Figure 4.4, 99% of the respondents are single. This shows that 181 of respondents are single while only 1 out of 182 respondents is married and still studying in university.

#### 4.1.5 Year of Study



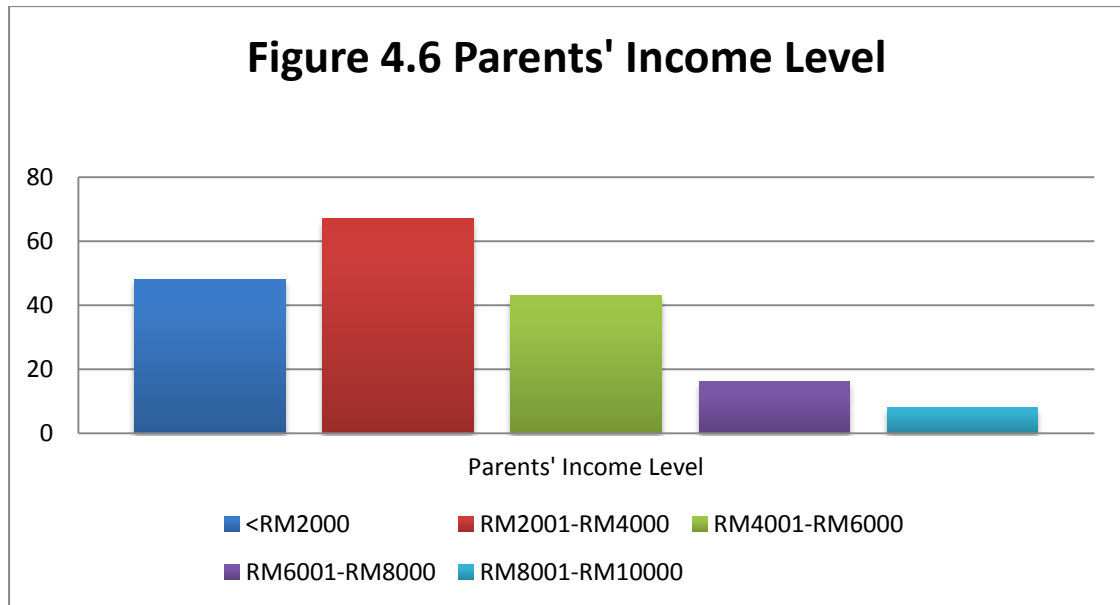
Source: Developed for this research

**Table 4.5 Year of Study**

Year of Study	Frequency
1	49
2	33
3	97
4	3
Total	182

Figure 4.5 shown that 26.9% of the respondents are currently in first year of study; 18.1% of them are in year two; 53.3% are in year three, whereas 1.6% are from year four.

#### 4.1.6 Parents' Income Level



Source: Developed for this research

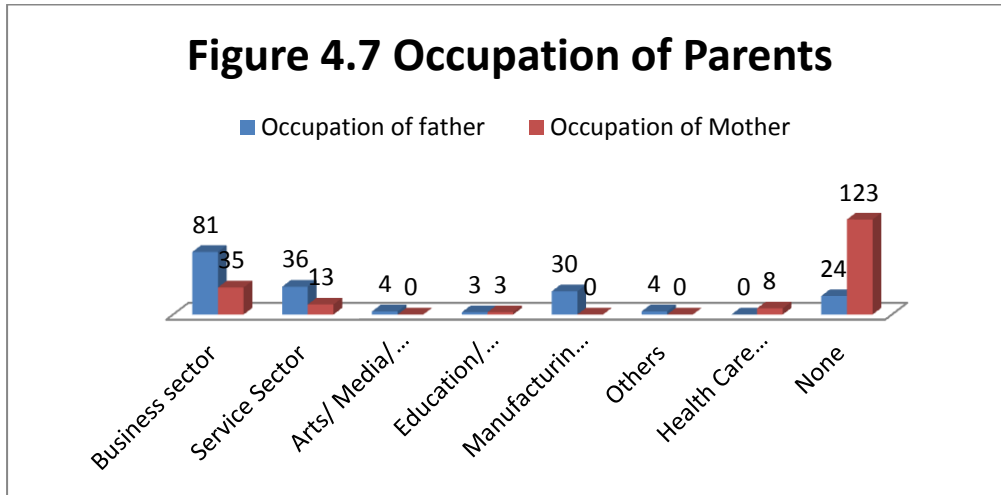
**Table 4.6 Parents' Income Level**

Parents' Income Level	Frequency
<RM2000	48
RM2001-RM4000	67
RM4001-RM6000	43
RM6001-RM8000	16
RM8001-RM10000	8
Total	182

Based on the Figure 4.6, 26.4% of the respondents have their parent earning below RM2, 000. Besides that, 36.8% of the respondents' parent is earning the range between RM2, 001 to RM4.000. 23.6% of the respondents parent are earning in the range of RM4, 001 to RM6000. Furthermore, there are 8.8% and 4.4% respondents parent who earning RM6,001 to RM8,000 and RM8,001 to RM10,000 respectively.

Parent's income level could influence respondents to work aboard or pursue a particular job that they are working in.

#### 4.1.7 Occupation of Parents



Source: Developed for this research

**Table 4.7 Parents' Occupation**

Parents' Occupation	Frequency (Father)	Frequency (Mother)
Business Sector	81	35
Service Sector	36	13
Arts/ Media/ Communication Sector	4	0
Education/ Training Sector	3	3
Manufacturing Sector	30	0
Health Care Sector	4	0
Others	0	8
None	24	123
Total	182	182

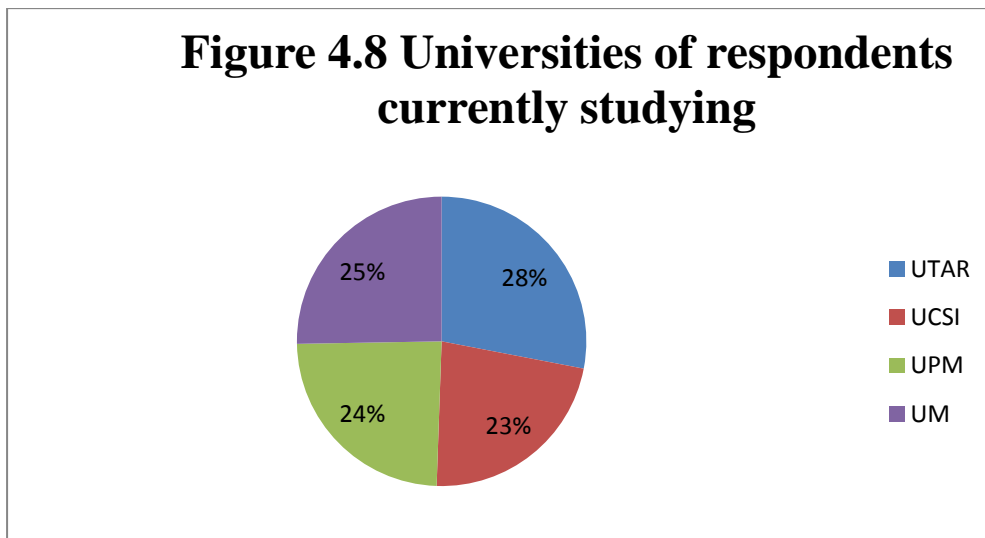
As shown in Figure 4.7, 44.5% of the respondent's father is working in business sector. There are also 19.8% of the respondent's father is working in service sector. Besides that, there are 2.2% of the respondent's father is working in Arts/media/communication sectors. 1.6% of the respondent's parent are working in education sector, whereas, 16.5% of the respondent's parent are working in manufacturing sector. Lastly, there are 2.2% and 13.2% of the respondent's parent fall in others and none respectively.

Whereas, based on the Figure, there is 19.2% of the respondent's mother is working in business sector and 7.1% of the respondents are working in services sector. Moreover, 1.6% and 4.4% of the respondent's mother is working education and health care sector respectively. Lastly, there is 67.6% of the respondent's mother falls in none.

There is high percentage of respondents that are influenced by their parent's occupation in deciding the career path. Therefore, most of the respondents are influenced by the father's or mother's occupations in making a decision in career choices. As most of the respondent's father is working in business sector, therefore, it will influence the respondents.

There is very high number of respondents that their parents working in business sector, therefore, respondents will make their career choice based on the parent's occupations.

#### 4.1.8 Universities of Respondents Currently Studying



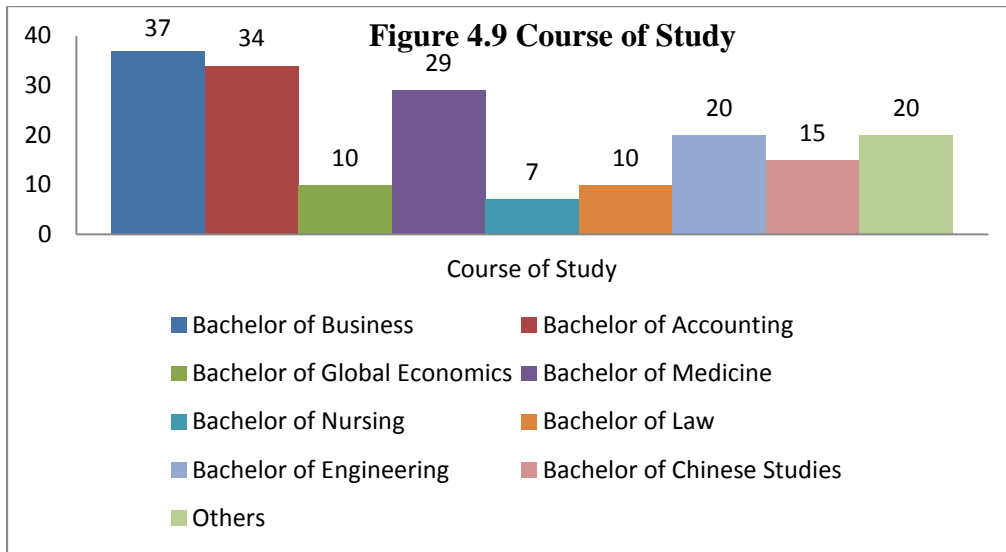
Source: Developed for this research

**Table 4.8 Universities of Respondents currently studying**

Name of University	Frequency
UTAR	51
UCSI	41
UPM	44
UM	46
Total	182

According to Figure 4.8, it shows that 28% of the respondents are studying in Universiti Tunku Abdul Rahman,(UTAR) whereas, 22.5% of the respondents are from (UCSI). Besides that, there is 24.2% and 25.3% of respondents is from Universiti Putra Malaysia, (UPM) and University of Malaya, (UM) respectively.

