THE FACTORS THAT AFFECT THE CAREER CHOICES OF THE YOUNG GENERATION IN PRIVATE UNIVERSITIES IN MALAYSIA

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APRIL 2023

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A final year project submitted in partial fulfillment of the requirement for the degree of

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE DEPARTMENT OF BUSINESS ADMINISTRATION
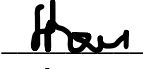
APRIL 2023

Declaration

We hereby declare that:

(1) This undergraduate FYP 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 FYP 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 FYP.

(4) The word count of this research report is _____12,719_____.

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Acknowledgement

We want to thank everyone who helped us along the way as this research project succeeded. We sincerely appreciate their generosity and kindness in providing us with thoughtful direction, counsel, suggestions, and supports to help us complete our research project.

First and foremost, we want to express our gratitude to Universiti Tunku Abdul Rahman (UTAR) for giving us the chance to take part in this Final Year Project (FYP), learn from it, and conduct it. We were able to gather information and experience via our research project that would be useful in our future professional lives. Moreover, via collaborative cooperation, we develop our ability to effectively communicate, make decisions, plan, and organize our work, as well as finish our research assignment.

Second, we wish to express our sincere gratitude to our research supervisor, Dr. Peter Tan Sin Howe, for his tenacious support, direction, thoughtful counsel, and encouragement while carrying out the study project. We really appreciate his willingness to share his insights, ideas, and opinions with us to mentor and advise us in finishing this research endeavor. We wouldn't be able to finish the full study project without the sacrifices Dr. Peter made by giving up his valuable time and exerting extra effort to help us.

Furthermore, we would also like to show our appreciation to all the respondents who are willing to sacrifice their valuable time for participating in our questionnaire survey. We also want to express our gratitude to our families for their unwavering support and inspiration. Our families' encouragement and support also played a significant role in inspiring us to achieve such a noble feat throughout our time in college.

Finally, it was a delight to have one another in the group. All the members invested their time and energy into this research project to ensure that it could be finished on time and with a high-quality result that would be helpful to the readers. We are grateful to all the group members for their outstanding cooperation, tolerance, and understanding with one another over the course of carrying out this study endeavour

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LIST OF ABBREVIATIONS

MOHR	Ministry of Human Resources
SPSS	Statistical Package for the Social Sciences
SCCT	Social Cognitive Career Theory
UTAR	Universiti Tunku Abdul Rahman
UTP	Universiti Teknologi PETRONAS
MMU	Multimedia University
UNITEN	Universiti Tenaga Nasional
URL	Uniform Resource Locators
α	Cronbach's alpha
CC	Career Choice
CO	Career Opportunity
SE	Self-Efficacy
EC	Economic Consideration
SI	Social Influence
ANOVA	Analysis of variance
Sig.	Significant
Std. Error	Standard Error
HR	Human resources
REP	Returning Expert Programme
H_0	Null Hypothesis
H_1	Alternative Hypothesis
R	Regression
DV	Dependent Variable
IV	Independent Variable
MLR	Multiple Liner Regression

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Preface

This research project is being submitted to meet the requirement of Undergraduate Bachelor of Business Administration (Hons). "The Factor That Affecting the Career Choice of The Young Generation in Private Universities in Malaysia" is the title of this study. This study's four independent variables are career opportunity, self-efficacy, economic consideration, social influence. This study's dependent variable is Career Choice.

Career choice is considered to be an important goal of college students for future employment. A decent career can provide college students with financial security in life and self-realization.

Therefore, we hope that this study will help readers comprehend the link between the independent factors and the career choice.

Abstract

As higher education becomes more available to wide range of people, so does the number of graduates from universities each year, along with the growth of the population. With that, some issues are becoming problematic; issue such as brain drain, unemployment rate, unfulfilled expectation, and gap between different industry are real concern to Malaysia. This study examines the variables (career opportunity, self-efficacy, economic consideration, social influence) that affect the career choices of the young generations in private universities in Malaysia, to find the reasons for the aforementioned problems. Using deductive approach as one of the research designs, a hypothesis was proposed after reviewing various literature. With data obtained from students in UTAR, MMU, UTP, UNITEN, strong evidence supporting the proposed hypothesis were found. These findings demonstrate how the independent variables have a big impact on the career choices of the younger generation. Hence, Malaysian businesses should focus on these aspects, in order to think about how to draw in the younger population and address the issues.

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

Young generation is the essential future asset for a country and every individual career choice will affect their future. Hence, researchers organized this study in order to better understand the factors influencing young generation career choices in private universities.

1.1 Research Background

The ultimate goal of education is to develop young people and get them ready to start thinking about their future. Tertiary education refers to all legally recognized higher education programmes, including those that are offered by private and public universities, colleges, technical centres, and vocational schools. Gaining professional abilities through tertiary education opens up prospects for various employment options. Based on Department of Statistics Malaysia, the number of graduates in Malaysia has been rising gradually for the previous several years. In 2021, there are 5.61 million of students who graduate, an increase of 4.7% from 2020.

Malaysia had just one university when it gained independence in 1957. There were 20 governmental and 18 private universities by 2007 (Arokiasamy et.al, 2009).

According to StudyMalaysia.com (2021), there are a total of 50 private universities, and 20 public universities in Malaysia currently. With 500,000 students in public universities, and 600,000 enrolled in private universities (Tapsir, 2019). On top of that, with the backing of various private enterprises, the growth of private universities became possible. Furthermore, private universities remained the main supplier of new talents for the labor market, supplying almost 55 percent.

Even though the number of graduates in employment saw an increase of 5.6%, yet the number of unemployed graduates also spiked by 4.4% in 2020, compared to only 3.9% in 2019, and the trend seems to be continuing judging from past statistics. The fundamental cause of this tendency is that youngsters frequently select jobs that are unrelated to their skill sets, rendering them unfit for the position and of less use to employers. Youngsters typically pick a university major that is unrelated to their ideal career as they do not prepare for their future in a timely manner, which often leads to acquiring unnecessary information and abilities. According to Lucanus (2021), career choices are more important than ever, as it paves the way to economic security for the individual. It can be the main cause of a person's future situation. On top of that, they are the core of any major choices, university choices, internships, and first career. The impact of these decisions is significant to them as it is relevant and life changing.

In the National Employment Returns Report Malaysia of 2016, it is reported that 11% of companies were affected by staff turnover of more than 50%, while 7% of organizations had a turnover rate of less than 10%. Moreover, Malaysia boasts Southeast Asia's second- and third-highest voluntary turnover rates. in 2015, respectively, at 6.0% and 9.5% (Ilmi, Qi, Gheda, & Liza, 2019). High turnover rates show that keeping employees is not an easy endeavor. The analysis of employee turnover intentions has been a major concern for business management (Belete, 2018). The high turnover rate in today's environment of intense global competitiveness is a serious problem for businesses. Latest research has discovered that turnover is a continuing problem for businesses (Smith, 2018). Consequently,

the profitability and productivity of the organization would suffer. Furthermore, a high employee turnover rate at the same time will increase the probability of giving up competent employees. Hence, employers place a strong emphasis on keeping valued talented employees because they genuinely think that this will improve a firm's performance and ultimately success. However, finding suitable work might be difficult due to high unemployment rates, which can diminish one's productivity and creativity as well as that of their employer. This situation would be harmful to the country's economic development (Al-Suraihi, Ab Wahab, & Al-Suraihi, 2020). Therefore, governments and companies are to be concerned about staff turnover.

1.2 Problem Statement

In the year 2021, it was reported that Malaysia had allocated the largest portion of the budget out of any sector to education, worth 52.6 billion and it is 16% of the total amount spent by the government in 2022 (New Straits Times, 2021). Hence, in Malaysia, education is one of the priority sectors when coming to policy making. Graduates of Universities, who have acquired skills and met the requirements, are then able to contribute back to society. When young generations have the opportunity to make career choices, there are also various factors that will influence them in making their career choice. The resulting choices will then influence their future development. The influence of some factors such as career opportunity, self-efficacy, economic effects, and social influence will affect a young generation choice of his future career. They will decide their career and place of work because of these factors.

1.2.1 Brain drain in Malaysia

However, some Malaysian graduates choose to go to other countries for employment because of the exchange rate advantage and therefore higher salaries. Some young generations will also plan their future based on their self-efficacy in advance and explore their strengths and specialties so that they can be employed in the fields or countries they are better at to meet their goals. Over the past forty years, the problem of Malaysian brain drain has grown tremendously. Supramani and Ali (2022) claim that Malaysia has been experiencing a significant brain drain over the past 40 years, with around 500,000 highly talented Malaysians distributed throughout the world. Despite the fact that millions of dollars have been spent on education and scholarships for students, many graduates and professionals have chosen to work overseas rather than coming home to serve their own country. There are many foreign employment opportunities, various types of career choices, and high salaries, thus attracting many young Malaysian graduates to work in these countries. For example, there are nearly 1.7 million Malaysians who work abroad, with Singapore being their preferred destination (54%), second is Australia (15%), third is the United Kingdom (5.0%), and lastly the United States (5.0%) (Malaymail, 2021). The weaker economy and lower salaries offered to employees are seen as the main causes of talent outflow to other nations.

1.2.2 Unemployment rate of young people

Moreover, the unemployment rate of youngsters in Malaysia is also another issue that needs to be considered. Because some youngsters feel that their abilities are not competent for certain occupations, or they feel that the salary and future opportunities selected by the occupation do not meet their expectations or requirements. Therefore, these factors will lead to young graduates being unable to

find a suitable career in a short time frame, so people choose not to work and continue to look for a career choice that suits them so that they can meet the expectations of their families and themselves. It will have a significant influence on the whole economy, pulling down productivity and weakening the development of human capital among workers.

Young men and women in the modern world confront growing difficulties, more demands, and expectations placed on them by family and society, as well as significant uncertainty as they enter the next stage of life and look for a productive job hoping to achieve financial independence. Employees may quit their companies for a variety of reasons, such as the fact that they believe their workplaces or employment didn't live up to their standards or that there is an incompatibility between the employee and the position they are filling. Besides that, extremely fewer possibilities for advancement and development, and sometimes very little training and responses is likely to be some of the cause.

1.2.3 Big gap in career choices

Furthermore, there exists a big gap in career choices between different fields or sectors in Malaysia. Some sectors that follow the trend, such as IT and engineering, will attract more young people; other less popular fields such as agriculture in turn face a lack of young generation to join. This is also because the sectors that follow the trend of the economy will have higher career opportunities and higher wages, so it is more attractive for young people to choose careers in these fields. Not only that, but some families are also against their children choosing less popular careers as they feel that there are fewer opportunities for promotion in these fields. According to JobStreet.com, Malaysia's top employment website and recruiting authority, it polled over 10,000 job seekers from 25 different sectors to determine

which five were most in demand. They are the fields of information technology, banking, manufacturing, engineering, and education. But unpopular areas like agriculture and plantations have led to a scarcity of workers and a decline in the production of crude palm oil. Peter Benjamin, president of the Malaysian Estate Owners Association, stated that although plantation companies have posted job openings on job portals, the Social Security Organization, and newspapers of every language, no locals have shown a particular interest in the harvester position despite the high salary. Jufitri Joha, head of the Malaysian Youth Council (MBM), said that non-governmental youth organizations like MBM should work together to aggressively promote the openings in the palm oil business (Azman, 2020). Additionally, because of the unpopularity of these occupations, there are not many people doing this job around, so people are less affected by their family and friends.

1.3 Research Objectives & Research Questions

General Research Objectives:

Examine the factors affecting the career choices of the young generation in Private Universities.

Specific Research Objectives:

1. To examine whether career opportunity affects the young generation's career choice.
2. To examine whether self-efficacy affects the young generation's career choices.
3. To examine whether economic consideration affects the young generation's career choice.

4. To examine whether social influence affects the young generation's career choices.

5. To examine whether career opportunity, self-efficacy, economic consideration, and social influence affect the young generation's career choices.

General Research Question:

What are the factors affecting the career choices of the young generation in private universities?

Specific Research Questions:

1. Is there a significant impact of career opportunities on the young generation's career choice?

2. Is there a significant impact of self-efficacy on the young generation's career choice?

3. Is there a significant impact of economic consideration on the young generation's career choice?

4. Is there a significant impact of social influence on the young generation's career choice?

5. Is there a significant impact of career opportunity, self-efficacy, economic consideration, and social influence affecting the young generation's career choices?

1.4 Hypotheses of the Study

Hypothesis 1:

H_0 : Career opportunity has no significant relationship with career choice.

H_1 : Career opportunity has a significant relationship with career choice.

Hypothesis 2:

H_0 : Self-efficacy has no significant relationship with career choice.

H_1 : Self-efficacy has a significant relationship with career choice.

Hypothesis 3:

H_0 : Economic consideration has no significant relationship with career choice.

H_1 : Economic consideration has a significant relationship with career choice.

Hypothesis 4:

H_0 : Social influence has no significant relationship with career choice.

H_1 : Social influence has a significant relationship with career choice.

Hypothesis 5:

H_0 : The independent variables (career opportunity, self-efficacy, economic consideration, and social influence) have no significant relationship towards dependent variables (career choice).

H$_1$: The independent variables (career opportunity, self-efficacy, economic consideration, and social influence) have a significant relationship towards dependent variables (career choice).

