DETERMINANTS OF CAREER CHOICE AMONG UNIVERSITY STUDENTS

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ABSTRACT

The future determination of an individual depends largely on decision made on career choice. The main objective of this study was to investigate factors influencing University students in selecting their career. The cross-sectional survey design was adopted whereby questionnaires were distributed to a sample of 580 students. The participants were selected from one of the public University in Tanzania using simple random sampling technique. Through the use of linear regression model, findings revealed that peer, family, opportunity and personality significantly contributed much on career selection. It was further observed that peer pressure was more influential factor followed by personality, family and opportunity. The results are considered inputs to university's management towards the development of career guide and counselling service to students as a means of helping students to make the right choice for their future career. It will then result into sustainable production of competent professionals that meets the needs of the labour market.

Keywords: **Career Choice, Peer, Family Opportunity, Personality, Higher Education, Tanzania**

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INTRODUCTION

Global economic changes have influenced universities to expand their coverage through establishment of different courses to cope with the market demand. Applicants are now exposed to different alternatives in selecting their career. Since there is a demand in the global economic world, university graduates are valuable assets needed by both public and private institutions for sustainable performance (Agarwala, 2008). However, the challenging issue for them is selecting the right career that match with their personality. In an attempt to solve this challenge, some students relied on some people such as their family members or their peer as guides on selecting an appropriate field of study (Helyer, 2011). Unfortunately, they may end on either wrong or right choice depending on the expertise of their peers and family members. Choosing a professional career over the other is a sensitive decision which may determine the success of an individual in the future. It is a decision that every student would need to make, an action that would impact their life after graduation. According to Albion and Fogarty (2002), the right career choice can be attained when students are exposed to realistic information on market trends, employment opportunity, and overall job profile and practice of different sectors. In order to attain good career planning, the selected career should match the personality of the students, job opportunity and expectation from the parents (Alkhelil, 2016). Thus, students should be guided carefully by linking the choice with several factors that bring about individual benefits for themselves.

The role of parents is crucial to inspire and guide the students on selecting the appropriate course (Cramer, Herr, & Niles, 2004). While there is no uniform formula for choosing career, it is suggested that students should recognize their personal traits and relate to the most compatible career (Perger & Takács, 2016). It was documented that family and peer are chief factors that pressure students in choosing their field of study (Stebleton, 2007). Therefore, the right choice is a foundation block of future achievement. If the choice did not consider economic factors, (e.g. demand of the course in the market) students may be frustrated when searching for employment opportunities. Similarly, if the selection was mainly influenced by family or peer group without considering students' personality and capability, they will face difficulties in the learning process that may either lead to poor performance in their studies and even worse, discontinuation from it. Lent et al. (2002) argued that youths need to be provided with support in developing their abilities and self- awareness towards selecting careers that could cope with the challenging situation in their future. The decision of selecting career is critical as it affects the social and economic impact in the students' future. Thus, information on new challenges and employment opportunities are essential for individuals to make a right choice (Raveenther, 2017).

Studies from different parts of the world including developed and developing counties showed that the career choice is a global problem faced by adolescences (Issa & Nwalo, 2008; Kaminsky & Behrend, 2015). For students who are ignorant on the selection of the course of study, unfortunately, it will result in them being disappointed and failing to overcome challenges during their college days and after entering the working world. Generally, career development is a lasting process wherein someone prepares to engage in economic activities by selecting the perceived best opportunity from the list of several occupations. To students, it is a starting point that determines their future status initiated by selecting a career before joining with a particular academic institution. Everyone in life struggled to be stable financially, alongside wanting to have a balanced emotional fitness and satisfaction. Thus, the choice of career should consider personality and demand which bring moral and financial benefit to the individual and nation (Myburgh, 2005). When students decide which career to opt for, the challenging matter in this action is on matching the selected career with their ability and family prospects (Otto, 2000). Thus, decision on career choice is a very sensitive matter as it affects the way one will live for the rest of their life. The happiness in life, peace of mind and being free from lasting stress is associated with selection of a proper profession. Likewise, the process of critical evaluation among careers and then selecting the most preferred one as a potential aptitude is necessary for professional growth and prospects of an individual (Aycan & Fikret-Pasa, 2003). Various fields of studies offered by universities act like a machine that shape students' prospects and career paths (Da Silva & Nique, 2010).The kind of economic activities and working environment of students is predicted and determined by vital assessment at this stage of career choice. It has been documented that

students' decision on career choice is influenced by various factors including peer influence, personality, opportunity, environment, prior academic performance and financial background (Shahzad, Zahra, & Ahmed, 2014).