#### 4.1.9 Course of Study



Source: Developed for this research

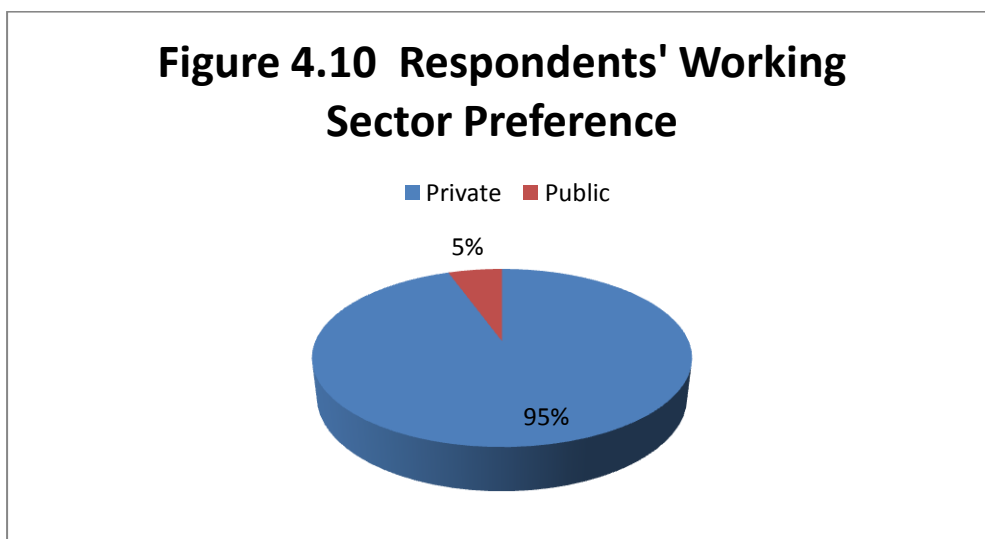
**Table 4.9 Course of Study**

Course of Study	Frequency
Bachelor of Business	37
Bachelor of Accounting	34
Bachelor of Global Economics	10
Bachelor of Medicine	29
Bachelor of Nursing	7
Bachelor of Law	10
Bachelor of Engineering	20
Bachelor of Chinese Studies	15
Others	20
Total	182

Based on figure 4.9 course of study, there are 8 specified courses and 1 other course. There are 37 students pursuing Bachelor of Business and followed by Bachelor of Accounting with 34 numbers of students. Bachelor of Medicine is the third highest with a number of 29 students. Bachelor of Engineering and Other courses have same number of frequency with 10 students pursuing engineering and 10 for other courses. Bachelor of Global Economics and Bachelor of Law also have the same frequency, each courses have 10 students pursuing. The least number of course of study is Bachelor of Nursing, with only 7 students pursuing this course.

The course of study has a direct relationship with parents' income level as well as their respective occupation. Higher income level parents are able to afford expensive courses such as Bachelor of Law and Medicine. Next, parents' occupation could induce respondents' course of study. Most parents are working in business sectors and in this table; Bachelor of Business represents highest number of undergraduates' course of study.

#### 4.1.10 Respondents' Working Sector Preference



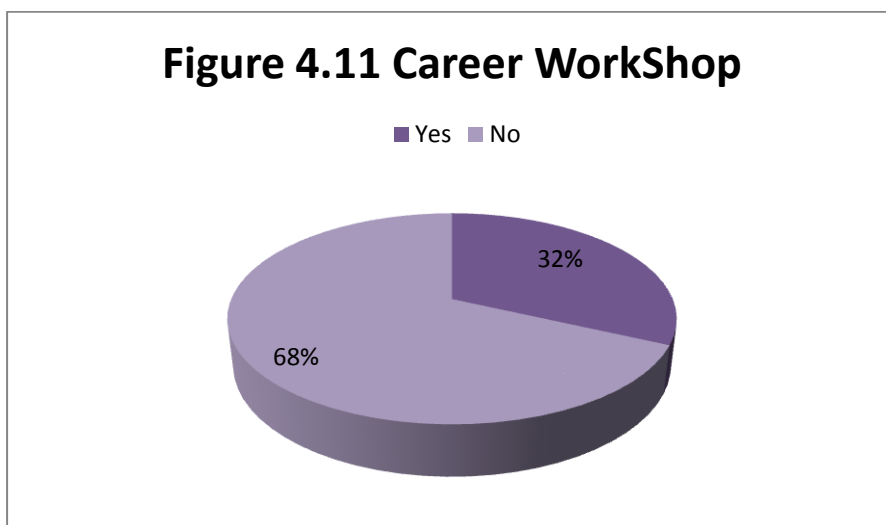
Source: Developed for this research

**Table 4.10 Respondents' Working Sector Preference**

Working Sector	Frequency
Private Sector	172
Public Sector	10
Total	182

Based in respondents' feedback, 95% of the respondents prefer to work in private whereas only 5.5% of the respondents prefer to work in public sector. Most of the undergraduates are more interested to work in private sector because they perceived that private sector would provide a better career opportunity than public sector.

#### **4.1.11 Career Workshop**



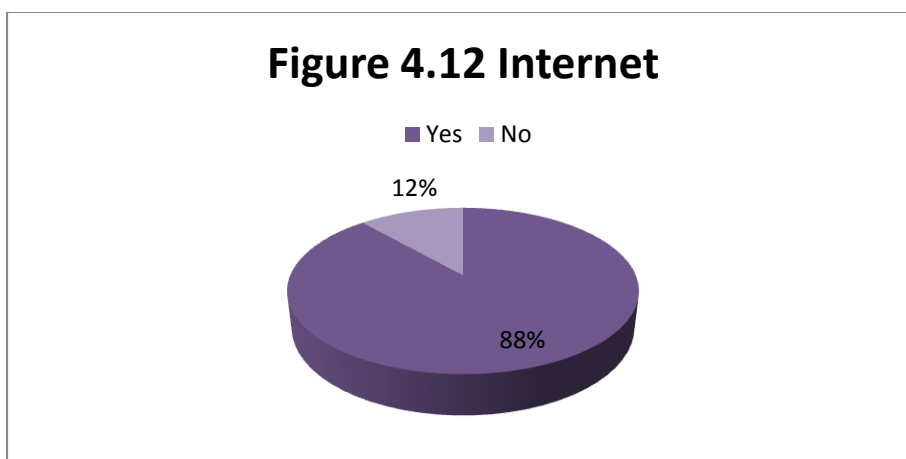
Source: Developed for this research

**Table 4.11 Career Workshop**

Career Workshop	Frequency
Yes	58
No	124
Total	182

Based on the Figure 4.11, 32% of the respondents obtained their information on career choice through career workshops. Another 68% of the respondents look for the information using other methods.

#### 4.1.12 Internet



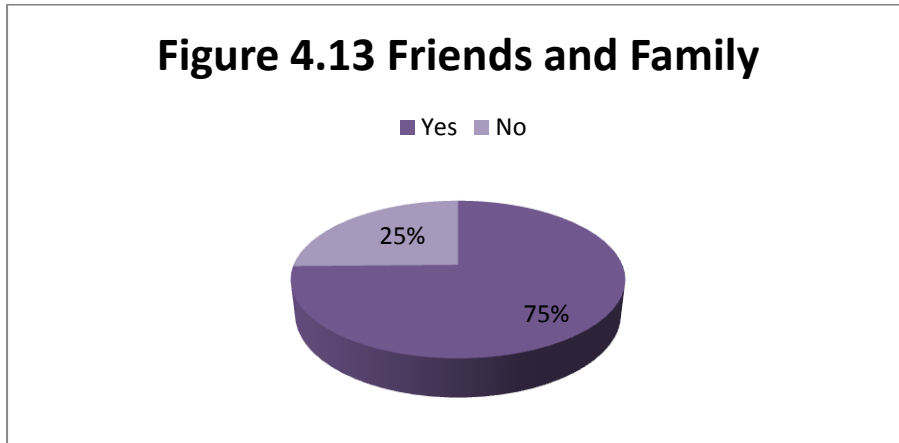
Source: Developed for this research

**Table 4.12 Internet**

Internet	Frequency
Yes	161
No	21
Total	182

Referring to Figure 4.12, 88% of the respondents obtained their career information through internet. Moreover, 12% of the respondents are using other methods.

#### 4.1.13 Friends and Family



Source: Developed for this research

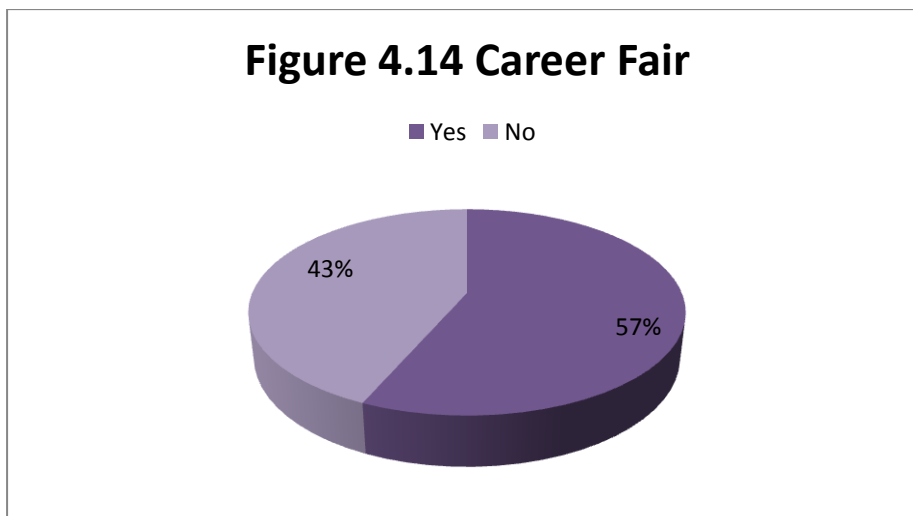
**Table 4.13 Friends and Family**

Friends and Family	Frequency
Yes	136
No	46
Total	182

Apparently based on Figure 4.13, it shows that huge number of respondents, 75%, obtains information from friends and family regarding to career choice. There are 25% of the respondents obtain information from other methods.

As this lead to respondents choosing the career paths that been chosen by their friend and family. This shows that 136 of the respondents gather information from their friends and family.

#### 4.1.14 Career Fair



Source: Developed for this research

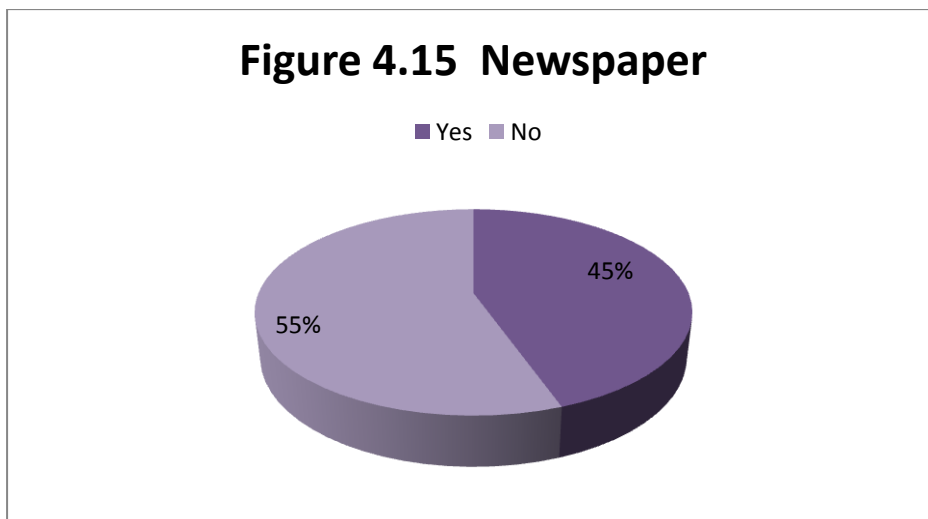
**Table 4.14 Career fair**

Career Fair	Frequency
Yes	103
No	79
Total	182

Based on the result show in the Figure 4.14, there are 57% of the respondents who obtain information through career fair, while the remaining 43% of the respondents used other methods.