1.5 Research Significance

1.5.1 Theoretical significance

In terms of theoretical significance, this study is important to provide a better insight to the existing knowledge of the factors which influence the career choice amongst undergraduate students in Malaysia. It also provides valued data on the factors that influence the young generation to make their career choices in private universities in Malaysia. Furthermore, this research can contribute to the body of knowledge and apply as resource for researchers who want to make further research in other emerging areas on the factors which influence the undergraduate student.

1.5.2 Practical significance

Moreover, the practical significance of this research would be beneficial to the business organizations in Malaysia to recognize the factor that influences career choice among the young generation. The career choice

made by the young generation is important because they are the main supplier of new talents for the labor market. Therefore, organizations in Malaysia can based on this research as an implication to staffing and recruitment planning their recruitment strategy for attracting new and young undergraduate workforce. It is because employees play a crucial role in a company, recruiting talented younger generations as employees may create new ideas in the job and which also will lead to a good performance of a company.

Nonetheless, this research would be beneficial to the Malaysian government. From the results of this research, the Malaysian government can launch a new policy to keep local talent in the country. For instance, the TalentCorp agency, which falls under the Ministry of Human Resources (MOHR), is responsible for attracting Malaysian professionals back. Therefore, the findings of this study will undoubtedly provide TalentCorp some new perspectives and assist them in achieving their objectives.

However, this research may not only be beneficial to business organizations in Malaysia but also can help universities and institutions serve as a guide and reference for counseling. This research paper will identify the factor that influences career choice among the young generation in private universities which might be used by the institution to help students to plan and achieve their aspiration for their ideal job.

1.6 Chapter Layout

Our study subject contains of five chapters. The first chapter was an introduction to the topic idea, the second chapter was an overview of underlying theory, previous literature by different authors, the third section was the research methodology used in our study, the fourth chapter discussed the survey research results that were conducted using google forms. The fifth chapter summaries all the findings and outcomes in this chapter. Also, the discussion will cover the limitations of this study, theoretical and managerial implication, and recommendations for future research.

1.7 Conclusion

In summary, this chapter offer an outline of the research, explains its structure and historical background, and highlights the importance of Malaysia's young generation's career choice in relation to corporate organizations. In addition, the problem statement was underlined, and hypotheses, independent variables, and dependent variables were created.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

An overview of the dependent variable career choice and followed by independent variables career opportunity, self-efficacy, economics consideration, and social influence will be provided in this chapter.

2.1 Underlying theory: Social Cognitive Career Theory

One of the latest ideas applied to understanding career choice is the Social Cognitive Career Theory. (Lent, Brown, & Hackett, 1994). Self-efficacy and the SCCT are two approaches frequently utilized by career choice researchers to comprehend career-related attitudes and actions. According to the theory, self-efficacy and expectations to outcome forecast behaviors associated with career choice and career interests. (Betz, 2006; Lent et al., 1994). SCCT mostly derives from the general Social Cognitive Theory by Albert Bandura (Bandura, 1986). Bandura's social cognitive theory from 1986 is expanded upon by SCCT, and it aims to describe how "people develop basic academic and career interests", "make and revise their educational and vocational plans", and "achieve performances of varying quality in their chosen academic and career pursuits" (Lent et al., 2003).
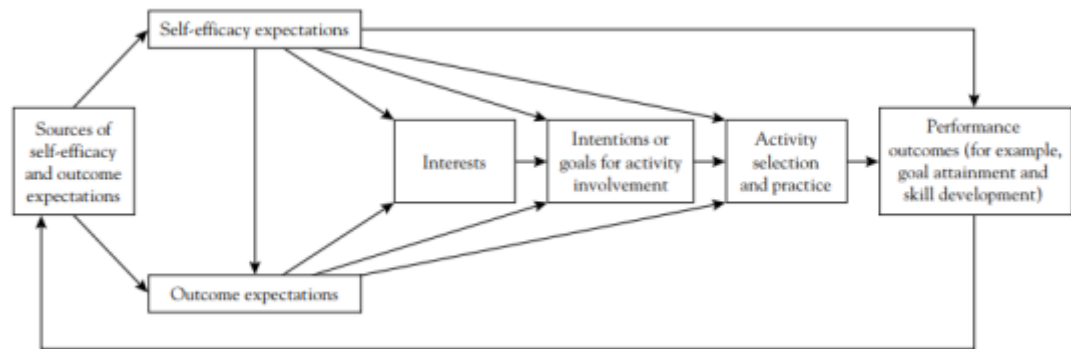
Figure 1 How Basic Career Interest Develop Over Time

(Source: Adapted from Lent, Brown and Hackett 1993)

According to the theory, self-efficacy is a collection of self-perception that are specialized to certain performance contexts and closely engage with other people, behavior, and environmental factors. Outcome expectations are personal ideas about the outcomes or effects of performing particular actions.. For instance, people's assessments of the outcomes they obtained for taking relatable behaves from the past; their observation of the outcomes acquired through others, their attention to self-generated consequences and other people's reactions; and their sensitivity to physical cues during task performance all contribute to how they expect particular career actions to turn out. A goal is the decision to participate in a specific activity or have an effect on a specific outcome in the future (Bandura, 1986). By establishing personal goals, people can better organize, direct, and sustain their own behavior.

The SCCT framework divides interest, choice, and performance in terms of a career. According to Brown (2002), they considered how these variables align to other important aspects of people, for instance gender and ethnicity, backgrounds, and learning experiences. There has been a significant amount of literature investigating the connections between self-efficacy expectations, interests, and career-related decisions and performance (Donnay & Borgen, 1999; Lent, Brown, & Larkin, 1984,

1986; Multon, Brown, & Lent, 1991). The beliefs a person has about the possible implications of activity and how they affect career choice are known as outcome expectations. (Bandura, 1986; Lent et al., 1994)

According to SCCT, people develop a persistent interest in a particular activity when they believe they are capable at it and they believe engaging it can produce valued outcomes (Bandura, 1986; Lent, Larkin, & Brown, 1989). Emergent interests, self-efficacy, and expectations of outcome all support specific goals for activity involvement. Therefore, individuals set goals for sustaining or growing their involvement in an activity when they grow a passion for it and feel effective and confident about the consequences. The accomplishments that result from activity performance subsequently create a crucial feedback loop that influences self-efficacy, outcome expectations, and interests (Brown, 2002).
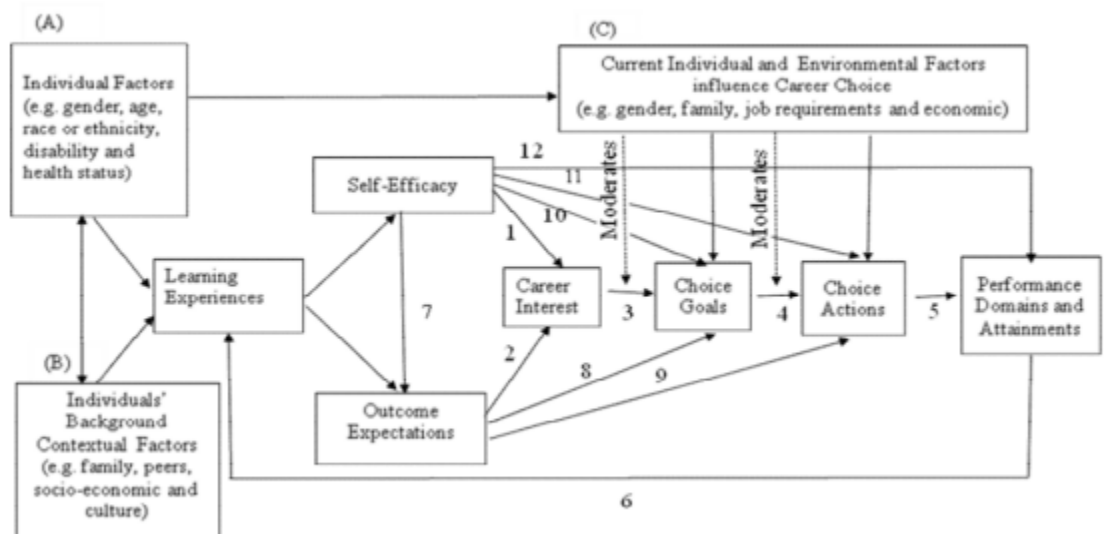
Figure 2 Model of Individual, Contextual and Environmental Factors Affecting Career-Related Choice Behavior

(*Source*: Adapted from Lent, Brown, and Hackett 1994)

According to Ghuangpeng (2011), people choose their careers due to a range of factors, including personal aspects, background considerations, contextual aspects,

learning experiences, self-efficacy, outcome expectations, and also interests. Multiple studies have verified the fundamental proposed models in SCCT, and these models are frequently expanded to include new factors including racial ideology (Byars-Winston, 2006), mastery experiences (Blanco, 2011), social support, and barriers (Lent, Lopez, Lopez, & Sheu, 2008), and personality (Rogers, Creed, & Ian Glendon, 2008).

Career decision process as conceptualized by SCCT is depicted in Figure 2, which emphasizes the individual, contextual and environmental factors on behavior. However, goal and behavior variables now clearly indicate career goals and activities necessary to execute it. Moreover, the ability to pursue one's major interests or desired career goals may be hindered for a variety of reasons, including financial need, educational constraints, a lack of family support, or other factors (Vroom, 1964; Williamson, 1939).

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2.2 Review of the Literature

2.2.1 Career Choice- Dependent variable

Career choice is the choice to choose a specific career path or occupation, and the growth of youth has always placed a high priority on how to select a suitable career (Akosah-Twumasi et al., 2018). A significant issue that college students have always had is career indecision, which is the inability to make career decisions (Boo & Kim, 2020). This is because there are so many possibilities accessible and selecting a career in a single field could

be confusing. These different careers can be exhilarating, but they can also feel like crushing oppression. Additionally, when choosing a career, current college students are compelled to follow their parents' decisions (Allen, 2019). This is due to the fact that many parents fail to reach their initial aims and ideals and are forced to make compromises with reality at a young age. As a result, these parents look to their children for optimism that their ambitions will come true. Thus, the issue of whether or not young people have the freedom to select a career has also come up.

Furthermore, the most honest concept that people have about their ideal career is frequently expressed when they are young, and the decisions they make at this time often have a strong bearing on who they want to be when they grow up. However, as people get older, different internal and external elements will start to influence their ideal careers. This is because the people and things they interact with as they grow up will gradually shape their inner and varied ideas on job options and might redefine their ideal career. Therefore, in many societies, the occupational paths of young people from various backgrounds consistently differ (Hodkinson & Sparkes, 1997).

Not only that, but occupational decisions will also impact a person's social standing, financial situation, and lifestyle (Johnson & Mortimer, 2002). It is because a person's career and future are inextricably linked and have a domino effect. A correct and suitable career will make a person have more enthusiasm, more motivation, and better efficiency to complete tasks and achieve work goals at work, so as to approach the ideal life.

In addition, according to Greenbank (2011), the majority of college students or youngsters do not make plans for their lives after graduation, therefore it is unclear what direction they will be heading in. Also, they are undecided about their future employment choices, and their decisions are frequently

based on "gut feelings," or unofficial information gleaned from sources like friends, family, the media, and so on. Only a very small number of youngsters with future goals will follow a more logical approach, using school resources like lectures, career introductions, and library materials, to gather knowledge and assess different vocations. These scientific ways of gathering data enable young people to comprehend the benefits and drawbacks of each profession and to weigh and assess them in order to make wise decisions about their future careers.

As indicated by Korkmaz (2015), a variety of intrinsic, extrinsic, or a combination of the two elements can all have an impact on a person's career decision. Gender, interests, personality, self-efficacy, perceptions of careers, attitudes, and other characteristics are examples of intrinsic elements. Contrarily, external influences include things like economic factors, cultural background, family or friend viewpoints, and so on. When choosing a career, people can assess or review their own career by asking themselves whether they are interested in that career, whether they have the confidence to perform well in that career, and whether they have a good outlook on that career, to evaluate whether the job is a good fit for you. Additionally, a person's career decision will be influenced by their family's and friends' perspectives, actual economic considerations (such as income), cultural background, and self-cultivation (such as growth environment or family background). However, there are still some unpredictable factors that might have an impact on a person's career decision.

2.2.2 Independent variable 1- Career Opportunity

Opportunity is a crucial factor in choosing a career path as it could result in a lengthy process that assumes students will eventually land a certain job by selecting the most preferable career with steady demand in the market (Gwelo, 2019). Career opportunity exists in various forms, it might in regard to academic achievement, field experience, and job shadowing (Zaman, Aziz & Omar, 2021). According to Mncayi and Dunga (2016), students who are exposed to the opportunity available would have a better chance of selecting the ideal profession for their aptitudes. By selecting an initial career with plenty of opportunities, a person can learn while honing oneself, opening even more career opportunities further down the future.

Kanter (1977), addressed the opportunity structure of organizations, stating limited opportunities are likely to elicit low levels of interest and commitment. Meanwhile, the opportunity structure by Kanter has two significant subdimensions, mobility opportunity (such as perceived future promotion or historical movement); and perceived career opportunity (such as the opportunity for more responsibility, discretion, and authority). This opportunity implies that greater richness results in favourable attitudinal reactions including work satisfaction (Prince, 2003). Meaning without a favourable future prospect available in an organization, employees would be less satisfied with their career choices over time.

SCCT recognises the interdependence of human qualities, environmental circumstances, and behaviors. Additionally, SCCT permits the assessment and effect of contextual elements in a person's career development (Cunningham, Sagas, Dixon, Kent, & Turner, 2005). According to Gibbons and Shoffner (2004), SCCT would be useful when exploring career development and college choices with prospective students, as they may

rule out possible career and educational possibilities based on inaccurate evaluations of their abilities in universities. Shutting out many opportunities available to them, resulting in fewer opportunities.