The existing literature reported on factors influencing career choice by focusing on either environmental or personality factors (Alkhelil, 2016; Al-Ansari & Khafagy, 2006; Kaminsky & Behrend, 2015; Moorjani, Manika, & Sujata, 2007). Similarly, some studies were focused on career choice and were only limited to secondary schools, ignoring University level (Edwards & Quinter, 2011; Olamide & Olawaiye, 2013). The selection of the right career for right candidate can be attained when the decision was made based on knowledge of assessing several influential factors. However, there was no clear procedure on how students can adopt towards career selection. Unlike the existing studies (e.g. Mullola et al., 2018; Ogowewo, 2010; Singaravelu, White, & Bringaze, 2005), an effort was made in this paper to fill the gap by investigating the effect of peer, family, personality and opportunity on career choice among university students while employing statistical model of measuring linear relationship among many variables. The current study contributed to the body of literature on career choice which is an aid to further research. Specifically, the objectives of this study were: (1) to determine the influence of peer family on career choice, (2) to explore the impact of family on choosing career, (3) to find out the influence of personality on students career choice, (4) to determine the influence of opportunity on choosing career. The study was guided by the following hypotheses:

H_{01} : Peer has no significance influence on career choice

H_{02} : Family has no significance influence on career choice

H_{03} : Personality has no significance influence on career choice

H_{04} : Opportunity has no significance influence on career choice

LITERATURE REVIEW

Career Choice

The term career originated from Latin and French languages. According to Coupland (2004), it means occupation, either social or economic activity that can be accepted by someone during learning process at Academic Institution or elsewhere and proceeds throughout the remaining of life decay. Newton and Grayson (2003) defined career as a series of job position, duties, task, and working experience gathered by an individual. Career decision refers to a condition where individual find difficulties in selecting a particular occupation (Burns, Morris, Rousseau, & Taylor, 2013). It is critical decision made by selecting the professional or occupation which meets the needs of individual. Proper decision on career decision making provide innovative structure that serve as effective solution to future challenges among adolescence. After all, choosing career is a significant unavoidable action made by someone in life. Choosing the wrong selection and frequently shifting from one career to another has negative psychological effects. Choosing career has a lot of implication to life, it may imply as source of income that bring about satisfaction, recognition to the community and overall success. Recently, the career choice has received a close attention among researchers on examining its influential variables. Various studies were conducted over the world and reported the significant relationship among variables and their influence on career selection. Results from a study by Talib and Aun (2009) predicting career choice on career identity, awareness on occupation, academic performance revealed that all independent variables were found to be significant predictors

Influence of Peer on Career Choice

Peer group is an important moderator in shaping overall perception, behaviour, and attitude of individual through socialization process which results into adopting particular life style or character which determine decision on several matters. This group falls within the similar age group, behaviour, interest, geographical area and economics status (Ellie & Williams, 2009). At the beginning stage of child growth, parents play significant role of shaping the behaviours and attitude, later on at a certain stage of child development peer take over to stimulate attitude and decision on various matter including career. Peers are a source of critical thinking and connection towards career choice and job search (Crosnoe, Cavanagh, & Elder, 2003).The influence of peer on career choice can either be positive or negative depending on the link and exposure of the peer group. If student was advised by peer pressure on making the wrong choice of career, students will find difficulties in coping with the curriculum, which further lead to dissatisfaction with their selected career. Accordingly, the social status of individual, academic success, securing reputable job as well high earning are associated with a close influence of peers. The existing studies reported that peer group play a significant great role in modifying the behaviour of individuals attitude and personality towards decision on academic issues (Hanushek, Kain, Markman, & Rivkin, 2003; Zimmerman, 2003).

Influence of Family on Career Choice

The development of youth behaviour and attitude is initially controlled at family level where youths are inspired by future plans and strategies (Clutter, 2009).The influence of family may be positive or negative depending on the awareness and exposure to the global situation. Parents have proved to be a source of advice on career development. When the child grew up, we can have an image of the occupation of the parents. For example, if a child admires the skills of the parents on handling patients at health centres, it is expected to be interested on health science studies. Similarly, if one of the parents is a teacher, the child can be motivated on thinking of choosing such a career as well. According to Martin, Simmons, and Yu (2014), family can push their children to select the career that match their plans. When a particular family was engaged in large business activities and wish their children to take control over business operation and management; they will possibly prepare their children to pursue business studies. Sometimes the decision of the children on career choice can be different from the lesson learnt from their parent life styles. If the nature of occupation of parents put them far away from spending some time and socialize with their children at home, children can decide on future career selection which is against the occupation of their family (Shumba & Naong, 2012). It is therefore important for parents to be aware on global economic and technological changes so that their advice to their youths matches with these changes. Similarly, findings from a study by Simmons (2008) reported that individual career choice is largely influenced by the parents who plan and shape their youths according to their determination.

