Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 5, July, 2021: 4266 - 4283

Research Article

Personal Variables' Effect in Recognising the Preference of Career Choice of Undergraduate Students

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Abstract

This study focused on the personal variables in recognising the preference of career choice of undergraduate students. This research is limited to empirical findings to the theoretical implication to the variables of 'personal' dimensions. Inputs were taken from the sample undergraduate students from different institutions within the state of Meghalaya, India. Majority of sample units of the students belonged to the Khasi, Garo, and Jaintia ethnic tribal groups in Meghalaya. Altogether 410 undergraduate students were included in the study through random (lottery) method drawn from altogether 56 colleges from the disciplines of Arts, Commerce and Science. The study was conducted upon the final year undergraduate students to assess the path taken for their career choice. The study found that the personal factors' self-efficacy component has the most impact on the students' career choice. The significant relationship between all the sub-dimensions of personal and career choice was found to be moderate and optimistic.

Keywords: career choice, personal factor, undergraduates, Meghalaya, India

Introduction

In an undergraduate student's life, career choice is a dynamic decision that decides the type of occupation that she/he plans to follow in life (Koech et al. 2016). Perhaps it is the most crucial decision for a person and has a vast number of effects in terms of income, lifestyle, status, and job satisfaction.

Work is considered a central part of everyday life and an essential aspect of it (Tsaouside & Jome, 2008). With shifts and transitions taking place every day, the process has influenced the working life.

Splaver (1977) claims that if intelligent career plans are there, students must have a clear understanding of themselves and their personality. In their future, what they want to be and what they are like are deciding factors. The personality variables to be taken into account are their analytical ability, superior skills, and interest. An established career included personality evaluation via self-assessment and contact with others, an attribute that, according to Harris & Jones (1997), was heavily dependent on personality. Also, the self-knowledge in several pathways is shown to be a domain (Anderson, 1995).

The institutional theory focuses on the mechanisms by which systems are defined as the traditional standards for social actions, including schemes, laws, norms and routines. It investigates how, over

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time and space, these elements are created, diffused, adopted and adapted and how they fall into decline and disuse (Scott, 2005). The humanly devised restrictions (sanctions, taboos, practises, rituals and codes of conduct) and structured rules (constitutions, laws and property rights) are institutions (North, 1991).

The Theoretical Underpinning

The big five career theories identified by Leung (2008), which includes (a) Theory of Work Adjustment, (b) Holland's Theory of Vocational Personalities in the work environment, (c) The Self-Concept Theory of Career development, (d) Gottfredson's Theory of Circumscription and Compromise and (e) Social Cognitive Career Theory, have provided the framework for understanding the career decision making of the undergraduate students in the present research work.

Theory of Work Adjustment

It is a classic career development theory focused on the individual difference tradition of vocational behaviour. The authors named the theory of personal-environment correspondence, seeing career choice and growth as an ongoing process of change and accommodation that: (a) the person (P) looks for work organisations and environments (E) that would fit his/her "requirements" in terms of needs and (b) E, in turn, looks for individuals who can meet the organisation's "requirements" (Dawis, 2002; Dawis & Lofquist, 1984).

Holland's Theory of Vocational Personalities in Work Environment

Holland concluded that vocational interest is an expression of one's own personality and that vocational interests may be conceived in six types: Realistic (R), Investigative (I), Inventive (A), Social (S), Enterprising (E) and Conventional (C). If a person's similarity to these six types of professional personality and interest may be calculated, a three-letter code (e.g. SIA, RIA) could be produced to signify and summarise his or her career interest. If a person's degree of similarity to the six types of professional personality and interest may be calculated, a three-letter code (e.g. SIA, RIA) could be generated to signify and summarise his or her career interest. The first letter of the code is the primary form of interest of a person, likely to play a major role in career choice and satisfaction. Second and third letters are topics of secondary interest and are likely to play a smaller but still significant role in the process of career choice.