According to Stephens (1994), he concluded that career development has two sides to it, objective and subjective. The visible patterns of jobs held by a person and the companies they have worked for make up the objective component of their career progression. The individual's viewpoint on the assortment of events that make up their profession is what constitutes the subjective component of a person's career growth (Hughes, 1958). Both duality parts are equally as important to consider in career development (Sluis & Poell, 2003). More learning chances will likely improve the development of skills and knowledge on a personal level. This will boost a person's employability, which will elevate perceptions of career advancement and competitive advantage. Research by Wick (1989) showed the effect of learning opportunities on career advancement. Individuals are in charge of their own growth in the modern employment market. They are therefore drawn to positions or duties where they may acquire new skills and knowledge. Individuals can assist others in achieving their personal goals and advancing their development in such demanding and challenging work environments (Weick, 1996).

2.2.3 Independent variable 2- Self-Efficacy

Self-efficacy is the foundation of Albert Bandura social cognitive theory, who characterizes self-efficacy as a person's belief in one's ability to succeed or complete an activity in a given situation (Heslin & Klehe, 2006).

When a person decides on a goal to complete and begins working on it, the mental process of self-efficacy causes him to mind tend to measure, evaluate, and integrate all the facts regarding the task and his abilities (Stajkovic & Luthans, 1998). People with high awareness self-efficacy know their strengths and weaknesses because self-efficacy changes in response to certain behaviors. When people are confident in their abilities, they can clearly identify the behaviors and outcomes they want to see. As a result, their effort and self-efficacy will rise as they work on a task. In other words, whether or not a person initiates the action and how long it takes to finish the task depends on their level of self-efficacy. According to Cherry (2020), asserts that individuals with high self-efficacy will exhibit the following traits: a keen interest in the activities they engage in; a desire to overcome obstacles when they arise; and an opinion that completing particular tasks is essential. However, people with low self-efficacy will bypass tough activities because they frequently believe that this type of task is beyond their ability, thus they are less likely to take planned steps to attain goals. When undertakings prematurely fail due to difficulties, it is easy to lose faith in one's own talents as a result of these failures and unfavorable outcomes.

According to SCCT (Lent, et.al, 1994), self-efficacy and outcome expectations have an impact on a person's interests, career choices, and behavior. The mastery experiences will have the biggest impact on all of them. The development of personal abilities and the progressive emergence of personal performance standards are all aspects of mastery experiences, which are experiences gained via past actions, practice, and improvement. The activity's success will increase and strengthen the person's belief in self-efficacy, while the task's failure will demolish and weaken it. This is the most concrete indication of whether a person has the ability to execute a certain task.

Therefore, self-efficacy has the potential to impact a person's decision-making since it stimulates great interest in people when they feel competent to accomplish a task and that the action will result in worthwhile outcomes. Therefore, in order to make the decision that will work best for them, people with high self-efficacy identify the factors that are most essential to them.

2.2.4 Independent Variable 3- Economic consideration

Economic circumstances are the conditions in the local economy that would be a consideration for individuals before choosing their careers. Economic consideration is defined as the facts that need to be considered when formulating judgment or decision in a career, it could also mean payment of salary. Economic circumstances are one essential to consider in the occupational market (Abdo, 2016). Economic growth in the country will be correlated with rising employment rates and enhance the spending ability of people. Therefore, when businesses grow, there will be numerous extensions and more work available for people to apply (Humayon et al., 2018). Furthermore, career attractiveness is important for people to make a career choice. The two policy levers that increase career attractiveness are often considered to offer salaries that are competitive or enhance working conditions (Han et al., 2017).

Development in the country's economy of some industries also will attract the young generation to work in those industries. As they find enormous potential for their future development and a steady income (Humayon et al., 2018). Many people tend to choose a career that may offer and generate sufficient conditions for them to have a higher quality of living, both

financially and in the manner they desire for their lives (Cavus, Geri, and Turgunbayeva, 2015).

According to SCCT, outcome expectations refer to perception about the effects or outcomes of performing such action (Lent et al., 2002) and can be social, material, or functional. For instance, people are more likely to engage in an activity that could have positive, beneficial outcomes such as social acceptance, financial security, and desirable working conditions (Lent et al., 2002). Monetary advantages work as the main factor influencing career decisions. Individuals will be motivated to pursue a career for an economic reason due to that career can reward them and their families' sufficient resources and money to meet their social and economic needs (Humayon et al., 2018).

The study of Aure et al., (2019) mentioned outcome expectations as indicating economic pay, work security, and social identification. As students feel that they have invested a lot of money in their previous studies, so after they graduate, they form an outcome expectation to expect a decent salary for their career choice to get back what they invested in previous studies (Abdo, 2016). Economic considerations are the outcome expectations of the young generation, and also work as an environmental influence. Hence, economic consideration is an essential factor that influences the young generation to consider when making their career choice.

2.2.5 Independent variable 4- Social influence

Human beings are social creatures, we constantly interact with people in society since we are born. Humans highly pay attention to others, and they will imitate what they see of others' such as actions, beliefs, emotions, and values. Individuals tend to behave like other people to conform to the social norm to fulfill the expectation of others whether the action is appropriate in society (McDonald & Crandall, 2015). Therefore, people's behavior is driven by the influence of the social environment.

Social influence may be divided into implicit and explicit expectations in two ways. (Heinzen & Goodfriend,2021). It can come from the influence of a person's background such as the roles of family, relatives, friends, and teachers. The influence of social background can change an individual's intentions, beliefs, and behaviors. According to SCCT, background contextual factors include such as cultural, social, and economic factors that can affect people's self-knowledge and opportunity consequences (Lent et al., 1994). These factors can either inspire or will form barriers when people make a career decision.

As parents, they will be depressed if they see their child having a career with no promising future. Thus, parents will put in every effort to influence their children to make compromising career choices (Habene, 2015). This is an explicit way that an individual will be directly influenced. Social pressure may be exercised by family, teachers, friends, or the public, and compliance in the face of social pressure is a well-known behavioral phenomenon (Pavel, 2015; Theriault et al., 2021) As a result, this may lead to individuals who may not dare or may not choose a career that does not meet their parents' expectations. Although they have a high interest in the profession, they will choose the career which fulfills the expectation due to social influence.

Moreover, individuals' background contextual factors significantly influence their individual career choice implicitly. For instance, children will inherit fathers' occupations, and in other cases, children will choose an occupation in agreement with parental values and expectations and with the social class to which they pertain (Pavel, 2015). Family will shape the values and needs of the individual. For example, if an individual's family background is a medical-oriented career, that person will be more likely to work in the same field with the family because he or she has the previous experience and knowledge learned from the family member.

2.3 Proposed Conceptual Framework

Conceptual Framework
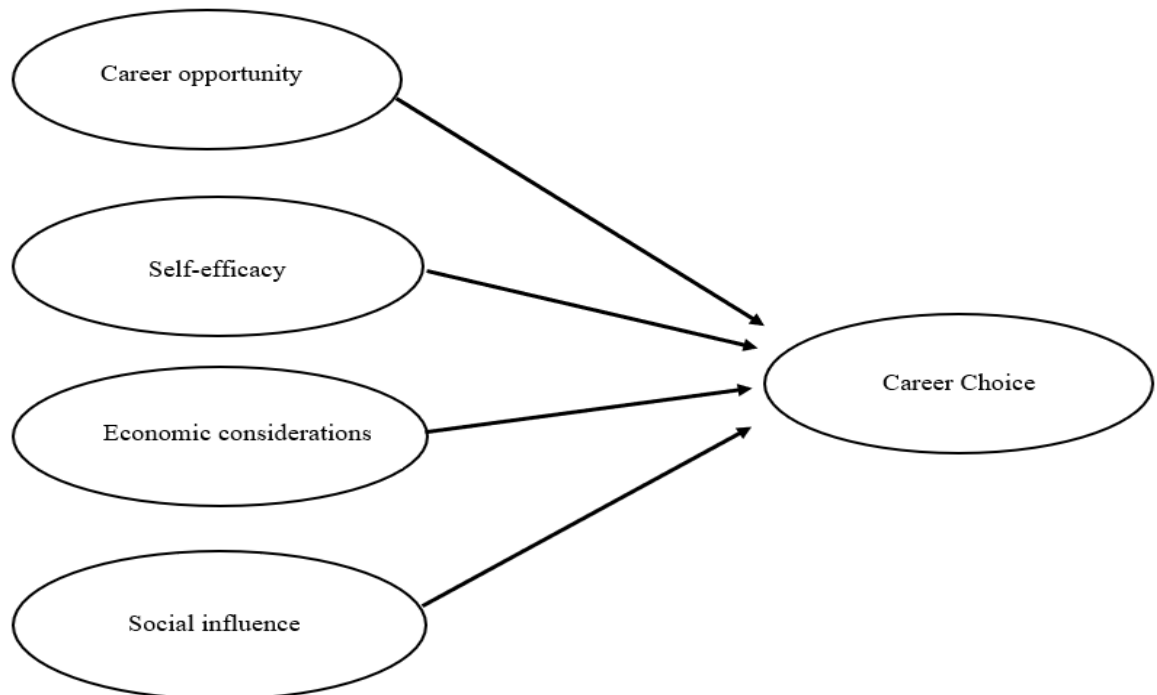
Figure 3

Based on earlier research, there are multiple factors which can affect people's career choice. However, in this research, career opportunity, self-efficacy, economic consideration, and social influence have been applied as the main four factors explored in this study. The conceptual framework for our research has been constructed. This framework is created based on the past researchers' works and combines factors from Social Cognitive Career Theory. This framework shows the concepts of career choice on what will influence the career choice of the young generation in the private universities of Malaysia.

2.4 Hypotheses Development

2.4.1 Career Opportunity relationship with Career Choice

People are always attempting to foresee the future. Similar to adults, kids are always working to develop their careers for a secure future in which great job opportunities will likely play a significant role in determining their choice of career. (Gwelo, 2019) Most university students had spent nearly a quarter of their life on education, from primary schools to higher education, with the belief of investing in their future. As their education levels want up, so is their available career opportunity. Making the right decision in their career choices suggests that the graduates will also profit from returns on their many years of education investment. Thus, individuals will choose the most popular career, whose demand in the market is assured. (Gwelo, 2019) Furthermore, individuals feel more satisfied with their growth in environments where learning opportunities are offered or when supervisors promote training and development. (Koech et al., 2016) It allows for the maximization of getting the most out of the years and effort spent on education. Hence, the hypothesis is proposed.

H_1 : Career opportunity has a significant relationship with career choice.

2.4.2 Self-Efficacy relationship with Career Choice

People who have a high level of self-efficacy will work harder, more enthusiastically, and with greater effort. Meanwhile, those who lack self-efficacy may lack the drive to take action or may give up too soon. As Baglama and Uzunboylu (2017) stated that self-efficacy is based on psychological processes, which are crucial for learning and altering behavior, self-efficacy is thought to be one of the elements determining the young generation's career choice. According to the research of Ogutu et al., (2017), which investigated whether self-efficacy influences career decision-making in secondary school students from Kenya, they highlighted research and mentioned that there is a significant relationship between self-efficacy and career decision-making. Also, Betz & Hackett (1995), stated that the more strongly a student believes in their own ability, the more interested they are in a certain career field.

In addition, SCCT also emphasizes that self-efficacy can influence individual choices more than interests. When you are in a supportive environment, personal interests are bound to have a greater impact on career choices because people can continue to pursue their interests. However, because their decisions must take into account limitations like financial considerations, familial obligations, or educational requirements, many teenagers are unable to pursue their interests while being unsupported by those around them. People's employment decisions today are increasingly influenced by self-efficacy since they have to make concessions to reality to choose the kind of work, they believe they are capable of doing. Therefore, there is positive correlation between self-efficacy and career choice. Hence, the hypothesis is proposed.

H2 : Self-efficacy has a significant relationship with career choice.

2.4.3 Economic Consideration relationship with Career Choice

According to Humayon et al., (2018), the author stated that people will be attracted to occupations because of economic considerations such as job security and compensation benefits. The research of Humayon et al., (2018) highlights that when the economic situation is good there will be a variety of jobs available for students to make their career choice; when the condition of the economy is bad, the career choices for students will be less and limited. The result of the study revealed that economic considerations significantly influenced career choices among students in higher educational institutions in Pakistan. Furthermore, in the research result of Wüst and Leko Šimić, (2017) german students ranked "a high income" the most important feature of their future job and young people frequently concentrate on careers that pay more and can fulfill their interests (Akosah-Twumasi et al., 2018). Hence, the relationship between economic consideration has a positive relationship on career with choices. Therefore, the hypothesis is proposed.

H3: Economic consideration has a significant relationship with career choice.

2.4.4 Social Influence relationship with Career Choice

According to the research of Dos Santos (2018), postsecondary graduates tend to be inspired by their social and personal experiences from their peers, family members, and teachers in the industry. Before any career choice has been done by graduates, their networks normally will be their peers, family members, and professionals at school and it would be more possible that

graduates tend to select the career and opportunities which they have come across in their previous lived experience. Thus, graduates tend to make their career choice based on their interests, previous experience, and opinions from others.Parents can shape their children's careers by encouraging or discouraging particular behaviors (Kumar, 2016). Hence, social influence has a significant impact and relationship on career choices. Therefore, the hypothesis is proposed.