Influence of Opportunities on Career Choice

Career choice is very much influenced by opportunities associated with a particular career. Students can show ambition and ability in pursuing a particular career, however, if they were not guided on making the right choices at the right time, their dreams will end being unrealistic (Koech et al., 2016).Having an exposure towards the opportunities available would make student have a good chance in selecting the best career that match their abilities. The opportunities may be in form of academic entry qualification settings, job shadowing, and practical field attachment. However, the highest potential opportunity would be employment opportunity (Mncayi & Dunga, 2016).Predicting the market needs for certain careers are much challenging since it is determined by various factors. A career can be marketable for a particular time but after some technological innovation, the whole career could lose its marketability. However, critical investigation on the current needs of employers can be done through a comparison between supply and demand of the professionals in the market (Bright & Pryor, 2005). This can be observed quickly through looking at job advertisements from different sources. This initial effort can be helpful in predicting the demand of particular field of study for some years. It has been observed that students make a vital decision on career choice while lacking clear information on what exist in the global market

(McWhirter, Crothers, & Rasheed, 2000). It is globally accepted that education is a solution to social and economic challenges of any nation. This is why students spent several years in education with the belief that they have invested for a future gain. Their journey in education started from primary education level to higher studies, a point where it is considered as the final stage of investment. Making the correct choice in furthering their studies implies that the graduates will also benefit from returns as a result of what they have invested in education for many years.

Influence of Personality on Career Choice

The personality of the students is among the factors influencing career choice. Students choose career paths that fits exactly with their personality. The term personality refers to the psychological process come from the human brain which indicates individual character (Parks & Guay, 2009). Personality generates behaviour and attitude that become someone's identity and is the way to distinguish one from others when interacting with people. Variation of personalities implies variation of critical decision on some valuable matters that have impact to life. Self-confidence of the students determines their future plan by them self-selecting the right path towards their future goals. Studies indicate that students who have investigative personality normally prefer to join with sciences studies while the one with artistic personality often decide to select social science studies. (Porter & Umbach, 2006). Understanding the students' personalities and then matching them with a well-suited career type can improve satisfaction in the career. Thus, awareness of their own personality is vital for student to make the right choice of their career. It has been documented that personality is a core construct for valuable career choice that determine future success. According to the theory by Holland (1997), individual personality may influence someone to choose a particular career. Individuals search working environment that best suits their interest and capacity. In relation to this theory, people either have low or high identity. The one with low identity normally often select mismatched career and are characterized with moving from one profession to another unlike the one with high identity. The theory further explained that human being is accompanied with several personality traits specifically: Realistic, Investigative, Artistic, Social, Enterprising and Conversional. These traits vary with the type of task assigned to individuals who depend on ability and competence to accomplish a particular activity. Bethencourt and Cabrera (2011) investigated the relationship between personality and career decision making by focusing on the link between effective personality and mature decision-making process. The term effective personality was conceptualized as a group of unique characteristics of individuals that guide and lead to the critical decision making. It was concluded that the higher the effective personality is, the higher possibilities of possessing and using assertiveness, self-esteem and confidence.

Conceptual Framework

Conceptual framework is an instrument which is designed by researchers to describe the relationship among variables under study (Kothari, 2004). Figure 1 described the relationship between predictor and predicted variables. The predicted variable (dependent variable) is the career choice while independent variables were peer, family, personality and opportunity. The conceptual frame work of this study was developed through combining different factors influencing career choice as noted in the literature. Combining these factors was an effort towards filling the knowledge gap through investigating significant influence of these factors to the career choice. A study by Koech et al. (2016) reported that the main interesting point to university students is on what factors predict their decision on selecting the appropriate career. According to Holland's theory (1997), students choose career that match with their individual personality. This implied that in order to ensure satisfaction and success, the selected career should fit the personality type of students. Bussey and Bandura's theory (1999) reveals that people are learning and adapting by observing on what is done by others in their surrounding environment. That is why pressure from peer, influence from family member, personality and opportunity are considered as predictors of care choice. This study was stimulated with detailed understanding of the mentioned four independent variables which are strongly supported by literature. The conceptual framework showed the focus of the analysis through describing the relationship between career choice and the main four factors. The conceptual framework

describes career choice as dependent variable influenced by four independent variables namely peer, family, personality and opportunity. Each independent variable can affect the career choice. All these variables were taken as point of reference for developing the hypotheses that served as a guide to analysis. Dependent variable are presented at the bottom of the diagram while independent variables were presented on top of the dependent variable. The arrows show the direction of relationship and make clear on which variable is influenced by others. For instance, an arrow from peer to the career choice implies that the career choice is influenced by peer group.
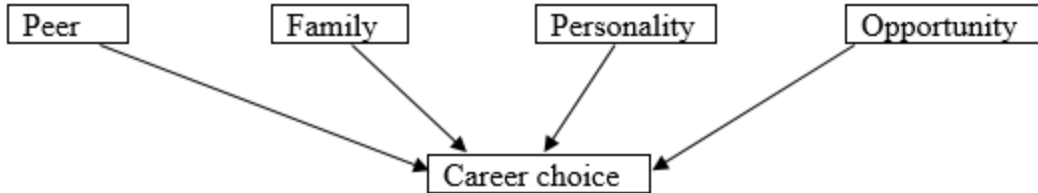

Figure 1. Conceptual framework (Source: Holland, 1997; Bussey & Bandura, 1999)

MATERIALS AND METHOD

Research Design

This research used quantitative method with cross sectional survey design to analyse influence of different variables on carrier choice where by many variables were observed from the sample at point. This design is helpful to observe several variables in single moment of time (Fife-Schaw, Breakwell, & Hammond, 1995).