Career fair receive high response from the respondents which mean it could be one of the factor that influence respondents in making their decision.

#### 4.1.15 Newspaper



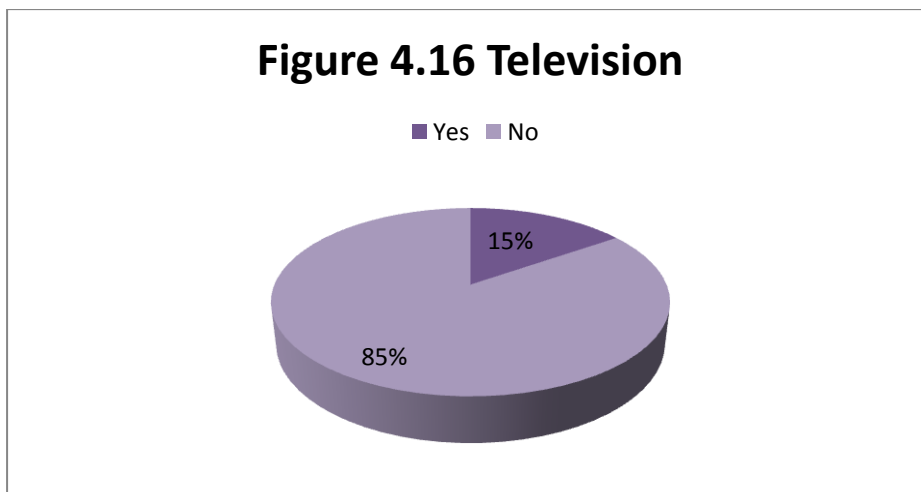
Source: Developed for this research

**Table 4.15 Newspaper**

Newspaper	Frequency
Yes	81
No	101
Total	182

Based on figure 4.15, 45% of the respondents did obtain information by reading newspapers in assisting them in career choice whereas 55% of the respondents choose different methods.

#### 4.1.16 Television



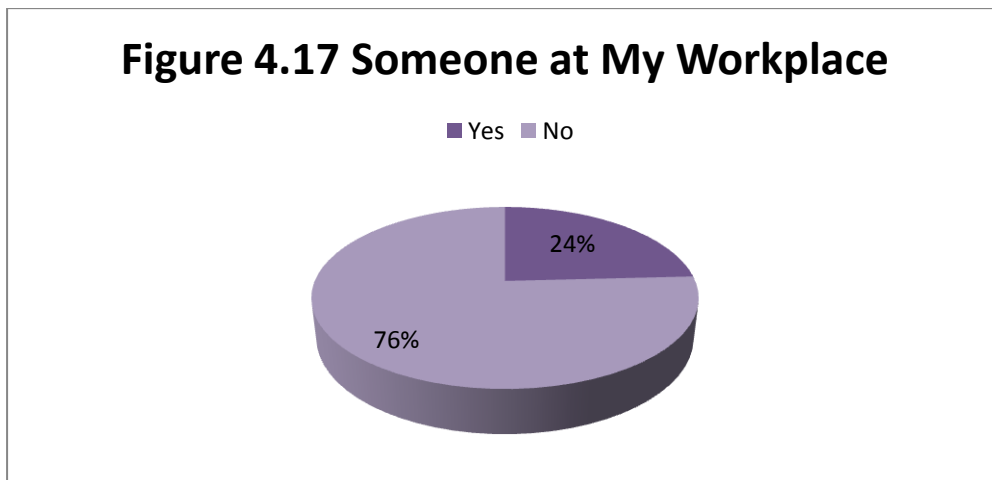
Source: Developed for this research

**Table 4.16 Television**

Television	Frequency
Yes	28
No	154
Total	182

Referring to figure 4.16, 85% of the respondents did not obtain information in assisting them in career choice. While 15% of the respondents did obtain information in assisting them regarding to career choice.

#### 4.1.17 Someone at My Workplace



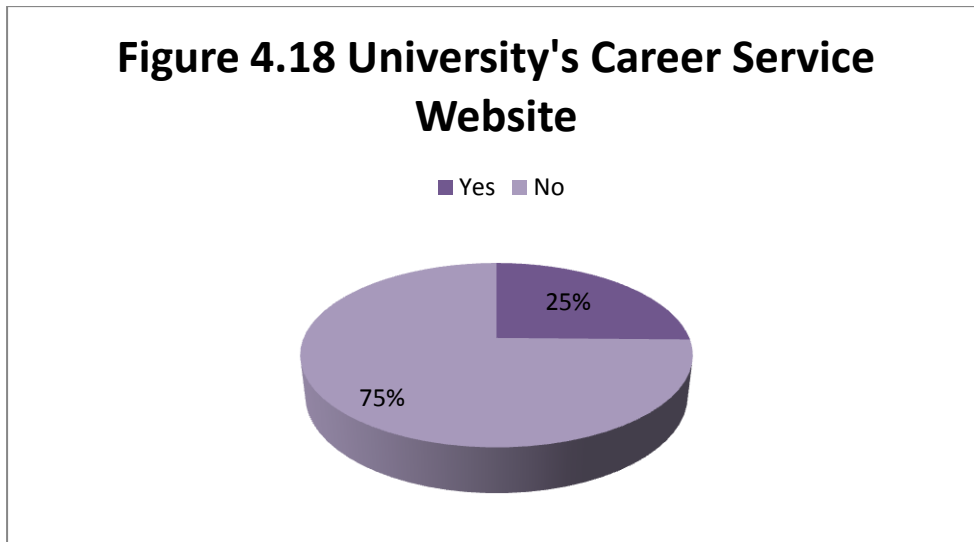
Source: Developed for this research

**Table 4.17 Someone at My Workplace**

Someone at My Workplace	Frequency
Yes	44
No	138
Total	182

Based on figure 4.17, result shows that 24% of the respondents obtain information from people at workplace regarding to career choice. Whereas, 76% of the respondents using other methods to obtain information.

#### 4.1.18 University's Career Service Website



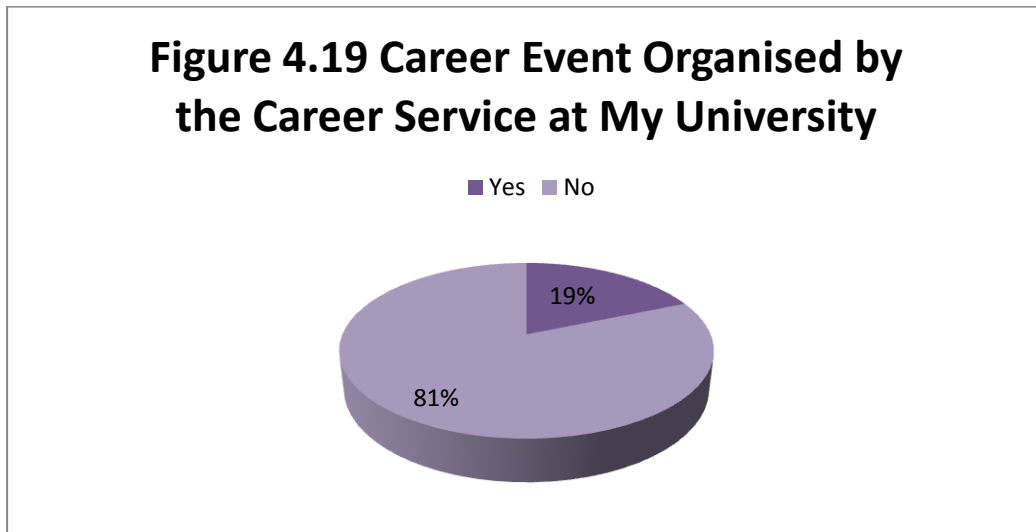
Source: Developed for this research

**Table 4.18 University's Career Service Website**

University's Career Service Website	Frequency
Yes	46
No	136
Total	182

Figure 4.18 show that 25% of the respondents acquire information regarding career choice through University's career service website. Moreover, 75% of the respondents did not acquire information through University's career service website regarding to career choice.

#### 4.1.19 Career Event Organized by the Career Service at My University



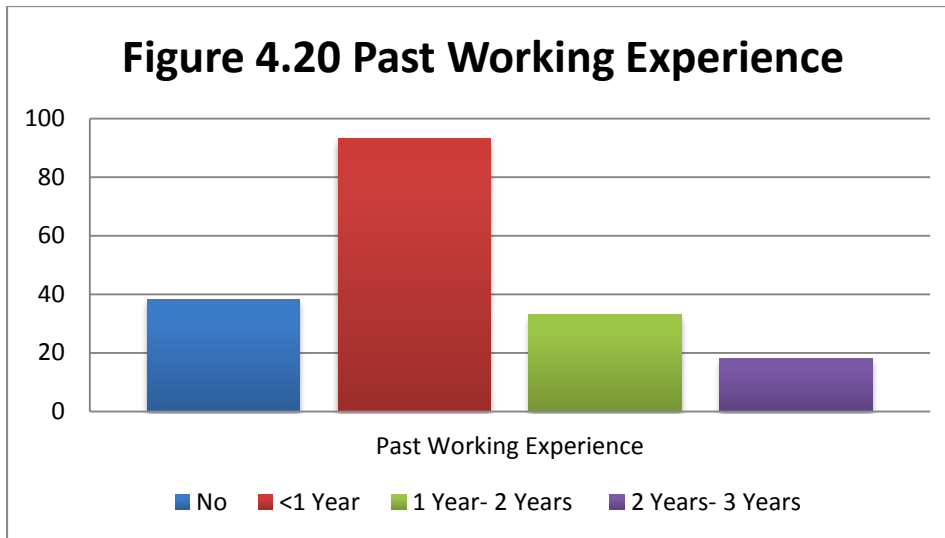
Source: Developed for this research

**Table 4.19 Career Event Organised by the Career Service at My University**

Career Workshop	Frequency
Yes	34
No	148
Total	182

Referring to figure 4.19, result shows that 19% of the respondents did obtain information through career event organized by the career service at My University. Whereas, 81% of the respondents did not obtain information through career event organized by the career service at My University.