H4 : Social influence has a significant relationship with career choice.

2.5 Chapter Summary

The literature and journal articles on the variables were discussed in this chapter. Additionally, the literature review has been used to build the conceptual framework for this study's hypotheses.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

Researchers will cover design, data collecting method, sampling design, research tools, construct measurement, data processing, and data analysis in this chapter. These are all important for evaluating aspects including career opportunity, self-efficacy, economic consideration, and social influence.

3.1 Research Design

One of the approaches used in this research is descriptive research, it is to describe a phenomenon and characteristics. This method is more applicable to explaining what happened than in how or why it occurred (Gall, Gall, & Borg, 2007). Furthermore, a deductive approach involves formulating a hypothesis based on accepted theory and then developing a research plan to test and analyze the hypothesis (Wilson, 2010). Next, the cross-sectional approach is also being used in this study by gathering relevant data at a certain point in time. Furthermore, this research used the approach of quantitative research because it is more time-saving and convenient. The procedure of collecting and analyzing data takes comparatively less time and generates accurate numerical information (Ragab & Arisha, 2018). Causal research design was used in this research to analyze the cause and effect of the relationship between the dependent variable and the independent variable.

3.2 Data Collection Methods

Data collections for this research were done using primary data collection methods to obtain precise results.

3.2.1 Primary Data

Questionnaires were the main method of primary data collection in this study because it allowed the researchers to get preliminary data from the respondents. Primary data is one that is collected for the first time by the researcher; it is more factual and original (Ajayi, 2017). Furthermore, respondent anonymity is one of the main advantages of using questionnaires, it also may allow for greater data collecting reliability.

Another method of data collection used is the physical questionnaire. These paper forms were distributed directly to the respondent, which can allow for higher respondent rate and higher reliability. Although one of the downsides is the lack of anonymity, it is one of the sure-fire ways to get respondents in a completely unfamiliar environment.

3.3 Sampling Design

3.3.1 Target Population

The targeted respondents are the undergraduates from the four selected universities, Universiti Tunku Abdul Rahman (UTAR), Multimedia University (MMU), Universiti Teknologi PETRONAS (UTP), and Universiti Tenaga Nasional (UNITEN). These four universities were chosen from a list of institutions with self-accrediting status, which allows higher education providers to certify themselves courses. This demonstrates the degree to which the caliber of these four universities has been acknowledged. Hence, they are going to represent the overall young generation in private universities in Malaysia. According to the data there is a total of more than 50,000 students studying in these four selected universities.

3.3.2 Sampling Frame and Sampling Location

This study covers four self-accredited private universities from states of Perak and Selangor in Malaysia.

Table 1 shows the location and total student from each University.

Target University	Location	Number of students	Estimated Respondents
Universiti Tunku Abdul Rahman (UTAR)	Kampar, Perak	21,000	153
Multimedia University (MMU)	Cyberjaya, Selangor	20,000	145
Universiti Teknologi PETRONAS (UTP)	Seri Iskandar, Perak	5,000	37
Universiti Tenaga Nasional (UNITEN)	Kajang, Selangor	6,500	47
Total		52,500	382

Table 1 Number of Students from each University

3.3.3 Sampling Elements

The sampling elements in this research are those undergraduate students still learning in the four aforementioned private universities in Malaysia. Basically, they are eligible for filling out the questionnaire for this research as long as they are currently studying in UTAR, UTP, MMU, or UNITEN. These respondents will be able to provide an accurate and rational response regardless of their gender, age, experience, and other elements.

The researchers have gotten in touch with the target respondents to better describe the objective of these survey questions and request consent for the collection of data. The URL link for the google forms questionnaire and

physical questionnaire forms were distributed directly at the target respondent in university grounds.

3.3.4 Sampling Technique

Quota sampling, is one of the non-probability sampling techniques, was employed in the study to target the students at UTAR, UTP, MMU, and UNITEN. The sampling process is done when a specific number of units (quotas) for various subpopulations has been selected. Researchers select the sample according to some fixed quota and allot shares to different groups. This is because there are various numbers of students at each university, resulting in an unequal sample size in this study.

Additionally, the questionnaires were distributed using a convenience sampling technique, researchers prefer participants according to their convenience. Instead of picking participants at random from the total population, the individual will be chosen for our sample depending on their availability. This is due to the fact we may not be able to walk into each campus. In this non-probability sampling method, whoever is more easily reachable to the researcher can be qualified to take place as the sample for research.

3.3.5 Sampling Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Figure 4 sample size table

Source: Krejcie & Morgan, (1970). Determining sample size for research activities. *Educational and Psychological Measurement,* 30(3), 607-610.

According to table 1, there are 52,500 students enrolled in these four private universities. The researchers anticipated receiving 382 responses. Besides, table 6 indicates that the range of our student population is from 50,000 to 75,000. Hence, the researchers decided to set the sample size using the larger population as 382 respondents are expected in this research.

3.4 Research Instrument

3.4.1 Questionnaire Design

The questionnaire had constructed in a total of 3 main sections, Sections: A, B, and C. Section A will be enquiring for the demographic information of the respondent, Section B is constructed based on the dependent variable of career choice. While Section C is based on the independent variables of career opportunity, self-efficacy, social influence, and economic consideration. Both nominal and ordinal scales were used in Section A. Section B and C used an interval scale with a 5-point Likert scale.

3.4.2 Pilot Studies

30 sets of questionnaires have been issued to UTAR students. Following the end of data gathering, the researchers developed the data using the SPSS programme (Version 29). Additionally, the method used by researchers to assess the internal consistency of their variables was Cronbach's Alpha Thumb. Appendix 8 shows the strength level in relation to the alpha value.

Table 2

Summary of Pilot Study

	Number of Items	Cronbach's Coefficient Alpha	Strength of Reliability
Dependent Variable: Career Choice	7	.912	Very good reliability
Independent Variable: Career Opportunity	5	.887	Good reliability
Self-efficacy	6	.854	Good reliability
Economic consideration	5	.898	Good reliability
Social influence	5	.775	Acceptable reliability

The outcomes of the research's pilot test are shown in Table 2. Economic consideration had the greatest dependability score of all the other factors (0.898), followed by career opportunity (0.887), self-efficacy (0.854), and social impact (0.775). Aside from that, the dependent valuable career choice's Coefficient Alpha value is 0.912. All of the results fall between 0.7 and 0.9, indicating that the dependability of all the variables is good to exceptional. In a nutshell, the questionnaire is accurate and trustworthy. As a result, the researchers are able to conduct their study with more participants.

3.5 Constructs Measurement

3.5.1 Nominal Scale

Section A have a total of 3 questions that use nominal scale, which is question 1 (Gender), 2 (Ethnic group) and 3 (Location of university).

1. Gender:

Male [ ]

Female [ ]

3.5.2 Ordinal Scale

There is only one question in the questionnaire section A which uses ordinal scale, which is question 4 (Years of Study in University).

4. Years of Study in University

Year 1   [ ]

Year 2   [ ]

Year 3   [ ]

Year 4 or above   [ ]

3.5.3 Interval Scale

The likert scale was used in both section B, and section C to study the variables in the questionnaire, such as:

(1) = strongly disagree; (2) = disagree; (3) = neutral, (4) =agree; and (5) = strongly agree.

Below is an example as shown:

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe I have free choice when making my career decision.	1	2	3	4	5

Table 3 shows the scale used in the questionnaire:

Section A		Number of Question	Type of Scales
Q1	Gender	1	Nominal
Q2	Ethic Group	1	Nominal
Q3	Current Study Location	1	Nominal
Q4	Years of Study	1	Ordinal
Section B&C		Number of Question	Type of Scales
Part 1	Career Choice	7	Interval
Part 2	Career Opportunity	5	Interval
Part 3	Self-Efficacy	6	Interval
Part 4	Economic Consideration	5	Interval
Part 5	Social Influence	5	Interval

Table 3 Types of Scales Used in Questionnaire

3.5.4 Origin of Measure of Construct

Operational definition of the key construct is used in the current study.

Table 4

Operational Definition of the Key Construct

Variables	Items	Construct Measurement	Sources
Career Choice	7	• I believe I have free choice when making my career decision.	Adopted from Borchert, (2002); Ghuangpeng, (2011).
		• I will find information about a current job opening.	
		• I may choose this career due to the unavailability of any other attractive job.	
		• I may choose this career because I do not think will get any other job offers.	
		• I know about the demand for the workforce in my field.	
		• When I make a career decision, I know which occupation I want.	
		• I will consider every other option before making any career choice.	

Career Opportunity	5	• I would choose a job where the organization will help me achieve my work-related learning and development needs.	Adopted from PEHLİVAN, & DURGUT, (2019); Alexander et al., (2011)
		• I would choose a job that gives me a good opportunity for promotion.	
		• I would choose a job if the vision of a company's goals aligns with my personal goals.	
		• I would choose a job that allows me to showcase and fully utilised my abilities.	
		• I would choose a job that provides a balance between work and other areas of my life.	

Self-Efficacy	6	• I will make a plan to achieve my goals.	Adopted from Abdo, (2016); Ghuangpeng, (2011).
		• I know my strength and weakness well.	
		• I make my career decisions based on my abilities.	
		• I will choose a career that fits my interest.	
		• I persistently work at my career goal even when I get frustrated.	
		• I will decide what I value most in an occupation.	

Economic Consideration	5	• Being financially secure is an important reason when choosing my career.	Adopted from Abdo, (2016); Maharaj, (2008); Alexander et al., (2011)
		• The amount of financial reward will influence me to choose my career	
		• I would satisfy with a job that provides a salary that at least could cover the cost of living.	
		• A company that provides pay raise will influence me to choose my career	
		• I would choose the job that paid more than others.	

Social Influence	5	• My parents would listen to my opinion about career plans.	Adopted from PEHLİVAN & DURGUT, (2019); Borchert, (2002); Kazi, & Akhlaq, (2017).
		• The example of my friends, and family inspired me to choose a career.	
		• My family business opportunities influence my career choice.	
		• I would listen to the opinions of my elders or friends to choose my career.	
		• I would give preference to occupations or fields where there are elders or friends.	

3.6 Data Processing

In order to convert the raw data collected from the questionnaire into usable information, data processing must be done. After it is done, only then can we move on to the next step: analysis of the data.

3.6.1 Data Checking

Data checking is a process used to confirm the accuracy conditions of the data. Usually, it is done as a pre-test, before the pilot test, to ensure the likelihood of errors is reduced.

3.6.2 Data Editing

Data editing is the use of checks to find missing, inconsistent, or invalid information or to identify possibly incorrect data records from the responses collected. Data with errors such as ambiguous, incomplete, blanks, or even joke responses, are all accounted for and then edited out from the complete data.

3.6.3 Data Coding

Data coding is a procedure that designates a code to stand in for a questionnaire response. As an example, designating the option "agree" with the code "1".

3.6.4 Data Transcribing

In this study, the process of keying in audited data into the statistical software (SPSS) is referred to as data transcribing. Additionally, reverse scoring for negative questions is also done in this stage, it will ensure the consistency behind the meaning of the responses. Using SPSS, enables us to conduct a reliability analysis to find the connection between the data and hypothesis.

3.6.5 Data Cleaning

Data cleaning is the process of removing data from your dataset that does not belong there. Correcting or deleting inaccurate, corrupted, improperly formatted, duplicate, or incomplete data. Furthermore, after the reliability test in SPSS, an abnormality in the consistency of the data may be found which may be irrelevant to the research and therefore should be removed.

3.7 Data Analysis

Making judgements based on data is the aim of data analysis, which aims to get reliable information from in data. Therefore, in order to find relevant information for business decision-making, the researchers will clean, transform, and model the data. Besides, the researchers will use SPSS software to modify the data.

3.7.1 Descriptive Analysis

A method known as descriptive analysis helps to describe and summarize data points in a way that is helpful for the development of patterns that fulfill all of the data's requirements, which includes tables and bar charts. Furthermore, it allows the researchers to compile all the pertinent questionnaire responses into a single and straightforward statistic. Also, descriptive analysis has proven to be versatile and adaptable over time, adding to its usefulness and resulting in durability (Kemp et al., 2018).

3.7.2 Reliability Analysis

Glen (2022) mentioned that if Cronbach's alpha (α) is ≥ 0.9, it indicates that the internal consistency is excellent. Also, it shows a good internal consistency when the α is between 0.9 and 0.8; still acceptable when the α is between 0.8 and 0.7; questionable when the α is between 0.7 and 0.6; poor

when the α is between 0.6 and 0.5. However, if the α is lower than 0.5, it means that the internal consistency of this data is unacceptable.

3.7.3 Inferential Analysis

Based on Allua and Thompson (2009), the results of a sample are extrapolated to the target population as a whole using inferential statistics. The linkages between variables, whether there are any differences between two or more groups, and how many independent factors might account for the variation in a dependent variable are all possible areas of interest in inferential analysis (Sekaran & Bougie, 2016). With the use of inferential analysis, researchers may summarize the traits of the population from the sample. Inferential analysis uses multiple linear regression and the Pearson Correlation Coefficient to assess the relationship between the independent and dependent variables.

3.7.3.1 Pearson Correlation Coefficient Analysis

Pearson Correlation Coefficient can evaluate the direction, strength, and relevance of a dependent variable's linear connection with an independent variable (Sekaran and Bougie, 2016). Both interval and ratio-scaled data can be correlated using the Pearson correlation coefficient. The relevant menu can be selected, the variables can be chosen, and the proper parametric or nonparametric statistics can be found to generate any bivariate correlation.