Population and Sampling

The targeted participants for this study were undergraduate students who enrolled to pursue different field of studies in a public university in Tanzania. The justification for selecting these students and not others was due to fact that they accounted to sixty percent of the total student population. These were students who had already made decision on career selection and was in a better position to provide valid information on which factor influenced them to make such decisions.

Two group of sampling techniques were used in the study, specifically probability and non-probability methods. Each technique had some merit and demerit depending on different factors. One technique can be preferred over the other in one situation while in different situation the preference can be vice versa. To cope with time, financial and human resource constraints, a sample of 580 was drawn from a population of 5196 students by using the formula developed by Yamane (1973) as shown in Equation 1 below.

$$n = \frac{N}{1 + N(e^2)} = \frac{5196}{1 + 5196(0.039^2)} = 580 \tag{1}$$

After the sample size was determined, the respondents were selected using probability sampling techniques wherein each element in a list of sampling frame was assigned random number and representative sample was drawn automatically using Statistical packages Software version 20. This sampling technique ensured that every member of the population had an equal chance of being selected and thus guaranteed the obtained results from this sample to be generalized to the entire population.

Instrument

The data collection instrument used in this study was survey questionnaire. The instrument was designed based on the objectives of the study by involving only questions which are relevant to the aim of the study. The questionnaire was designed based on the literature review from the theories of Holland (1997) and Bussey and Bandura (1999).These two theories provided a strong foundation for the development of questionnaire with several items that load to their appropriate constructs. The questionnaire was measured by five (5) point Likert scale ranging from 1 to 5 where 1 stands for strongly disagree, 2 for disagree, 3 for moderately agree while 5 for strongly agree. The first section contained items for career choice where by four statements were clearly designed to give chance for students to reply to the appropriate response based on five Likert scale point. The second section consisted of four items which were designed to capture the response for construct of peer. Likewise, the third section presented the other four other items as component of family. The fourth section contained four items that are highly related to personality while the firth section contained four statements about opportunity.

Validity and Reliability

Validity refers to the situation where the inferential judgment based on particular test provides a meaningful result as expected (Creswell & Cresswell, 2017). In an attempt to establish validity of the instrument, both content and face validity were employed. The content validity provides verification of the suitability of the instruments (Elaydi, 2006). It can be confirmed by comparison between the variables formulated and the existing literature (Neuman, 2013). In particular, the establishment of content validity in this study was performed through repeated review. Similarly, profession from field of educational and management were consulted for suggestion. Face validity was utilized to evaluate the link between the implication of the item and conceptual meaning. The modification of items by rephrasing the statements was done according to opinions from five academic staff who reviewed the instrument.

Reliability of the instruments indicated the degrees of consistency and dependency of the measure of construct. It reflected the situation whereby the items within variables are highly related and consistent. The examination of consistency of all 16 items in the instrument was performed using Cronbach's alpha test. This is popular test useful for evaluating the internal consistency of an instrument whose values ranged between 0 and 1. According to standard, Cronbach's value of 0.7 or higher is treated as acceptable cut-off point in most social science research which implies the items are reliable (Brannen, 2017). Table 1 presents the reliability output for all variables under study.

Table 1
Reliability statistics

Variable	Number of items	Cronbach's Alpha	Decision
Career choice	4	0.842	Reliable
Peer	4	0.853	Reliable
Family	4	0.757	Reliable
Personality	4	0.841	Reliable
Opportunity	4	0.889	Reliable

Result from Table 1 displayed the Cronbach's Alpha value of 0.842 for career choice. Using standard rule, this value exceeded 0.7 and hence the items under this variable were considered reliable and consistent. Likewise, the Cronbach's Alpha values for peer family, personality and opportunity exceeded the cut-off point of 0.7 and as a result, the items under these variables were also reliable. The result evidenced that items were highly loaded within their corresponding components which confirmed the good reliability of the items.

Data Collection Procedure

The data were collected from students using questionnaires which contain closed-ended questions. The designed questionnaires were distributed to the students with the help of student leaders, particularly class representatives who volunteered to speed up the data collection exercise. To guarantee maximum response rate, the objectives of the research and instructions on how to respond to the questions were clearly explained to students. This effort ensured full participation of the targeted respondents. Since the questionnaires were personally administered by students, the exercise of data collection was smoothly completed within two weeks.

Data Analysis

The collected data was cleaned prior to coding and data entry. The Statistical Packages software, Statistical Package for the Social Sciences (SPSS) - version 20 was utilized to run linear regression model which was formulated in such a way that carrier choice as dependent variable was predicted on four explanatory variables which are peer, family, opportunity and personality. Like any other statistical technique, linear regression model required that dependent variable to be numeric in nature. In order to meet requirement, the response of "career variable" was weighted with continuous number ranging from 1 to 5. Based on the linear regression outputs, the influence of each variable was determined through Beta coefficient values, t-test and their corresponding probability values. The model was prepared by inserting career as dependent variable and function of four different variables as presented in Equation 2.

$$Career = \beta_0 + \beta_1 Peer + \beta_2 Family + \beta_3 Personality + \beta_4 Opportunity + e$$

Where by: β_0 =Constant coefficient   (2)

$\beta_1, \beta_2 ... \beta_4$ = are coefficients of explanatory variables, e =is the error term

The model assumed that residual are normally distributes and independent variables were not related.

