

The Impact of Outcome Expectation towards Career Choices among Secondary School Students' in Petaling District, Malaysia

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Abstract

The Malaysian education system has undergone changes in providing exposure to secondary school students by introducing a series of psychometric tests which can reveal a strong relationship between outcome expectations and students' perception towards career choices. This psychometric test is conducted to identify the personality and tendency of students' interest in career. This study is conducted to investigate the relationship between outcome expectation, understanding of students and psychometric test towards the career choice consideration among secondary school students. The research group consisted of form three students from four chosen schools in the Petaling District of Malaysia. A total number of 221 secondary school students responded to the questionnaire. The data was collected by using a set of questionnaires distributed and focus group among secondary school in the Petaling District of Malaysia. Reliability analysis, correlation analysis and regression analysis are used to analyse data obtained using the Social Sciences Statistical Package (SSPS) Version 22.0 program. The findings indicated significant relationships between outcome expectation, understanding of students and psychometric test towards the career choice consideration among secondary school students which provide a nuanced comprehension to the researchers. This study emphasizes the importance of the role of teachers, counsellors, and parents in providing early exposure to the reality of the career world to secondary school students before they choose the wrong career path.

Keywords: Career Choice, Outcome Expectation, Psychometric Test.

Introduction

Career can be described as an individual's profession and life-long development. Career does not only increase the relationship with other people, but also the person's socio-

economic status. Thus, it is very important for an individual to choose a career carefully. It is a critical aspect to decide because it will give an impact to the individual's entire future and the role that graduates must play in the society (Olaosebikan & Olusakin, 2014).

The major reason why people choose a career, or a job, is not entirely due to monetary reward but also to fulfil satisfaction in their life. Choosing a career is not an easy task because it needs careful planning. Career planning is a process where individual choose the career goal by looking at every single perspective. Career planning often begins with self-awareness and self-understanding of the selected career. The individual must be able to evaluate and recognize own interest, abilities or even the skills. When all these factors suit with the individual, the job satisfaction comes in.

In order to match the individual's abilities and skills with appropriate profession, it will need a process which is called as self-assessment. This is an ongoing process which ensures the individuals are making the right decision. One of the most important decision-making processes that is crucial to adults is related to career selection (Desimone et al., 2002). Career choices are frequently constrained by sociocultural elements Swanson & Gore (2000), individual variables, personal and social qualities, connections centrality, and auxiliary components, such as the challenges women face in certain professions like management. Career preference implies the determination of students or recent graduates to select the career and the skill area that better serves individual interests (Gokuladas, 2010).

According to Carpenter and Foster (1979), the option of profession relies on three types of variables defined as extrinsic, intrinsic and interpersonal influences. Extrinsic factors are not defined by the nature of the tasks or the role of the worker and may include the conditions of the labour market, the employer brand, wages and income, job security Gokuladas (2010), job availability, good remuneration and/or prestige of the occupation / work (Carpenter & Foster, 1979). Whereas the key considerations depend on the quality of the work and the incentives it provides for more preparation, employment and personal growth. The intrinsic considerations include common factors related to jobs, such as authority and influence related to work, working standards and career growth opportunities Gokuladas (2010), innovation and skill difficulties, engagement in a particular task, work quality and motivation Carpenter & Foster (1979), preparation and career development opportunities (Gokuladas, 2010). Nevertheless, interpersonal considerations that involve the impact of parents, colleagues, associates and/or friends and/or professors Carpenter & Foster (1979) and early exposure to the field.

Problem Statement

Career choices require the initiation of jobs or job practices, while professional advancement encompasses any tasks that take place during the duration of a career (Baruch et al., 2015). Career growth is seen as a lifetime phase. Career is generally defined as a formative process. It covers the work of an individual before beginning a career, over the course of a career, and after retirement from a profession. There are several variables that play a key role in the decision-making of specific occupations and in the aspirations of results (Bandura, 1986). Professional competency requirements mentioned in Komarraju and Nadler (2013) begin with the assumption that actions should be accomplished, and results obtained.

This study explores the relationship between what students aim to accomplish through their job expectation and the career outcomes. Career outcome expectation is described as the outcomes that students aim to obtain as part of their careers. Types provide achievements such as raising profits, gaining new things, interacting for others, etc.

Outcome expectation is significant as it posits students' perception on an assigned task; a career related behavior based on what they intend to accomplish, which affects student engagement and commitment while engaged in that task (Monsalve et al., 2016). What person value in their lives and what they aspire to do because of this quality is closely connected to how they consider themselves and the kinds of occupations they want to follow (Wigfield & Eccles, 2000). There are a few determinants which affect the career outcome expectations inclusive of students' learning experiences, social, culture and demographic factors.