#### 4.1.20 Past Working Experience



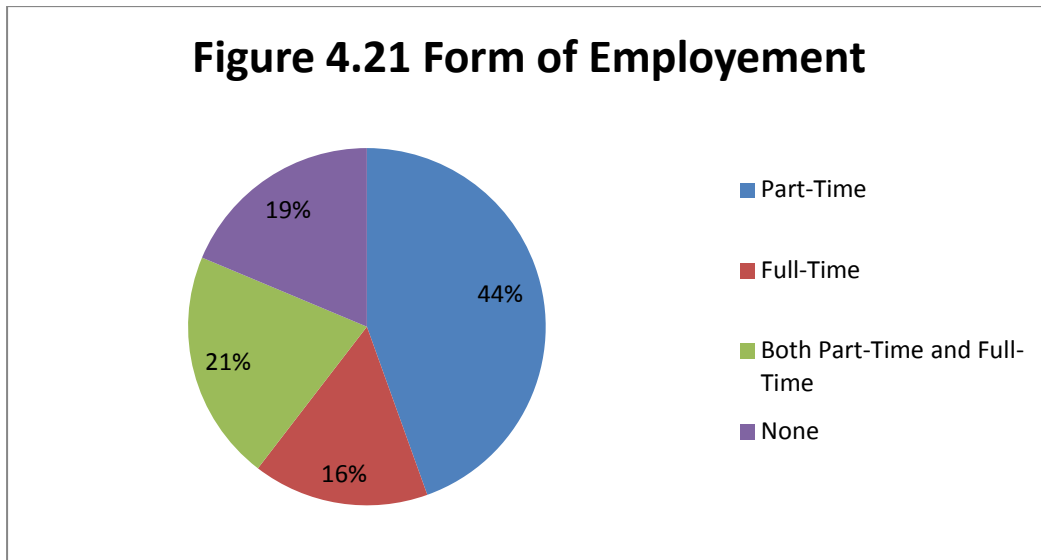
Source: Developed for this research

**Table 4.20 Past Working Experience**

Past Working Experience	Frequency
No	38
<1 Year	93
1 Year- 2 Years	33
2 Years- 3 Years	18
Total	182

Based on figure 4.20, 38 of the respondents do not have any working experience where, 93 of the respondents have working experience less than one year. Besides that, there are 33 and 18 of the respondents who have working experience for the range of 2 years and 3 years respectively. Due to a high number of respondents have working experience, they would choose their career based on it and the research result shown that working experience have a positive relationship with undergraduates' career decision making.

#### 4.1.21 Form of Employment



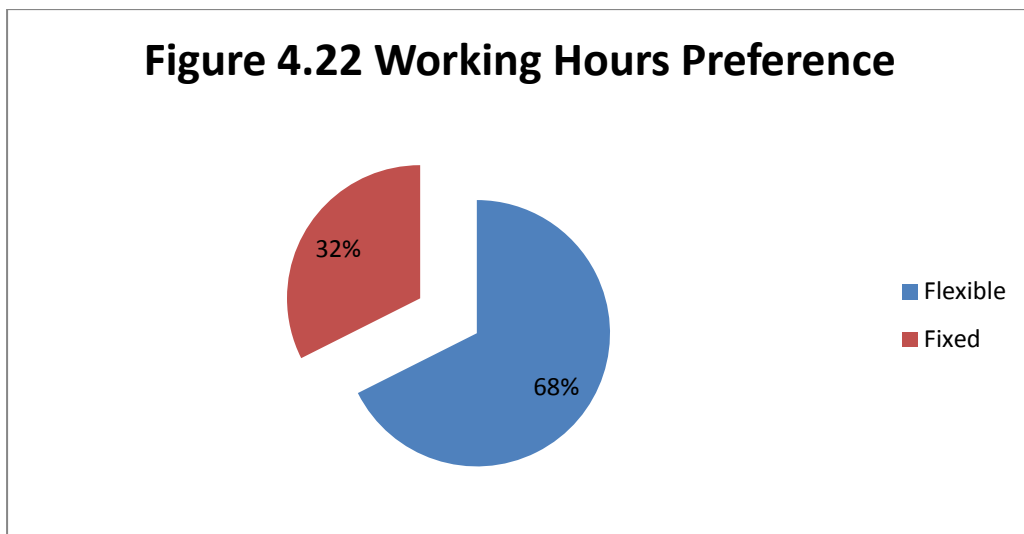
Source: Developed for this research

**Table 4.21 Form of Employment**

Form of Employment	Frequency
Part-Time	81
Full-Time	29
Both Part-Time and Full-Time	34
None	38
Total	182

Referring to figure 4.21, result shows that 81 of the respondents obtain working experience as a part-time job. Whereas, there are 29 of the respondents obtain working experience as full-time jobs. Besides that, there is 34 of the respondents obtain working experience from both part-time and full-time jobs. Lastly, 38 of the respondents did not work before and does not have any working experience.

#### 4.1.22 Working Hours Preference



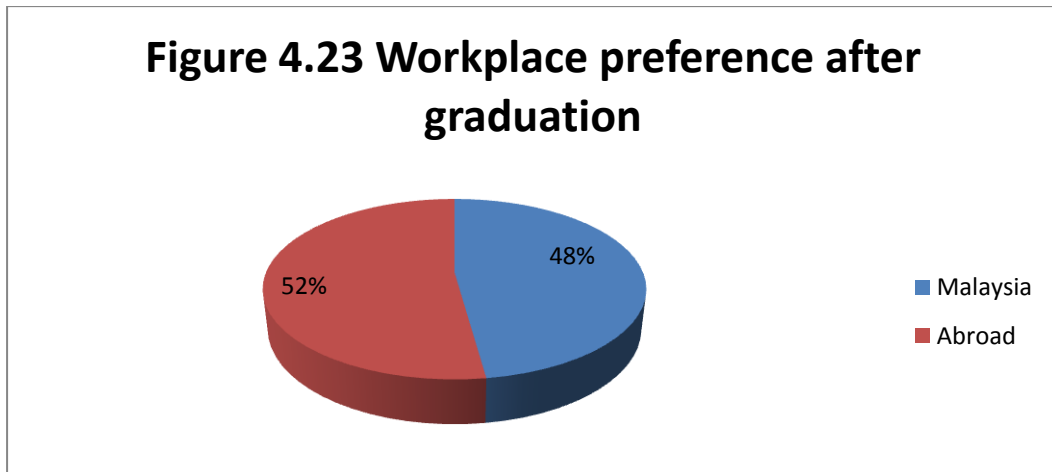
Source: Developed for this research

**Table 4.22 Working Hours Preference**

Working Hours Preference	Frequency
Flexible	123
Fixed	59
Total	182

Based on the figure 4.22, 123 of the respondents prefer flexible working hours as compared to 59 respondents who prefer to work on fixed working hours. In future, most undergraduates would choose a company that provide flexible working hours.

#### 4.1.23 Workplace preference after graduation



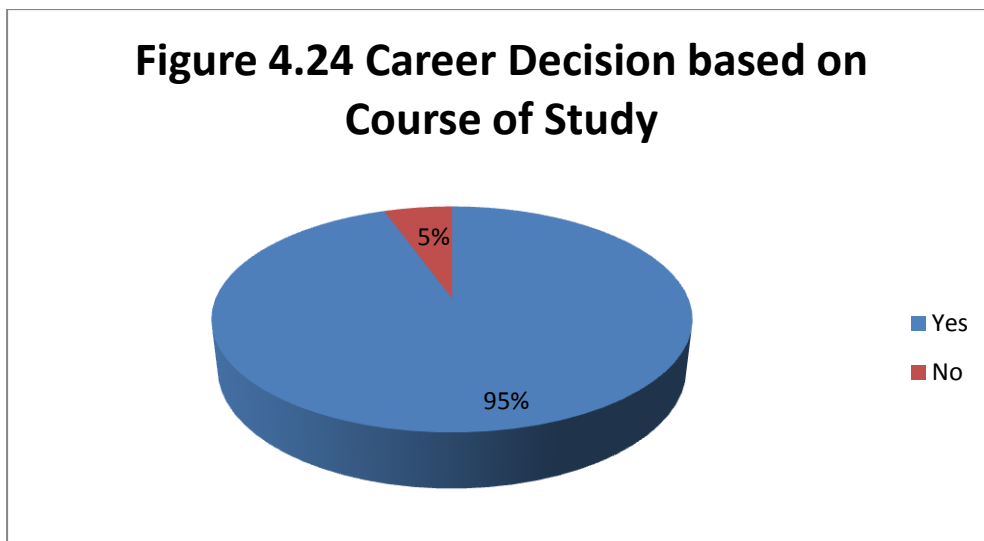
Source: Developed for this research

**Table 4.23 Workplace preference after graduation**

Workplace preference after graduation	Frequency
Malaysia	87
Abroad	95
Total	182

Referring to figure 4.23, 87 of the respondents choose to work in Malaysia after graduation. Whereas, 95 of the respondents finds it is more attractive to work abroad.

#### 4.1.24 Career Decision based on Course of Study



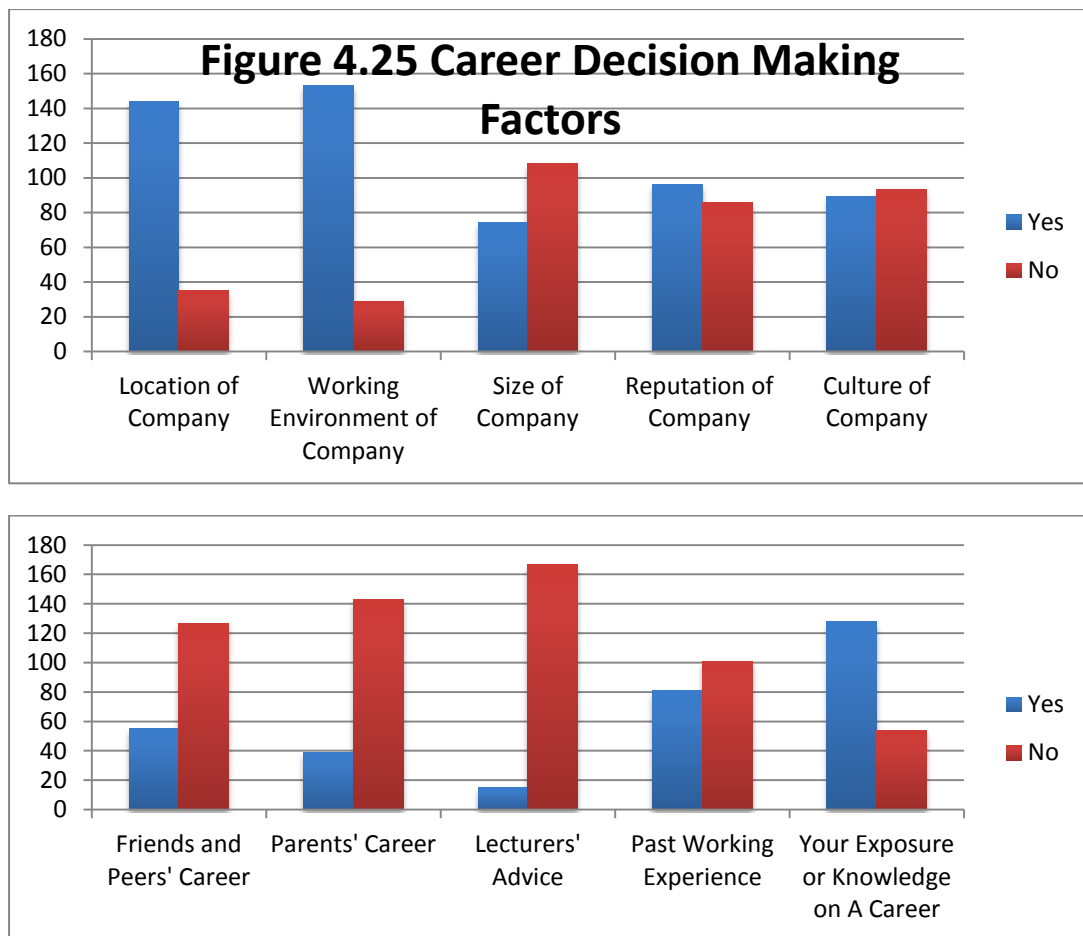
Source: Developed for this research

**Table 4.24 Career Decision based on Course of Study**

Career Decision	Frequency
Yes	172
No	10
Total	182

Based on figure 4.24, 172 of the respondents will opt for jobs that are based on their course of study. Whereas, 10 of the respondents will not make their career decision based on course of study. Most respondents choose the career they interested based on their interest on their course of study. Therefore, research result shows a positive relationship between intrinsic factors and career decision making.