RESULTS

Overall Model Assessment

One of the preliminary procedures of utilizing multiple linear regression models was assessing necessary assumptions of the statistical model. Table 2 displayed important statistics useful for detecting autocorrelation. When the errors were correlated, it underestimated the standard error of coefficients that made the predictors to be significant while in the actual case, they were insignificant. The outputs revealed the Durbin-Watson test statistic value of 1.410 which is close to 2, thus it indicated absence of auto correlation. The coefficient of determination (R –square) measured how close data fits the model. The results indicated that 33% of the variability of the data has been explained by the model.

Table 2

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	.575[a]	.331	.326	.80438	1.410

Although the key hypotheses was on testing the influence of several variables on career choice, it also required testing the general significance of the model using F-test as an appropriate procedure of checking the contribution

of independent variables to the model. If the model was significant, that implied that further analysis on specifying the significance of each variable can be followed. The finding of F-test was summarized in Table 3.

Table 3
Significance of the model

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	183.847	4	45.962	71.035	.000[b]
Residual	372.043	575	.647		
Total	555.890	579			

Essential statistical evidence for judging the overall significance of the model was presented in Table 3. The use of F- test in this particular case was helpful for testing the general contribution of the model by investigating whether there is influence of any predictor to the predicted variable or otherwise. Since the result indicated a high F- value of 71.035 with its lowest p-value (0.000<0.05), this is enough statistical evidence to conclude that at least one independent variable influence career choice. The significance of the model gave permission of proceeding with further analysis on assessing individual contribution of explanatory variables to the model

Normality Test

Histogram as a graphical method of assessing normality assumption was employed for diagnosis. It can be seen from Figure 2 that the data was approximately normally distributed. It had a bell shaped with a peak in the middle and fairly symmetrical, therefore, assumption of normality has been met.
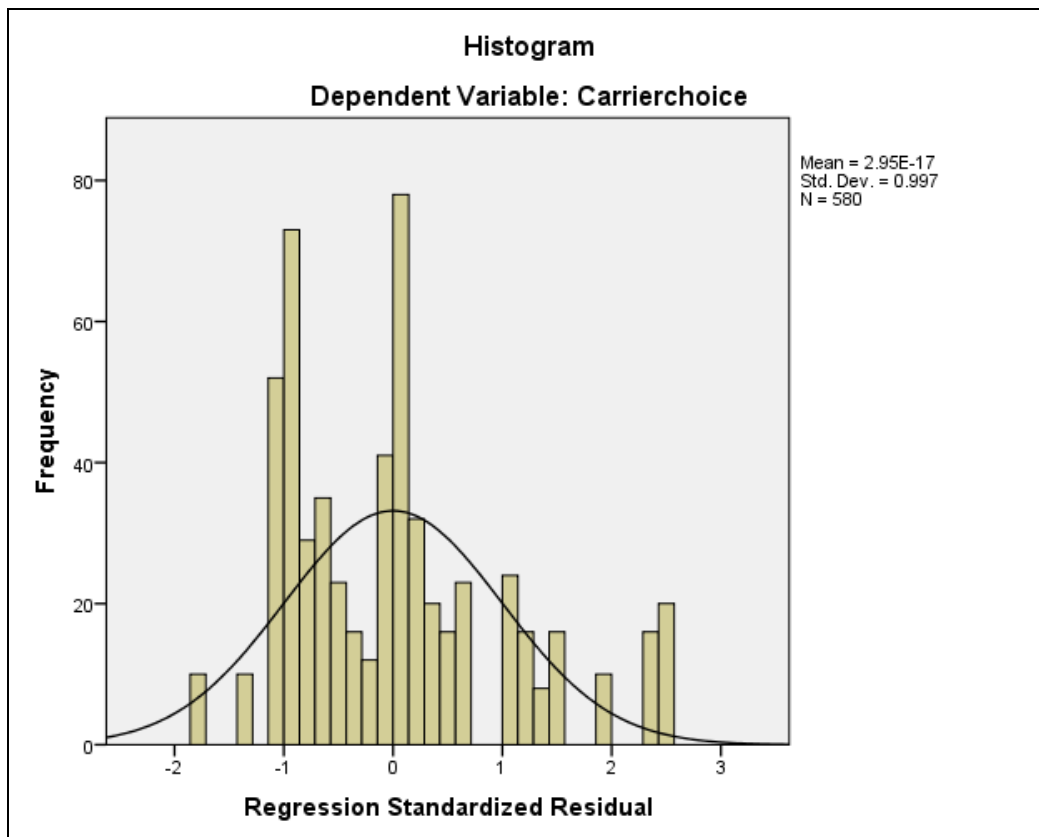

Figure 2. Normality test

The histogram is one of the graphical methods of checking whether the data follow a normal distribution. It is a popular way of presenting the shape of set of data which is created from a frequency distribution. The normality distribution of data can be observed by comparing an actual distribution of patterns of original data to a theoretical normal curve presented by line which is symmetry and picked at the centre. The ideal shape of the current histogram approximately looked like bell-shaped distribution which confirmed that the data followed a normal distribution.