Self-concept Theory of Career Development

Among the many career choice and growth theories, Super's theory has gained much coverage both in the US and elsewhere in the world. Super (1969, 1980, 1990) indicated that career choice and growth is a process of self-concept creation and implementation. Self-concept, according to Super (1990), is a result of complex interactions among several factors, including physical and mental development, personal experiences, and environmental characteristics and stimulation. Although Super believed that there is an organic mechanism behind the creation and maturation process, recent articulations (e.g., Harris & Jones, 1997; Savickas, 2002) of Super's theory called

for greater focus on the effects of social context and the reciprocal impact between the individual and the setting. Building on Super's notion that self-concept theory is a personal construct theory. Savickas (2002) took a constructivist viewpoint and postulated that "the career-building phase is primarily that of creating and applying vocational self-concepts in job roles." A relatively stable self-concept should emerge in late adolescence to direct job selection and adjustment. Self-concept, however, is not a static entity and will continue to evolve as the individual encounters new experiences and progresses through developmental stages. Life and job satisfaction is a continuous phase of the developing self-concept through job and other life functions.

Gottfredson's Theory of Circumscription and Compromise

Compared to more developed career development models like Super's and Holland's theories, Gottfredson's career development theory is a more recent contribution. Gottfredson (1981, 1996, 2002, and 2005) believed a career preference method requiring a high degree of cognitive ability. The capacity of a child to synthesise and organise intricate occupational knowledge is a function of chronological age and general intelligence. Cognitive growth and development are instrumental in creating a cognitive occupation map and self-conceptions used to determine the appropriateness of different occupational alternatives. Gottfredson's (2002, 2005) established the complex interplay between genetic makeup and environment in recent revisions of her theory. Genetic characteristics play a crucial role in defining a person's essential characteristics, such as desires, abilities, and beliefs, but one's environment moderates their expression. While genetic makeup and environment play a crucial role in shaping the individual, Gottfredson maintained that the person remains an active agent that could influence or shape their environment. Therefore, career development is a self-creation mechanism in which individuals pursued avenues or niches to convey their genetic instincts within the limits of their cultural climate. Unlike the existing notion that choice is a selection mechanism, Gottfredson's (1981, 1996, 2002) theorised that career choice and development is a process of elimination or circumscription in which an individual gradually excludes specific occupational alternatives from further consideration. Circumscription can be an effect of influential self-concept aspects arising at various developmental stages. Gottfredson concluded that children's career ambitions are more affected by the public (e.g., gender, social class) than their self-concept (e.g., abilities, interests).

Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) (Lent & Brown, 2002; Lent, 2005) is rooted in Bandura's theory of self-efficacy (1977), which posited a mutually influential relationship between people and environment. SCCT provides three segmental but interlocking career development process models to clarify (a) the development of academic and vocational interest, (b) how individuals make educational and career choices, and (c) educational and career success and stability. The three segmental models concentrate on three main variables, self-efficacy, outcome expectations, and personal goals. Lent (2005) described self-efficacy as "a complex collection of beliefs linked to specific performance domains and activities." Self-efficacy standards affect fundamental behaviour initiation and behaviour maintenance in response to barriers and difficulties.

The theories on career choice as discussed above offer important dimensions:

1. The Job Adjustment Theory also called Person-Environment Correspondence Theory, views career choice and growth as a continuous process of adjustment and accommodation.

2. In Holland 's Theory of Vocational Personalities in Work Environment, Holland postulated that vocational interest is an expression of one's personality and that vocational interests could be conceptualized into six typologies, which are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E) and Conventional (C).

3. In Super's Self-concept Career Development Theory, he proposed that career choice and development are basically a process of creating and enforcing a person's self-concept.
4. Furthermore, in Gottfredson's Circumscription and Compromise Theory, he believed that career choice is a mechanism requiring a high degree of cognitive ability. He established the complex interplay between genetic makeup and climate. Genetic characteristics play a crucial role in defining a person's basic characteristics, such as desires, abilities, and beliefs, but their expression is moderated by one's environment.

5. The Social Cognitive Career Theory (SCCT), grounded in Bandura's Theory of self-efficacy (1977, 1997), postulates a mutually affecting relationship between people and environment.