The hypotheses tested under Pearson Correlation Coefficient are shown below:

H_1: Career opportunity has a significant relationship with career choice.

H_2: Self-efficacy has a significant relationship with career choice.

H_3: Economic consideration has a significant relationship with career choice.

H_4: Social influence has a significant relationship with career choice.

3.7.3.2 Multiple Linear Regression Analysis

Multiple regression analysis is a statistical method which may be adopted to evaluate a dependent variable and several independent variables. Acoording to Zikmund, Babin, Carr & Griffin (2013), multiple Linear Regression examines several elements separately to anticipate their potential interactions. The hypothesis tested under Multiple Linear Regression is shown below:

H_5: The independent variables (career opportunity, self-efficacy, economic consideration, and social influence) have a significant relationship towards dependent variables (career choice).

3.8 Chapter Summary

Researchers have described how to carry out each activity in the research process for this study. Researchers will disclose the conclusions from the questionnaire results and provide justifications for them in the next chapter.

Chapter 4: Data Analysis

4.0 Introduction

Researchers focus on the analysis and description of scale measurement, descriptive analysis, reliability analysis and inferential analysis data. SPSS program (Version 29) has been used to produce the data. The bar chart and table provide a detailed interpretation of the survey's results. Thus, this chapter offers a thorough explanation between the dependent variable and the independent variables.

4.1 Descriptive Analysis

To summarize and explain the data obtained in the descriptive analysis, the researcher utilized straightforward visualizations to provide an understandable explanation of the respondents' demographic profile.

4.1.1 Respondent Demographic Profile

The survey participants' demographic information is gathered, including their gender, ethnicity, which private university they study at, and their years of study in university.

4.1.1.1 Gender

Table 5

Respondent's Gender

Gender	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Female	174	45.5	45.5	45.5
Male	208	54.5	54.5	100.0
Total	382	100.0	100.0	

Figure 5

Statistics of Respondent's Gender
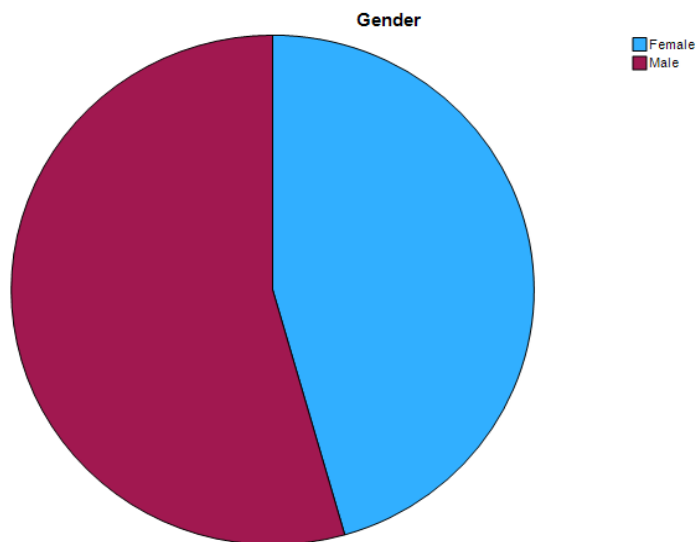
According to Table 5 and Figure 5, out of a total of 382 respondents, 54.5% are male and 45.5% are female.

4.1.1.2 Ethnic Group

Table 6

Respondent's Ethnic Group

Ethnic Group	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Chinese	234	61.3	234	61.3
Indian	62	16.2	296	77.5
Malay	79	20.7	375	98.2
Others	7	1.8	382	100.0

Figure 6

Statistics of Respondent's Ethnic Group
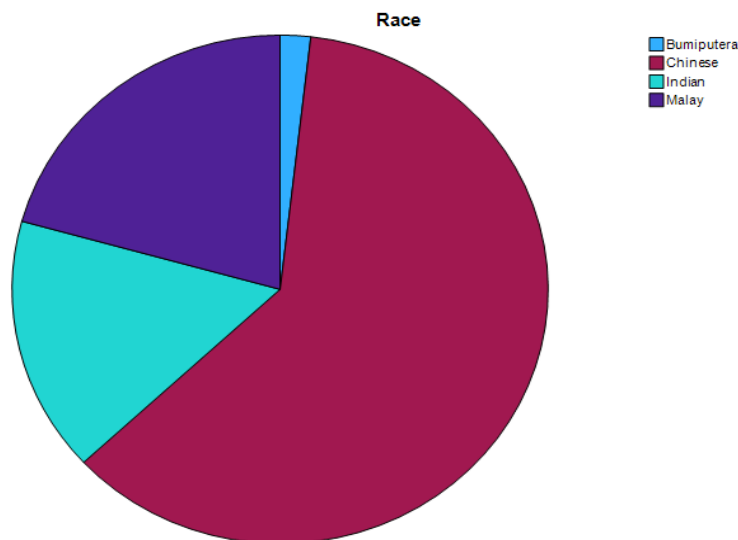
The ethnicity of the respondents are divided into four groups. According to Table 6 and Figure 6, among 382 respondents 61.3% (234 respondents) of them are Chinese, 20.7% (79 respondents) are Malay, and 16.2% (63 respondents) are Indian. Moreover, only 1.8% of respondents (7 respondents) identify as belonging to a different ethnic group (Bumiputera).

4.1.1.3 Private University Studied

Table 7

Respondent's Private University

University	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
UTAR	156	40.8	156	40.8
UTP	51	13.4	207	54.2
MMU	125	32.7	332	86.9
UNITEN	50	13.1	382	100.0

Figure 7

Statistics of Respondents
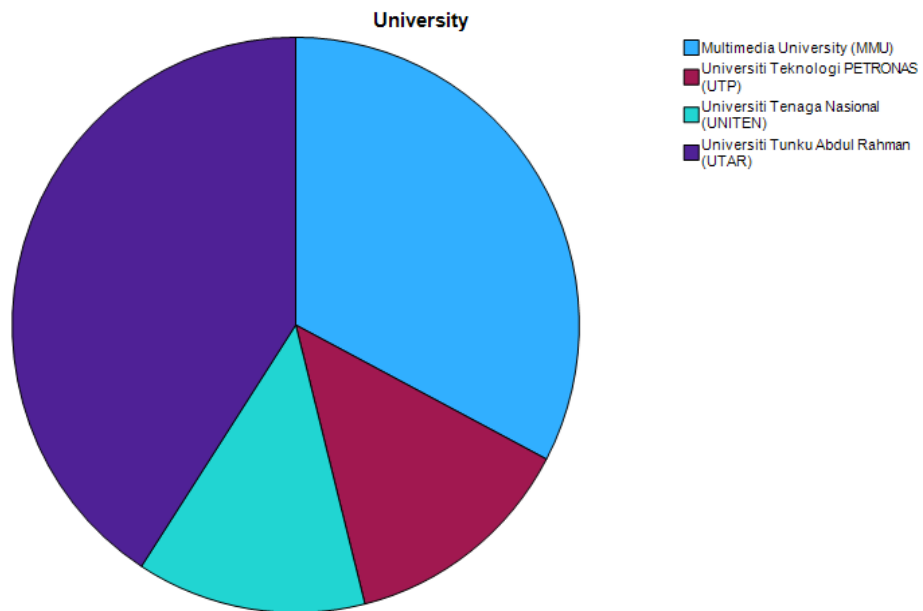
Table 7 and figure 7 displays that 40.8% (156) out of the 382 total respondents currently studying in UTAR, 13.4% (51) are studying in UTP, 32.7% (125) are studying in MMU and 13.1% (50) are studying in UNITEN.

4.1.1.4 Years of Study in University

Table 8

Respondent's Years of Study in University

Years of Study	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Year 1	91	23.8	91	23.8
Year 2	130	34.0	221	57.8
Year 3	133	34.8	354	92.6
Year 4 or above	28	7.3	28	100.0

Figure 8

Statistics of Respondent's Years of Study
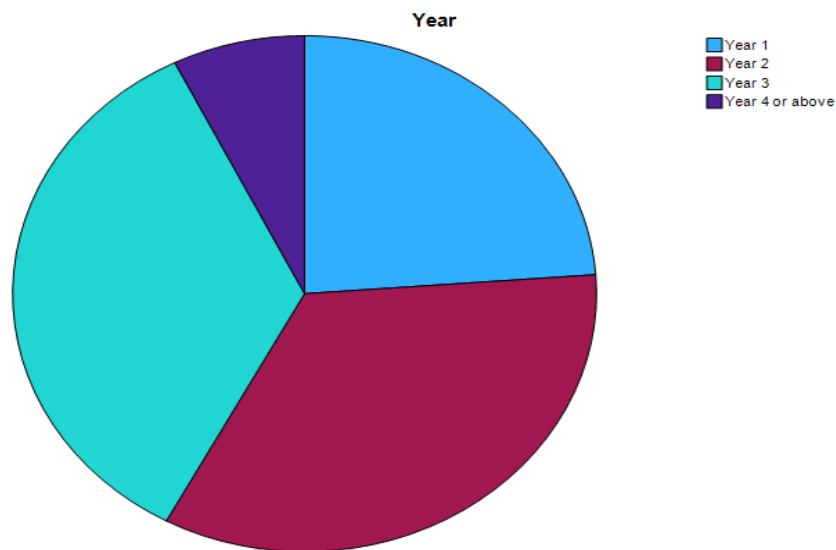
Table 8 and Figure 8 shows that the respondent's year of study in university was classified into four groups. There are 23.8% (91) out of the total 382 respondents are in year 1 in their study, 34.0% (130) are in year 2 in their study, 34.8% (133) are in year 3 in their study and 7.3% (28) are year 4 and above in their study.

4.1.2 Central Tendencies Measurement of Constructs

4.1.2.1 Career Choice

Table 9

Central Tendency Measurement for Career Choice

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
CC1	I believe I have free choice when making my career decision.	3.9634	.85033	2	7
CC2	I will find information about a current job opening.	4.0209	.95273	4	2
CC3	I may choose this career due to the unavailability of any other attractive job.	4.0262	.92180	5	4
CC4	I may choose this career because I do not think will get any other job offers.	3.8586	1.00962	1	1
CC5	I know about the demand for the workforce in my field.	3.9791	.91047	3	5
CC6	When I make a career decision, I know which occupation I want.	4.0654	.92411	6	3
CC7	I will consider every other option before making any career choice.	4.1335	.88171	7	6

The central tendencies measurement of career choice is displayed in Table 9. It shows that CC7 has the highest mean score of 4.1335, which implies that the

majority of respondents concur with that assertion. This was followed by CC1, CC5, CC2, CC3, and CC6. Then CC4 with the lowest mean of 3.8586,

Furthermore, the highest standard deviation is CC4, which is 1.00962. This was followed by CC2, CC6, CC3, CC5, CC7, and CC1 which contribute the lowest standard deviation of 0.85033 in the response that more people concurred with the statement.

4.1.2.2 Career Opportunity

Table 10

Central Tendency Measurement for Career Opportunity

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
CO1	I would choose a job where the organization will help me achieve my work-related learning and development needs.	4.0995	.84837	1	5
CO2	I would choose a job that gives me a good opportunity for promotion.	4.1204	.92282	3	2
CO3	I would choose a job if the vision of a company's goals aligns with my personal goals.	4.1440	.92086	4	3
CO4	I would choose a job that allows me to showcase and fully utilised my abilities.	4.1021	.89181	2	4
CO5	I would choose a job that provides a balance between work and other areas of my life.	4.2016	.98743	5	1

The central tendency measurement for the career opportunity is shown in Table 10. It shows that CO5 has the highest mean of 4.2016, indicating the majority respondents agreed the questions. This was followed by CO4, CO2, CO3 and CO1 had the lowest mean of 4.0995.

CO5 has the largest standard deviation with a 0.98743 standard deviation. It was followed by CO2, CO3, CO4, and the lowest standard deviation was CO1 which had 0.84837.

4.1.2.3 Self-Efficacy

Table 11

Central Tendency Measurement for Self-Efficacy

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
SE1	I will make a plan to achieve my goals.	4.0628	.97810	5	3
SE2	I know my strength and weakness well.	3.8717	1.03065	2	2
SE3	I make my career decisions based on my abilities.	4.0602	.97692	4	4
SE4	I will choose a career that fits my interest.	4.1021	.96802	6	5
SE5	I persistently work at my career goal even when I get frustrated.	3.8194	1.06549	1	1
SE6	I will decide what I value most in an occupation.	4.0524	.94599	3	6

The self-efficacy central tendencies measurement is displayed in Table 11. The majority of respondents concur with the statement, SE4 has the highest mean, which is 4.1021. This was tailed by SE1, SE3, SE6, SE2 and SE5 had the lowest mean of 3.8194,

Also, SE5 has the greatest standard deviation of 1.06549. Then came next with SE2, SE1, SE3, SE4, and ended with SE6 which has the lowest standard deviation of 0.94599 in the table.

4.1.2.4 Economic Consideration

Table 12

Central Tendency Measurement for Economic Consideration

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
EC1	Being financially secure is an important reason when choosing my career.	4.1780	.95557	3	5
EC2	The amount of financial reward will influence me to choose my career	4.1623	1.02966	2	1
EC3	I would satisfy with a job that provides a salary that at least could cover the cost of living.	4.1492	1.01238	1	2
EC4	A company that provides pay raise will influence me to choose my career	4.2382	.98722	5	4
EC5	I would choose the job that paid more than others.	4.2068	.99165	4	3

Table 12 displays the economic consideration's central tendency measurement. EC4 has the highest mean of 4.2382, this proves that majority agree with this statement. Then followed by EC5, EC1, EC2, and EC3 with the lowest mean of 4.1492.

