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**CAREER CHOICE AMONG UNDERGRADUATE
STUDENTS OF UNIVERSITI UTARA MALAYSIA**

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MASTER OF SCIENCE MANAGEMENT

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UTARA MALAYSIA**



By

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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
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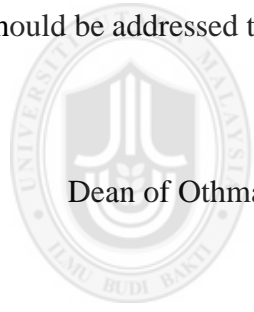
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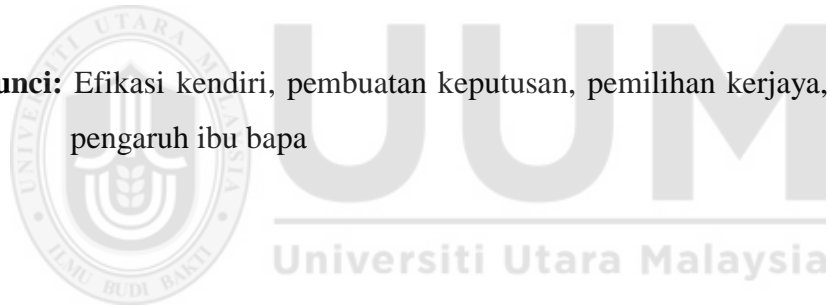


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ABSTRAK

Individu yang salah memilih kerjaya cenderung untuk menjadi kurang produktif, kurang cekap, dan gagal mencapai matlamat. Dalam pasaran kerja, pelajar mengalami kesukaran mencari alternatif kerjaya yang bersesuaian dengan minat mereka dan hal ini menyumbang kepada proses pemilihan kerjaya yang lebih sukar. Objektif kajian ini adalah menentukan hubungan antara keberkesanan diri dan pengaruh ibu bapa terhadap pilihan kerjaya. Kajian ini memberi tumpuan kepada pelajar sarjana muda Universiti Utara Malaysia. Sejumlah 320 pelajar telah mengambil bahagian dalam kajian ini. Penemuan kajian mendapati terdapat hubungan yang signifikan antara keberkesanan diri dan pengaruh ibu bapa terhadap membuat keputusan kerjaya pelajar. Walau bagaimanapun, antara kedua-dua pembolehubah bebas dalam kajian ini, keberkesanan diri lebih berpengaruh dalam mempengaruhi pilihan kerjaya.

Kata Kunci: Efikasi sendiri, pembuatan keputusan, pemilihan kerjaya, pilihan kerjaya, pengaruh ibu bapa



ABSTRACT

Person that misfits in the workplace have tendency to become less productive, less efficient, and fail to achieve goals. Students have difficulty to fully explore career alternatives that available in job market that suit to their interest which make the career choice become harder. The objectives of this study is determine the relationship between self-efficacy and parental influence towards career choice. This study is focus on undergraduate students of Universiti Utara Malaysia. A total number of 320 students were participated in this study. The findings of the study discovered that there are significant relationship between self-efficacy and parental influence on the student's career decision making. However, between these two independent variables, self-efficacy is more influential in influencing career choice.

Keywords: Career choice, career selection, decision-making, parental influence, self-efficacy



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TABLE OF CONTENT

CERTIFICATION OF THESIS WORK	iii
PERMISSION TO USE	iv
ABSTRAK	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the Study	1
1.2 Problem Statement	3
1.3 Research Questions	8
1.4 Research Objectives	8
1.5 Scope of Study	8
1.6 Significant of Study	9
1.7 Definition of Terms	10

1.7.1 Career	10
1.7.2 Career Choice	10
1.7.3 Self-efficacy	10
1.7.4 Parental Influence.....	10
CHAPTER TWO	11
LITERATURE REVIEW	11
2.0 Introduction.....	11
2.2 Definition of Concepts.....	11
2.2.1 Career Choice.....	11
2.2.2 Self-efficacy	13
2.2.3 Parental Influence.....	15
2.2 Hypotheses Development	17
2.2.1 Relationship between Self-efficacy and Career Choice.....	17
2.2.2 Relationship between Parental Influence and Career Choice	20
2.3 Literature Gaps.....	23
2.4 Underpinning Theory: Social Cognitive Career Theory	25
CHAPTER THREE	27
RESEARCH METHODOLOGY	27
3.0 Introduction.....	27
3.1 Research Framework	27

3.2 Hypotheses Development	28
3.3 Research Design.....	28
3.3.1 Unit of Analysis	28
3.3.2 Source of Data.....	29
3.3.3 Population Frame	30
3.3.4 Sample and Sampling Technique.....	30
3.4 Measurement.....	32
3.5 Instruments.....	32
3.5.1 Dependent Variable.....	33
3.5.1.1 Career Choice	33
3.5.2 Independent Variables.....	34
3.5.2.1 Self-efficacy.....	34
3.5.2.2 Parental Influence	35
3.5.3 Pilot Study	36
3.5.4 Reverse-scored Item.....	37
3.6 Data Collection Procedure	39
3.7 Data Analysis Techniques.....	41
3.7.1 Descriptive Statistics	41
3.7.2 Reliability Analysis	41
3.7.3 Normality Test.....	41

3.7.4 Inferential Statistic for Hypotheses Testing	42
3.7.4.1 Multiple Regression.....	43
CHAPTER FOUR.....	44
ANALYSES AND FINDINGS	44
4.0 Introduction.....	44
4.1 Descriptive Analysis	44
4.1.1 Frequency Analysis	44
4.1.1.1 Gender	44
4.1.1.2 Age.....	46
4.1.1.3 Ethnicity.....	46
4.1.1.4 Semester.....	46
4.1.1.5 Grade Point Average (GPA).....	47
4.1.1.6 College.....	47
4.1.1.7 Parents' Working Status	47
4.1.2 Mean and Standard Deviation	48
4.2 Reliability Test (Cronbach's Alpha).....	49
4.3 Normality Test	50
4.4 Inferential Statistic for Hypotheses Testing.....	51
4.4.1 Multiple Regression Analysis	51
4.5 Summary Hypothesis	52

CHAPTER FIVE	53
DISCUSSION, IMPLICATION, LIMITATION, AND RECOMMENDATION	53
5.0 Introduction.....	53
5.1 Discussion	53
5.1.1 Research objective 1: To determine the relationship between self-efficacy and career choice.....	53
5.1.2 Research objective 2: To determine the relationship between parental influence and career choice.....	55
5.2 Implication of Study	57
5.2.1 Practical Implication	57
5.2.2 Theoretical Implication	58
5.3 Limitations of Study	59
5.4 Recommendation for Future Study	59
5.5 Conclusion	60
REFERENCES	61
APPENDIX A: RESEARCH QUESTIONNAIRE.....	77
APPENDIX B: FIGURES OF RESPONDENT DEMOGRAPHIC INFORMATION	83
APPENDIX C: NORMALITY TEST RESULTS	87

LIST OF TABLES

Table 3.0. Enrolment Statistics of UUM Undergraduate Students as of July 2019.....	30
Table 3.1. Undergraduate Final Examinations and Semester Break for Academic Session A182.....	31
Table 3.2. Demographic section of the questionnaire.....	32
Table 3.3. Career choice measures.....	33
Table 3.4. Self-efficacy measures.....	34
Table 3.5. Parental influence measures.....	35
Table 3.6. Cronbach's Alpha Coefficeint of pilot test.....	37
Table 3.7. Negatively worded items of parental influence measures.....	38
Table 3.8. Reverse-scored items.....	38
Table 4.0. Frequency analysis.....	45
Table 4.1. Mean and standard deviation.....	48
Table 4.2. Reliability analysis for actual survey.....	49
Table 4.3. Coefficients table of career self-efficacy and parental influence towards career choice.....	52
Table 4.4. Hypotheses summary.....	52

LIST OF FIGURES

Figure 2.0. Simplified view of how career-related interests and choices develop over time based on SCCT.....	26
Figure 3.0. Research framework.....	27



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discusses about the research background, problem statement, and purpose of the study. The research questions, research objectives, and scope of study are also presented.

1.1 Background of the Study

Career choice is a complex decision that determine the type of desired profession students intend to pursue (Koech et al., 2016). During the process of career choice, students generally have issue about matching their career preferences with academic performance. Brown (2002) described career choice as the process of individual estimating their ability and the required skills in a particular occupation, and this process will also estimate work values that satisfy their career options.

Job is the activity people do to earn money while career is the broader aspect of a person's life that provide employment opportunities, experience, and long life learning (Samuel & Hellen, 2018). Sauermann (2005) mentioned that career choice is a complex and long-term process in which individual develop their self-efficacy and maturity to achieve job satisfaction. Zool Hilmi et al. (2018) noted, career choice is a process that requires several decision makings either big or small that create a set of individualized trajectory.

These decision makings involve a trade-off in which people will consider the most suitable alternative that would satisfy their needs (Ozlen & Arnaut, 2013). Germeijs and Verschueren (as cited in Ozlen & Arnaut, 2013) proposed a career decision making model that comprises of six tasks - orientation to choice (first task), self-exploration (second task), exploration of broad environment (third task), exploration of in-depth environment (fourth task), deciding a choice (fifth task), and commitment to desired career choice (sixth task). In contrast, Van Esbroeck, Tibos, and Zaman (as cited in Ozlen & Arnaut, 2013) proposed another model that consisted of six activities in developing a career choice - awareness in career-related activities (first task), self-exploration (second task), exploring the environment (third task), combination of finding from self-exploration and environmental exploration (fourth task), specification of knowledge about desired career choice (fifth task), and choose a career choice (sixth task).

Career choice decision will have an impact on individuals' future and is perceived as an extremely important decision. Career alternatives should be properly explored by individuals prior to committing to a career in order to increase probability of success and satisfaction in future (Navin, 2009). Thus, factors that influence career choice are worth to be studied and understood by potential employees such as the undergraduate students.

An incorrect career choice will directs all individual efforts and resources into wrong direction as this choice fail to be aligned with expectation (Ahmed et al., 2017). It will result in frustration as well as draining individual energy and wastage of resources (Ahmed et al., 2017). According to Pavlina (2007), individual will also encounter

unfavorable effect in life such as poor body health, relationship, and home life. Similarly, job satisfaction will decrease and repressed long-term livings in an unhappy environment when people feel uninterested in their career (Meng, 2016). As such, the right career choice shall be highlighted among students who are entering the labor market as it has a significant impact on their professional life and future achievement.

In a career choice process, individuals receive influence from several sources for instance influence related to their context life, personal aptitudes, and educational achievement (Bandura et al., 2001). Factors of personal and cultural value, family background, career expectations as well as career guidance also influence individuals' choice of a career (Muraguri, 2011). Examining their association with career choice might give some insight of the extent of influence these factors have on ones' career choice decision.

1.2 Problem Statement

Students choose their future career for many reasons and they may receive influence from family, passion, salary, and etc. When students make career choice decision, they may not have all the information about the job they are pursuing. Students may also have difficulty to fully explore career alternatives that are available in the job market thus making the career choice decision become harder (Fizer, 2013). Career fairs, job shadowing, or internships are some of the beneficial tools that aid them in making career choice. However, student's willingness and interest to participate in these career-related program become a concern nowadays. According to Kazi and Akhlaq (2017), every student must consider various factors before making career choice decision because this phase will define their life, thus wrong decision will change their fate. A

person that is misfit in the workplace has a tendency to become less productive, less efficient, and fail to achieve goals (Kazi & Akhlaq, 2017). On a contrary, a person who has the capacity to make a difference would feel good with their career life (Flammer, 2001).