#### 4.25 Career Decision Making Factors



Source: Developed for this research

**Table 4.25 Career Decision Making Factors**

Career Decision Making Factors	Yes	No	Total
Location of Company	144	35	182
Working Environment of Company	153	29	182
Size of Company	74	108	182
Reputation of Company	92	86	182
Culture of Company	89	93	182
Friends and Peers' Career	55	127	182
Parents' Career	39	143	182
Lecturers' Advice	15	167	182
Past Working Experience	81	101	182
Your exposure or knowledge on a career	128	54	182

Based on figure 4.25, 144 of the respondents opt location of the company as one of the factor that will influence their career choice, whereas, 35 of the respondents does not influence by the location of company.

In addition, size of company, 74 of the respondents will be influence by this factor but 108 of the respondents does not influence by it.

Moreover, reputation of the company does influence the respondents in career choice. In which 92 of the respondents agree and 86 of the respondents not agree with it.

Furthermore, 93 of the respondents does not influence by the culture of company in which 89 of the respondents are influence by this factor.

Friends and peers' career result show that 127 of the respondents would not be influence by this factor but there are 55 of the respondents will be influence by this factor.

Whereas, parents' career and lecturers' career are not the major factors that will influence respondents in career choice. There are 143 and 167 of the respondents respectively that do not agree with it. In which, respondents that influence by parent's career and lecturer's advice are 39 and 15 respondents.

Past working experience does not affect respondents in career choice for undergraduate. 101 of the respondents did not influence by this factors whereas 81 of the respondents are influence by it.

Lastly, exposure or knowledge on a career is one of major factors that could influence respondents in career choice. A number of 128 respondents will be influence by the exposure and knowledge on a career, while 54 of the respondents are not affected by this factor.

As a conclusion, most of the respondents are influenced by the interpersonal factors as location, working environment of the company, and exposure or knowledge on a career are the highest factors that affect them.

## 4.2 Scale Measurement

### 4.2.1 Reliability Analysis

**Table 4.26 Reliability Statistics for each of the variable**

Variables	Cronbach's Alpha	Number of items	Strength of association
Financial Benefits	0.809	5	Good
Non-Financial Benefits	0.814	5	Good
Interpersonal Factors	0.803	5	Good
Intrinsic Factors	0.756	5	Acceptable
Career Decision Making	0.777	9	Acceptable

Source: Developed for the research.

Cronbach's alpha is a reliability coefficient that indicates how well of a set of items are positively correlated to each other (Sekaran, 2003). Table 4.26 shows that the reliability coefficient analysis of each variable. In rule of thumb for Cronbach's alpha coefficient, it stated that the strength of association is considered good when the alpha value is fall in the range between 0.80 and 0.90 (Zikmund, 2003). In this study, the Cronbach's alpha of financial benefits, non-financial benefits and interpersonal factors are 0.809, 0.821 and 0.803 respectively. It shows that these three variables have a very good reliability as they are fall in the range that more than 0.80 and less than 0.90.

On the other hand, the Cronbach's alpha of intrinsic factors and career decision making are 0.756 and 0.777 respectively. This showed that the measurement scales of both variables have acceptable internal consistency. Overall, all of the measurement scale items adopted in the study have internal consistency reliability. Thus, it indicated that all of the items used to measure 5 variables are consistent and stable.

## 4.3 Inferential Analysis

### 4.3.1 Pearson Correlation Analysis

**Table 4.27 Pearson Correlation**

		Average of Financial Benefits	Average of Non-Financial Benefits	Average of Interpersonal Factors	Average of Intrinsic Factors	Average of Career Decision Making
Average of Financial Benefits	Pearson Correlation	1	-.026	.091	-.042	.113
	Sig. (2-tailed)		.729	.224	.570	.130
	N	182	182	182	182	182
Average of Non-Financial Benefits	Pearson Correlation	-.026	1	-.187*	.047	.233**
	Sig. (2-tailed)	.729		.012	.524	.002
	N	182	182	182	182	182
Average of Interpersonal Factors	Pearson Correlation	.091	-.187*	1	.029	.250**
	Sig. (2-tailed)	.224	.012		.703	.001
	N	182	182	182	182	182
Average of Intrinsic Factors	Pearson Correlation	-.042	.047	.029	1	.226**
	Sig. (2-tailed)	.570	.524	.703		.002
	N	182	182	182	182	182
Average of Career Decision Making	Pearson Correlation	.113	.233**	.250**	.226**	1
	Sig. (2-tailed)	.130	.002	.001	.002	
	N	182	182	182	182	182

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

N= 182

Based on the above table 4.27, the correlations of three independent variables (non-financial benefits, interpersonal factors and intrinsic factors) are significant at the 0.05 level (2-tailed) to the dependent variable (career decision making). Financial benefits are not significant at 0.05 levels because its value is more than 0.05 which is 0.130. This shows that there are only three variables are correlated to one another. Besides, it also shown that non-financial benefits, interpersonal factors and intrinsic factors have positive relationship with career decision making while financial benefits have negative relationship with career decision making. According to the Pearson correlation value on the table 4.27, interpersonal factors have the strongest significant relationship with career decision making which is 0.250, followed by non-financial benefits (0.233), and lastly intrinsic factors (0.226).

### 4.3.2 Multiple Regressions Analysis

**Table 4.28 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442 <sup>a</sup>	.196	.177	4.34871

a. Predictors: (Constant), Average of financial benefits, Average of non-financial benefits, Average of interpersonal factors, Average of intrinsic factors

Source: Developed for the research.

Based on the output of the table 4.28, it showed that the value of R square is 0.196. This indicated that 19.6% of career decision making were influenced by the factors of financial benefits, non-financial benefits, interpersonal factors, and intrinsic factors.

**Table 4.29 ANOVA TEST**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	814.227	4	203.557	10.764	.000 <sup>a</sup>
	Residual	3347.289	177	18.911		
	Total	4161.516	181			

- a. Predictors: (Constant), Average of financial benefits, Average of non-financial benefits, Average of interpersonal factors, Average of intrinsic factors
- b. Dependent Variable: Average of Career decision making

Source: Developed for this research.

The table above 4.29 shown that the F-test  $(4, 177) = 10.764$ ; p-value is 0.000 which is less than 0.05. It indicates that there is at least one independent variable has significant relationship with the dependent variable.

**Table 4.30 Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.446	3.857		2.190	.030
Average of financial benefits	.150	.099	.103	1.515	.132
Average of non-financial benefits	.451	.111	.279	4.061	.000
Average of interpersonal factors	.334	.080	.287	4.166	.000
Average of intrinsic factors	.304	.098	.209	3.093	.002

a. Dependent Variable: Average of career decision making

Source: Developed for the research.

First hypothesis

H<sub>0</sub>: There is a no significant relationship between financial benefits and career decision making.

H<sub>1</sub>: There is a significant relationship between financial benefits and career decision making.

Reject H<sub>0</sub> if  $p < 0.05$

Based on table 4.30, the significant value for financial benefits towards career decision making is 0.132. This value is more than the p-value of 0.05. Thus, H<sub>1</sub> is rejected which also indicates that there is no significant relationship between financial benefits and career decision making.

Second hypothesis

H<sub>0</sub>: There is no significant relationship between non-financial benefits and career decision making.

H<sub>2</sub>: There is a significant relationship between non-financial benefits and career decision making.

Reject H<sub>0</sub> if  $p < 0.05$

In the table 4.30 shown that the significant value for non-financial benefits towards career decision making is 0.000. This value is less than the p-value of 0.05. Hence, H<sub>2</sub> is failed to reject and it indicates that non-financial benefit is a significant independent variable and there is a significant relationship between non-financial benefits and career decision making.

### Third hypothesis

H<sub>0</sub>: There is no significant relationship between interpersonal factors and career decision making.

H<sub>3</sub>: There is a significant relationship between interpersonal factors and career decision making.

Reject H<sub>0</sub> if  $p < 0.05$

From the table 4.30, the significant value for interpersonal factors towards career decision making is 0.000. This value is less than the p-value of 0.05. Therefore, H<sub>3</sub> is failed to reject and it indicates that interpersonal factor is a significant independent variable and there is a significant relationship between interpersonal factors and career decision making.

### Fourth hypothesis

H<sub>0</sub>: There is no significant relationship between intrinsic factors and career decision making.

H<sub>4</sub>: H<sub>0</sub>: There is a significant relationship between intrinsic factors and career decision making.

Reject H<sub>0</sub> if  $p < 0.05$

Based on the table 4.30, the significant value for intrinsic factors towards career decision making is 0.002 which is less than the p-value of 0.05. Thus, fourth hypothesis is failed to reject which indicates that intrinsic factors has a significant relationship between intrinsic factors and career decision making.

Based on the multiple regression analysis results shown in the table 4.30, the interpersonal factors is the most important independent variable in measure the

career decision making as its Beta value is 0.287. It has the highest ranked among all the independent variables. On the other hand, non-financial benefits and intrinsic factors are ranked at second and third position where their Beta values are 0.279 and 0.209. Hence, an equation of multiple regressions is formed as shown in the following:

Career decision making

$$= 8.446 + 0.451 (\text{non-financial benefits}) + 0.334 (\text{interpersonal factors}) + 0.304 (\text{intrinsic factors})$$

## **4.4 Conclusions**

In this chapter, the descriptive analysis and inferential analysis have been discussed and were used to analyse the data being collected and examine the relationship between the variables as well as demographic variables of respondents and general information of research. Next, proceed to Chapter 5 where researchers will focus on the discussion of the major findings and the implications.

## **CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS**

### **5.0 Introduction**

This chapter will focus on the discussion, conclusion and implications from the previous chapter about the finding results. Besides that, the limitations of this study, future researches and conclusions also will be discussed in this chapter. The purpose of this study is to examine the factors that will influence career decision making of university students in Klang Valley. Hence, the implications of results will be discussed whether the purpose of this study is being achieved.

### **5.1 Summary of Statistical Analyses**

#### **5.1.1 Descriptive Analyses**

In this study, the total numbers of respondents received are 182 students. The personal details of respondents are classified into gender, age, race, marital status, year of study, parent's income and occupation, university studying and preferred to work in public or private sector after graduate. From the respondents' descriptive study, the majority of the respondents are female which constituted 58% of the sample size; age group category between 22-25 years old constituted a total of 62.6%; Chinese constituted 66% of sample size whereas, 99% of respondents are single; 53.3% of respondents are in their year three of study; parent's income between the range of RM2, 001-RM4000 constituted 36.8%. As for parent's

occupation, most respondent's father works in business totalling 44.5% and mother constituted 67.6% in others. Moreover, the universities that the respondents' are studying are UTAR, constituted 28%. The respondents are within Klang Valley which includes, UTAR, UCSI, UPM and UM. Lastly, 98% of the respondents prefer to work in public sector after they graduated.