Multicollinearity

There are various methods of identifying presence of collinearity among predictors. In this study, Variance Inflation Factor (VIF) and Tolerance was utilized to observe the assumption of independency among explanatory variables. These two indicators are related to each other in view of the fact that VIF is computed as a reciprocal of Tolerance value. As a rule of thumb, if VIF values lies between one and ten ($1 \leq VIF \leq 10$) it indicates that multicollinearity is not a serious problem. The larger the tolerance statistic value implies the less dependency among predictors.

Table 4
Collinearity statistics

Collinearity statistics		
Variables	**Tolerance**	**VIF**
Peer	0.611	1.637
Family	0.705	1.417
Personality	0.926	1.08
Opportunity	0.771	1.298

The multicollinearity was evaluated based on two statistics namely tolerance and Variance Inflation Factor (VIF). Result from Table 4 indicated that VIF for peer is 1.637 while for family, it showed 1.417. The personality and opportunity have VIF values of 1.08 and 1.298 respectively. Generally, the VIF value for explanatory variables lies between 1.01 and 1.7 which implies absence of multicollinearity symptoms. Similarly, the high values of tolerance values which range from 0.6 to 0.9 indicated the variables were linearly independent

Hypotheses Testing

Regression outputs from Table 4 contained essential statistics useful for testing the formulated hypothesis. Apart from checking the assumptions of the model, the key interest was on testing four hypotheses. The first statement was on testing statistical influence of peer on carrier choice as followed:
$H_{01:}$ Peer has no significance influence on career choice.

The linear regression model outputs from Table 4 indicated that peer is positively related and significantly influence the decision on carrier choice (β =0.321; t=7.970; p-value, 0.000<0.05%). This implied that peer group contributed to the model by 0.334 degree. This is strong evidence to reject null hypothesis and concluded that peer has significant influence on career choice. This peer group shared similar behaviour and character where youth can be inspired by a certain member within a group, and then adapt to the attitude and decision of the peer. Since the peer was trusted as point of reference, thus it was possible for student to seek advice from this fellow on selecting the career.

Table 5
Influence of peer on career choice

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
Peer	.321	.040	.348	7.970	.000

Result from Table 5 displayed essential results for judging the significance influence of peer to the decision making on career choice. The beta coefficient value for peer was 0.321 which indicated degrees of responsiveness of change on career choice as a result of unit change of peer. It also indicated that the peer and career choice were positively related in a sense that the higher the pressure from peer the higher the possibility of students to select the career as advised by their fellows. T –test value of 7.970 was high enough which was supported by its corresponding p-value of 0.000. Decision rule associated with this test is on rejecting null hypothesis when p-value is less than significance value of 0.05. Thus, there was statistical evidence to conclude that career choice is significantly influenced by peer. The findings implied that peer group is an important mechanism of shaping overall perception, behaviour, and attitude of students through interaction which results into adopting a particular attitude which predict the decision on career choice.

$H_{02:}$ Family has no significance influence on career choice.

Likewise, the output from Table 6 indicated that family has significance influence to the students on selecting appropriate carrier (β =0.077; t=2.610; p-value, 0.009<0.05%). With high test statistic and lowest p-values, the null hypothesis was rejected and it was concluded that family has significance influence on career choice of the student. The future of the students is shaped and determined by the family where by students can either be influenced by the family through cancelling from family member or observing the profession of family member and motivated to pursue similar career.

Table 6
Influence of family on career choice

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
Family	.077	.030	.106	2.610	.009

Family and career choice was positively related as evidenced by beta coefficient value of 0.077 shown from Table 6. The standard error of 0.030 is minimum enough to ensure that the results of estimating beta coefficients were unbiased and significant. The visual impression of results indicated by standard error was well supported by high t-test statistic value of 2.610 with probability value of 0.009 which does not exceed the desired level of 0.05. This implied that students imitate behaviour, attitude and plans of their family members through either observation or cancelling and guidance services from their parents. Since the parents need to observe the success of their youths, thus they play great role of monitoring academic journey from primary to higher learning education. Thus, family contributed significantly to the choice of career as a mechanism of ensuring that the resources that were invested to their youths could bring about future benefits.

$H_{03:}$ Personality has no significance influence on career choice.

The decision rule was rejecting null hypothesis if p-value is less than 0.05 otherwise null hypothesis is retained. The result indicated that Personality of individual contribute much to the carrier choice. (β =0.316; t=9.366; p-value, 0.000<0.05). This is enough statistical evidence to conclude that individual personality is an influential variable

towards career choice. As the profile of a particular course match exactly with students' personality, then there is high possibility of the students to select the respective career.