According to the JobStreet.com report in 2015, recent students are required to reduce the gap, because companies are not very pleased with their efficiency rates. A large 70 per cent of respondents said that the expectations for fresh graduates were just acceptable, while 24 per cent said they were poor, and only 6 per cent said they were fine. Negative scores were not necessarily related to their academic credentials, but instead to their negative attitudes and leadership abilities displayed during interviews or at work. Employers were questioned why it was tough for new graduates to get employed, the top-quoted answer for 68% of respondents was because new graduates were looking for unfair wages and benefits ('Employers,' 2015).

The Malaysian Employers Federation (MEF) claimed that there were 200,000 unemployed students in Malaysia in the year 2016 alone. The figure does not include those who have only finished their Sijil Pelajaran Malaysia (SPM), diplomas, credential scheme. Last year, the Malaysian Ministry of Higher Education and JobStreet released a variety of studies on local fresh graduates and their job habits and findings; first, one in four young graduates in Malaysia remains unemployed for six months after graduation; second, six out of 10 unemployed are under the age of 24; third, the bulk of unemployed young students are 51 per cent from public institutions. It is given the fact that 64 per cent of employers who participated in the JobStreet survey claimed that it does not matter to them if the students come from public, private, or international universities. Fourth, 68 per cent of employers claim that Malaysia 's recent students have unreasonable perceptions of pay and job opportunities (Balakrishnan, 2017).

Graduates with Bachelor's degrees accounted for 62,911 or 43 percent of job mismatches, according to data from the graduates' trace study (MOE, 2019). Graduate mismatch in the labour market, according to the Organization for Economic Co-operation and Development (OECD) (2019), occurs when graduates are hired in a job that is unrelated to their specialization and not consistent with their educational levels. According to Bian (2020), mismatch can lead to a salary penalty, and students often regret their study path. Bian (2020) adds that one's specialization and depth of knowledge might have an influence on one's chances of being underemployed.

Many studies on employability have discussed the possible effect of their perceptions on job choice. While new graduates have appropriate skills, such as communication skills, leadership and good personality, employers can opt to refuse new graduates based on their standards for performance. It would be a waste of time if students with the requisite qualifications stayed unemployed due to their decision. The purpose of this research is therefore to investigate the potential relaxation of the relationship between student perceptions and career choices.

If this issue is taken lightly, it may affect student's occupational consideration which in turn may hinder their ability to choose the best career pathway. Often, there is a career expectation among graduates when they join the workforce. This expectation could be one of

the factors contributing to the unemployment rate among graduates. In the previous studies, one of the main predictors of occupational considerations is outcome expectation.

The aim of this research is to reproduce and improve the analysis using a sample of selected Selangor State High School students. In specific, the study intends to investigate the relationship between the students' perceptions of the results and the job preferences of high school graduates. The research will also explore students' career choice consideration and the effectiveness of career pathway programs/interventions conducted among secondary students in Petaling District.

Research Objectives

- i. To investigate the relationship between outcome expectation and the choice consideration among secondary school students.
- ii. To investigate the relationship between understanding of students and the choice consideration among secondary school students.
- iii. To investigate the relationship between psychometric tests and the choice consideration among secondary school students.

Research Questions

- i. Is there a relationship between outcome expectation and career choice consideration among the secondary school students?
- ii. Is there an indication that students have awareness of their possible career choices once they graduate from high school?
- iii. What is the relationship between psychometric assessment and student's career decision?

Literature Review

Outcome Expectation

Bandura (1986) has identified three types of outcome expectations such as anticipated social, material, and self-evaluative. The anticipated social is referring to the tendency of an individual to choose a career pathway based on something convenient that give benefits to one's family. At the other side, the content forms of performance requirements contribute to person financial abilities (such as good beginning wages and good long-term wages) and business conditions (such as work quality, employment stability, career development, resilience, eagerness to adopt emerging technology and rewards). In the meanwhile, self-assessment gains from human desire, satisfaction, excitement, or amusement (Akosah-Twumasi et al (2018), professional identity Alansari (2011) and a compromise between personal life and job and vulnerable to multitasking.