### **5.1.2 Scale Measurement**

In Table 4.26, it shows that non-financial benefit has the highest alpha coefficients value which is 0.814. It is followed by financial benefits (0.809) and interpersonal factors (0.803). Lastly, career decision making and intrinsic factors are 0.777 and 0.756 respectively. Thus, it indicates that all five variables are significant for the reliability test as these five factors have achieved the satisfactory level of cronbach's alpha value which is above 0.60.

### **5.1.3 Inferential Analyses**

Referring to Table 4.27, the result of Pearson Correlation shows that there are only three independent variables (nonfinancial-benefits, interpersonal factors and intrinsic factors) that have significant relationship to the dependent variable (career decision making) whereas financial benefits has no significant relationship with career decision making. In other words, only three independent variables are correlated and predictable by each other.

Based on the table 4.30, it shows that in the result of Multiple Regression, non-financial benefits, interpersonal factors and intrinsic factors have a significant positive relationship toward career decision making whereas financial benefits have a significant negative relationship with career decision making. It also

indicates there are three significant predictors of career decision making which are non-financial benefits, interpersonal factors and intrinsic factors.

## 5.2 Discussions of major findings

**Table 5.1 Findings: Summary of the Hypotheses**

No.	Hypotheses	Beta	P-value	Accepted/ Rejected
H <sub>1</sub>	There is a significant relationship between financial benefits and career decision making.	0.103	0.132	Rejected
H <sub>2</sub>	There is a significant relationship between non-financial benefits and career decision making.	0.279	0.000	Accepted
H <sub>3</sub>	There is a significant relationship between interpersonal factors and career decision making.	0.287	0.000	Accepted
H <sub>4</sub>	There is a significant relationship between intrinsic factors and career decision making.	0.209	0.002	Accepted

**First Hypothesis (Rejected)**

Ho: There is no significant relationship between financial benefits and career decision making.

H<sub>1</sub>: There is a significant relationship between financial benefits and career decision making

Based on the result that researchers have obtained, it has showed that financial benefits are not significant in career decision making. In the past, monetary rewards are often provided by companies to reward and retain employees. Nowadays, employees are more concerned about recognition and status in their career field. In other words, money cannot be a motivator to motivate the employees anymore. Monetary rewards can only help companies to satisfy their employees temporarily but could not always satisfy them (Storkey, 2011). Among all the motivator, money was classified as the worst employee motivator, job recognition is much more important than money in long-term (Miller, 2011).

McClelland's Need Theory explores the idea that there are three major "needs", which are Need for Power, Affiliation and Need for Achievement that one will acquire over their lifetime as a result of the experiences in their careers or in their own personal lives (Schermerhorn, 2003). These three types of needs are associated with characteristics of successful managers. Nowadays, need for achievement and affiliation is more important and need for power. If a manager is able to balance up the three needs, he or she would be able to gain recognition in the organization (Riley, 2005).

A survey was conducted by consulting company Mercer in 2011, it stated that employees that gain respect by the company is an important factor to motivate them rather than giving them salary raise. Therefore, the financial benefits have become not significant in career decision making.

**Second Hypothesis (Accepted)**

Ho: There is no significant relationship between non-financial benefits and career decision making.

H<sub>2</sub>: There is a significant relationship between non-financial benefits and career decision making.

From the study, the researchers have found out that non-financial benefits have the most significant influence on undergraduates in career decision making. This result is supported by Mathauer and Imhoff (2006), non-financial benefits is important to increase motivation among workers, thus human resource management should use the right tools to develop the required work environment.

Authority, job security, opportunity for advancement, working environment, promotion and managerial quality and relationship are considered as non-financial benefits. According to Aycan and Fikret-Pasa (2003), having power and authority are the factors to motivate people to work in an organization. Besides, it has been proven that successful, well-respected managers often lean towards those power need tendencies. Managers who possess the Need for Power tendencies in combination with the Need for Achievement can also be very effective managers (Riley, 2005). Iverson (1997) stated that the higher the job security the greater the organizational commitment. Philip et al. (1994) found that opportunity for advancement is one the criteria for graduates to select jobs. Earle (2003) emphasized on the importance of good working environment is able to help in attracting and retaining people.

Non-financial benefits will increase as the individual's experience and seniority position increase. They are using reward to motivate the employees who achieved the best result. For those employees who will be sent abroad to work temporarily which is also known as expatriates, the additional non-financial

benefits to reward them are more than an employee who is not being sent abroad to work.

### **Third Hypothesis (Accepted)**

Ho: There is no significant relationship between interpersonal and career decision making.

H<sub>3</sub>: There is significant relationship between interpersonal and career decision making

Throughout the study, it shows that interpersonal factor is significant in career decision making. Based on Nauta and Margaret (2001), there are differences in interpersonal influences on career decision making between different sexual orientation.

For interpersonal factors, there are parent's preferences, prestige and social status, friends and peers, and association with others who are practicing the career are included. According to Dick and Rallis's (1991) this study suggested that students' choosing their careers were perceived to be influenced most often by parents and teachers. Many students decide their course of studies based on their parents and teachers' advice and preferences. Auyeung and Sands (1997) found that prestige and social status factors have stronger impact on the Chinese students. Students have great desire to poses high social status in their future lives and the occupation should reflect their status. Mitchell and Krumbolt (1996) has mentioned the importance of interconnection with family members are related in influencing career paths. According to Chuang and Dellmann-Jenkins (2010) study, the result has shown the undergraduate career decision making are largely influences by their faculty, parents and employer or co-workers that are in the same field of work.

Therefore, family, friends, social status and association with others who practicing the career will play a major role in influencing a person's interpersonal characteristic in decision making.

#### **Fourth Hypothesis (Accepted)**

Ho: There is no significant relationship between intrinsic factors and career decision making.

H<sub>4</sub>: There is a significant relationship between intrinsic factors and career decision making

Based on the result of the study, the researchers have found there is significant relationship between intrinsic factors and career decision making. Career choice is influenced by personality, interests, self-concept, cultural identity, socialization and role model (Kerka, 2000).

Intrinsic factors have included personality, academic achievement, work experience, aptitude for subject matter and subject matter interest. In Bradbery (2007) study, personality traits are important in choosing a career. Every university was filled with highly successful individuals academically. They often possessed the level of intelligence and personal traits needed to show superior academic performance. Degree and job attainment in careers of interest are positively influenced by strong academic achievement and certainty of one's occupational choice (ACT, 2007).

Based on a study by Stebleton (2007), students are believed to be influenced by external factors such as work experience and person's life when make career decision. Employees with work experience will influence their perceptions of work which can reach effectiveness. Glynn Wilson believes that people with certain aptitude for job they can do better than others. In Joanna,

Phillippa, and Scott (2003) study, interest will be the major factor when comes to career decision making. Therefore, intrinsic factors are important to influence undergraduates in career decision making.

## **5.3 Implications of the Study**

### **5.3.1 Managerial Implications**

This research emphasize on the factors influencing undergraduate's career decision making. By going through the overall findings of the study, there are some important implications that should be taken care of in order to reduce the unemployment rate in Malaysia.

In Malaysia, the unemployment rate has increased because the employers failed to identify the correct way to employ people. In this research, researchers have identified that the non-financial benefits are the most important factor that influence undergraduates in making their career decision. Undergraduates nowadays concern most on their job security, opportunity for advancement and promotion, working environment, authority, and managerial quality and relationship. These results would assist employers to have better understanding towards the undergraduates when recruit them. Employers should be more concerned on non-financial benefits and emphasis strong non-financial benefits when recruiting new people. Employers can focus more on non-financial benefit instead of financial benefit since financial benefit is the least significant factor to influence undergraduates in making career decision.

Besides, this study also provides the employers a mean of how attracting and retaining talented employee. Since the undergraduates are more concern about the non-financial benefit, employers tend to find new and different ways to attract them in future. This also can be a way for employers to reduce turnover rate in company, employers may clearly understand what is needed by employees in order to continue working with this company. Employers should show their concern towards the employees and also undergraduates in order to retain and attract them as an employee in company. Lastly, employers are able to identify which method is most appropriate to advertise their job vacancy. According to research results, most universities students search their job through the internet.

### **5.3.2 Government Implications**

Furthermore, government could implement some programmes for undergraduates such as career talk to assist undergraduates to make decision so that they are not over focus on one factor in making career decision. The implemented programmes must educate undergraduates the importance of other factors besides of non-financial benefits. Thus, the undergraduates would not over rely on one factor when deciding their career.

Besides, the government can use this up-to-date information that could be used in policy formulation and other educational programs. For instance, the government could introduce campaign that enables students to develop necessary skills that are needed in today's workplace. Next, government could develop action plan such as talent development initiatives, with the focus on creating sustainable talent pool on industry that are lacking of new pool of talent. Many undergraduates prefer to work in private sector rather than government sector. With new plan and new talent pool, there will be sufficient skills, at the right amount, at the right place and at the right time. Lastly, the new talent pool could

contribute in making Malaysia businesses in every industry to prosper, which ultimately boosts the economy in Malaysia.

### **5.3.3 University Implications**

Educational institutions are able to use information about the trend of university graduates' employment in Malaysia and ensure they stand out from the crowd and get their ideal job sooner rather than later. Preparing students for their future roles in the world of work has become increasingly important for educators. Educators could offer courses regarding job authority, security to enable student to gain more knowledge regarding non-financial benefits. Besides, educators could also educate students on the importance of other career decision making factors such as intrinsic and interpersonal factors so that in future, students would not regret their career decision, as they would not over rely in non-financial benefits. Finally, this study indirectly is helping universities what is the most appropriate traditional or social media to use in order to create career awareness among students. This can help the universities to save cost in advertising through the media that cannot reach the right target. This can improve the effectiveness and efficiency to reach the right target.

Lastly, as many universities students search their career information through university's career website service and career event organized by university, university could increase the number of event held and improve its websites to enable more companies to advertise their job vacancies through its official career websites.

### **5.3.4 Undergraduates Implications**

Undergraduates are able to understand what is most important to them in their future career path. By knowing that interpersonal factors give the most significant impact, undergraduates are able to reduce major problem, such as slow career start. Many young adults are experiencing a slow career because of their inability to identify early-career goals (Feldman & Whitcomb, 2004). One aspect of the problem here may be the variety of criteria individuals are using when choosing a career. Some young adults have so many criteria they want to maximize in a career – many of which are unlikely to co-occur – that no career option seems particularly attractive (Dunegan, 1993).

## **5.4 Limitations of the Study**

Several limitations were identified and are to be learned and acknowledged by researchers.

Firstly, there are only four factors that were chosen in this study. Actually, there are some others factors that have not been included whereby they have relationship to the study. Due to limited resources, four variables have been chosen as the factors to influence undergraduates in decision making. Limited references for other factors has limited researcher to include other factors in their research. Reason being, studies on career decision making were limited.

Secondly, there is limited sample size in this research to represent whole population of undergraduates in Malaysia. 200 questionnaires are considered as a limited sample size to conduct for a study but we only obtained 182

questionnaires instead of 200. Besides, this research is based in Klang Valley and only four universities had been selected as researchers' sample. Hence, research result may unable to represent the whole population of undergraduates in Malaysia.