Table 7
Influence of personality on career choice

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
Personality	.316	.034	.332	9.366	.000

Table 7 showed the t-test statistic of 9.366 and p-value of 0.000<0.05 which was statistical evidence for assessing whether the personality of individual influence career choice. In estimating parameters of the model, errors were inevitable. However, statistical procedures were focused on minimizing these errors so as to increase precision of results. The beta coefficient for personality was 0.316 with reasonable standard error of 0.034, which indicated that the results were realistic as it was supported with a low probability value of 0.000. Thus, the findings provided statistical proof that personality of student significantly influenced the career choice. This meant that in order to enjoy learning and satisfaction, students preferred to select career that fits exactly with their personality type.

H_{04}: Opportunity has no significance influence on career choice.

Employment opportunity was the highly related and significant predictor of the carrier choice among students (β = 0.099; t= 2.363; p-value, 0.018<0.05). This means that when a particular field of study is exposed to full of opportunities, students would prefer to select the career which ensured future employability status.

Table 8
Influence of opportunity on career choice

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std.Error	Beta		
Opportunity	.099	.042	.092	2.363	.018

Results from Table 8 contained important statistics for judging the significance influence of opportunity to the career choice. The beta coefficient for opportunity was 0.099 with reasonable standard error of 0.042 which indicated that the results was realistic as it was supported by low probability value of 0.018. Positive value of beta coefficient indicated that opportunity and career choice were positively related in a way that when more opportunities are linked to a particular career, the students became more influenced to opt for such career. Decision rule associated with this test is on rejecting null hypothesis when p-value is less than significance value of 0.005. Therefore, there was statistical evidence to conclude that career choice is significantly influenced by opportunity. The employment opportunity is an influential factor due to fact that career path is a long-term process whereby students were expected to engage in a particular job by selecting the most preferred career whose demand in the market is stable.

Table 9
Significance of predictors

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std.Error	Beta			Tolerance	VIF
(Constant)	.656	.154		4.269	.000		
Peer	.321	.040	.348	7.970	.000	.611	1.637
Family	.077	.030	.106	2.610	.009	.705	1.417
Personality	.316	.034	.332	9.366	.000	.926	1.080
Opportunity	.099	.042	.092	2.363	.018	.771	1.298

Table 9 indicated results of running liner regression model that included beta coefficients of all independent variables under study. Similarly, it presented the standardized values of beta coefficients which were useful for comparing which variables were more influential than others. Constant coefficient value of 0.656 indicated the responsiveness of change of the model in the absence of independent variables namely peer family personality and opportunity. In addition, this constant beta was significant, as supported by p-value of 0.000<0.05. The significance of this constant implied that although the independent variables were key influential variables, sometimes students could select career even without any influence from peer, family, personality or opportunity. The independent variables were significant factors predicting career choice as evidenced by their corresponding p-values of 0.00 for peer and personality. Other p-value of 0.009 was for family while 0.018 for opportunity. It was imperative to check which variable is more influential than others using values of standardized coefficients. Thus, in comparison, peer group has highest influence (Beta=0.348) followed by personality (Beta=0.332), family (Beta=0.106) and opportunity (Beta=0.092).

DISCUSSION

The prior studies on career choice have reported significance of making right choice and its long-term implication to the future of students. Analysis of the factors influencing career decision making revealed that peer pressure is one of the significant contributors of the career choice. Peers are helpful in investigating feelings, behaviour and pressurize someone on accepting particular manner. That means that peers who are knowledgeable and exposed to different environment are good sources of reference towards decision on academic matters. This result concurs with the findings from Kram and Isabella (2017) who reported that peer provides inspiration among students that enable them in career selection. According to Bussey and Bandura (1999), peer group is a point of reference of shaping and providing room that help on making comparative analysis for acceptance and recognition of personal efficacy. For that case, peer is essential aspect that provides possibility of shaping individual behaviour, life style, personality development and future plan including academic choice. Thus, career guiding and cancelling is informally practiced by peer on critical matter that has short and long impact to students (Alika, 2012). When students interact with their fellow peers, they normally share similar behaviours which would have resulted into having some information on choosing appropriate career.

Naz et al. (2014) concludes that although peer pressure provides room for developing carrier choice among students, family influence is one of the vital forces that shape children to the working force. The results from regression model indicated that family of students play great role in influencing students' career choice. Every parent needs to observe a clear success of their children. Thus carrier development can be initiated from this point where parents can indicate the way and initiate the carrier progress. The results of this study was consistent with previous researches (Whiston & Keller, 2004; Chak & Jing, 2010) which concluded that family is a point of reference that play important role of guiding youths on career choice. In actual situations, teenagers relied mostly on their family for support and thus their decision on carrier choice is likely to match with the obligation and

expectation of their family (Paloş & Drobot, 2010). This is simply because one of the family expectations from their children is to observe academic achievement from their children and successful carrier path.