Lippke (2017) has provided a list of several theories that have been built using outcome expectations. (See Table 1 below)

Table 1

Outcome expectation. Exemplary theories and the label of outcome expectation

Theory	Definition
Health belief model (HBM, Janz and Becker 1984)	Perceived benefits, perceived barriers
Theory of reasoned action (TRA, Fishbien 1979)	Attitudes
Theory of planned behavior (SCT, Bandura 1986)	Attitudes
Social-cognitive theory (PMT, Rogers 1975)	Outcome expectations
Protection motivation theory (PMT, Rogers 1975)	Belief in the efficacy of a coping response
Transtheoretical Model (TTM, Prochaska and DiClemente 1983)	Decisional balance/pros and cons
Health action process approach (HAPA, Schwarzer 1992)	Outcome expectation

Several scholars differentiate between performance assumptions and result observations (Borland, 2016). Outcome perceptions inherit prior behavioural knowledge and future behavioural consequences. Nevertheless, both the perceptions of results and the observations of results are closely interrelated and are largely contextual: people can have specific views on what actions can contribute to, yet they may not be statistically correct.

The term "expectations" refers to what one believes or believes will be done or completed in the future. Aspiration refers to diligence or desires conveyed by an individual's future expectations (Brookover et al., 1967). Most researchers feel that educational aim and anticipation are major factors affecting students' programme selection. They do, however, act in distinct ways. Sewell and Shah (1968) discovered that parental encouragement acts as an indicator of enrolment in post-secondary educational institutions in research concentrating on the number of ambitions of students to pursue their studies. According to Blalock et al. (1968), family socioeconomic status and kids' academic competence are projected to have a combined beneficial influence on college aspiration. Cabrera and La Nasa (2000) also contribute to this research. Parental support, parental collegiate experiences, and student aptitude were listed as variables that impact adolescents' educational aspirations.

Social Cognitive Career Theory (SCCT)

The Social Cognitive Career Theory (SCCT) was based on Bandura 's theory in 1994, which accentuates the intricate relationship between environment, actions, and individuals which is highly affected by self-efficacy beliefs. Self-efficacy theory refers to self-reflection of an individual on the abilities to perform a task whereas SCCT is the success of an individual in certain careers. SCCT suggested that people would choose their occupations based on the favourable results they considered to be such as gainful work, self-satisfaction, and respect (Lent et al., 1994). Lent et al (1994) desired to discover the main aspect relevant to the career development. Consecutively, SCCT was planned to scrutinize how specific education and job priorities are rising. In addition, Lent et al (1994) also required SCCT to be able to clarify how educational and job paths are created and how academic and career achievement is accomplished. The theory incorporates a variety of concepts (e.g., interests, abilities, values, environmental factors) that appeared in earlier career theories which have been identified as having an impact on career development. SCCT recognized not just social influences, but also

cognitive components and psychological variables, such as the home environment and learning experiences.

Career Choice

Career 'choice' is a dynamic concept that can be best understood by researching the main elements, i.e., profession and preference. After the pioneering plays of Hughes (1937); Goffman (1968), several articles focused on professions. However, the current manifestations of the philosophy of vital realists reflect a stratified framework that accepts subjective perceptions and empirical mechanisms of interplay practice (Layder, 1993 cited by Özbilgin et al., 2005).

The dictionary concept of preference is 'the deliberate act of preferring or distinguishing from two or more items that are preferred; and the willingness of the conscience to choose one object over another' (Webster's Dictionary, 1998 cited by Özbilgin et al., 2005).

The concept consists of two components: first, the existence of alternatives, which poses empirical fact, and second, the act of choice, which entails a subjective operation. If relation is made to job 'choice,' the nature of career options and the complexities of career choice will be investigated (Özbilgin et al., 2005).

Therefore, for career decisions to take shape, alternate career opportunities should be made accessible complemented with a specific desire for such career alternatives. The rigidity of supply and demand in job markets, the prevalence of historical and institutionalized aspects of inequality and racism of jobs, as well as the reliance on knowledge and expertise of many fields of job 'choice' are strongly contestable phenomena. The minimal and unpredictable complexity of the job options accessible in actual life renders a job 'option' in its mere form – i.e., a free and unlimited option dependent on human desire – a precious luxury, an unrealistic belief, or even a fallacy. The word 'option' is also used in the quotation marks in this article (Özbilgin et al., 2005).

Students' willingness to make reasonable career decisions, including knowledge of their abilities, strengths, and interest, as well as their maturity and practical decisions over time, are essential in decision making, such as choosing their desired form of high school, choosing streaming in upper secondary school, and enabling students to pursue high school. It is therefore important to include job programs in schools with the goal of providing knowledge and feedback to students on their family, academic and career opportunities (Rosenbaum & Individual, 2003 cited by Rashid et al., 2009), as well as directing and training students for multiple roles in the large field. The passage from high school to the workforce, college or university is a crucial juncture (Cassie, 2005, cited by Rashid et al., 2009). The fast-moving technologies and the expanded preparation and knowledge required to penetrate most sectors become more relevant and complex than ever before (Weiten & Llyod, 2003 cited by Rashid et al., 2009).