Thirdly, all respondents are from wide area of engagement in Malaysia. Area of engagement of the research is relatively large and do not represent the perspectives of population in specific course of study. This research covers only general perspective from general public population, thus, without concerning the needs of the current trends in narrow areas of engagement. Consequently, the generalizability of this exploratory research's finding may be limited for other settings, especially in specific course of study or representation of certain population.

Forth, this study is lack of diversity among different races and ages. Although, the study has adopted convenience sampling to increase the representation of diversity, however, most of the respondents collected are majority in Chinese and a few numbers of other races such as Malays and Indians.

Lastly, close-ended manner questionnaire was designed which required respondent to tick on the answer that is best to represent their thoughts. Although it was beneficial as the respondents could easily answer the questionnaire, the researcher are able to analyze and interpret data easily, however, it would limit the researchers to gain more in-depth understanding and thoughts from respondents. This will indirectly affect the reliability and accuracy of result.

All the limitations are acknowledged however they do not detract from the significance of findings but merely provide platforms for future research.

## 5.5 Recommendations for Future Research

After completing this study, the researchers have found out some ways for improving the quality of this study in the future.

In this study, researchers have only covered four factors that influencing undergraduates career decision making. The researcher might neglect certain significant factors that play an important role in career decision making. Therefore, other factors could be emphasized more in future study. In this study, researchers have carried out in-depth for these four factors which are non-financial benefits, financial benefits, interpersonal factors and intrinsic factors. So, other factors should be focused more in future research in order to have new findings. Refer to Table 2.3, example of other factors could be on individual context, social context, environmental context and other factors.

In future research, comparison between IPTA and IPTS is encouraged in order to obtain different perspectives toward future career decision. Due to public universities' students and private universities' students are associated with different social activities so that they will have different perceptions towards their career decision making. Besides, class size is another major difference. Private colleges keep classes small, with easy access to professors. At public universities, however, 200 students may be enrolled in some classes, especially in lower-division courses. These major differences between IPTA and IPTS might provide a difference perspective towards career decision making.

Furthermore, comparison among different location is also encouraged. As this research project focuses only in Klang Valley, the result might be different in other states of Malaysia. Hence, future research can be conducted in other location such as within the peninsular or Sabah and Sarawak to generate new findings. Besides, future research can do a comparison between locations, such as between

Malaysia and Singapore. Even both countries are near geographically, the difference in culture and demographic variables could provide new findings.

The accuracy and reliability of the result can be improved by increasing the sample size, specifically more than 200 questionnaires. For this study, researchers have distributed the questionnaires to four universities in Klang Valley which might not be comprehensive enough to represent the whole population. Therefore, to obtain large sample size, researchers can distribute to all states in Malaysia to gather more data, to increase accuracy and reliability.

## **5.6 Conclusion**

As a conclusion, the research project has fulfilled its objectives to examine the relationships between Financial Benefits, Non-Financial Benefits, Interpersonal Factor Intrinsic Factor and career decision making among universities students in Klang Valley. It also indicates that which factor has the greatest and least impact toward the career decision making among university students in Klang Valley. Besides that, researchers have recommended some ways in order to improve their future related researches. It also serves as a guideline to other researcher to identify the factors that will influence career decision making among universities students. Lastly, this research is able to help fresh graduates in career decision making and employers are able to identify the trend and factors that are important to fresh graduates in career selection.

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## Appendices

(APPENDIX A)



**UNIVERSITI TUNKU ABDUL RAHMAN**  
**Faculty of Accountancy and Management**

**BACHELOR OF INTERNATIONAL BUSINESS (HONS)**

**FINAL YEAR PROJECT**

**TITLE OF RESEARCH:**

**Perception of Factors that Influence Career Decision Making Among  
Undergraduates in Klang Valley  
Survey Questionnaire**

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Dear respondents,

We are undergraduate students of Bachelor of International Business (Hons), from Universiti Tunku Abdul Rahman (UTAR). The **purpose** of this survey is to find out the **perception of factors that influence undergraduates' career decision-making in Klang Valley**. Your answers will be kept **PRIVATE** and **CONFIDENTIAL** and used solely for academic study purpose. Thank you for your cooperation.

**CHAI SOOK SIAM      09UKB05675**

**LUI JU LIAN          09UKB03073**

**ONG TZE KWAN      11UKB01540**

**YAP FOONG THENG 09UKB05471**

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### **Section A : Demographic Information**

**Please provide the following information by filling in the blanks or by placing a tick on one of the blank boxes provided.**

1A. Gender: ☐ Male ☐ Female

2A. Age: ☐ 19- 21 ☐ 22-25 ☐ above 25

3A. Race: ☐ Chinese ☐ Indian ☐ Malay  
☐ Others, please specify \_\_\_\_\_.

4A. Marital Status: ☐ Single ☐ Married

5A. Year(s) of study: 1 ☐ 2 ☐ 3 ☐ 4 ☐

6A. Parents' income level:

<input type="checkbox"/> <RM 2, 000	<input type="checkbox"/> RM 2, 001- RM 4, 000
<input type="checkbox"/> RM 4, 001-RM 6, 000	<input type="checkbox"/> RM 6, 001- RM 8, 000
<input type="checkbox"/> RM 8, 001- RM 10, 000	<input type="checkbox"/> > RM 10, 000

7A. Occupation of Father: \_\_\_\_\_

8A. Occupation of Mother: \_\_\_\_\_

9A. Which University are you studying now?

☐ Universiti Tunku Abdul Rahman (UTAR)  
☐ University College Sedaya International (UCSI)  
☐ Universiti Putra Malaya (UPM)  
☐ Universiti Malaya (UM)  
☐ Others, please specify: \_\_\_\_\_

10A. Course of Study:

- ☐ Bachelor of Business
- ☐ Bachelor of Accounting
- ☐ Bachelor of Global Economics
- ☐ Bachelor of Medicine
- ☐ Bachelor of Nursing
- ☐ Bachelor of Law
- ☐ Bachelor of Engineering
- ☐ Bachelor of Chinese Studies
- ☐ Others, please specify: \_\_\_\_\_

11A. Which sector do you prefer to work after graduate?

- ☐ Private sector
- ☐ Public sector

**Section B : General Information of Career Decision Making**

**Please provide the following information by filling in the blanks or by placing a tick on one of the blank boxes provided.**

1B. Where did you get information regarding career choice from? (You may tick **more than** one answer)

- ☐ Career Workshop
- ☐ Internet
- ☐ Friends and Family
- ☐ Career Fair
- ☐ Newspaper
- ☐ Television
- ☐ Someone at my workplace
- ☐ University's/ College's Career Service website
- ☐ Careers event organised by the Career Service at my university/ college

2B. Do you have any past working experience?

- No ☐
- <1 year ☐
- 1 year-2 years ☐
- 2 years-3 years ☐
- 4 years ☐

3B. If you have working experience, what form of employment it is?

- Part-Time ☐
- Full-Time ☐
- Both ☐

4B. Which type of working hours do you prefer?

Flexible ☐

Fixed ☐

5B. Where would you prefer to work after you graduate?

Malaysia ☐

Abroad ☐

6B. Will you select your first career based on your course of study?

Yes ☐

No ☐

7B. Please tick which factors below do you think will influence your career decision? (You may tick **more than** 1 answer).

1	Location of company	
2	Working Environment of company	
3	Size of company	
4	Reputation of company	
5	Culture of company	
6	Friends and Peers' career	
7	Parents' career	
8	Lecturers' advise	
9	Past working experience	
10	Your exposure or knowledge on a career	

## Section C

### Factors that influence University Students' career decision-making in Klang Valley.

This section assesses the factors that influence university student's career decision-making in Klang Valley. The factors include financial benefits, non-financial benefits, interpersonal factors, intrinsic factors.

**Please indicate the extent to which you agree or disagree with the following statements.**

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

No	Questions	SD	D	N	A	SA
	<b>Financial Benefits</b>					
1	Amount of <b>salary</b> offered by the company attracts me	1	2	3	4	5
2	Good <b>long-term earnings</b> ie: Increment provided by the organization influence my career decision	1	2	3	4	5
3	I am attracted to organization which provides <b>insurance</b> to employees	1	2	3	4	5
4	<b>Medical and health benefits</b> offered by the organization will affect my career decision	1	2	3	4	5
5	Additional <b>fringe benefits</b> (ie: EPF, Retirement programs, bonus, vacation)	1	2	3	4	5

No	Questions	SD	D	N	A	SA
	<b>Non-Financial Benefits</b>					
1	I dreamt to have a career that offers me a greater <b>authority</b>	1	2	3	4	5
2	I prefer to work in an organization which offers better <b>job security</b>	1	2	3	4	5
3	I hope to work for an organization that provides good <b>working environment</b>	1	2	3	4	5
4	A career that provides high <b>promotion and advancement opportunities</b>	1	2	3	4	5
5	A career that has a good <b>managerial quality and relationship</b> within an organization	1	2	3	4	5

No	Questions	SD	D	N	A	SA
	<b>Interpersonal Factors</b>					
1	My <b>parents' preference</b> will influence on my career choice	1	2	3	4	5
2	My <b>parents' occupation</b> will determine my future occupation	1	2	3	4	5
3	<b>Friends or Peers</b> will influence on my career decision	1	2	3	4	5
4	The occupation's <b>prestige and social status</b> is an important consideration when choosing a career	1	2	3	4	5
5	<b>Association with others who practicing the career</b> influence my decision	1	2	3	4	5

No	Questions	SD	D	N	A	SA
	<b>Intrinsic Factors</b>					
1	I would like to work where the <b>subject matter (area or scope of business) that interests me</b>	1	2	3	4	5
2	My career choice should be based on my <b>personality</b> .	1	2	3	4	5
3	<b>Past working experience</b> will influence my career choice	1	2	3	4	5
4	My <b>academic achievement</b> should reflect my future career	1	2	3	4	5
5	My career decision tends to be influence by my <b>ability to handle the subject matter (work task)</b>	1	2	3	4	5

No	Questions	SD	D	N	A	SA
	<b>Career Decision Making (Which sentences will influence your career decision-making?)</b>					
1	Remuneration package (Basic salary, EPF, Health and benefits, Insurance)	1	2	3	4	5
2	Luck or chance.	1	2	3	4	5
3	The professional opportunities of the area I have chosen to study	1	2	3	4	5
4	The favorable influence of my mother (wishes, tastes, successes, advice, profession).	1	2	3	4	5
5	The favorable influence of my father (wishes, tastes, successes, advice, profession).	1	2	3	4	5
6	The support, stimulus and help of someone/ a teacher/ in particular	1	2	3	4	5
7	My preferences and likes for the subjects of my degree	1	2	3	4	5
8	My confidence in being able to complete my studies successfully	1	2	3	4	5
9	Knowledge about myself, my abilities and chances of success	1	2	3	4	5

*All the information is treated as “Private and Confidential”. Thank you very much for your participation in this survey, Your time and opinions are deeply appreciated.*

**(APPENDIX B)****SPSS Output****Respondent's Demographic Profile****Frequencies****Statistics**

		Gender	Age	Race	Marital Status	Year(s) of study	Parents' Income Level	Occupation of Father
N	Valid Missing	182 0	182 0	182 0	182 0	182 0	182 0	182 0

		Occupation of mother	Which University are you studying now	Course Study	Which sector do you prefer to work after graduate?
N	Valid Missing	182 0	182 0	182 0	182 0