In short, choosing a career path is a huge part of an individual's life as this decision will affect on how they will live for the rest of their life (Fizer, 2013). Nykanen et al. (2010) reported that many young people have difficulties in the transition from school to work even though the family, government agencies, and non-governmental organizations are putting great effort in this matter. According to Ahmed et al. (2017), students must have strong knowledge, complete information, and appropriate guidance in career choice decision making. The students need to be oriented on new emerging trends, future opportunities, and challenges in determining their career choice alternative. Bilal et al. (2016) discovered that students who were well equipped with such knowledge were confident to explore career opportunities because they were work ready.

Prior studies reported that there are various predictors of career decision. This includes education qualifications (Frenette, 2010; Harper, Brown & Irvine, 2005; Jariangprasert & Kantabutra, 2012), personal interest (Hayes & Shakya, 2013; Dastjerdi et al., 2012; Eshbaugh et al., 2013; Alexander et al., 2011), financial incentive (Wagner & Westaby, 2009; Dominguez & Perez, 2012; Risco & Duffy, 2011; Janus et al., 2008), as well as career advancement opportunities (Argawala, 2008; Aycan & Fikret-Pasa, 2003). Terjesen et al. (2007) as well as Aycan and Fikret-Pasa (2003) discovered that students working preference was also found to influence career choice. In addition, parental influence – i.e. in term of support - is proved as one of the significant determinants of

children's career choice (Kenny & Medvide, 2013; Navarro, Flores, & Worthington, 2007; Constantine, Wallace, & Kindaichi, 2005; Nota et al., 2012). Past research in career choice field also reported that self-efficacy factors (Lent, Ireland, Penn, Morris, & Sappington, 2017) including career search self-efficacy (Yi-Jiun, 2008), and career decision making self-efficacy (Gushue, Scanlan, Pantzer, & Clarke, 2006) are significantly related with career-related issues among students (i.e. career exploration and vocational outcome expectations). Of many factors that influence ones' decision on career choice, this study focuses on individual's self-efficacy and parental influence.

According to Bandura (1994), perceived self-efficacy refers to individual's trust toward self-capabilities to yield designated performance level on an event that would influence their lives. In career-related issue, self-efficacy affects on how people feel, think, motivate and behave, thus directly or indirectly influence their performance in lives including future career. The range of career options that people will seriously take into consideration is depending on the level of their perceived self-efficacy - whether they will cultivate the interest, educationally prepare towards pursuing the desired career, and expecting greater chance of success (Bandura, 1994). Since the emergence of the self-efficacy concept in career decision making literature, prior studies have shown its importance in career development (Bandura, 1997).

Self-efficacy primarily influences one's ability and confidence in identifying and choosing appropriate career pathways (Lent, Brown, & Larkin, 1986). Research indicates that individuals with low career decision-making self-efficacy tend to limit their career alternatives and goals because they perceive poor odds for achieving specific career aspirations (Betz & Hackett, 1986; Lent et al., 1986). Prior research also

suggests persons that possess a strong sense of career decision-making self-efficacy are more likely to engage in investigative behavior to discover career alternatives and subsequently view them as viable courses of action.

Career decision self-efficacy not only affects an individual's ability to recognize and choose potential careers, it also influences a person's belief that she or he is behaviorally capable of making a proper career decision (Bullock-Yowell, McConnell, & Schedin, 2014). Career decision-making difficulties are related to low career decision-making self-efficacy as well as high levels of negative career thinking (Fouad, Cotter, & Kantamneni, 2009; Peterson, Sampson, Reardon, & Lenz, 1996). Specifically, it may affect an individual's ability to accurately assess self-knowledge. They may also influence a person's capacity to brainstorm possible career choices and choose a major (Kleiman et al., 2004; Sampson et al., 2004).

On the other hand, the career choice decision making among young adults is also influenced by family members, in particular the parents. Children learnt the life lessons mostly from home or from other familial adults which indicate the essential roles of parents as educators. In the context of career choice or career-related decision making, prior studies testified that parental factors are significantly affecting the children's decision (Crisan & Turda, 2015; Basak & Huseyin, 2017; Rohana, 2010).

Parents who consistently engage with their children will strengthen the interconnection process between them and children's career. Parental influence in children's career may include parental support, interference, and barrier to engagement (Dietrich & Kracke, 2009). Whenever the children feel supported by parents, they will want to explore career alternatives, achieving desired career goals, and developing career identities (Kanten et al., 2016). According to Sinkombo (2016) support and encouragements from parents influence vocational outcomes in children through positive conversations, in which parents convey their ideas, hope and trust in their children which in turn affect what the children think, say and perceive about various careers. Similarly, instrumental assistance, and emotional backing could provide adolescents with positive career feedback, thus promote adolescents' confidence to embrace career challenges and to make career decisions (Zhao et al., 2012; Guan et al., 2016).

Career choice is considered as an outcome of career development (Guay, Senécal, Gauthier, & Fernet, 2003). Career choice includes one's readiness to decide on a future career pathway (Carr et al., 2014), one's ability to engage in career planning and exploration, and an internal locus of control. Marcionetti (2013) pointed out that career indecision is the big issue among individual in their career transition because making a choice is compulsory. Gati et al. (1996) defined career indecision as the struggle individuals have in making career decisions. Career choice during adolescence is notably significant in impacting individuals' professional life both in short term and long term. Thus, variables that influence career choice among student must be identified and acknowledged.

1.3 Research Questions

The questions of this study are as follows:

1. Is there a relationship between self-efficacy and career choice?
2. Is there a relationship between parental influence and career choice?

1.4 Research Objectives

The objectives of this study are as follows:

1. To determine the relationship between self-efficacy and career choice.
2. To determine the relationship between parental influence and career choice.

1.5 Scope of Study

Current research aimed to identify the relationships between self-efficacy and parental influence towards career choice among undergraduate students of Universiti Utara Malaysia (UUM). UUM is chosen as the research population because this university is ranked among the top in the public university in Malaysia as well as at international level. UUM's vision is to be an eminent management university and the university dedicated itself towards producing graduates with high quality.

The unit of analysis of this research is individuals and target populations are undergraduate students from UUM. The data are collected from undergraduate students in the academic session A182 (second semester 2018/2019).

It is acknowledged that carrier choice decision is influence by many factors. However, this study only focuses on individuals' perceived self-efficacy and parental influence.

As such, the findings of this study will only provide a small reflection on the career choice model among UUM undergraduate students.

1.6 Significant of Study

This study aims to identify the factors that influence career choice among undergraduate students of UUM. Some of the students may only consider limited choices of career selections due to the lack of information. Student themselves shall realize about the importance of career choice and they supposedly be more persistent in gathering career-related information, seek guidance as well as advice from parents, lecturers, or career counselor.

This study is crucial to know the extent to which learning and experiences throughout university can contribute towards career decision among undergraduate students. Therefore, university could arrange new approach, make strategy improvement, or take more action that support students career decision. The finding of this study may be useful as a reference to the institution.

1.7 Definition of Terms

1.7.1 Career

Career indicate what people chose to pursuit, working life, success in profession, and the positions occupied throughout life time (Shertzer & Stone, 2004).

1.7.2 Career Choice

Career choice is about selection of one job over another (Agarwala, 2008).

1.7.3 Self-efficacy

Schwarzer et al. (1997) referred self-efficacy expectancies to personal response control or agency. In this study, self-efficacy is about human trust on their capability to initiate an event able to manage their life course in more active and self-determined ways.

1.7.4 Parental Influence

In this study, parental influence towards children career-related decision making includes parental support, interference as well as engagement in order to aid children pursuing their career choice.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter of literature review will aid readers to grasp the ideas on definition and conceptualization of variables studied in the current research. Gaps in the literature, research framework, and underpinning theory are presented. The development of the research hypotheses as well as the relationships among variables is discussed.

2.2 Definition of Concepts

2.2.1 Career Choice

Merriam-Webster's Dictionary (1828) defined choice as selecting or separating from two or more things that favored. According to Agarwala (2008), career choice is about selection of one job over another. Selection of any particular path or occupation is referred as career (Flum & Blustein, 2001). Ozbilgin et al. (2005) briefly explained two necessary conditions for career choice to occur namely the availability of career alternatives and the personal choice between these career alternatives.

Lifelong goals, planning or an activity that presenting an individual's endeavor throughout their life is called as career (Juntunen, Barraclough, & Broneck, 2001). Wagdi Abdullah (2017) referred career choice as individual business action or venture that would offer them a living and honor. Alternatives of career available in individual life at any given point are contributed by external factors and individual factors whereby career choice is unlimited.

According to Selvanathan, Perumal, and Mariadas (2016), while students are still in the university pursuing their degree study, the career choice is mainly influenced by the course, subjects, and modules taken by them. Selvanathan et al. (2016) suggested that determinants of career choice among students are contributed by their pressing need for a job. Almon and Matsidiso (2012) discovered that students' long term career decisions are affected by the shortage of highly skilled labor in job market and interest on earning high income.

Owusu et al. (2018) classified factors influencing student's career choice decisions into three categories. Behavioral beliefs and outcome expectancy is referred as factors that influence student's attitudes towards any career and the role of attitudes towards career choice such as job satisfaction, opportunity for advancement, social status, and job security (Owusu et al., 2018).

Owusu et al. (2018) also suggested that social normative and socio-cultural as determinants in students' career choice decision making. Parental influence, parents educational background, parents economic status, influence of important others, attitudes towards career related policy would be considered as social norms that influence career choice among student's (Dandy & Nettelbeck, 2002). Influence of normative subjects' will differ across varied career type. However, prior research revealed that, regardless of type of career being considered, the most influential social normative factors is the parental or family influence (Dandy & Nettelbeck, 2002).

2.2.2 Self-efficacy

The term “self-efficacy” and “control” are used interchangeably (Flammer, 2001). According to Schwarzer et al. (1997), personal sense of control is helping human to function for instance they trust their ability to take action instrumentally towards an issue. They also become tend to do so and perceive to be committed to the final judgment or decision. Schwarzer et al. (1997) referred self-efficacy expectancies to personal response control or agency. Humans that trust their capability to initiate an event are able to manage their life course in more active and self-determined ways.

According to Bandura (1994), self-efficacy includes several processes namely cognitive, affective, motivational, and selection that determine the way individual's beliefs about their feeling, thinking, self-motivations and behavior. For example, in cognitive process, Bandura (1994) explained that strong sense of efficacy is required in order to remain task oriented even when experiencing failures, pressing situational demands, and setback that have significant consequences. Motivation on the basis of personal standard or goals is controlled by several categories of self-influences namely self-satisfying and self-dissatisfying towards one's performance, perceived self-efficacy for achieving goal, and readjustment of the goals depending a person progress (Bandura, 1994).

Perceived self-efficacy is referred as individual's trust toward self-capabilities to yield designated performance level on an event that would influence their lives. According to Betz and Hackett (1981) self-efficacy expectation is about people beliefs regarding their ability to successfully conduct a given task or behavior. Bandura (as cited in Betz & Hackett, 1981) viewed self-efficacy expectation as major mediators for people

behavior and behavior change. The relationship between self-efficacy expectations level and tasks difficulty level, that person feels capable of attempting, is postulated by influence of various behavior either attempted or avoided (Betz & Hackett, 1981).

There are four sources of self-efficacy namely performance accomplishments, vicarious learning, emotional arousal (eg: anxiety in response to a behavior, and verbal persuasion (eg: encouragement or discouragement) that would contribute to self-efficacy expectations (Betz & Hackett, 1981). Bandura (1977) stated that performance accomplishment would strongly predict self-efficacy beliefs. By mastery experiences, people can develop strong sense of efficacy whereby successes build a robust belief towards an individual personal efficacy (Bandura, 1994).