Relationship between outcome expectation and career choice

According to Monsalve et.al 2016 career outcome expectation is described as outcomes that students aim to obtain as part of their professions. Outcome expectations are significant as they interpret how students perceive a given task (e.g., studying physics) depending on what they intend to accomplish, which in effect affects student engagement and commitment while participating in that task (Lent et al., 1994). On the other hand, students who require people-related results (e.g. supporting others and engaging with people) were less inclined to associate with physics than their peers lacking such job aspirations. Matching / mismatching

between such interpretations of results and creating a physical image is likely to be linked to the stereotypic views of students in the area of physics and others who engage. For example, people who retained a high degree of involvement with group roles (care for others) and physics are not viewed as social, so that "only technically skilled women frequently prefer other professions" (Monsalve et al., 2016).

A review of previous studies shows that course appropriateness, university location, academic reputation, distance from home, types of university, family opinion, employment prospects, teaching quality, and campus culture all have a significant impact on students' decision to attend university. Furthermore, university online pages, commercials, printed materials, and family sources are all essential information sources to examine. Even though these findings are from a Western perspective, they have been proposed as possible elements to consider in the current study.

Relationship between student's understanding and career choice

It is crucial for facilities to attain and facilitate the right knowledge and foundation about the job sufficient to determine the right choice although it is basic. Nevertheless, it is assumed that young people lack sufficient knowledge on jobs, professions, job experiences and opportunities (Grinder, 1973; cited by Ezeani, 2013). It is also necessary to sustain employments and experiences in various occupations, opportunities, tasks, and planned obligations. To be a lawyer, for example, in addition to possessing the necessary quantity of experience, intellect and talent, the candidate must be an assiduous, indefatigable worker or a pupil to be truly considered as a learned gentleman. To preserve his wig and uniform, the candidate must not be dishonest or questionable and must serve as an authentic forerunner of righteousness and integrity.

Choosing a career is a challenging task, especially with so many options to consider. However, it is a crucial decision that has a significant impact on a person's entire life. This decision is influenced by a combination of personal and social factors. A fundamental concept in human psychology is self-structure, which refers to the essence of an individual's being (Momin & Chetry 2016).

Super and Jordaan (1973) suggested that the Self-Concept is not stagnant but tends to change as an individual discovers new interactions and advances through the stages of growth. Super and Jordaan (1973) proposed five stages of career development in his Stage Developmental Framework. These stages are: Growth (birth to 14 years), where an individual begins to develop a sense of self; Exploration (15-24 years), where an individual actively participates in the discovery of himself and the field of employment, from preliminary to practical job choices that are attainable; Establishment (25 to 44 years), where an individual confirms his career choice through actual work experience; Maintenance (45 to 65 years), where an individual engages in continual adjustment to maintain and improve his/her position and lastly Decline (above 65 years) where an individual displays reduced output and prepares for retirement. This research is therefore focused on the assumption that student's comprehension plays a key role in the choice of profession and influences the progress of one's career growth.

The most significant determinants of career adaptability were found to be professional competency (a dimension of career maturity), career goal-selection, and career planning (CDMSE aspects). These psychological elements may help student's transition to a new working environment and prepare them mentally and physically for the move from school to work. This is because, as time goes on, the obstacles of professional growth will get more

difficult, particularly in terms of competitiveness, coping with complicated duties, and handling work-related traumas (Rahim et al., 2021).

Relationship between Result of Psychometric Test on Career Choice

According to Ade & Deshmukh (2015) the potential to anticipate student's future may be useful across a broad variety of various approaches relevant to the nature of schooling. The student's marks in the psychometric test will shape a program of preparation that allows students to select the correct path. As student's data in education system is that of on a daily basis, incremental learning properties are essential for machine learning study.

In the meantime, Austin & Cilliers (2011) studied the psychometric association between job thought (negative and optimistic work thought) and salutary functioning (control and sense of coherence) of unemployed adults. Researchers found that there is an important psychometric association between job thought (negative and optimistic job thought) and salutary functioning (control and sense of coherence) among unemployed adults. They also argued that a sense of coherence serves as a facilitator of successful career thinking: the stronger the awareness, importance, and manageability of an individual as a salutary trait, the simpler it would be for that person to make choices contributing to positive career outcomes.