		Career Workshop	Internet	Friends and Family	Career Fair	Newspaper	Television	Some at my workplace
N	Valid Missing	182 0	182 0	182 0	182 0	182 0	182 0	182 0

		University's career service website	Career Event organised by the career service at my university	Past Working Experience	Form of Employment	Working Hours Preference
N	Valid Missing	182 0	182 0	182 0	182 0	182 0

		Workplace Preference after Graduation	Career decision based on course of study	Location of company	Working Environment of company	Size of company	Reputation of company
N	Valid Missing	182 0	182 0	182 0	182 0	182 0	182 0

	Culture of company	Friends and Peers' career	Parents' career	Lecturers' Advice	Past Working Experience	Your Exposure/ Knowledge on a career
N Valid Missing	182 0	182 0	182 0	182 0	182 0	182 0

### Frequency Table

#### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	76	41.8	41.8	41.8
	Female	106	58.2	58.2	100.0
	Total	182	100.0	100.0	

#### Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-21	68	37.4	37.4	37.4
	22-25	114	62.6	62.6	100.0
	Total	182	100.0	100.0	

#### Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	121	66.5	66.5	66.5
	Indian	21	11.5	11.5	78.0
	Malay	39	21.4	21.4	99.5
	Others	1	.5	.5	100.0
	Total	182	100.0	100.0	

**Marital Status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	182	100.0	100.0	100.0

**Year(s) of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	49	26.9	26.9	26.9
	2.00	33	18.1	18.1	45.1
	3.00	97	53.3	53.3	98.4
	4.00	3	1.6	1.6	100.0
	Total	182	100.0	100.0	

**Parents' income level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< RM 2, 000	48	26.4	26.4	26.4
	RM 2, 001- RM 4, 000	67	36.8	36.8	63.2
	RM 4, 001- RM 6, 000	43	23.6	23.6	86.8
	RM 6, 001- RM 8, 000	16	8.8	8.8	95.6
	RM 8, 001- RM 10, 000	8	4.4	4.4	100.0
	Total	182	100.0	100.0	

**Occupation of Father**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business sector	81	44.5	44.5	44.5
	services sector	36	19.8	19.8	64.3
	arts/ media/ comm sector	4	2.2	2.2	66.5
	education/ training sector	3	1.6	1.6	68.1
	manufacturing sector	30	16.5	16.5	84.6
	others	4	2.2	2.2	86.8
	none	24	13.2	13.2	100.0
	Total	182	100.0	100.0	

**Occupation of Mother**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	business sector	35	19.2	19.2	19.2
	services sector	13	7.1	7.1	26.4
	education/ training sector	3	1.6	1.6	28.0
	health care sector	8	4.4	4.4	32.4
	none	123	67.6	67.6	100.0
	Total	182	100.0	100.0	

**Which University are you studying now**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UTAR	51	28.0	28.0	28.0
	UCSI	41	22.5	22.5	50.5
	UPM	44	24.2	24.2	74.7
	UM	46	25.3	25.3	100.0
	Total	182	100.0	100.0	

**Course of Study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor of Business	37	20.33	20.33	20.33
	Bachelor of Accounting	34	18.68	18.68	39.01
	Bachelor of Global Economics	10	5.5	5.5	44.51
	Bachelor of Medicine	29	15.93	15.93	60.44
	Bachelor of Nursing	7	3.84	3.84	64.28
	Bachelor of Law	10	5.5	5.5	69.78
	Bachelor of Engineering	20	10.99	10.99	80.77
	Bachelor of Chinese Studies	15	8.24	8.24	89.01
	Others	20	10.99	10.99	100.0
	Total	182	100.0	100.0	

**Which sector do you prefer to work after graduate?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private sector	172	94.5	94.5	94.5
	Public sector	10	5.5	5.5	100.0
	Total	182	100.0	100.0	

**Career workshop**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	31.9	31.9	31.9
	No	124	68.1	68.1	100.0
	Total	182	100.0	100.0	

**Internet**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	161	88.5	88.5	88.5
	No	21	11.5	11.5	100.0
	Total	182	100.0	100.0	

**Friends and Family**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	136	74.7	74.7	74.7
	No	46	25.3	25.3	100.0
	Total	182	100.0	100.0	

**Career Fair**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	103	56.6	56.6	56.6
	No	79	43.4	43.4	100.0
	Total	182	100.0	100.0	

**Newspaper**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	81	44.5	44.5	44.5
	No	101	55.5	55.5	100.0
	Total	182	100.0	100.0	

**Television**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	15.4	15.4	15.4
	No	154	84.6	84.6	100.0
	Total	182	100.0	100.0	

**Someone at my workplace**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	44	24.2	24.2	24.2
	No	138	75.8	75.8	100.0
	Total	182	100.0	100.0	

**University's/ College's Career Service website**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	25.3	25.3	25.3
	No	136	74.7	74.7	100.0
	Total	182	100.0	100.0	

**Careers event organised by the Career Service at my university/ college**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	18.7	18.7	18.7
	No	148	81.3	81.3	100.0
	Total	182	100.0	100.0	

**Do you have any past working experience?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	38	20.9	20.9	20.9
	<1 year	93	51.1	51.1	72.0
	1 year- 2 years	33	18.1	18.1	90.1
	2 years- 3 years	18	9.9	9.9	100.0
	Total	182	100.0	100.0	

**If you have working experience, what form of employment it is?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Part-time	81	44.5	44.5	44.5
	Full-time	29	15.9	15.9	60.4
	Both	48	26.4	26.4	86.8
	none	24	13.2	13.2	100.0
	Total	182	100.0	100.0	

**Which type of working hours do you prefer?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Flexible	123	67.6	67.6	67.6
	Fixed	59	32.4	32.4	100.0
	Total	182	100.0	100.0	

**Where would you prefer to work after you graduate?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malaysia	87	47.8	47.8	47.8
	Abroad	95	52.2	52.2	100.0
	Total	182	100.0	100.0	

**Will you select your first career based on your course of study?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	172	94.5	94.5	94.5
	No	10	5.5	5.5	100.0
	Total	182	100.0	100.0	

**Location of company**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	144	79.1	79.1	79.1
	No	35	19.2	19.2	98.4
	11.00	3	1.6	1.6	100.0
	Total	182	100.0	100.0	

**Working environment of company**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	153	84.1	84.1	84.1
	No	29	15.9	15.9	100.0
	Total	182	100.0	100.0	

**Size of company**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	40.7	40.7	40.7
	No	108	59.3	59.3	100.0
	Total	182	100.0	100.0	

**Reputation of company**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	92	50.5	50.5	50.5
	No	86	47.3	47.3	97.8
	11.00	4	2.2	2.2	100.0
	Total	182	100.0	100.0	

**Culture of company**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	89	48.9	48.9	48.9
	No	93	51.1	51.1	100.0
	Total	182	100.0	100.0	

**Friends and Peers' career**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	30.2	30.2	30.2
	No	127	69.8	69.8	100.0
	Total	182	100.0	100.0	

**Parents' career**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	21.4	21.4	21.4
	No	143	78.6	78.6	100.0
	Total	182	100.0	100.0	

**Lecturers' advise**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	8.2	8.2	8.2
	No	167	91.8	91.8	100.0
	Total	182	100.0	100.0	

**Past working experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	81	44.5	44.5	44.5
	No	101	55.5	55.5	100.0
	Total	182	100.0	100.0	

**Your exposure or knowledge on a career**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	128	70.3	70.3	70.3
	No	54	29.7	29.7	100.0
	Total	182	100.0	100.0	

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## **Inferential Analysis**

### **Reliability (Financial Benefits)**

#### **Case Processing Summary**

		N	%
Cases	Valid	182	100.0
	Excluded <sup>a</sup>	0	.0
	Total	182	100.0

- a. Listwise deletion based on all variables in the procedure.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.809	5

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## **Inferential Analysis**

### **Reliability (Non-Financial Benefits)**

#### **Case Processing Summary**

		N	%
Cases	Valid	182	100.0
	Excluded <sup>a</sup>	0	.0
	Total	182	100.0

a. Listwise deletion based on all variables in the procedure.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.814	5

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## **Inferential Analysis**

### **Reliability (Interpersonal Factors)**

#### **Case Processing Summary**

		N	%
Cases	Valid	182	100.0
	Excluded <sup>a</sup>	0	.0
	Total	182	100.0

a. Listwise deletion based on all variables in the procedure.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.803	5

## **Inferential Analysis**

### **Reliability (Intrinsic Factors)**

#### **Case Processing Summary**

		N	%
Cases	Valid	182	100.0
	Excluded <sup>a</sup>	0	.0
	Total	182	100.0

a. Listwise deletion based on all variables in the procedure.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.756	5

## **Inferential Analysis**

### **Reliability (Career Decision Making)**

#### **Case Processing Summary**

		N	%
Cases	Valid	182	100.0
	Excluded <sup>a</sup>	0	.0
	Total	182	100.0

a. Listwise deletion based on all variables in the procedure.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
.777	9

## Multiple Regression

### Regression

#### Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Average of Financial Benefits Average of Non-Financial Benefits Average of Interpersonal Factors Average of Intrinsic Factors		Enter

a. All requested variables entered.

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442 <sup>a</sup>	.196	.177	4.34871

a. Predictors: (Constant), Average Financial Benefits, Average of Non-Financial Benefits, Average of Interpersonal Factors, Average of Intrinsic Factors

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	814.227	4	203.557	10.764	.000 <sup>a</sup>
	Residual	3347.289	177	18.911		
	Total	4161.516	181			

a. Predictors: (Constant), Average of Financial Benefits, Average of Non-Financial Benefits, Average of Interpersonal Factors, Average of Intrinsic Factors

b. Dependent Variable: Average of Career Decision Making

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.446	3.857		2.190	.030
	Average of Financial Benefits	.150	.099	.103	1.515	.132
	Average of Non-Financial Benefits	.451	.111	.279	4.061	.000
	Average of Interpersonal Factors	.334	.080	.287	4.166	.000
	Average of Intrinsic Factors	.304	.098	.209	3.093	.002

a. Dependent Variable: Average of Career Decision Making

## Pearson Correlations

		Average of Financial Benefits	Average of Non- Financial Benefits	Average of Interpersonal Factors	Average of Intrinsic Factors	Average of Career Decision Making
Average of Financial Benefits	Pearson	1	-.026	.091	-.042	.113
	Correlation					
	Sig. (2-tailed)		.729	.224	.570	.130
	N	182	182	182	182	182
Average of Non-Financial Benefits	Pearson	-.026	1	-.187*	.047	.233**
	Correlation					
	Sig. (2-tailed)	.729		.012	.524	.002
	N	182	182	182	182	182
Average of Interpersonal Factors	Pearson	.091	-.187*	1	.029	.250**
	Correlation					
	Sig. (2-tailed)	.224	.012		.703	.001
	N	182	182	182	182	182
Average of Intrinsic Factors	Pearson	-.042	.047	.029	1	.226**
	Correlation					
	Sig. (2-tailed)	.570	.524	.703		.002
	N	182	182	182	182	182
Average of Career Decision Making	Pearson	.113	.233**	.250**	.226**	1
	Correlation					
	Sig. (2-tailed)	.130	.002	.001	.002	
	N	182	182	182	182	182

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