In term of verbal persuasion, Bandura (1997) explained that guidance and positive suggestions from significant others can help person to improve in a particular areas. In term of emotional arousal, Bandura (1997) claimed that high level of emotional arousal would positively enhance performance. It is because people will have greater motivations to be successfully performed and they perceived more satisfaction from the task as a result of positive emotional arousals and anxiety. Self-belief of efficacy can be create and strengthen through vicarious experiences provided by social models (Bandura, 1994). People would seek proficient models or influencer who possesses competencies to which they aspire (Bandura, 1994). Observing people with similarity to oneself succeed by sustained effort would provide greater beliefs in observer that he or she can possess the capabilities to master comparable activities to succeed (Bandura, 1994).

2.2.3 Parental Influence

Mish (as cited in Jungen, 2008), defined parent as an individual whose brings up and cares for one to another. In this study, parental influence towards children career-related decision making includes parental support, interference as well as engagement in order to aid children pursuing their career choice. Career selection process among children are greatly influence by their parents (work ethic, values in family, gender stereotyping in family, etc.), however most of parents are not aware about their influence in children career decision (Jungen, 2008). Parental values and expectations as well as parent-child relationship play crucial role towards identity development and career aspirations among children (Jungen, 2008).

Otto (2000) conducted contemporary study of parent-youth relationships that participated by African-American and White from six high schools in North Carolina. The results revealed that 81% of the student agreed on parent's viewpoint about their careers and goals and parents also act as the primary source to provide career-related information. Both African-American and White were often consult with parents regarding career planning and they prefer to speaking with their respective mother first (Otto, 2000).

As Chak-keung and Jing (2010) noted, in every aspects of a young person's life, the Chinese parents have very crucial role including critical decision-making in career choice. Parental barriers to any career choices are resulted from absence of parental support (Chak-keung & Jing (2010). Successful negotiation in career development is contributed by supportive family environment (Rush, 2002).

Ferry et al. (2000) stated that parental involvement is indicated through role-modelling, parental expectations and parental encouragement. Verbal suggestions and encouragement provided by the parents is referred as influential role that essential in their offspring's career development and academic (Ferry et al., 2000). Stambler (1998) defined parental encouragement as the set of behavior that parents used in an attempt to understand their own expectations.

Parenting practices in children career comprises of parental support, interference, and barrier to engagement (Dietrich & Kracke, 2009). Whenever the children feel supported by parents, they will want to explore career alternatives, achieving desired career goals, and developing career identities (Kanten et al., 2016). However, limited knowledge and skills in career planning and guidance, busy work routine, and personal orientations are the example of barrier that make parent least active in adolescent's career development (Zhou et al., 2019).

According to Dietrich and Kracke (2009), children may experience career maladjustments especially when the parents hold higher career expectations and higher career interference but the parents unable to provide greater career support to them. Zhou et al. (2019) noted that links between career-related parental processes and career development among children shall examined from a more holistic perspective. Children tend to feel overwhelmed, confusion, indecision, and ambivalence as resulted from extremely high parental expectations (Zhou et al., 2019).

2.2 Hypotheses Development

2.2.1 Relationship between Self-efficacy and Career Choice

Prior research by Rohana (2010) that participated by 393 students whose taking MPV Teknotani elective all over Peninsular Malaysia, discovered that high level of career decision self-efficacy is required to aid individuals in making the right career decision. Rohana (2010) found that career decision self-efficacy, career interest, and skill regarding employability are related to the career choice.

From the study of the level of career indecision and perceived self-efficacy on career decision making, participated by 160 teenagers at the end of upper secondary education, Crisan and Turda (2015) discovered the insignificant negative correlation between gender and career indecision. However, their result indicated significant positive correlation between self-efficacy on career decision making. Frost and Shows (1993) identified that an individual with high indecisiveness degree need to consume more time to choose between different choices.

Pinquart et al. (2004) conducted a study to identify the role of self-efficacy, academic abilities, and parental career-related education towards adolescent's career decisions making. Pinquart et al. (2004) aimed to investigate predictors that influence changes in both career aspirations and career choice for university-bound career during German unification and the study was participated by German adolescents. The finding suggested that individual beliefs as well as high level of academic abilities are crucial in vocational reorientation during social change period.

Neda and Jamaliah (2015) study was participated by 711 undergraduate students from five public universities in Malaysia in which the study examined the influence of career self-efficacy and leadership attribute towards employability orientations. Research finding revealed positive association between career self-efficacy and leadership attribute towards employability orientation among undergraduate students.

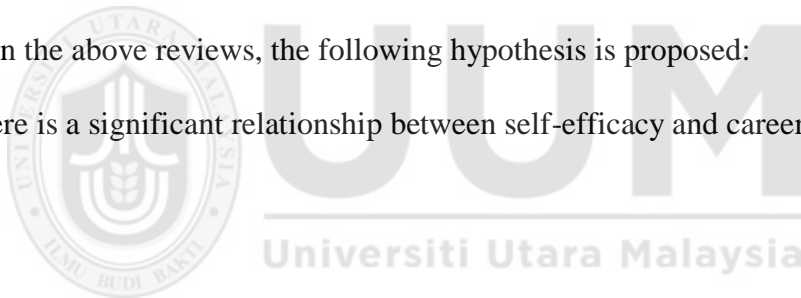
A past study conducted by Fatima et al. (2017) inspected the relationship of self-efficacy with development of career among students that ranged from 18 to 30 years old from Preston University and Arid Agricultural University, Islamabad. Research finding indicated self-efficacy and career development are significantly associated. Fatima et al. (2017) mentioned about massive confusion among university students on their career development and its relation with their self-efficacy. The study of Fatima et al. (2017) testified that higher career decision making is among female rather than the opposing gender.

Anwar Ali (2016) research aimed to identify factors influencing career choice among undergraduate students in Universitas Indonesia. A total of 300 undergraduate students were responded to the questionnaire during data collection. Anwar Ali (2016) discovered that self-efficacy, family influence, personal interest, as well as economic consideration are significant career choice predictors among students in Universitas Indonesia. Wagdi Abdullah (2017) identified the career choice factors among undergraduate students in University of Aden, Yaman, and about 321 students were participated in the study. The research finding demonstrated that there are significant relationship between self-efficacy, economic considerations, and family influence towards career choice among undergraduate students.

By using the Social Cognitive Career Theory, Basak and Huseyin (2017) proposed that in the process of choosing a career, the important determinants are self-efficacy as well as outcome expectations. The two factors would possibly influence career-related behaviors specifically one's will be either avoiding or having high motivation levels. The study was held and participated by 156 pre-service teachers of special education in North Cyprus, Turkey. Finding demonstrated that career decision making self-efficacy and vocational outcome expectancy are significantly associated. Pre-service teachers with higher age reflect greater levels of self-efficacy in making their respective career decision (Basak & Huseyin, 2017).

Based on the above reviews, the following hypothesis is proposed:

H1: There is a significant relationship between self-efficacy and career choice.



2.2.2 Relationship between Parental Influence and Career Choice

Ladd (2000) conducted a study to examine parenting influence of college student's career development. His study is participated by 345 college students comprises of freshman, sophomore, junior, senior, and graduate students which aged from 18 to 40 years old. The research finding suggests that, children who feel emotionally independent from parents, they will perceive least parental influence towards their career decisions. Children commitment towards desired career path may not be influenced by parents, however the parent appeared to influence the path chosen by their children (Ladd, 2000).

Tillman (2015) conducted a study to investigate level of parental influence on career decision making process among children who are final year pre-service teachers. Tillman (2015) believed that parents who work as educators provide influence towards pre-service teachers in both helpful and barrier because these parents understand demands in the education field. Parents tend to show greater influence towards children that lead them to be practical or be passionate in selecting degree in teaching (Tillman, 2015).

Koech et al. (2016) discovered positive correlation between career choice and the parental variables for example parent's career, parent's income level, parent's education level, and parent's advice. Their research is participated by 210 undergraduate students in the second, third, and fourth year of study in University of Eldoret, Kenya.

A sample of 253 Italian youth was participated in Nota, Ferrari, Solberg, and Soresi (2007) study. The study aimed to verify whether family support and career indecision could be mediated by career search self-efficacy. Result indicated the relationship between family support and career indecision were partially mediated by career search self-efficacy among Italian male adolescents. Nota et al. (2007) briefly explained that there was direct relationship between family support and career search self-efficacy while career indecision was related with career search self-efficacy. Students who perceived greater family support would perceive stronger expectations towards his or her career search self-efficacy (Nota et al., 2007).

Turner, Brent, and Pecora (2002) conducted study examined reasons of women choosing information technology careers and 275 women whose age range is between 22 to 64 years old participated in their study. Turner et al. (2002) reported that 73 percent of working women perceived their father as significantly influencing the career choice they made. Children that close to their parent of the same gender will usually reflect career choices of that parent (mother or father). Adya and Kaiser (2005) suggested that parents shall aware about their child characteristics so that proper career guidance can be deliver and could positively impact on career choice.

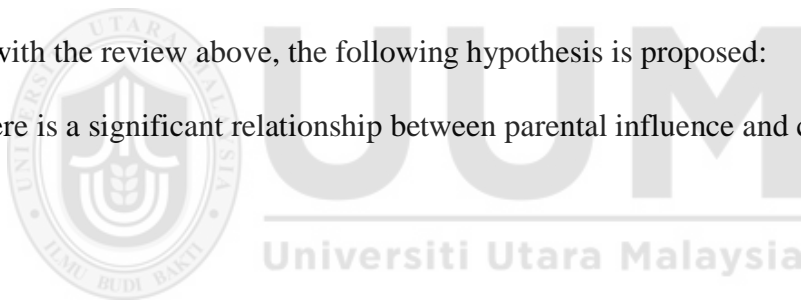
According to Humayon, Raza, Khan, & Ansari (2018), there are significant parental role towards children career choice for example parents would influence children in the ways of direct inheritance and role modelling. Humayon et al. (2018) conducted study among undergraduate students from higher educational institutions in Vehari, Pakistan to determine factor effecting career choice. Result indicated that family influence is one

of the factors that exercised significant influence on undergraduate student's career choice decision.

Noshina, Mian, Irfan, and Rao (2014) conducted a study on career selection among semester one students of BBA and MBA from three different business schools located in Lahore. The study participated by respondents aged between 18 to 26 years old. This study revealed that parents did influenced students career selection in which parental profession contributed a strong and direct influence. For example, parents' profession attribute such as income level, norms, beliefs, knowledge and exposure to job market in both local and international, affected career selection process among children.

In line with the review above, the following hypothesis is proposed:

H2: There is a significant relationship between parental influence and career choice



2.3 Literature Gaps

In order to understand the gaps of career choice research, relevant articles or findings of prior research have been reviewed. For example, Afidatul Asma (2015) conducted a study to determine the relationships of family influence, personal interest, and economic considerations among university students, found that economic considerations is the only insignificant variable in predicting career choice decision. In the other words, Afidatul Asma (2015) found that the influence from family mainly the parent is significant in predicting career choice.

In constrast, in Nurul Syuhada's (2016) study among 350 university students from School of Business Management, she discovered that personal interests and career adaptability were significantly related to career choice while parental influences was insignificant in predicting career choice. Other than that, Nurul Fidtriyah (2016) also conducted a study to examine the effect of parental influence, personality, and personal interest on the career choice of 375 final year university students from various courses. The research finding revealed the positive and significant relationship between career choice and parental influence among the students.

Meng (2016) research finding also indicated that personal interests, family influence, and personality were significantly predicting career choice among the 377 university students from different academic level namely Bachelor Degree, Master Degree, and Doctorate of Philosophy (PhD). Research by Noor Izzaty et al. (2017) that participated by 210 first year students from three faculties in Universiti Putra Malaysia, disclosed that parenting style are insignificantly related to the career selection among those students.