In Malaysia, the MIMOS Cognitive Analytics Lab (formerly known as Psychometrics Lab) has established a hybrid science evaluation model known as "Prospek Kerjaya" (PK), a groundbreaking online psycho-informatics tool that can determine an individual's career tendency. On completion of the test, an applicant will be presented with a detailed job interest study, which is a special and distinctive self-explanatory report outlining the categories of interests that may direct individuals in their future areas (MIMOS Berhad, 2017).

PK is a questionnaire which tests the talents and occupational inclinations of individuals, consecutively tailored to the correct fields of research and job opportunities. The evaluation also offers advice on the area of research that is suitable on the basis of their qualifications and job ambitions, and on the related courses that are accessible at the respective learning institutions in Malaysia and some Commonwealth countries (MIMOS Berhad, 2017).

Christina (2019) reported in the Star that the test can be found through the council's official website and is suitable for those aged 15 and above. By completing the test, it can help students to choose the right future career path as it allows students to know themselves better.

Therefore, this research is focused on the assumption that the psychometric exam provides a straightforward picture of job decisions among students in secondary schools.

Methodology

This research design implements mixed methods of qualitative and quantitative research. For data collection, the instrument used which is a questionnaire was adapted and employed from the literature review comprised of 25 closed-ended items questions with a 5-Likert scale, and one open-ended question. The questionnaire was distributed among students from four selected schools in Petaling's district. The cluster sampling method was used on 220 students in their Form 3. They were students who had completed PT3 examination and must choose the appropriate course in Form 4 to pursue their future professional goals.

Instrumentation

Students were given questionnaire which has been adopted and adapted from various journals that are relevant to the study. The instrument was developed to evaluate the impact

of outcome expectation towards career choices among secondary school students' in Petaling District, Malaysia. Students as respondents are required to answer all the questions in the items given. The survey consisted of many items, which could measure the desired outcomes of the study.

Section A in the questionnaire is focused on demographic factors of the respondents. Section B is focused on *Prospek Kerjaya* Test by MIMOS instrument. Students were given a set of questions based on "*Prospek Kerjaya*" by MIMOS employing the five-point Likert scale of 1 for "Strongly Disagree" to 5 for "Strongly Consensual" to determine the career tendency of the student. Section C employed a five-point Likert scale of 1 for "Strongly Disagree" to 5 for "Strongly Agree" which focused on 5 constructs inclusive of social (psychological and effective reaction), functional (interest), material (financial), awareness and career decision. There are 4 components questions in construct of social, 4 components in material (financial) construct, 7 components in material (financial) construct, 4 components in awareness construct, and 7 components in career decision construct established to provide clear information on the impact of outcome expectation towards career choices.

Data Collection

The pilot test and reliability test of the questionnaire were conducted during the first phase. The questionnaire was distributed to 220 students among secondary students in Petaling District. All the respondents received and answered the questionnaire via two methods in this study, the distribution of *Prospek Kerjaya* Test by MIMOS and Google Form.

Data Analysis

Reliability Test – Cronbach Alpha

The concept of reliability refers to the extent to which a process's calculations yield consistent and accurate results. Reliability is essentially about repeatability. For instance, a scale or test is deemed accurate if consistent measurements obtained under unchanging conditions yield the same outcome. Assessing reliability is crucial as it pertains to the precision across various parts of the measuring tool (Taherdoost, 2016).

Ensuring reliability is crucial as it indicates the consistency across different parts of a measuring instrument. A scale demonstrates high internal consistency reliability when its items "hang together" and measure the same construct. The Cronbach Alpha coefficient is the most widely used measure for internal consistency and is considered the most suitable for assessing reliability when using Likert scales. While there are no strict rules for internal consistencies, most experts concur on a minimum internal consistency coefficient of .70 (Taherdoost, 2016). It is proposed that the efficiency of an exploratory or pilot analysis would be equivalent to or greater than 0.60 (Straub & Gefen, 2004). Hinton et al (2014) proposed four check criteria for reliability, including exceptional reliability (0.90 and above), strong reliability (0.70-0.90), reasonable reliability (0.50-0.70) and poor reliability (0.50 and below) (Hinton et al., 2004). While reliability is necessary for the analysis, it is inadequate unless it is complemented with validity. In other terms, if the result is to be accurate, it must always be true (Wilson, 2010). The variables for this study are financial, interest, physiological and effective reaction, and career choice. The result of Cronbach's alpha demonstrated strong reliability for financial (0.782), interest (0.745) and physiological and effective reaction (0.714) variable with coefficient of more than 0.7. Moreover, the career choice variable demonstrated

a reasonable reliability result with 0.697. The results of the reliability evaluation are listed in Table 2.