The results from this study further revealed that personality of individual influences decision on career choice. This result concurred with the existing papers (Ebstrup, Eplov, Pisinger, & Jørgensen, 2011; Kemboi, Kindiki, & Misigo, 2016) that documented significant role of individual personality on career choice in a sense that students choose the best preferred career that describes their unique identity and mostly suits their personality. This action generates self and social gain. Since individual personality is essential factor in carrier choice, it is imperative for students to be aware of their personality that generates maximum level of self-awareness which is an asset in selection of preferred career (Moorjani et al., 2007).

How students assess themselves in relation to particular personality trait, is an influential factor that reflects the type of career to be chosen. The choice of career may either be voluntary or involuntary depending on self-awareness of the individuals. Gunkel, Schlaegel, Langella, and Peluchette (2010) reported that when students are motivated with their personality type, they are more likely to fall into appropriate career that fits exactly with their personality kind. Therefore, if someone were to make an intelligent career plan, it needs much understanding on personality types that fits a desired career. Personality type is among of the significant criteria that need to be considered with great care when selecting career. Failure to match career type and personality is a lasting mistake and reason for dissatisfaction during leaning process and future stress for the rest of the days after graduation.

The findings indicated that opportunity is an influential factor that is considered by students in career choice. Although the primary target of leaning is knowledge acquisition, the key target was choosing career which is associated with opportunities in future. The result is similar with the findings from Olamide and Olawaiye (2013) who documented that students prefer marketable field which provide well financial packages, and opportunity of growing up professionally. It also concurred with the study by Korir and Wafula (2012) who concluded that students motivated with career which offer a base of securing stable employment composed of satisfactory earning can bring about good living condition. The career path is a continuous process. Individuals engage in a particular job by selecting the most preferred professions whose demand in the market is guaranteed. This action could bring about easy employment with satisfactory earning and enjoy good living condition. However, predicting future phenomena could also bring about probabilities that could be associated with some errors. Thus, students attempt to secure their future status by considering job opportunities as criteria of choosing career. The study by Aziz-Zadeh et al. (2003) pointed out that formal education serves as source of income, thus career choice of students relies on selecting field of study by focusing on profession whose needs in the labour market is everlasting. The result of this study also gained support from the findings of Zotorvie (2016) who reported that availability of job vacancy with expectation of high earnings is a chief factor when making decision on joining with particular career. Students' perceptions on future plan particularly market of a particular field of study is an influential factor that determine chosen career. The finding is also supported by Greenbank (2011) who concluded that student preferred to pursue a particular field of study offered by particular Higher Learning Institutions by focusing on the future employment opportunity linked to the selected profession.

RESEARCH IMPLICATION

This study has both theoretical and practical implication. To the case of theories, the study contributed to the research on analysing the factors influencing career choice among university students. Furthermore, the findings contributed to the emphasis of employing the theories by Holland (1997) alongside Bussey and Bandura (1999) in career choice research, particularly the conceptualization of variables related to career choice. Research findings implied that career choice was significantly influenced by peer group. Likewise, family was an important significant factor that determines the decision on career choice. The study revealed that students are impressionable, and can be easily influenced by personality and future employment opportunities of a particular career.

Practically, findings of this paper are relevant to university's management in developing practical strategies as a means for career guidance and development of the students. Since the quality assurance of service offered by a particular university involve the academic achievement of graduates, the results of this study could be helpful to develop a mechanism in helping students to make the right choice which result into sustainable production of competent professionals that meets the needs of the labour market.

CONCLUSION

The analysis on factors influencing career choice was analysed and the result indicated that family, peer, opportunity and personality were key significant determinants of career choice. The exercise of selecting career is done by students before joining with Universities. Therefore, it was vital to investigate the factors that motivated them to select a particular field of study. It was revealed that personality is one of the significant factors towards career selection. Thus, students who pursue a field of study that misfit their personality could fail to develop interest, skills and competence. It was reported that personality of student is a significant criteria for selecting a particular course. Knowledge of the students' profile over the course of study and self-awareness on personality enhanced the students' confidence in making the right decision. In view of the results, peers are potential source of promoting career selection. Thus, it is important to examine the behaviour of peers before establishing close relationship, since their influence tends to impact the future success of an individual. It was further concluded that opportunities associated with particular professional is one of the criteria considered by students before deciding on appropriate career. University's education should have prepared student with information for on choosing whether to be employed somewhere or be self- employed and with other information relation to career help as well. This showed that the lack of enough information may hinder students to make the right choice for their future.

Career choice is the process that requires critical investigation which finally ends on two possibilities of either right or wrong decision. The finding of this paper is an input to the University's management in order to develop realistic strategies as a tool for career guidance and development of the student. The study was limited to analyse only the influence of four factors on carrier choice. However, there are many other factors which are related to selection of career and it was not possible to handle them in a single paper. Paying attention on the topic of career choice and its social and economic implication to students, the coming research should include factors such media, social economic background, and gender.

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