In summary, there are inconsistent findings of the relationship between parental influence and career choice across studies conducted in Malaysian context, thus warrant further investigation to confirm this relationship.

With regard to self-efficacy, the researcher is aware about the limited number of open access studies by local researchers that investigated the link between self-efficacy and career choice among university students. Only several published papers were observed. For instance, Nurul Hidayu (2017) reported that self-efficacy belief influenced the career exploration behavior among 254 secondary school students. While Mohd Sani et al. (2018) conducted a study that aimed to identify career self-efficacy among 1060 students from 106 secondary schools in Terengganu. Mohd Sani et al. also examined the relationship between gender and career self-efficacy. The result results showed that generally the level of self-efficacy of students' career is at a moderate level. However, the self-efficacy of students' careers was found to be significantly different by gender. A study that directly observes self-efficacy and career choice inter-relationship is not apparent.

Upon reviewing the literature of career choice in the context of Malaysia, the current research is aimed to extend the local literature by examining the parental influence and self-efficacy on career choice decision among university students. From the reviewed, researcher discovered the gap, whereby there are not many studies that examine both the internal (i.e. self-efficacy) and external (i.e. parental influence) factors of career choice determinant in one same framework. By combining these factors, it is possible

to know whether the internal or external factor that is more influential in career choice decision of students.

Also, this study intent to collect and analyze broader set of data derived from students in the first year until final year of undergraduate student rather than focusing on students from particular semester or courses. In summary, the current research aimed to determine the influence of internal and external factor (self-efficacy and parental influence) in career decision making among undergraduate students of UUM.

2.4 Underpinning Theory: Social Cognitive Career Theory

Social cognitive career theory (SCCT) is a relatively new theory that is aimed at explaining three interrelated aspects of career development: (1) how basic academic and career interests develop, (2) how educational and career choices are made, and (3) how academic and career success is obtained (Lent, Brown, & Hackett, 2002). The theory incorporates a variety of concepts (e.g., interests, abilities, values, environmental factors) that appear in earlier career theories and have been found to affect career development. Developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994, SCCT is based on Albert Bandura's general social cognitive theory, an influential theory of cognitive and motivational processes that has been extended to the study of many areas of psychosocial functioning, such as academic performance, health behavior, and organizational development (Lent, Brown, & Hackett, 2002). Figure 2.0 demonstrated a simplified view of how career-related interests and choices develop over time based on SCCT.

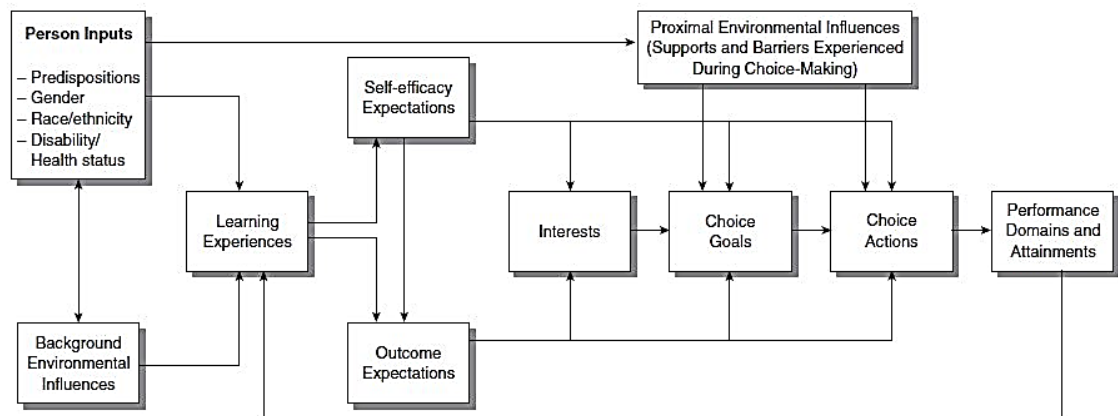


Figure 2.0
Simplified View of How Career-Related Interests and Choices Develop over Time based on SCCT
 Source: Lent, Brown, and Hackett (1994)

SCCT postulates that the individual academic and career development outcomes for example choices and performance are affected by contextual variables (Lent et al., 1994). Variables in a person background or environment which includes contextual variables, or support and barriers will either promote or hinder academic and career development outcomes (Restubog, Florentino, & Garcia, 2010). The person-cognitive variables namely self-efficacy, outcome expectations, and goals which borrowed from Bandura's Social Cognitive Theory (1999) postulated to mediating between contextual variables as well as outcomes of career development. Lent et al. (2001) described that supports and barriers were found to be inversely related, however the magnitude of correlation suggest that these two factor shall not be treated merely as polar opposites.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter Three present about method used to conduct the research. The discussion consists of research framework, hypotheses development, technique of sampling, and sample and population of this research. The procedure to execute the research as well as the type of data analysis are also discussed in this chapter.

3.1 Research Framework

As shown in the framework below, the dependent variable of this study is career choice meanwhile the independent variables are self-efficacy and parental influence. Based on the literature, the research framework proposed in this study is showed in Figure 3.0.

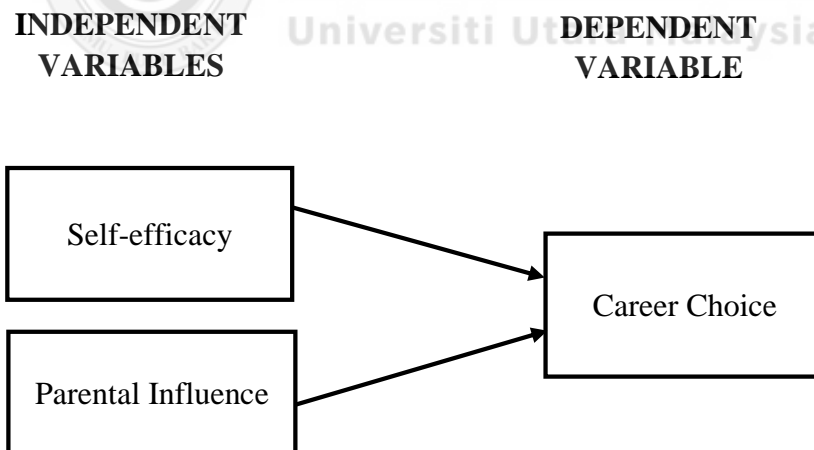


Figure 3.0
Research Framework

3.2 Hypotheses Development

Based on the literature in Chapter Two, the following research hypotheses are formulated. Two hypotheses formulated to determine relationships among studied variables - two independent variables namely self-efficacy and parental influence as well as career choice as the dependent variable.

The hypotheses of this study are as follows:

H1: There is a significant relationship between self-efficacy and career choice.

H2: There is significant relationship between parental influence and career choice.

3.3 Research Design

According to Sekaran (2003), research design comprises of qualitative research and quantitative research. This research is conducted using quantitative method whereby numerical data were collected and analyzed. Quantitative research design focuses on establishing relationship between dependent variable and independent variables in any chosen population (Zikmund, 2003). The current research utilized the cross-sectional (data is collected and analyzed at one point of time) quantitative research method to identify the relationships between self-efficacy and parental influence towards career choice among undergraduate students in Universiti Utara Malaysia.

3.3.1 Unit of Analysis

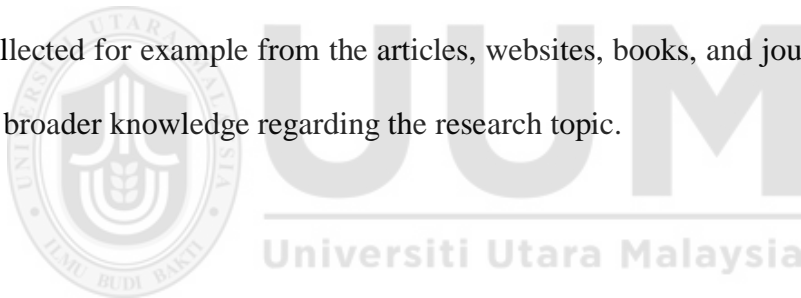
Cavana et al. (2001) referred unit of analysis as the level of aggregation of data collected during the subsequent data analysis stage. In this study, the unit of analysis is individual undergraduate students in Universiti Utara Malaysia, Sintok. This study focused on the factors effecting career choice among undergraduate students. The target respondents

in this study were active students in the academic session A182 (second semester 2018/2019).

3.3.2 Source of Data

Sekaran (2000) defined primary data as the gathered information by talking to employees, observing events, people and object or by conducting survey. In the present study, the primary data was derived from the self-administered online survey whereby respondents submitted their responses to the researcher.

According to Cavana et al. (2001), information that made available or collected by the organizations is called as secondary data. The secondary data of this current research were collected for example from the articles, websites, books, and journal, in order to provide broader knowledge regarding the research topic.



3.3.3 Population Frame

Cavana et al. (2001) defined target population as the entire people group, events or things of interest that researcher intended to investigate. The target population of this study is undergraduate students of UUM that comprises of student from COB, CAS, and COLGIS. Researcher seek responses from all undergraduate students from semester one student until student in their final year of study. Table 3.0 presented the enrolment statistics of UUM undergraduate students as of July 2019.

Table 3.0

Enrolment Statistics of UUM Undergraduate Students as of July 2019

Gender	Number of Active Student
Female	12,410
Male	4,576
Total number of students, N=16,986	

Source: Department of Academic Affairs of Universiti Utara Malaysia, July 2019

3.3.4 Sample and Sampling Technique

Taylor (as cited in Farahman & Asgar, 2012) defined sample as the subset of a universe or populations. Convenience sampling is the non-probability (non-random) technique of sampling in which selection of members from the desired population are conducted based on their certain practical criteria for example willingness to volunteer and availability at a certain time (Farahman & Asgar, 2012).

In the present research, the convenient sampling technique was utilized given that students were on examination weeks and some have gone home for their semester break. Therefore, whoever that is accessible to researcher during that period (4 weeks duration

started from 13th June 2019 to 11th July 2019) was recruited as the study sample. Kumar et al. (2013) mentioned that the informations derived from members of desired populations who are conveniently available to provide it is referred as convenient sampling technique.

Table 3.1

Undergraduate Final Examinations and Semester Break for Academic Session A182

25th May 2019 – 2nd June 2019

Final examinations

Aidul Fitri Break

12th June 2019 – 20th July 2019

Semester break

21st July 2019 – 31st August 2019

Source: Department of Academic Affairs of Universiti Utara Malaysia, 2019



3.4 Measurement

In this study, questionnaires are used and comprised of two sections; demographic and research variables. Table 3.2 presented the demographic information collected from the respondents. In the first section, respondents were asked to tick their responses in the boxes given. .

The second section of the questionnaire comprises of 8 items of dependent variable and 25 items of independent variables namely self-efficacy and parental influence respectively. The discussion regarding the second section of the questionnaire is presented in the next sub-section of Chapter Three.

Table 3.2
Demographic Section of the Questionnaire

No.	Item
1.	Gender
2.	Age
3.	Ethnicity
4.	Semester
5.	Grade Point Average (GPA)
6.	College
7.	Parents' Working Status

3.5 Instruments

Researcher started the instrument by collecting 8 demographic questions to the undergraduate students of UUM, then the respondents were required to rate each item for dependent variable and independent variables.

3.5.1 Dependent Variable

3.5.1.1 Career Choice

Career choice measurement was derived from Owusu et al. (2018), using 16 items to measure career choice. Respondents were asked to rate all items of career choice according to 7-point Likert scale. Scale 1 denoting low level of importance and scale 7 denoting higher level of importance. The items of career choice are presented in the Table 3.3.