Table 2
Reliability Test

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Financial	.782	.789	3
Interest	.745	.744	5
Physiological effective reaction	.714	.709	7
Career choice	.697	.699	3

Correlation Analysis

Table 3 displays the effects of the regression study to establish a meaningful association between contingent and independent variables. The factors are called statistically important when the mean meaning (2 tailed) is 0.05 or greater (Greenland et al., 2016). Pearson's r for the association between contingent and independent variables indicates that there is a favourable connection between the perception of results and the evaluation of career choices by high school students. There were significant relationships between financial, convenience and interest factors towards career choice.

Table 3
Correlation analysis

		Financial	Convenience	Interest	Career Choice
Financial	Pearson Correlation	1	.734**	.723**	.571**
	Sig. (2-tailed)		.000	.000	.000
	N	221	221	221	221
Convenience	Pearson Correlation	.734**	1	.688**	.569**
	Sig. (2-tailed)	.000		.000	.000
	N	221	221	221	221
Interest	Pearson Correlation	.723**	.688**	1	.541**
	Sig. (2-tailed)	.000	.000		.000
	N	221	221	221	221
Career_Choice	Pearson Correlation	.571**	.569**	.541**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	221	221	221	221

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

Regression Analysis

The results of regression analysis could determine the variables that had an influence on the secondary school students career choice in Petaling district. There are three independent variables that have been inserted into the regression model. R (0.624) is the correlation between the three independent variables and the dependent variable. Upon evaluating all the differences between the three independent variables, the R Square value is 0.389. Thus, the independent variables could explain 38.9% of the secondary school students career choice.

The result of the analysis in Table 4 shows that the dependent variable “Career Choice” could explain 38.9% of the model.

Table 4
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.624 ^a	.389	.381	.60474	2.005

a. Predictors: (Constant), Interest, Convenience, Financial

b. Dependent Variable: Career Choice

Meanwhile, the result from ANOVA data showed that the regression analysis affects the dependent variable greatly. The statistical significance of the regression model that was tested is less than 0.05 which means that, generally, the regression model statistically and effectively predicts the result variable (i.e., is a reasonable match for the data). The Sig. value is reported to be 0.000. This indicates that it is less than 0.001 (but not exactly 0), which, in turn, means that it is less than our chosen significance level of 0.01. Thus, we can regard the null hypothesis as refuted and start believing that there is an association. A common way to state this is to say that the association between the dependent and the independent variables is statistically significant.

Table 5
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.555	3	16.852	46.079	.000 ^b
	Residual	79.359	217	.366		
	Total	129.914	220			

a. Dependent Variable: Career Choice

b. Predictors: (Constant), Interest, Convenience, Financial

Moreover, the sign of a regression coefficient (table 6) result showed whether there is a positive correlation between each independent variable and the dependent variable. A positive coefficient indicates that as the value of the independent variable increases, the mean of the dependent variable also tends to increase. The convenience factor is the largest beta coefficient with a value of 0.264. Therefore, it can be assumed that comfort is the best attribute that rendered the largest contribution to career preference in this report. This was preceded by a financial factor with a beta coefficient value of 0.247, and the least relation to job preference is work motivation factor with a beta coefficient value of 0.181. The Coefficients table provides one with the details required to forecast job decisions from political, convenience and interest factors, as well as to assess how financial, convenience and interest factors relate statistically and substantially to the model. The coefficient model indicates the substantial financial importance, comfort, and interest factors for the evaluation of career choices by secondary school students.

Table 6
Coefficients

Model		Unstandardized Coefficients			t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.789	.179		4.408	.000
	Financial	.215	.076	.247	2.842	.005
	Convenience	.330	.104	.264	3.180	.002
	Interest	.186	.084	.181	2.217	.028

a. Dependent Variable: Career Choice

RO 2: Relationship between understanding of students and the career choice consideration among secondary school students

For high school graduates, such assessments may have objective and consistent personality and skills for portraits combined with career-related recommendations. There are typically two types of psychometric assessment applicable to schools and people; the attitude or behaviour stream that seeks to chart the individual's disposition and the logical skill stream, identifying the intrinsic abilities of the applicant, whether numerical, verbal, or situational. Although feedback is usually detailed, tests alone do not determine the career choices of an applicant. Table 7 indicates that there is a significant connection between student comprehension and career choice among secondary school students.