Also, findings show that the highest standard deviation is EC2 has of 1.02996. Which then followed by EC3, EC5, EC4, and ended with EC1 which has the lowest standard deviation of 0.95557.

4.1.2.5 Social Influence

Table 13

Central Tendency Measurement for social influence

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
SI1	My parents would listen to my opinion about career plans.	3.9686	.97693	5	4
SI2	The example of my friends, and family inspired me to choose a career.	3.9686	.98229	4	3
SI3	My family business opportunities influence my career choice.	3.8770	1.04896	3	1
SI4	I would listen to the opinions of my elders or friends to choose my career.	3.8482	.97635	2	5
SI5	I would give preference to occupations or fields where there are elders or friends.	3.8246	1.02878	1	2

Table 13 displays the central tendency measurement of social influence. It indicates that SI1 and SI2 have the same highest mean of 3.9686, which these two statements are agreed by the majority. Then followed by SI3, SI4, and SI5 with the lowest mean of 3.8246. Moreover, we can know that SI3 has the highest standard deviation of 1.04896. Then continue by SI5, SI2, SI1, and end with SI4 which has the lowest standard deviation of 0.97635 in the table.

4.2 Scale Measurement

4.2.1 Reliability Test

By using SPSS Software, it can determine whether the result of the 382 sets of questionnaires is reliable. Table 14 shown below describes the result for the variables.

Table 14

Cronbach's Alpha Reliability Test

Question	Cronbach's Alpha Value	Number of Items
Dependent Variable:		
Career Choice	.876	7
Independent Variable:		
Career Opportunity	.887	5
Self-efficacy	.888	6
Economic consideration	.919	5
Social influence	.856	5

It is possible to assess the reliability of the 382 sets of questionnaire results using SPSS software. The outcome of the variables was reported in table 14. The first finding is that the dependent variable has a coefficient alpha value of 0.876, whereas the independent factors' coefficient alpha values are

highest for economic consideration (0.919), self-efficacy (0.888), career opportunity (0.887), and social influence (0.856). In conclusion, as every variable's Coefficient Alpha Value is between 0.80 and 0.95, all of the variables have very high reliability.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Analysis

Correlation coefficient is commonly applied in research to illustrate relationship between variables or to compare the agreement between two methodologies (Janse et al., 2021). The coefficient range, relationship direction, and strength were provided by the Rule of Thumb in the Table.

4.3.1.1 Career Opportunity with Career Choice (Hypothesis 1)

H_0 : Career opportunity has no significant relationship with career choice.

H_1 : Career opportunity has a significant relationship with career choice.

Table 15

Correlations between career opportunity with Career Choice

		Career Choice
Career Opportunity	Pearson Correlation	.790
	Significant (2- tailed)	<0.001
	N	382

Table 15 shows that career opportunity and Career Choice have a positive correlation of 0.790, indicating a positive association between these two variables. The correlation coefficient's value is 0.790, which ranges from ±0.71 to ±0.90. The link between career opportunities and career choice is strong and significant, the p-value (<0.001) is less than the alpha value (0.05).

4.3.1.2 Self-efficacy with Career Choice (Hypothesis 2)

H_0 : Self-efficacy has no significant relationship with career choice.

H_1 : Self-efficacy has a significant relationship with career choice.

Table 16

Correlations between Self-efficacy with Career Choice

		Career Choice
Self-efficacy	Pearson Correlation	.721
	Significant (2- tailed)	<0.001
	N	382

Based on table 16, a positive correlation of 0.721 exists between self-efficacy and career choice, which mean that there is a positive relationship among these two variables. The correlation value, which is 0.721, is between the range of ±0.71 to ±0.90. Since the p-value (<0.001) is less than alpha value, the relationship between self-efficacy and career choice is high and significant.

4.3.1.3 Economic Consideration with Career Choice (Hypothesis 3)

H_0 : Economic consideration has no significant relationship with career choice.

H_1 : Economic consideration has a significant relationship with career choice.

Table 17 *Correlations between Economic Consideration with Career Choice*

		Career Choice
Economic Consideration	Pearson Correlation	.669
	Significant (2- tailed)	<0.001
	N	382

Based on table 17, there is a positive correlation of 0.669 between economic consideration and career choice, proving a positive relationship between the two variables. The correlation coefficient's value is 0.669, which ranges from ±0.50 to ±0.70. The link between economic consideration and career choice is moderate and significant because the p-value (<0.001) is lesser than alpha value.

4.3.1.4 Social influence with Career Choice (Hypothesis 4)

H_0 : Social influence has no significant relationship with career choice.

H_1 : Social influence has a significant relationship with career choice.

Table 18 *Correlations between Social influence with Career Choice*

		Career Choice
Social influence	Pearson Correlation	.678
	Significant (2- tailed)	<0.000
	N	382

According to Table 18, there is a positive correlation of 0.678 between social influence and career choice, proving a positive relationship between the two variables. The correlation coefficient's value is 0.678, which ranges from ±0.50 to ±0.70. The association between social influence and career choice is modest and significant.

4.3.2 Multiple Linear Regression Analysis

Table 19

Analysis of Variance

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6544.625	4	1636.156	239.963	<0.000
Residual	2570.527	377	6.818		
Total	9115.152	381			

H_0 : The independent variables (career opportunity, self-efficacy, economic consideration, and social influence) have no significant relationship towards dependent variables (career choice).

H_1 : The independent variables (career opportunity, self-efficacy, economic consideration, and social influence) have a significant relationship towards dependent variables (career choice).

According to Table 19, the F-statistic is significant; it can be explained by the fact that the p-value (<0.000) is lesser than the alpha value (0.05). Based on this study's model describing the relationship between the dependent and independent variables, it could be said that the independent variables are significant to explain the variance in career choice. The findings are consistent with the alternate hypothesis.

Table 20

R-square Value Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847	.718	.715	2.61120

The percentage of the independent variables that are correlated with the dependent variable is known as the R-value. For this study, the correlation coefficient's (R-value) value is 0.847. Therefore, the dependent variable and independent factors have a strong and positive relationship.

The degree or level to which the independent variables account for variation in the dependent variable is shown by the R-square. In this research, independent variables can explain 71.8% of the variations for the dependent variable (career choice). According to the above table, it shows that our findings (71.8% = 0.718) are strong, but 28.2% (100% - 71.8%) are still left unaccounted for. Hence, some factors and variables that can explain career choice have been left out of this study.

Table 21

The Estimate of Parameter

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.381	.809		4.178	<.001
	CO	.497	.062	.386	8.019	<.001
	SE	.192	.044	.188	4.389	<.001
	EC	.178	.045	.157	3.971	<.001
	SI	.312	.044	.255	7.069	<.001

Regression Equation:

$$Y = a + b1X1 + b2X2 + b3X3 + b4X4$$

Where,

Y = Career Choice

X1 = Career Opportunity

X2 = Self Efficacy

X3 = Economic Consideration

X4 = Social Influence

a = the intercept

b = the slope (coefficient of X_n)

Multiple Regression Equation

Career choice = 3.381 + 0.497 (career opportunity) + 0.192 (self-efficacy) + 0.178 (economic consideration) + 0.312 (social influence)

Highest Contribution

Career opportunity's beta value (Standardized coefficients) is the highest (0.386), which makes it the biggest independent variable impacting the variance of the dependent variable.

Second-Highest Contribution

Social influence's beta value (Standardized coefficients) is the second highest (0.255), which makes it the second biggest independent variable impacting the variance of the dependent variable.

Third-Highest Contribution

Self-efficacy's beta value (Standardized coefficients) is the third highest (0.188), which makes it the third biggest independent variable impacting the variance of the dependent variable.

Lowest Contribution

Economic consideration's beta value (Standardized coefficients) is the lowest (0.157), which makes it the smallest independent variable impacting the variance of the dependent variable.

4.4 Conclusion

In this chapter, we disseminated, gathered, evaluated, and presented the results of the questionnaire. The findings of the Pearson Correlation Coefficient and Multiple Linear Regression were calculated using the SPSS programme, which was able to clearly demonstrate the relationship between the dependent variable and the four independent factors.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

The summary of statistical analysis, descriptive analysis, and inferential analyses is provided in this chapter. Additionally, some helpful conclusions on the main findings will be offered. The researchers are going to talk about the research's shortcomings and offer some suggestions for investigators in future.

5.1 Summary of Statistical Analysis

The results in the preceding chapter will be in-depth explored, and the researcher will synthesize them to give an overview.

5.1.1 Summary of Descriptive Analysis

Table 22 Summary of Descriptive Analysis

Variables	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Gender				
Male	208	54.5	208	54.5
Female	174	45.5	382	100.0
Ethnic Group				
Chinese	234	61.3	234	61.3
Indian	62	16.2	296	77.5
Malay	79	20.7	375	98.2
Others	7	1.8	382	100.0
Private University				
UTAR	156	40.8	156	40.8
UTP	51	13.4	207	54.2
MMU	125	32.7	332	86.9
UNITEN	50	13.1	382	100.0
Years of Study				
Year 1	91	23.8	91	23.8
Year 2	130	34.0	221	57.8
Year 3	133	34.8	354	92.6
Year 4 or above	28	7.3	28	100.0

In conclusion, 382 respondents in total filled out the questionnaire survey for this study. Male respondents make up 54.5% of the sample. Furthermore, it indicated that a larger proportion of Chinese respondents 61.3% were

included in this study. UTAR accounts for 40.8% of the 382 respondents to this survey, making up the majority of the respondents. Moreover, 34.8% of respondents are enrolled in year 3 at their university.

5.1.2 Summary of Inferential Analysis

5.1.2.1 Reliability Test

During the reliability test, 382 sets of questionnaires are being used. Results for dependent variables and independent variables are greater than 0.8. It is indisputable that the survey questionnaire's questions have outstanding reliability since the coefficient alpha value of dependent variable is 0.876, while the greatest coefficient alpha value among the independent variables is economic consideration which is 0.919. Self-efficacy has the second-highest coefficient alpha value at 0.888. The third-highest coefficient alpha value is held by career opportunity, with a value of 0.887 and the social influence has an alpha coefficient of 0.856.

5.1.2.2 Pearson Correlation Coefficient Analysis

The Pearson Correlation Coefficient test in Chapter 4 demonstrates that there is a significant association between the dependent variable and the independent variables.

According to the findings, the independent variables and the dependent variable have a positive association because the correlation coefficient has a positive value. Based on the results of the Pearson Correlation Coefficient test, the r-value for career opportunities is 0.790 and self-efficacy has an r-value of 0.721. Also, the r-values for economic consideration and social influence are 0.669 and 0.678, respectively. Therefore, when the independent variables are high, the dependent variable is high.

Considering the range of the correlation coefficients for all of the variables is from ±0.60 to ±0.79, they are all correlated. The association between the dependent variable and the independent variables is therefore moderate and highly positive. Significant correlation exists between the independent and dependent variables since the p-value (<0.001) being less than the alpha value (0.05).

5.1.2.3 Multiple Linear Regression Analysis

The F-statistic is significant since the p-value (<0.000) is less than the alpha value of 0.05. The p-value of all independent variables was <0.001. This means that the relationships between independent variables toward dependent variables are significant. The R-square value is 0.718 which means that the independent variables for can explain 71.8% of the variation with the dependent variable.

5.2 Discussion of Major Findings

The independent variables and dependent variables have a positive association when the R-value is positive. The hypothesis can be accepted or rejected depending on the p-value. The null hypothesis (H0) will be rejected if the p-value is less than 0.05, while the alternative hypothesis (H1) will be accepted.

Table 23

Pearson's Correlation Coefficient and Multiple Linear Regression Summary

	Hypothesis	Results	Results
H1	There is a significant relationship between career opportunity and career choice.	R-value = 0.790 p-value = <0.000 (p-value = <.001)	Supported
H2	There is a significant relationship between self-efficacy with career choice.	R-value = 0.721 p-value = <0.000 (p-value = <.001)	Supported
H3	There is a significant relationship between economic consideration with career choice	R-value = 0.669 p-value = <0.000 (p-value = <.001)	Supported
H4	There is a significant relationship between social influence and career choice	R-value = 0.678 p-value = <0.000 (p-value = <.001)	Supported
H5	There is a significant relationship between independent variables (Career Opportunity, Self-efficacy, Economic Consideration, and Social Influence) with the dependent variable (Career Choice).	(p-value = <.001)	Supported

5.2.1 Career Opportunity with Career Choice: Hypothesis 1

According to the analysis in Chapter 4, there is a significant correlation between career opportunity and career choice because the p-value is lower than the alpha value. Besides that, the r-value is 0.790 which ranges between 0.70 to 0.90 and is considered as high positive correlation. This study's findings are consistent with those of previous researchers. The finding lines up with the study done by both (Gwelo, 2019) and (Koech et al., 2016). Opportunity is a key component that students take into account while choosing a career. Choosing a career that is connected with opportunities in the future was the main purpose of learning, even if knowledge acquisition is the main goal. Olamide and Olawaiye (2013) also found that students favor careers in markets that provide good financial packages and opportunities for professional advancement. According to Uyar et al. (2011), the likelihood that employees and future employees will pick a certain company and career path grows along with the prospects for career advancement within such a career path. Based on the study by Selvanathan et.al, (2016), the likelihood that current and future employees will pick a certain company and career path increases as those options for career advancement do. Career development involves a system in order to strike a balance between a worker's specific career goals and the organization's workforce requirements. The conclusions of this study are consistent with all of these, which imply that career opportunities will influence career decision-making.