Table 3.3
Career Choice Measures

No.	Item
1.	Good long-term earning potential
2.	Job availability
3.	Good initial salary
4.	Security of employment
5.	Nature of the job
6.	Sufficient time for personal life
7.	Good physical working conditions
8.	Job satisfaction
9.	Interaction with others
10.	Length of work hours
11.	Social prestige
12.	A structured career path
13.	Advancement opportunities
14.	Flexibility in career options
15.	Element of variety and adventure
16.	Chance to make a contribution

Source: Owusu et al. (2018)

3.5.2 Independent Variables

3.5.2.1 Self-efficacy

Self-efficacy measurement was derived from Schwarzer et al. (1997), using 10 items to measure self-efficacy. Respondents were made to provide their responses for each item according to the 4-point Likert scale. The scale are not at all true (1), hardly true (2), moderately true (3), and exactly true (4). The items of self-efficacy are presented in the Table 3.4.

Table 3.4
Self-efficacy Measures

No.	Item
1.	I can always manage to solve difficult problems if I try hard enough.
2.	If someone opposes me, I can find means and ways to get what I want.
3.	It is easy for me to stick to my aims and achieve my goals.
4.	I am confident that I could deal efficiently with the unexpected events.
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations.
6.	I can solve most problems if I invest the necessary effort.
7.	I can remain calm when facing difficulties because I can rely on my coping abilities.
8.	When I am dealing with a problem, I can usually find several solutions.
9.	If I am in a bind, I can usually think of something to do.
10.	No matter what comes my way, I am usually able to handle it.

Source: Schwarzer et al. (1997)

3.5.2.2 Parental Influence

Parental influence measurement was derived from Dietrich and Kracke (2009), using 15 items to measure parental influence. Dietrich and Kracke (2009) measure the parental career-related behavior (PCB) along with the multidimensional of parental support, interference, and lack of engagement. This study however uses it as a unidimensional measure. Respondents were asked to rate all items of parental influence according to 4-point Likert scale. Scale 1 denoting does not apply and scale 4 denoting fully apply. The items of parental influence are presented in the Table 3.5.

Table 3.5
Parental Influence Measures

No.	Item
1.	My parents talk to me about my career interests and abilities.
2.	My parents encourage me to seek information about career I am interested in.
3.	My parents support me in getting a training.
4.	My parents give me advice on the choice of careers available.
5.	My parents talk to me about training opportunities in various careers.
6.	My parents have their own ideas about my future career and try to influence me accordingly.
7.	My parents interfere too much with my career preparation.
8.	My parents try to put through their ideas of my future career.
9.	My parents would talk me out of a career they do not like.
10.	My parents try to push me in a certain direction regarding my future career.
11.	My parents are not really interested in my future career.
12.	My parents do not care about my career preparation.
13.	My parents cannot support my career preparation, because they know too little about different careers.
14.	My parents cannot support my career preparation, because they are too busy.
15.	My parents cannot support my career preparation, as they face difficulties at work themselves.

Source: Dietrich and Kracke (2009)

3.5.3 Pilot Study

A pilot test was conducted to test the items and examine the reliability value of each variables in the questionnaire instrument. Pilot test aimed to examine either items are reliable and whether items have internal consistency (Piaw, 2012). Even though all items were adopted from a reliable instruments, the pilot study is still beneficial to test the nature of respondents.

Diverse group of individuals from distinct demographic background provide different responses towards each items. Pilot test assist researcher to evaluate the suitability of research questions and make possible amendment to the instrument before the actual data collection is carried out. . The participant of pilot study were undergraduate students of Universiti Utara Malaysia that come from diverse field or course. The distributed pilot study questionnaire is 30, the returned questionnaire is 27, and the reusable questionnaire is 23.

The data were then analyzed using SPSS 25.0 to test for reliability. The reliability of each variables as presented in Table 3.6, showed that reliability results for pilot study ranged from 0.660 to 0.940 which generally considered as acceptable for research purpose as suggested by Sekaran (2003), the minimum reliability of 0.600 is acceptably reliable.

Table 3.6
Cronbach's Alpha Coefficient of Pilot Test

Variable	N of Items	Cronbach's Alpha
INDEPENDENT VARIABLES		
Self-efficacy	10	0.863
Parental Influence	15	0.660
DEPENDENT VARIABLE		
Career Choice	16	0.940
Note: n = 23		

3.5.4 Reverse-scored Item

According to Jozsa and Morgan (2017), Likert scale questionnaires normally have items that are worded negatively but then researcher will recode that items in order to combine with positively-worded items to for the purpose of forming summated scale. Negative items aimed to encourage respondents to read each items carefully rather than use a set pattern of responding (Jozsa & Morgan, 2017).

In order to perform data analysis, all items must prior transform in the same direction. According to Gline, Morgan and Leech (as cited in Jozsa & Morgan, 2017), summated Likert scale is constructed through statements development regarding to a topic for example every type of answer is given a numerical weighting or value, for example 1 for 'does not apply' up to 4 for 'fully apply'. In this study, item 11 to item 15 from parental influence as shown in Table 3.7 were recoded with new values as presented in Table 3.8.

Table 3.7

Negatively Worded Items of Parental Influence Measures

No.	Item
11.	My parents are not really interested in my future career.
12.	My parents do not care about my career preparation.
13.	My parents cannot support my career preparation, because they know too little about different careers.
14.	My parents cannot support my career preparation, because they are too busy.
15.	My parents cannot support my career preparation, as they face difficulties at work themselves.

Source: Dietrich and Kracke (2009)

Table 3.8

Reverse-scored items

Old Value	New Value
1	4
2	3
3	2
4	1

3.6 Data Collection Procedure

The study used self-administered online survey as the main instrument in data collection. According to Schermerhorn, Hunt, and Osborn (2000), questionnaire provide several advantages such as low cost, no interview bias, no need for initial arrangements, and the facts of anonymity of the respondents. Amany and Krishna (2017) wrote that online survey has become a well-known data collection technique in the educational research due to quick response. McPeake, Bateson and O'Neill (2014) claimed that cost reduction and ease of analysis are the example of online surveys advantage compared to traditional postal surveys.

The data collection was conducted in 4 weeks duration started from 13th June 2019 to 11th July 2019 (academic session A182, second semester 2018/2019). Researcher used self-administered online survey or Google Form because this method incurred least cost, time efficiency, highly potential to reach larger number of respondents.

The Google Form survey link were sent and shared among the research sample through social media platform namely Facebook and WhatsApp. Respondents can submit their responses conveniently in anytime and at anywhere within 4 weeks of data collection period. Townsend and Wallace (n.d.), stated that number of people who are engaged with social media has increased whereby in the recent years these platforms are used as key locations for the purpose of networking and socializing

Each questions in the questionnaire are structured questions in which Nominal scale and Likert scale are utilized to rate each item. Result of pilot test demonstrated that all the instruments adopted from past studies were proven to be reliable with good Cronbach's alpha scores and the research questionnaires able to measure each variable in the recent study. The enrolment statistics data of Universiti Utara Malaysia undergraduate students were retrieved from the Department of Academic Affairs of Universiti Utara Malaysia.

In order to protect the privacy of the respondents, researcher ensure that responses strictly confidential whereby their identity will not be disclosed. Respondents' answers will be strictly used for the purpose of the research study only. Undergraduate students who were willing to access and voluntarily participate in this research have submitted their respective responses. Researcher used descriptive statistics (frequency, mean, etc.) and inferential statistics (multiple regression) to report data analysis and research findings. The collected data were analyzed using statistical tool and results are briefly presented in Chapter 4.

3.7 Data Analysis Techniques

The data analysis were performed using SPSS Version 25.0. Types of analyses conducted will be briefly presented in next sub-section.

3.7.1 Descriptive Statistics

Descriptive analysis is related to raw data transformation into a form that easier to be understand, interpret, rearranging, ordering, and manipulating data in order to produce descriptive information (Zikmund, 2003). Frequency analysis is utilized to provide general information on respondent's demographic data in Section A of the online survey. Mean and standard deviation described both independent and dependent variables of the recent study.

3.7.2 Reliability Analysis

Cronbach's alpha used in the reliability test to identify internal consistency of research instrument. According to Sekaran (2003), Cronbach's alpha purpose is to determine stability and consistency. According to Sekaran (2003), the closer the reliability coefficient to 1.00 the better. Generally, reliability less than 0.60 are considered poor while the reliability of 0.80 and above are considered as good and acceptable.

3.7.3 Normality Test

According to Gravetter and Wallnau (2007), normal data distribution is represented by the "symmetrical bell-shaped curve" whereby the utmost frequencies in the center with lesser frequencies in the direction of extremes. Generally kurtosis measuring intensity of value cluster in the extremities of a distribution while skewness indicate distribution irregularity (Hair et al., 2006). Hair et al. (2007a) mentioned that data is expected to be

normally distributed when the z-value of skewness and kurtosis exceed ± 2.58 . Pallant (2011) noted that z-value is computed by dividing the skewness and kurtosis statistics by the respective standard error. The table of Skewness and Kurtosis Analysis, revealed that the z-value of career choice skewness is -3.294 exceeds the point of reference (exceed ± 2.58) which illustrated that data is not normally distributed.

According to Coakes and Steed (2007), Kolmogorov-Smirnov statistic with a Lilliefors significance level for testing normality is produced with the normal probability and detrended probability plots. If the significance level (p-value) is greater than 0.05, then normality is assumed. The Shapiro-Wilk statistic is also calculated if the sample less than 100 (Coakes & Steed, 2007). The table of Kolmogorov-Smirnov and Shapiro-Wilk Statistics is comprehended to examine the significance level (p-value) of variables which testify that significance value that is less than 0.05 signified that the data is not normally distributed. All variables in the present study were tested for the normality distribution.

3.7.4 Inferential Statistic for Hypotheses Testing

The collected data was analyzed using correlation analysis to test the relationships between research variables. Hypothesis testing conducted aligned with the objectives of this research. Normality of data also presented in the discussion.

3.7.4.1 Multiple Regression

According to Pallant (2011), multiple regression are utilized to investigate the prescient capacity of the independent variable on a dependent variable. According to Coakes and Steed (2007), multiple regression is an extension of bivariate correlation in which result of regression is an equation that represents the best predication of dependent variable (eg: career choice) from several independent variables (eg: self-efficacy and parental influence). Independent variables can be either continuous or categorical. However, in latter case, these variables shall be coded as dummy variables while dependent variable should be measured on a continuous scale (Coakes & Steed, 2007).

Major regression model comprises of standard or simultaneous, hierarchical, and stepwise regression. These models differ in two ways: first, in the treatment of overlapping variability because of correlation of the independent variables, and second, in terms of the order of entry of the independent variables in the equation (Coakes & Steed, 2007). In this study, standard or simultaneous multiple regression is conducted to test the two hypotheses as stated in Chapter Three. In the standard or simultaneous model, all independent variables enter the regression equation at once in order to examine the relationship between the whole set of predictors and the dependent variable (Coakes & Steed, 2007). For the present study, both independent variables (self-efficacy and parental support) were simultaneously regressed on the career choice variable.

CHAPTER FOUR

ANALYSES AND FINDINGS

4.0 Introduction

Chapter Four will provide discussion on research analyses and findings. The discussion include data reliability analysis, demographic analysis, statistical analysis, and hypothesis testing which responds to the research objectives and questions of the recent study of career choice among undergraduate students of Universiti Utara Malaysia.

4.1 Descriptive Analysis

4.1.1 Frequency Analysis

The study was participated by 320 undergraduate students of University Utara Malaysia and the results of frequency analysis are presented in the Table 4.0. The result of frequency analysis are also visually presented in graphs and charts as shown in the Appendix B.