Table 7
Awareness of student on the career choice considerations after taking Psychometric MIMOS Test

Construct	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have definitely make a career choice.	48	77	64	22	8
I have no career plans at present.	16	58	75	54	16
Thinking about career choice now is a waste of time.	23	18	22	59	97
Once I have my SPM results, then I can make a decision on my career choice.	57	84	49	18	11

The findings show that the level of awareness and understanding of the career among high school students in Petaling district is low. Overall, students focus more on the fun of schooling without setting career goals in the future. However, a small number of respondents sustain high levels of career awareness. The results of this analysis are aligned with the Donald Super System. The Hypothesis of Super Theory has established that a person's self-concept is constantly evolving over time and that his or her interactions develop his or her personality. Super argues that, alongside the individual's life situations, occupational preferences and competencies all change with time and knowledge. Super also categorised career development into five levels that may or may not conform to the biological period. He clarified that each person would face each stage of the career transformation process.

Table 8

Super 's Five phases in life and job growth

Stage	Age	Characteristics
Growth	birth-14	Progress of self-conception, beliefs, desires and the basic nature of life
Exploration	15-24	"Try out" by courses, job hobbies. Tempted preference and capacity growth
Establishment	25-44	Entry-level knowledge development and recovery by job interaction
Maintenance	45-64	Continuous change cycle to boost role
Decline	65+	Reduced efficiency, planning for retirement

Source <https://www.careers.govt.nz/resources>

RO 3: Relationship between psychometric test and the career choice consideration among secondary school students

Table 9

The impact of career choice considerations after taking Psychometric MIMOS Test

Construct	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I find it difficult to make a career decision because I don't know how to combine the information, I have about myself with the information I have about the different careers.	22	76	64	44	13
I find it difficult to make a career decision because the occupation I am interested in involves a certain characteristic that bothers me (for example, I am interested in medicine, but I don't want to study for so many years).	25	65	78	35	16
I find it difficult to make a career decision because my skills and abilities do not match those required by the occupation I am interested in.	23	44	87	54	11
I find it difficult to make a career decision because I do not know what my abilities and/or personality traits will be like in the future.	28	74	84	29	4
I find it difficult to make a career decision because I do not have	16	67	95	33	8

enough information about the variety of occupations or training programs that exist.					
I find it difficult to make a career decision because I constantly change my career preferences (for example, sometimes I want to be self-employed and sometimes I want to be an employee).	32	72	74	30	11
I find it difficult to make a career decision because I have contradictory data about my abilities and/or personality traits (for example, I believe I am patient with other people, but others say I am impatient).	32	60	87	34	6

The findings revealed that 80% of students agreed the outcome of psychometric test provides a clear roadmap to the student’s career choice while 15% of students disagreed because the test did not reflect their expected results of career choice. Meanwhile 5% of student did not show any interest in choosing or involving in career pathway psychometric test.

Personality tends to have a significant impact on different forms of decision-making. There is evidence that impulsiveness and fear influence the success of the message in a goal-framing mission. Personality is correlated with aggressive decisions in financial, legal, gambling and leisure risk-taking (Soane et al., 2010). Personality impact tends to apply to decision-making ability as assessed by the Iowa Gambling Project. Personality is often related to overall success and strongly influences decision-making. It is possible that temperament demonstrates variability in day-to-day decision-making ability above and beyond decision-making style (Davis et al., 2007).

In fact, through its near association with cognitive types, temperament is important to partitioning the heterogeneity correlated with style variables to examine how Big Five personality characteristics predict decision-making ability in daily life outside cognitive patterns and decision-making modes. One research predicted conscientiousness to reflect decision-making ability, since informed decision-makers are prone to evaluate decisions more closely and extensively. Extraversion is correlated with impulsivity, and impulsive decision-makers are less able to make impulsive choices competently, an assertion reinforced by studies connecting impulsivity to reckless and suboptimal judgments (Franken et al., 2008). Evidence reveals that decision-making ability in daily life is related to other decision-making types.

Discussion and Recommendation

Career decisions of students are affected by a variety of variables, including result goals, class, personal preferences, academic experiences, environmental influences, and personal connections which is evidently argued in (Lent et al., 1994). Outcome perceptions have become significant factors in students’ career decisions, but the class and community play a

very marginal role when it comes to career choices. There are differences in the degree of impact each aspect has on student career choices by gender. Based on the findings above, family leaders are more involved in the job decisions of students than others. When students communicate with friends, their guidance becomes less relevant than family members, mentors, and job counsellors. Teachers are, however, more powerful than professional counsellors. There are no differences in the degree of control that individuals have on the choice of a student's profession by gender.

Centred on the findings of this survey of four schools in the district, it is found that most students do not consider the choice of future career. Thus, the researcher made several suggestions that emphasizes the role and involvement of several key groups in influencing students' interest in having future goals and directions. The role of parents and caregivers, especially those whose academic background is not high, should be committed and responsible for the task of informing them about the nature of work in helping and nurturing children in the career interests. Therefore, parents and caregivers need to be aware of the passage of time and equip themselves with knowledge and skills that can help shape their child's career path.