Thus, the null hypothesis is rejected.

5.2.2 Hypothesis 2: Self-Efficacy with Career Choice

The relationship between self-efficacy and career choice is significant as the p-value is lower than the alpha value. Besides that, the correlation coefficient R-value is 0.721 which ranges between 0.70 to 0.90 and is considered a high positive correlation. This study's findings are consistent with those of previous researchers. The findings on self-efficacy of this study lines up with the research done by Baglama and Uzunboylu (2017), Ogutu et al., (2017), and Hackett & Betz (1995), all of which accept that self-efficacy has an impact on career choices. Self-efficacy is strongly related to decision-making processes and is useful in identifying possible career development issues like career indecision. Furthermore, self-efficacy can predict a variety of choice behaviors as well as academic success and perseverance in career-related endeavors (Hackett & Betz, 1995). The idea of self-efficacy is reinforced by the crucial role it plays in the development of career ambitions, decision of alternatives in relation to academic courses and employment prospects, performance, and persistence in following these career pathways (Majid et al., 2016). It indicates that some personality characteristics were seen by students as having a favorable effect on establishing a long-term career. Furthermore, Ghuangpeng (2011) highlights that for a career in the service industry, having a patient personality and enjoyment in interacting with people are some of the most important traits a person must have, therefore, people tend to judge their self-efficacy with this perception. Thus, similarly, the findings imply that students build their own self-efficacy in accordance with how they actually believe their personal traits align with their career choice.

Thus, the null hypothesis is rejected.

5.2.3 Hypothesis 3: Economic Consideration with Career Choice

The relationship between economic consideration and career choice is significant as the p-value is lower than the alpha value. Moreover, the correlation coefficient R-value is 0.669 which ranges between 0.50 to 0.70 and is considered as a moderate positive correlation. This study's findings are consistent with those of previous researchers. According to Majid et.al (2016), if the economy is doing well, students will have many career choices and many different jobs to choose from. In another study by Humayon et al., (2018), the researcher also reached the same conclusion, therefore supporting the same view. Thus, students' career choice availability would fluctuate in accordance with the economy. In a study by Rettenmayer et al. (2007), the two qualities that were most highly valued were a high pay and job stability, with employment availability coming in third. Students in Thailand are found to consider money and compensation to be the most crucial factors when choosing a job (Ghuangpeng, 2011). The desire to pursue a certain job path grows when financial incentives such as salary, bonuses, and other benefits rise. An employee who lacks sufficient financial motivation will have a greater chance of looking for work elsewhere. This happens more frequently to employees who feel undervalued and unappreciated (Selvanathan et.al, 2016). Furthermore, financial stability was ranked as the top benefits anticipated while choosing a professional career by Warrick et al. (2010). Hence, one of the significant factors that might affect a person's career choice is economic consideration.

Thus, the null hypothesis is rejected.

5.2.4 Hypothesis 4: Social Influence with Career Choice

There is a significant relationship between social influence and career choice as the p-value is lower than the alpha value. Moreover, the correlation coefficient R-value is 0.678 which ranges between 0.50 to 0.70 and is considered as a moderate positive correlation. The conclusion indicates that social influence positively affects career choice, which is consistent with the conclusion of Dos Santos (2018)' earlier research. The study discovered that first-generation graduates frequently view their relatives and close friends' successful career paths as an aspiration for themselves, thus would try to imitate as it was proven to them that the career is a successful choice. Next, before any full-time working experience in the industry, it would be more likely that recent graduates tend to select the career and opportunities which they have encountered in their previous lived experience. Hence, childhood and adolescent experiences may affect a student's expectations for their job choice. (Kumar, 2016). Moreover, Yayla and Cengiz (2005) stated that "The influence of the family and environment is the most important reason I chose accounting profession" is the first reason that students choose the accounting field after "Accounting profession is my own choice," which lines up with our findings. Also, Maina (2013) stated that parents can influence their child's development by fulfilling or punishing behaviors that could promote or discourage the development of specific interests or skills. This indicates that family members influence young people's employment choices in a significant way. It was also implied by Hassan (2015), there was a strong positive correlation between familial emotional support and career choice, suggesting that young people who regard their families as providing them with a lot of emotional support had greater options and benefits in terms of professional development. These results support the notion that social influences significantly affect career decisions.

Thus, the null hypothesis is rejected.

5.3 Implications of the Study

5.3.1 Theoretical Implications

In this study, the research framework is appropriate to almost all industries that have a process and need of hiring new employees. There are four factors that will affect the career choice of the young generation. This research provides empirical evidence for the young generation's motivation for a career choice in private universities in Malaysia. Each independent variable was able to prove to have a significant correlation relationship with career choice. Therefore, the framework is relevant in determining the factors for the career choice of the young generation in private universities, and this research also can contribute to the body of knowledge and be used as a resource material for other researchers who want to make further research in other emerging areas on the factors which influence the undergraduate student.

5.3.2 Managerial Implications

Four factors of this study (career opportunity, economic consideration, self-efficacy, and social influence) can affect the career choice of the young generation. If any of the conditions in a company are sufficiently met, the young generation is more likely inclined to join the company. A company is only as good as its talents, hence for companies to wish for acquiring new talents, these variables should be considered in the hiring process. HR managers should work hand in hand with management to modify their

requirements for recruitment; or implement new processes, to be able to accommodate and attract young talents to the organization.

Furthermore, the Returning Expert Programme (REP) that TalentCorp developed had not lived up to expectations, so a different takeaway from this research may be useful. Hence, TalentCorp may gain additional insights from this research report to improve the REP.

5.4 Limitations of the Study

The researchers faced some limitations while conducting the research project. Firstly, this study targets undergraduate students from the four selected universities (UTAR, UTP, MMU, UNITEN) in Malaysia. However, the scope of the research is quite small, and the data collected are limited as the questionnaire was only sent to four universities in part of Malaysia, which may result in survey biases. The research scope could not be larger due to various reasons such as research costs and the huge amount of time needed to get the response from our targeted respondent.

For data collection in this research, the researchers tried to distribute our questionnaire through the physical form and google form link to the undergraduates in those universities. Initially, we could get around 100 respondents in the first 2 weeks, but then, the number of respondents did not increase. Later on, the researchers tried to use Facebook and email to approach and communicate with the students to request them to fill up our survey, but the effect is not significant. By using the online method, it is unable to gather the students' attention to fill in the google form and takes a

longer time to reach the target respondents. Therefore, the researchers tried to collect responses in person at each school. The physical form method is more effective to gain attention and data from respondents, however, when researchers reach the university there are a lot of restrictions at the university. Researchers only can conduct data collection nearby or outside the campus which is time and cost consuming.

5.5 Recommendations for Future Research

Notwithstanding having few research-related limitations, the researchers were still able to complete their investigation. For future academics who plan to do comparable studies, a number of recommendations are made. Instead of solely concentrating on these four private universities, future researchers should broaden their target respondents to include other universities in Malaysia. The research's scope will be expanded, and the quantity of respondents will rise. And the outcome can be extra generalized and representative. Also, researchers might provide explanations to direct respondents to consider the issue from a certain perspective when conducting the survey, guiding them to make a more appropriate decision, in order to prevent respondents from selecting any neutral responses when filling out the questionnaire. Lastly, it is advised that future researchers collect their data using longitudinal methodologies. This is due to the possibility of change in the factors influencing students' career choices over time.

5.6 Conclusion

This study's findings demonstrate how the independent variables have a big impact on the career choices of the younger generation. Hence, Malaysian businesses should focus on these aspects, such as career opportunities and economic considerations, in order to think about how to draw in the younger population and address the issues associated with brain drain. To further their research, the researchers have also offered a number of suggestions for future studies. Not only that, but the findings of this study are also beneficial to the education sector since they will enable universities to host more activities for students to boost their self-efficacy and give them a clearer path to choosing their own careers. According to this study, the most important factor influencing career choice is a career opportunity. However, as the young generation's minds evolve, so may the elements that influence their career decision.

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Appendix 1: Permission Letter

UNIVERSITI TUNKU ABDUL RAHMAN DU012(A)

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Faculty of Business and Finance
Jalan Universiti, Bandar Barat, 31900 Kampar, Perak
Phone: 05-468-8888
https://fbf.utar.edu.my/

14ᵗʰ September 2022

To Whom It May Concern

Dear Sir/Madam,

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their Bachelor of Business Administration (Honours) program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

The students are as follows:

Name of Student	Student ID
Chiew Deng Hau	20ABB04061
Jong Bong Chu	20ABB00994
Low Tzuu Liang	20ABB03967
Tan Moh Hao	20ABB01109

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely,

....

Dr Siti Fazilah Binti Abdul Shukor
Head of Department
Faculty of Business and Finance
Email: sitifazilah@utar.edu.my

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE (FBF)

BACHELOR OF BUSINESS ADMINISTRATION (HONOURS)

Topic: <u>The factors that affect the career choices of the young generation in Private Universities in Malaysia</u>

Dear Respondents, we are students of Bachelor of Business Administration (Honours) from Universiti Tunku Abdul Rahman (UTAR Perak Campus). We are currently conducting our final year project on the topic "The factors that affect the career choices of the young generation in Private Universities of Malaysia". The purpose of this survey is to analyse the most significant factors affecting the career choices of the young generation in Private Universities in Malaysia.

Your cooperation to answer those questions is very important for helping in our research. Please answer ALL questions to the best of your knowledge. Your response will be kept strictly private and confidential and be used solely for academic purposes.

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to take notice and require consent about the collection, recording, storage, usage, and retention of personal information.

Acknowledgment of Notice:

(   ) I have been notified by you that I hereby understood, consented, and agreed to participate.

(   ) I disagree, my data will not be processed.

Thank you in advance for your time and participation in our research study.

If you have any enquiries, please do not hesitate to contact us at:

Name	Student ID	E-mail Address
Chiew Deng Hau	20ABB04061	denghau12@gmail.com
Jong Bong Chu	20ABB00994	johnjong309@gmail.com
Low Tzuu Liang	20ABB03967	tzuuliang@gmail.com
Tan Moh Hao	20ABB01109	tmohhao12345@gmail.com

Questionnaires

Section A: Demographic Profile

Please pick a tick [ ] for each of the following: ✓

1. **Gender:**
   Male [ ]
   Female [ ]

2. **Ethnic Group:**
   Chinese [ ]
   India [ ]
   Malay [ ]
   Others: [ ]

3. **Which Private University do you study at?**
   Universiti Tunku Abdul Rahman   [ ]
   Universiti Teknologi PETRONAS   [ ]
   Multimedia University (MMU)   [ ]
   Universiti Tenaga Nasional (UNITEN)   [ ]

4. **Years of Study in University**
   Year 1   [ ]
   Year 2   [ ]
   Year 3   [ ]
   Year 4 or above   [ ]

Section B: Career Choice: the decision to choose a specific career path or occupation.

The following set of statements are related to the general information on Career Choice. Please indicate the extent to which you agree or disagree with each statement by circling one number per line on the 5-point–Likert scale response framework in which {(1) = strongly disagree; (2) = disagree; (3) = neutral, (4) =agree; and (5) = strongly agree.}

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe I have free choice when making my career decision.	1	2	3	4	5
2.	I will find information about a	1	2	3	4	5

	current job opening.					
3.	I may choose this career due to the unavailability of any other attractive job.	1	2	3	4	5
4.	I may choose this career because I do not think will get any other job offers.	1	2	3	4	5
5.	I know about the demand for the workforce in my field.	1	2	3	4	5
6.	When I make a career decision, I know which occupation I want.	1	2	3	4	5
7.	I will consider every other option before making any career choice.	1	2	3	4	5

Section C: Factors that affect the career choices of the young generation

The following set of statements are related to the factors that affect the career choices of the young generation in Private Universities of Malaysia. Please indicate the extent to which you agree or disagree with each statement by circling one number per line on the 5-point Likert scale response framework in which {(1) = strongly disagree; (2) = disagree; (3) = neutral, (4) = agree; and (5) = strongly agree.}

Part 1: Career Opportunity: in regard to personal and career development, academic achievement, field experience.

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I would choose a job where the organization will help me achieve my work-related learning and development needs.	1	2	3	4	5
2.	I would choose a job that gives me a good opportunity for promotion.	1	2	3	4	5
3.	I would choose a job if the vision of a company's goals aligns with my personal goals.	1	2	3	4	5
4.	I would choose a job that allows me to showcase and fully utilised my abilities.	1	2	3	4	5
5.	I would choose a job that provides a balance between work and other areas of my life.	1	2	3	4	5

Part 2: Self-Efficacy: a person's belief in one's ability to succeed or complete a task in a given situation

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I will make a plan to achieve my goals.	1	2	3	4	5
2.	I know my strength and weakness well.	1	2	3	4	5
3.	I make my career decisions based on my abilities.	1	2	3	4	5
4.	I will choose a career that fits my interest.	1	2	3	4	5
5.	I persistently work at my career goal even when I get frustrated.	1	2	3	4	5
6.	I will decide what I value most in an occupation.	1	2	3	4	5

Part 3: Economic Consideration: any payments, fees, commissions, reimbursements for expenses, gifts, or anything else of value.