4.1.1.1 Gender

In general, the number of female respondent is 183 (57.2%) which is greater than male respondent that is only 137 (42.8%). This statistic would somehow indicated that female respondents are more interested to voluntarily participate in this study.

Table 4.0
Frequency Analysis

Demographic Variable	Frequency	Percentage (%)
Gender		
Female	183	57.2
Male	137	42.8
Age		
Below 20	27	8.4
21 - 24	256	80.0
25 - 28	34	10.6
29 and above	3	0.9
Ethnicity		
Malay	220	68.8
Chinese	59	18.4
Indian	29	9.1
Others	12	3.8
Semester		
1 - 2	115	35.9
3 - 4	87	27.2
5 - 6	66	20.6
7 and above	52	16.3
Grade Point Average (GPA)		
Below 2.50	7	2.2
2.50 - 2.99	47	14.7
3.00 - 3.49	163	50.9
3.50 - 4.00	103	32.2
College		
College of Arts and Sciences (CAS)	82	25.6
College of Business (COB)	158	49.4
College of Law, Government, and International Studies (COLGIS)	80	25.0
Parents' Working Status		
Both parents are working	129	40.3
Only father is working	148	46.3
Only mother is working	43	13.4

4.1.1.2 Age

In this study, 256 (80%) respondents out of the total 320 respondents were in the age range of from 21 to 24 years old. The second highest respondent age ranged from 25 to 28 years old (10.6%) followed by respondents below 20 years old (8.4%) and above 29 (0.9%). In general, this statistic would somehow demonstrated that highest number of undergraduate students are age ranged from 21 to 24 years old.

4.1.1.3 Ethnicity

According to the ethnicity, Malay respondents recorded the highest percentage (68.8%) followed by Chinese (18.4%), Indian (9.1%), and others ethnicity (3.8%). In general, the undergraduate student's enrollment quota in Universiti Utara Malaysia may contribute to this percentage.

4.1.1.4 Semester

The least percentage of respondent derived from undergraduate student of semester 7 and above (16.3%). Respondent from semester 1 and 2 recorded the highest percentage of participants of this study on career choice. The percentage of respondent from semester 3 and 4 (27.2%) slightly higher than percentage of participant from semester 5 and 6 (20.6%). The data collection was conducted during examination weeks, and most probably the first year student who have completed their final examination are more willing to voluntarily participated in the online survey compared to their seniors.

4.1.1.5 Grade Point Average (GPA)

Information on grade point average (GPA) showed that 2.2% of undergraduate students scored GPA below than 2.50 while 14.7% students scored GPA between 2.50 to 2.99. The collected data also showed that 50.9% students scored GPA between 3.00 to 3.49 and 32.2% student scored GPA 3.50 and above. This statistic indicated that the number of students that have GPA above 3.00 are larger than the number of students with GPA below 3.00.

4.1.1.6 College

Huge percentage of respondents of this study is from College of Business by 49.4%. The percentage of respondents from College of Art and Sciences is 25.6% that slightly higher than percentage of undergraduate students' from College of Law, Government and International Studies which is 25.0%. This statistic demonstrated that undergraduate students from distinctive academic field are participated in the data collection.

4.1.1.7 Parents' Working Status

From the data collected, 40.3% of respondent's revealed that their parents are both working. The highest percentage of 46.3% reported that only the father that works in the household, while those with the mother as the sole breadwinner is only about 13%. This statistic indicated that parents have working experience and they could possibly provide insight about real working world to aid children in making career decision.

4.1.2 Mean and Standard Deviation

Mean referred to average set of data or known as measurement of central tendency. Mean is described as average value that determined by adding all of the numbers and dividing the outcome by the number of values. In contrast, standard deviation referred to the value reporting the dispersion or spread. Means and standard deviation of each variable was computed in examining the relationships as presented in the Table 4.1.

Table 4.1
Mean and Standard Deviation

Variable	Mean	Standard Deviation
Career Choice	92.82	12.593
Self-efficacy	32.26	4.792
Parental Influence	43.19	7.065

The result indicate that the highest mean score among all variable is career choice with 92.82 and the lowest mean score is self-efficacy with 32.26. Career choice also recorded highest standard deviation with 12.593 followed by parental influence (7.065) and self-efficacy (4.792). According to Narkhede (2018), a low standard deviation illustrated that the research data points tend to be close to the mean of the data set whereby the data point spread out over a wider range of values as the standard deviation is higher.

4.2 Reliability Test (Cronbach's Alpha)

Cronbach's alpha used in the reliability test to identify internal consistency of research instrument. According to Sekaran (2003), Cronbach's alpha purpose is to determine stability and consistency. According to Sekaran (2003), the closer the reliability coefficient to 1.00 the better. Generally, reliability less than 0.60 are considered poor while the reliability of 0.80 and above are considered as good and acceptable.

Table 4.2
Reliability Analysis for Actual Survey

Variable	No. of Item	Cronbach's Alpha
INDEPENDENT VARIABLES		
Self-efficacy	10	0.888
Parental Influence	15	0.751
DEPENDENT VARIABLE		
Career Choice	16	0.927

From the actual data, the internal consistency reliability or the Cronbach's Alpha reliability coefficients of the two independent and one dependent variables were obtained. The results demonstrated on Table 4.2, the Cronbach's Alpha for self-efficacy is 0.888 which is very good. The Cronbach's Alpha for each dimension in the parental influence is 0.751 which indicate excellent internal consistency. The dependent variable, the Cronbach's Alpha is 0.927 which is also excellent.

4.3 Normality Test

According to Gravetter and Wallnau (2007), normal data distribution is represented by the “symmetrical bell-shaped curve” whereby the utmost frequencies in the center with lesser frequencies in the direction of extremes. Das and Imon (2017) mentioned that histogram is the easiest and simplest graphical plot whereby observation of frequency distribution are illustrated by plotted values against their frequency to visually estimated whether the distribution is bell shaped or not.

Tabachnick and Fidell (2007) suggested the utilization of graphical method to determine normality for collected data. In a large sample of 200 or more, it is crucial to check the normality distribution graphically rather than identifying the statistical values of skewness and kurtosis (Field, 2009). Result of normality as presented in Appendix C, illustrated normality histograms for both dependent variable and independent variables. Each histogram represented the symmetrical bell-shaped curve which indicate this research have normal data distribution.

4.4 Inferential Statistic for Hypotheses Testing

In this section, the discussion focus on the main findings of the study which associated to the research objectives and questions previously stated in Chapter One. Statistical analysis techniques are used to analyze the data set of the study and produce result that useful for hypotheses testing.

4.4.1 Multiple Regression Analysis

Multiple regression analysis is used examine the influence of independent variables (self-efficacy and parental influence) on the dependent variable (career choice). As depicted in Table 4.3, the regression results revealed the R square, coefficient of determination value of 0.211. This value indicates that 21.1% of variance in the DV (career choice) was explained by the IVs (self-efficacy and parental influence) where the F value = 42.417 at $p < 0.001$. The R square value is quite low because researcher only studied two independent variables towards career choice and the R square value would be increase if more IV's is used.

Based on the Table 4.3, self-efficacy and parental influence respectively showed significant relationships with the career choice. Further analysis of the two dimensions (IVs), self-efficacy ($\beta = 0.319$, $p < 0.001$) and parental influence ($\beta = 0.264$, $p < 0.001$) were significantly predicting career choice. Between these two variables, self-efficacy is more influential in influencing career choice decision as depicted by the Beta value of 0.319.

Table 4.3

Coefficients Table of Career Self-Efficacy and Parental Influence towards Career Choice

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t-value	Sig.
(Constant)	2.840	0.324		8.770	.000
Self-efficacy	0.525	0.084	0.319**	6.224	.000
Parental influence	0.440	0.086	0.264**	5.135	.000
R Square = 0.211**					
F = 42.417**					
R = 0.459					

a. Dependent Variable: Career_Choice

4.5 Summary Hypothesis

Based on result of multiple regression analysis, self-efficacy and parental influence showed significant relationship toward career choice decision among undergraduate students in Universiti Utara Malaysia as shown in the Table 4.4.

Table 4.4

Hypotheses Summary

Hypothesis	Supported/Rejected
Hypothesis 1	
H1: There is a significant relationship between self-efficacy and career choice.	Supported
Hypothesis 2	
H2: There is significant relationship between parental influence and career choice.	Supported

CHAPTER FIVE

DISCUSSION, IMPLICATION, LIMITATION, AND RECOMMENDATION

5.0 Introduction

Chapter Five focuses on discussion regarding research finding was gathered in Chapter Four and the conclusion of the research. First and foremost, the summary of the research will be presented. Relationship between independent variables and dependent variable will be discussed based on result generated from SPSS version 25.0. Implications and limitations in the current study are also stated as well as recommendation for future research.

5.1 Discussion

5.1.1 Research objective 1: To determine the relationship between self-efficacy and career choice.

From this research, the finding demonstrated that self-efficacy is significantly associated to the career choice which is consistent with the prior study result (Rohana, 2010; Crisan & Turda, 2015; Pinquart et al., 2004; Fatima et al., 2017; Anwar Ali, 2016; Wagdi Abdullah, 2017; Basak & Huseyin, 2017).

Study by Bullock-Yowell, McConnell, and Schedin (2014) discovered the relationship between career self-efficacy, negative thinking, and difficulties in decision-making among both decided and undecided students. Bullock-Yowell et al. (2014) highlighted that undecided college students demonstrated lower level of self-efficacy in career decision making, highly experiencing career negative thoughts, and having higher difficulties in career decision making compared to their peers. Undecided college

students would be ready to make career decision similar to their counterparts, however they will have insufficient or inconsistent career information (Bullock-Yowell et al., 2014).

According to Schwarzer et al. (1997), personal sense of control is helping human to function for instance they trust their ability to take action instrumentally towards an issue. They tend to do so and committed to the final judgment or decision. Schwarzer et al. (1997) referred self-efficacy expectancies to personal response control or agency. A human that trust their capability to initiate an event able to manage their life course in more active and self-determined ways.

Anderson and Betz (2001) defined career self-efficacy as person judgments on their ability to perform in any career-related behaviors that may include career development, career choice, and career adjustment. Niles and Sowa (1992) mentioned that career self-efficacy supply important information which relevant to aid an individual to understand complex process of career development.

Betz and Taylor (2001) stated that beliefs in career self-efficacy would lead to either motivation or avoidance in career behavior. Betz (1992) noted that people tend to procrastinate from making career decisions due to low career self-efficacy and this might delay them from following through any decision once it has been made. Bandura (1993) claimed that person with high career self-efficacy able to visualize their future success and they tend to seek positive support and outcomes for desired career ambitions.

Restubog, Florentino, and Garcia (2010) revealed that higher self-efficacy in career is associated with greater career decidedness among undergraduate students. Highly decided person that recognize their desired career path will less likely to be distracted by academic programs alternative (Restubog, Florentino, & Garcia, 2010). According to Nota et al. (2007), the relationship between family support and career indecision was partially mediated by career search self-efficacy among male youth. In contrast, career search self-efficacy among female youth was least associated with career indecision while family support was related to the self-efficacy in their career search (Nota et al., 2007).

5.1.2 Research objective 2: To determine the relationship between parental influence and career choice.

The research finding identified significant relationship between parental influence and career choice among undergraduate students of Universiti Utara Malaysia, Sintok. The result is consistent with the prior research which has also indicated that parental influence is significantly associated with career-related decision making (Ladd, 2000; Tillman, 2015; Koech et al., 2016; Nota et al., 2007; Turner et al. 2002; Humayon et al., 2018; Norshina et al., 2014; Afidatul Asma; 2015; Nurul Fidtriyah, 2016; Meng, 2016).