Teachers and counsellors need to build career awareness brochures and modules for students, parents, and caregivers so that they can guide their children toward exploration and preparation for a more career-oriented future. It plays a significant role in raising students' career awareness on the importance of career counselling and exploring career options that can help students shape their self-care process besides increasing their knowledge of the world of career. Counsellors can help to promote positive professional growth by recognizing channels of psychosocial resources accessible to students. People providing job advice to students can ensure that they are fully educated and offer reliable knowledge which can guide students in acquiring correct career choices.

Students should be able to check their ideas regarding future professions. Career analysis may not be a definitive response to the process; thus, it may not stop after lyceum. The more students acquire expertise in a certain field, the better the student would be in the process of selecting a job. Career work requires individuals to learn about oneself, one's temperament. Since career research is a potential method, students must create a program that works for them. They will understand that in his or her own way, it is crucial to make the program significant. A healthy and friendly climate is important for the creation and acquisition of maximum knowledge among students. College, business, and family also play a significant role in delivering good services and serving as facilitators and advisors. The students will be able to set up a plan that would function for them. Again, the earlier the students begin this cycle, the less painful is the loss. There are also sacrifices to excel.

Early access to job options should be revealed to high school students to establish transparency that allows them to have a clearer view of their potential employment. This would allow high school graduates to concentrate on topics of concern and personalities. In fact, the method of defining preferences and job decisions is an ever-changing task which require innovation, testing and decision-making mistakes. Via this training, students are often able to plan emotionally and physically for the result of their career choices. Students will be made conscious of this process; however, it is yet to be developed.

Conclusion

The research described in this work makes a substantial contribution to our theoretical and contextual understanding of how diverse factors impact students' career decisions. This study, which builds on Lent et al. (1994) emphasizes the relevance of outcome perceptions while also stressing the very minor effect of class and community. This complex knowledge helps to contextualize the impact of personal and environmental influences on job choices, demonstrating gender differences and the greater influence of family members and teacher's vs friends and professional counsellors.

This study also integrates and builds upon the model developed by Lent et al. (1994) offering a substantial theoretical contribution to the field of professional decision-making. While expanding the theoretical framework to incorporate other variables including gender disparities and the various effects of social relationships, it confirms the crucial significance of result expectancies. The study adds complexity to previous models that might not clearly distinguish between various influences, such as family, friends, mentors, and teachers, by providing a more nuanced picture of how these factors rank in their impact on job decisions. Additionally, the research improves our knowledge of professional decision-making processes by highlighting gender-specific implications, which makes it possible to create more specialized and successful career advising programmes.

By presenting empirical data from a survey carried out at four schools within a particular district, the research makes significant contextual contributions and contributes context-specific insights to the larger theoretical discourse. The understanding of how different impacts appear in specific educational and cultural situations is improved by this localized data. In order to help stakeholders better support students in their career exploration and decision-making processes, the study offers actionable guidance for policy and practice in the form of practical recommendations for improved participation of parents, carers, teachers, and counsellors. The study also emphasizes the critical role that social influences—particularly those from family and teachers—play in enhancing our understanding of the world by providing specific insights. The study promotes the inclusion of career advisory modules early in high school curricula by stressing the significance of early career preparation and awareness, potentially influencing future

Through the identification of critical areas for development within the educational framework, this research plays a critical role in establishing the context of career guidance and education. The study draws attention to the gaps in students' career knowledge and planning, which encourages educational institutions to create more extensive career advice programmes. These programmes are especially helpful in settings with limited resources where support systems may be deficient. Furthermore, the push for increased parental and carer involvement highlights the value of a team-based approach to career planning, guaranteeing pupils receive continuous assistance at home and at school.

Furthermore, the call for resource development in the form of career awareness brochures and modules represents an important step towards providing students with the tools they need to explore and prepare for various career options, ultimately improving the overall career counselling framework in schools. In conclusion, this study provides a combination of theoretical insights and practical recommendations that can be used to inform educational policies and practices, advocating for a holistic, early, and inclusive approach to career guidance to ensure that students receive comprehensive support throughout their career decision-making journey.

Co-Author Contribution

The authors affirmed that there is no conflict of interest in this article. Author1 carried out the field work, prepared the literature review and overlook the writeup of the whole article. Author2 wrote the research methodology, did the data entry and carried out the statistical analysis and interpretation of the results. Author3 oversaw the writeup and proofread the whole article.

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