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Being financially secure is an important reason when choosing my career.	1	2	3	4	5
2.	The amount of financial reward will influence me to choose my career	1	2	3	4	5
3.	I would satisfy with a job that provides a salary that at least could cover the cost of living.	1	2	3	4	5
4.	A company that provides pay raise will influence me to choose my career	1	2	3	4	5
5.	I would choose the job that paid more than others.	1	2	3	4	5

Part 4: Social Influence: such as our tendencies to adapt to others, adhere to social rules, and follow authority figures.

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1.	My parents would listen to my opinion about career plans.	1	2	3	4	5
2.	The example of my friends, and family inspired me to choose a career.	1	2	3	4	5
3.	My family business opportunities influence my career choice.	1	2	3	4	5
4.	I would listen to the opinions of my elders or friends to choose my career.	1	2	3	4	5
5.	I would give preference to occupations or fields where there are elders or friends.	1	2	3	4	5

Thank you very much for your participation.

Appendix 3: Descriptive Analysis

Demographic Profile: Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	174	45.5	45.5	45.5
	Male	208	54.5	54.5	100.0
	Total	382	100.0	100.0	

Gender
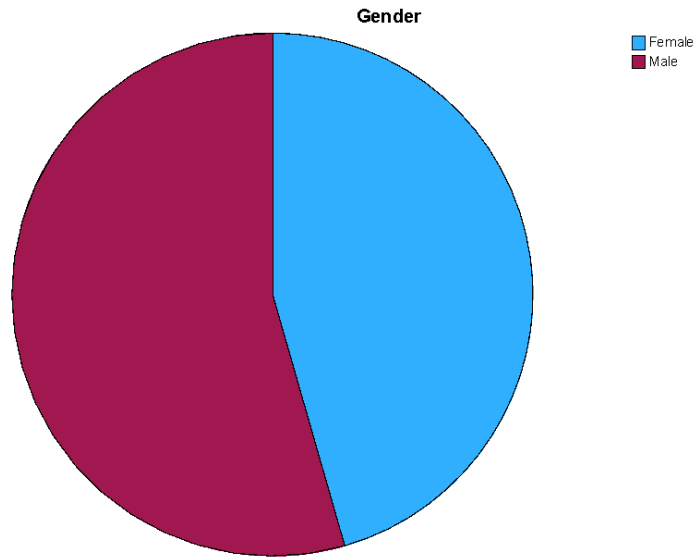
Demographic Profile: Ethnic Group

Ethnic Group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bumiputera	7	1.8	1.8	1.8
	Chinese	234	61.3	61.3	63.1
	Indian	62	16.2	16.2	79.3
	Malay	79	20.7	20.7	100.0
	Total	382	100.0	100.0	

Race
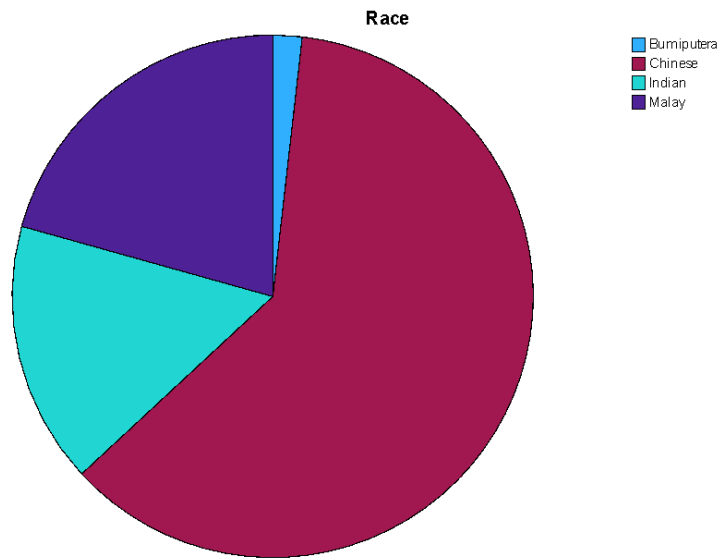
Demographic Profile: University Study at

<table>
<tr><th colspan="6">University</th></tr>
<tr><th></th><th></th><th>Frequency</th><th>Percent</th><th>Valid Percent</th><th>Cumulative Percent</th></tr>
<tr><td>Valid</td><td>Multimedia University (MMU)</td><td>125</td><td>32.7</td><td>32.7</td><td>32.7</td></tr>
<tr><td></td><td>Universiti Teknologi PETRONAS (UTP)</td><td>51</td><td>13.4</td><td>13.4</td><td>46.1</td></tr>
<tr><td></td><td>Universiti Tenaga Nasional (UNITEN)</td><td>50</td><td>13.1</td><td>13.1</td><td>59.2</td></tr>
<tr><td></td><td>Universiti Tunku Abdul Rahman (UTAR)</td><td>156</td><td>40.8</td><td>40.8</td><td>100.0</td></tr>
<tr><td></td><td>Total</td><td>382</td><td>100.0</td><td>100.0</td><td></td></tr>
</table>

University

Legend:
- Multimedia University (MMU)
- Universiti Teknologi PETRONAS (UTP)
- Universiti Tenaga Nasional (UNITEN)
- Universiti Tunku Abdul Rahman (UTAR)
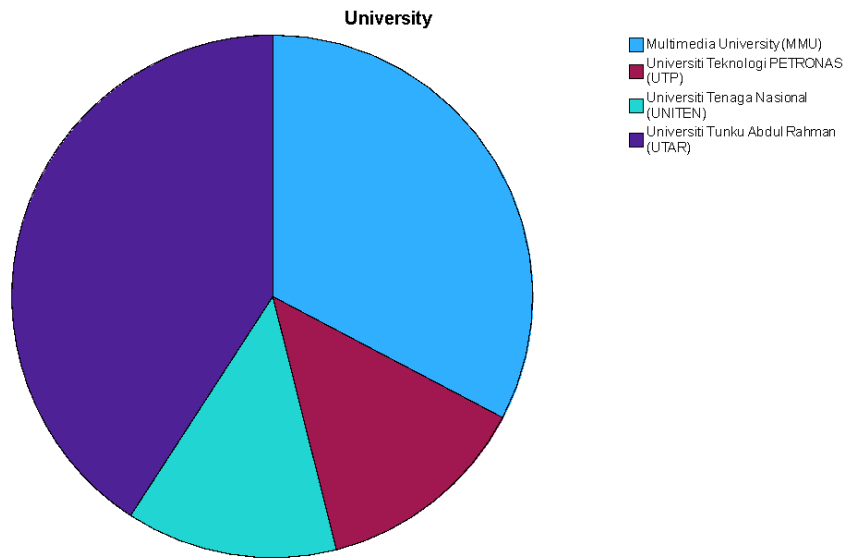
Demographic profile: Year of Study

Year					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	91	23.8	23.8	23.8
	Year 2	130	34.0	34.0	57.9
	Year 3	133	34.8	34.8	92.7
	Year 4 or above	28	7.3	7.3	100.0
	Total	382	100.0	100.0	

Year

Year 1
Year 2
Year 3
Year 4 or above
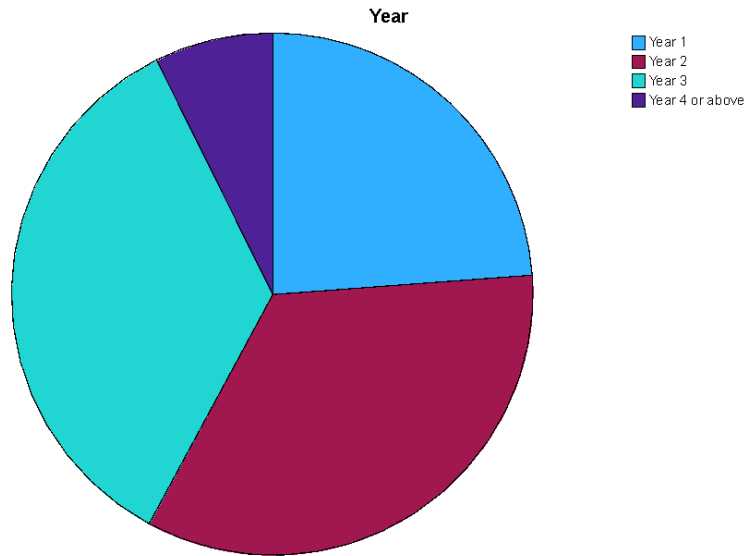
Appendix 4: Reliability Test for Pilot Study

Dependent Variable: Career Choice

Scale: CC

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.912	7

Independent Variable: Career Opportunity

Scale: CO

Case Processing Summary

		N	%
Cases	Valid	30	100.0

		N	%
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.887	5

Independent Variable: Self-efficacy

Scale: SE

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.854	6

Independent Variable: Economic Consideration

Scale: EC

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.898	5

Independent Variable: Social Influence

Scale: SI

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excludedᵃ	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.775	5

Appendix 5: Reliability Test for Actual Study

Dependent Variable: Career Choice

Scale: CC

Case Processing Summary

		N	%
Cases	Valid	382	100.0
	Excludedᵃ	0	.0
	Total	382	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.876	.877	7

Item Statistics

	Mean	Std. Deviation	N
CC1	3.9634	.85033	382
CC2	4.0209	.95273	382
CC3	4.0262	.92180	382
CC4	3.8586	1.00962	382
CC5	3.9791	.91047	382
CC6	4.0654	.92411	382
CC7	4.1335	.88171	382

Independent Variable: Career Opportunity

Scale: CO

Case Processing Summary

		N	%
Cases	Valid	382	100.0
	Excluded^a	0	.0
	Total	382	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.887	.889	5

Item Statistics

	Mean	Std. Deviation	N
CO1	4.0995	.84837	382
CO2	4.1204	.92282	382
CO3	4.1440	.92086	382
CO4	4.1021	.89181	382
CO5	4.2016	.98743	382

Independent Variable: Self-efficacy

Scale: SE

Case Processing Summary

		N	%
Cases	Valid	382	100.0
	Excluded^a	0	.0
	Total	382	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.888	.889	6

Item Statistics

	Mean	Std. Deviation	N
SE1	4.0628	.97810	382
SE2	3.8717	1.03065	382
SE3	4.0602	.97692	382

SE4	4.1021	.96802	382
SE5	3.8194	1.06549	382
SE6	4.0524	.94599	382

Independent Variable: Economic Consideration

Scale: EC

Case Processing Summary

		N	%
Cases	Valid	382	100.0
	Excluded[a]	0	.0
	Total	382	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.919	.919	5

Item Statistics

	Mean	Std. Deviation	N
EC1	4.1780	.95557	382
EC2	4.1623	1.02966	382
EC3	4.1492	1.01238	382
EC4	4.2382	.98722	382
EC5	4.2068	.99165	382

Independent Variable: Social Influence

Scale: SI

Case Processing Summary

		N	%
Cases	Valid	382	100.0
	Excluded[a]	0	.0
	Total	382	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.856	5

Item Statistics

	Mean	Std. Deviation	N
SI1	3.9686	.97693	382
SI2	3.9686	.98229	382
SI3	3.8770	1.04896	382
SI4	3.8482	.97635	382
SI5	3.8246	1.02878	382

Appendix 6: Pearson Correlation Coefficient Analysis

Correlations		CC	CO	SE	EC	SI
CC	Pearson Correlation	1	.790**	.721**	.669**	.678**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001
	N	382	382	382	382	382
CO	Pearson Correlation	.790**	1	.737**	.714**	.604**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001
	N	382	382	382	382	382
SE	Pearson Correlation	.721**	.737**	1	.599**	.607**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001
	N	382	382	382	382	382
EC	Pearson Correlation	.669**	.714**	.599**	1	.486**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001
	N	382	382	382	382	382
SI	Pearson Correlation	.678**	.604**	.607**	.486**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	382	382	382	382	382
**. Correlation is significant at the 0.01 level (2-tailed).						

Appendix 7: Multiple Linear Regression Analysis

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.847a	.718	.715	2.61120

ANOVAa					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	6544.625	4	1636.156	239.963	<.001[b]
	Residual	2570.527	377	6.818		
	Total	9115.152	381			
a. Dependent Variable: CC						
b. Predictors: (Constant), SI, EC, SE, CO						

a. Predictors: (Constant), SI, EC, SE, CO

b. Dependent Variable: CC

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.381	.809		4.178	<.001
	CO	.497	.062	.386	8.019	<.001
	SE	.192	.044	.188	4.389	<.001
	EC	.178	.045	.157	3.971	<.001
	SI	.312	.044	.255	7.069	<.001

Appendix 8: Rule of Thumb for Reliability Test

Cronbach's Coefficient Alpha (α) Value	Suggested interpretation
0.60	Poor reliability
0.60–0.69	Questionable reliability
0.70–0.79	Acceptable reliability
0.80–0.89	Good reliability
≥0.90	Very good reliability

Appendix 9: Rule of Thumb for interpreting the Size of a Correlation Coefficient

Size of correlation	Interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very high positive (negative) correlation
0.70 to 0.90 (-0.70 to -0.90)	High positive (negative) correlation
0.50 to 0.70 (-0.50 to -0.70)	Moderate positive (negative) correlation
0.30 to 0.50 (-0.30 to -0.50)	Low positive (negative) correlation
0.00 to 0.30 (0.00 to -0.30)	negligible correlation

Appendix 10: Rule of Thumb for Interpreting the Strength of a Correlation Coefficient

R-squared Value	Strength
Less than 0.3	None or very weak
0.3 to 0.5	Weak or low
0.5 to 0.7	Moderate
More than 0.7	Strong