Ulrich, Frey, and Ruppert (2018) also discussed about career choice among young people whereby the parental role is highlighted. Ulrich et al. (2018) suggested that parental role had a greater impact on career selection compared to influence from other sources namely teachers, career counsellors as well as any occupation-specific information available in the internet. Therefore, parents shall have serious consideration

towards strengthening their competencies that enable them to help children career decision making in a better way (Ulrich et al., 2018).

Garcia et al. (2018) explained that parents are capable in enhancing children self-efficacy by career-related modelling because children who would be potential successors in the family business able to learn via observational learning. In order to attract children participation in family business and perceived it as future career, parents can increase their influence by providing emotional support that will potentially increase children self-efficacy (Garcia et al., 2018).

Dietrich and Kracke (2009) also acknowledge the significant relationships between parental career-related behavior and two important career development aspects among adolescent's namely decision-making difficulties as well as career exploration (Dietrich and Kracke, 2009). Parental career-related support would positively associate to the career explorations. Parents do have authority to encourage children to be better in pursuing both educational and occupational goals because parental encouragement can lead children to dream, make future planning, and seek for a better life (Joseph, 2012).

In children career choice, the parental influence is consistently important across gender and races (Clutter, 2010). During adolescence and young adulthood, an individual could become more confident to search and examine career-related issues if they perceived healthy independence from family (Clutter, 2010). Parents support and advice pertaining their career experiences would strongly influencing their offspring's career development (Kniveton, 2004).

O'Brien et al., (2000) discovered that maternal attachment had a significant and direct effect towards career self-efficacy, and career aspiration is influenced by career self-efficacy. Mother have greater opportunity to provide verbal encouragement to the child in exploring career possibilities because generally mother involved more with child compared than father (O'Brien, et al., 2000).

Chak-keung and Jing (2010) mentioned that parental influential variables is affected by cultural differences and significantly related to individualistic culture than the collectivistic culture in a country. Parents would have least impact on children career choice because autonomy and individuation from parents is emphasized in the individualistic culture (Hardin et al., 2001). However, career choice and career advancement among the Asian is more focus on the role as provider for their family and responsibility to taking care of the parents in their old age rather than self-actualization pursuit (Leong & Chou, 1994).

5.2 Implication of Study

5.2.1 Practical Implication

Through this research finding, undergraduate students can identify the extent of their self-efficacy towards career-related matter. By acknowledge the importance of self-efficacy, students have greater potential in making wiser career decision would create greater chances career satisfaction in their future career. It is essential for students to be assist towards better understanding and prepared in the career decision making process. This would aid them to be effectively exploring compatible career alternatives in the complex process that includes development, planning, and preparation of career.

Other than that, the role of parents shall be emphasized. Parents shall play importance role to positively influence their children in the career decision making process. Positive and healthy family support will encourage adolescents to develop their career self-efficacy beliefs and improve ability to engage in career-related decision making (Nota, Ferrari, Solberg, & Soresi, 2007). Parents play important role that may directly or indirectly influence their children insight regarding real working world for example parents career skills, knowledge as well as their working experiences in particular field.

Marcionetti (2013) stated that first formation or career choice during adolescence are notably essential that impacting on people professional life both in short term and long term. University could also provide more training, program, or courses that can enhance student career decision making or improving their employability potential such as skills and knowledge. University could also arrange more new approach, make strategy improvement, or take more action that support students career choice preparation.

5.2.2 Theoretical Implication

Research finding also to contribute in the application of Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994) in exploring the relationships between studied variables especially in the context of public university students in Malaysia. This study examined the relationship between self-efficacy and parental influence towards career choice among undergraduate students based conceptual inputs of Social Cognitive Career Theory (Lent et al., 1994).

5.3 Limitations of Study

First and foremost, this study only recruited undergraduate students of Universiti Utara Malaysia, Sintok and therefore the findings cannot be generalized to other undergraduate students studying in other universities in Malaysia. Secondly, the study only examined two independent variables, self-efficacy and parental influence, and the relationships in predicting career choice decision. There is also other potential factors that could potentially and significantly effecting career choice among students. Other than that, the data collection of this study was conducted in academic session A182 (second semester 2018/2019) and therefore the finding could not be used to reflect career choice among students studying in different academic session. Lastly, present study utilized the convenient sampling technique in recruiting the participant's and this limits the generalizability of findings. This result only holds true for the participants in the present study.

5.4 Recommendation for Future Study

Future research in the study on career choice shall continue to identify the effect of parental influence and self-efficacy on individual career choices. Future research samples shall be derived from diverse demographic setting that can be useful in improving validity of the finding. Future research may choose sample of university students from post-graduate level rather than only focusing on undergraduate level. Other than that, future research conduct shall probability sampling technique that allow generalizability of findings.

5.5 Conclusion

The research objective is to examine the factors influencing career choice or career decision making among students from public university. Research population is undergraduate students in Universiti Utara Malaysia. In this study, 320 undergraduate students participated in this study, and the obtained data were collected and analyzed. Researcher conducted standard or simultaneous multiple regression model. All the independent variables enter the regression equation at once in order to examine the relationship between the whole set of predictors and the dependent variable (Coakes & Steed, 2007). The regression results revealed the R square indicates that 21.1% of variance that explained the DV (career choice) was accounted for by the IVs (self-efficacy and parental influence) where the F value = 42.417 at $p < 0.001$. Further analysis of the two dimensions (IVs), self-efficacy ($\beta = 0.319$, $p < 0.001$) and parental influence ($\beta = 0.264$, $p < 0.001$) were significantly predicting career choice. In conclusion, the analysis supported both hypotheses in this study and self-efficacy and parental influence respectively showed significant relationships with the career choice.

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APPENDIX A: RESEARCH QUESTIONNAIRE



CAREER CHOICE AMONG UNDERGRADUATE STUDENTS OF UNIVERSITI UTARA MALAYSIA.

Dear respondents,

I am a final year student of Masters of Science (Management) at the Universiti Utara Malaysia, and am currently conducting a research as a partial fulfillment in completing my master's degree. The research is entitled 'career choice among undergraduate students of Universiti Utara Malaysia'. I seek your cooperation to answer the questionnaire attached.

To ensure confidentiality, the identity of the respondents will not be disclosed. Respondents' answers will be strictly used for this research purposes only. Finally, I would like to thank you for your willingness to participate in this study.

Sincerely,

Adilla binti Abd Rahman,

Postgraduate student of UUM.

QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

DIRECTION:

Please mark a tick (✓) in front of the appropriate phrase and answer all questions.

1. Gender

☐ Female ☐ Male

2. Age

☐ Below 20 ☐ 21 - 24 ☐ 25 - 28 ☐ 29 and above

3. Ethnicity

☐ Malay ☐ Chinese ☐ Indian ☐ Others

4. Semester

☐ 1 - 2 ☐ 3 - 4 ☐ 5 - 6 ☐ 7 and above

5. Grade Point Average (GPA)

NOTE: To first semester student, please mark a tick to your expected GPA result.

☐ Below 2.50 ☐ 2.50 - 2.99 ☐ 3.00 - 3.49 ☐ 3.50 - 4.00

6. College

☐ College of Arts and Sciences (CAS)
☐ College of Business (COB)
☐ College of Law, Government, and International Studies (COLGIS)

7. Parents' Working Status

☐ Both parents are working

☐ Only father is working

☐ Only mother is working



SECTION B: CAREER CHOICE SCALE

DIRECTION:

In the “Career Choice Scale”, please indicate **to what extent the particular items are important** to you in making a career choice related decision - by circling the appropriate number. Please answer all the questions.

1	2	3	4	5	6	7
Not at all important						Extremely important

Career Choice Item	Scale						
	(Circle your answer)						
<i>In choosing a career, I consider the following:</i>							
1. Good long-term earning potential	1	2	3	4	5	6	7
2. Job availability	1	2	3	4	5	6	7
3. Good initial salary	1	2	3	4	5	6	7
4. Security of employment	1	2	3	4	5	6	7
5. Nature of the job	1	2	3	4	5	6	7
6. Sufficient time for personal life	1	2	3	4	5	6	7
7. Good physical working conditions	1	2	3	4	5	6	7
8. Job satisfaction	1	2	3	4	5	6	7
9. Interaction with others	1	2	3	4	5	6	7
10. Length of work hours	1	2	3	4	5	6	7
11. Social prestige	1	2	3	4	5	6	7
12. A structured career path	1	2	3	4	5	6	7
13. Advancement opportunities	1	2	3	4	5	6	7
14. Flexibility in career options	1	2	3	4	5	6	7
15. Element of variety and adventure	1	2	3	4	5	6	7
16. Chance to make a contribution	1	2	3	4	5	6	7

SECTION B: SELF-EFFICACY SCALE

DIRECTION:

In the “Self-efficacy Scale”, please indicate **to what extent the particular items are true to you** - by circling the appropriate number. Please answer all the questions.

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

Self-efficacy Item	Scale (Circle your answer)			
1. I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2. If someone opposes me, I can find means and ways to get what I want.	1	2	3	4
3. It is easy for me to stick to my aims and achieve my goals.	1	2	3	4
4. I am confident that I could deal efficiently with the unexpected events.	1	2	3	4
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
6. I can solve most problems if I invest the necessary effort.	1	2	3	4
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8. When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9. If I am in a bind, I can usually think of something to do.	1	2	3	4
10. No matter what comes my way, I am usually able to handle it.	1	2	3	4

SECTION B: PARENTAL INFLUENCE SCALE

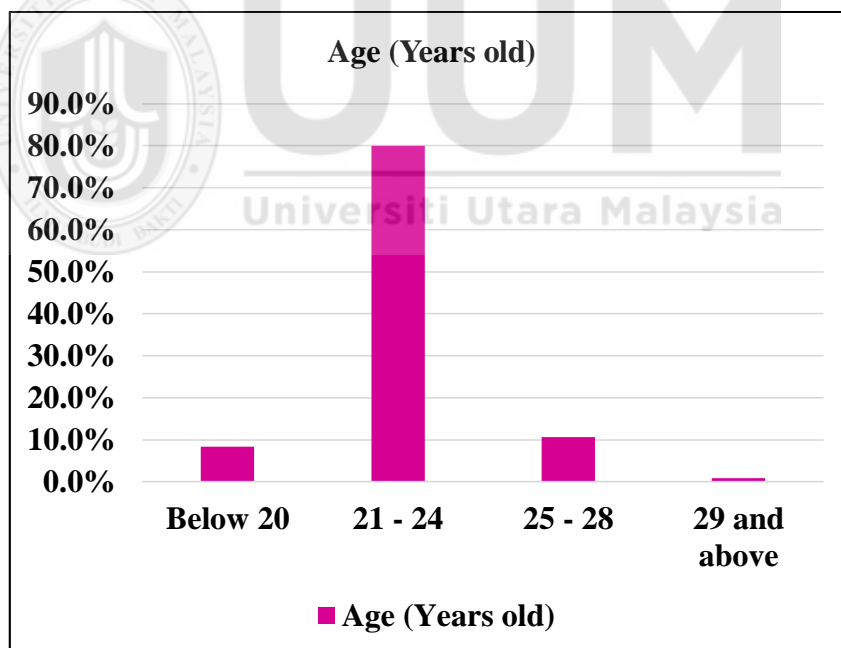
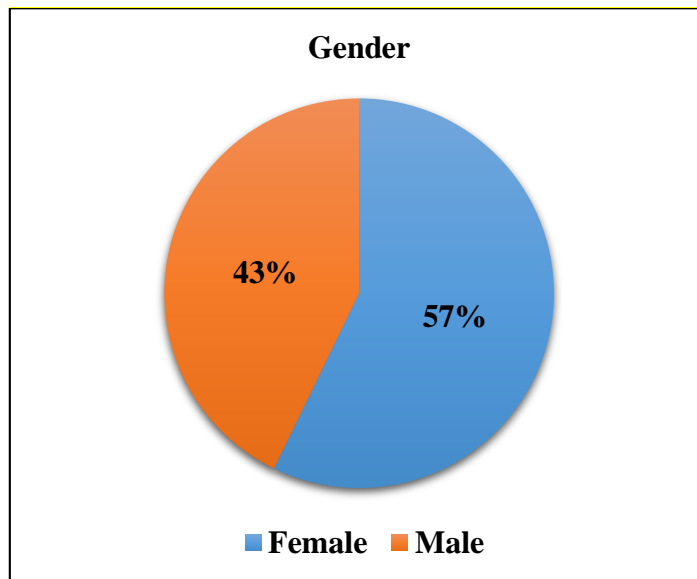
DIRECTION:

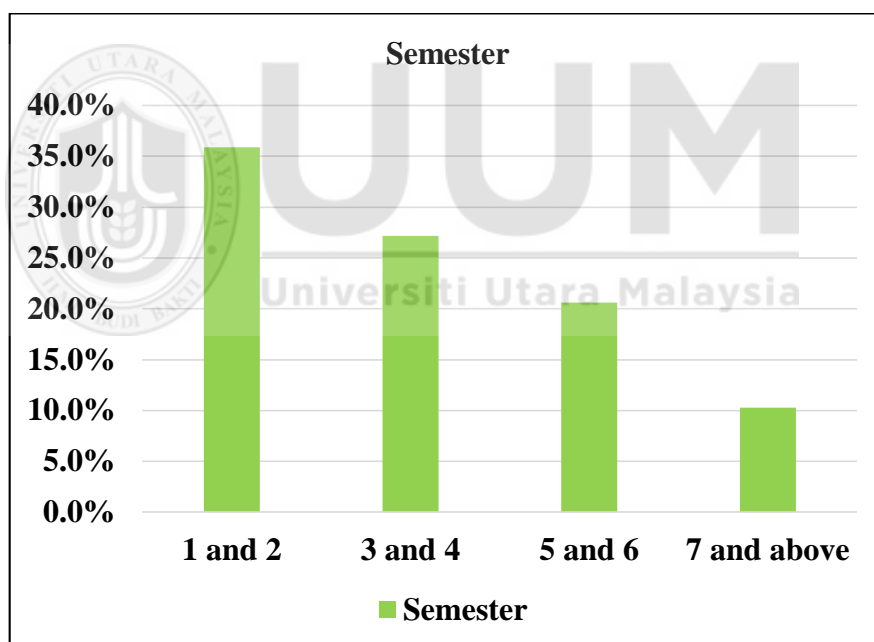
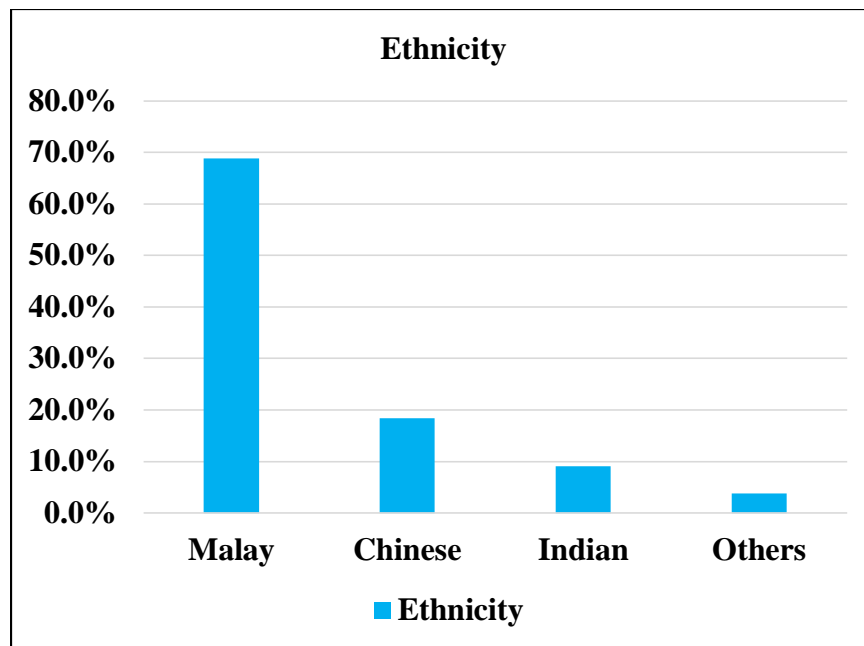
In the “Parental Influence Scale”, please indicate **to what extent the particular items apply to you** when making a career choice related decision - by circling the appropriate number. Please answer all the questions.

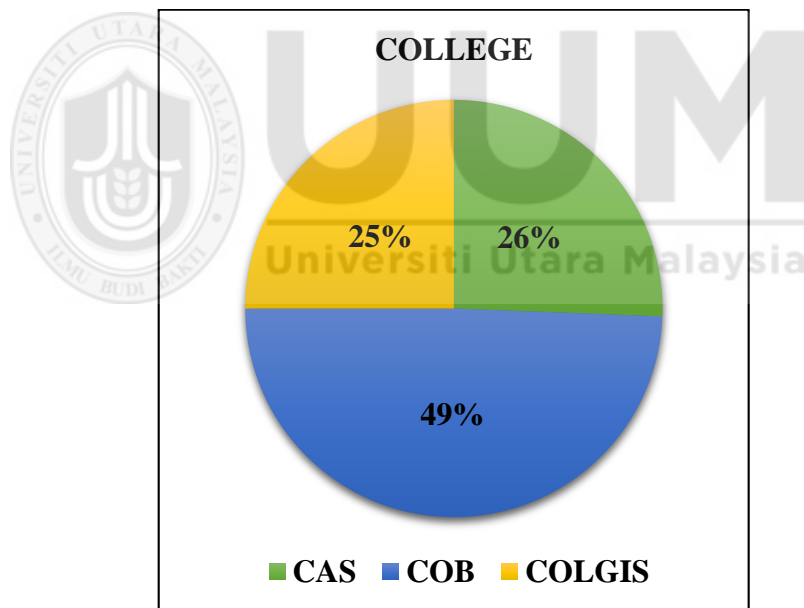
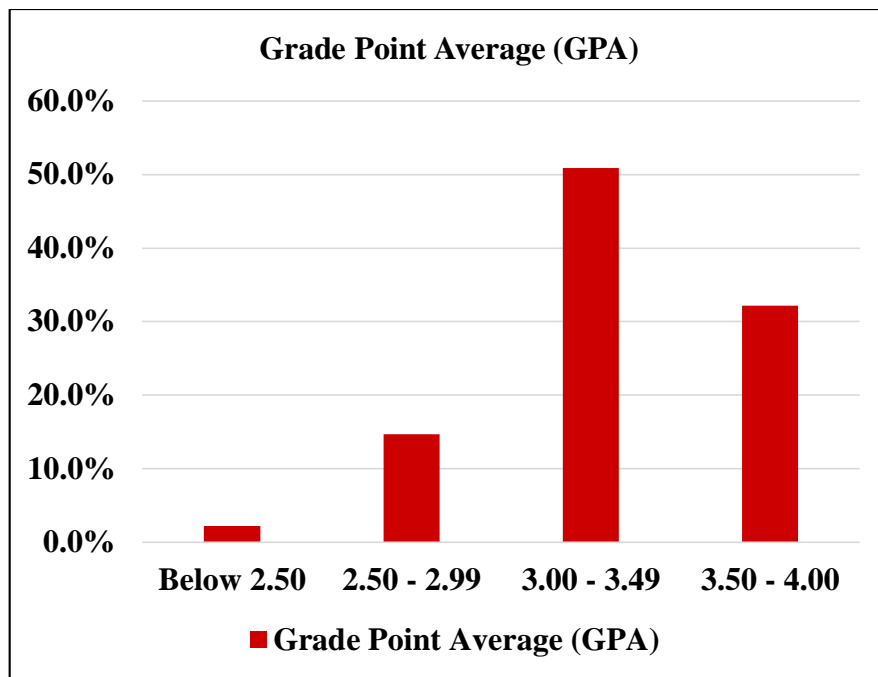
1	2	3	4
Does not apply		Fully apply	

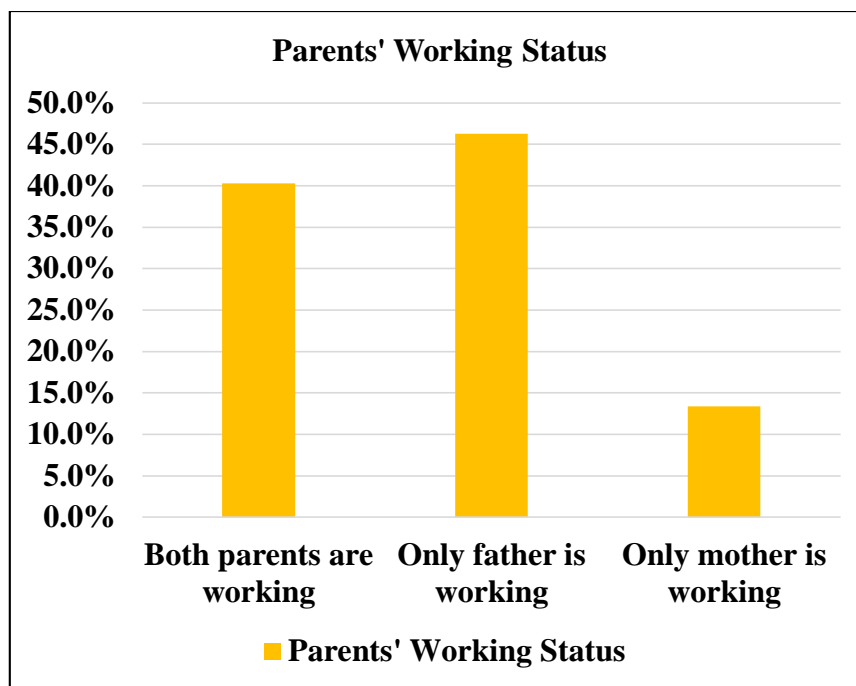
Parental Influence Item	Scale (Circle your answer)			
1. My parents talk to me about my career interests and abilities.	1	2	3	4
2. My parents encourage me to seek information about career I am interested in.	1	2	3	4
3. My parents support me in getting an apprenticeship.	1	2	3	4
4. My parents give me advice on the choice of careers available.	1	2	3	4
5. My parents talk to me about training opportunities in various careers.	1	2	3	4
6. My parents have their own ideas about my future career and try to influence me accordingly.	1	2	3	4
7. My parents interfere too much with my career preparation.	1	2	3	4
8. My parents try to put through their ideas of my future career.	1	2	3	4
9. My parents would talk me out of a career they do not like.	1	2	3	4
10. My parents try to push me in a certain direction regarding my future career.	1	2	3	4
11. My parents are not really interested in my future career.	1	2	3	4
12. My parents do not care about my career preparation.	1	2	3	4
13. My parents cannot support my career preparation, because they know too little about different careers.	1	2	3	4
14. My parents cannot support my career preparation, because they are too busy.	1	2	3	4
15. My parents cannot support my career preparation, as they face difficulties at work themselves.	1	2	3	4

APPENDIX B: FIGURES OF RESPONDENT DEMOGRAPHIC INFORMATION









APPENDIX C: NORMALITY TEST RESULTS