Research Questions

1. How important are personality factors in making students' career choices?
2. Which is the selected career anchor for the students?

The present study

There was a considerable population of non-workers, according to the basic statistics of the 2015 North Eastern Zone, India. As of 2011 census, the Job Statistics of Employment Exchange Meghalaya, India shows that there are more registrations than work, which depicts that the organizations have a large number of applicants to be put. It was also possible to see the level of unemployment in Meghalaya compared to the rest of the states in North East India. After the year 1991, which mainly took place in the urban areas of the State, there was a rapid rise in unemployment. The prevalence of unemployment among educated young people has also contributed to a rise in the urban sector's unemployment rate. There was a high unemployment rate in the 15-19, 20-24 and 25-29 age groups, representing the presence in the urban areas of Meghalaya of large-scale youth unemployment. The level of unemployment in educational achievement is much higher and wherein the population suffered most under the State's graduate-level (Meghalaya Human Development Report, 2008). It is worth noting that the unemployed are most sought after by daily salaried jobs in government, followed by self-employment in industry or trade. As such, many variables influence the job selection of undergraduate students. Identifying these variables might give an idea to parents, educators and industry as to where learners position much of their trust in their career selection process. As of 2011, Meghalaya's unemployment rate was higher than the rest of the country as per the Ministry of Labour and Jobs report (Labour, Employment & Manpower Report (2011). According to the number of registered and put Trained

Applicants (Matriculate & above) and number on the Live Register categorized by Education as in 2011, the occupational division of the applicants in the Live Register also indicates that the largest number of applicants belongs to the undergraduate level and above students (The Information Handbook, Labour Commission, 2017).

Under this backdrop, the present study focuses on the career choice and career anchors of undergraduates and explores the personal and institutional effects thereon.

Method

Procedure and Sample

The Universe (population) of the study includes 56 colleges in the disciplines of Arts, Commerce and Science. These institutions have been categorised into five strata viz., (i) Government Colleges (First Stratum), (ii) Private colleges under Deficit in Aid (Second Stratum), (iii) Private Colleges under Adhoc Grant in Aid (Third Stratum), (iv) Private Colleges under lump sum Grant in Aid (Fourth Stratum) and (v) Private Colleges self-financed (Fifth Stratum). The study was conducted on the final year undergraduate students to assess the path taken for their career choice.

Sample Size Estimation

The sample size was drawn using the 'Slovin Formula' for finite population.

Table 1
Number of Institutions offering undergraduate courses in Meghalaya, India (As on July 2016)

Colleges of Meghalaya	Government Colleges	Private Colleges under Deficit in Aid	Private Colleges under Adhoc Grant in Aid	Private colleges under Lumpsum Grant in Aid	Private colleges self-financed	Total
No. of Institute	5	15	7	7	22	56
No. of Student Intake	2011	6802	1122	531	2654	13,120
No. of Students estimated as per Slovin's formula	60	201	33	16	78	388
No. of Students considered as actual sample**	62	206	34	16	82	400

Source: Directorate of Education, Meghalaya. (http://megeducation.gov.in/colleges.html) 2-www.statisticshowto.com/how-to-use-Slovi's-formula; www.talkstats.com/showthread.php/23287-Slovin-s-Formula

Note: **a) Students' sample size has been estimated proportionately on the basis of proportionate sampling allocation as per students' intake per institution.

Using Slovin's formula for finite population:

$N=N/ (1+Ne^2)$

Where, n= Number of samples, N= Total population and e= Error Tolerance

This formula was invented by Michael Slovin in 1960 where the error is calculated by subtracting the confidence level from 1 to get the error. The sample size from the population of 13,120 at 95% significance (tolerance error is 5%) has been calculated as follows:
$n = 13120/ [1 + 13120 * (.05)^2]$
$n = 13120/ [1 + 13120 * 0.0025]$
n = 388.16 say 388
n (I) = [N (I)/ 13120] x 388 or 400

For the study, however, 500 questionnaire numbers were distributed to achieve a higher degree of population representativeness, taking into account the inaccuracy, incompleteness or inability to participate in the survey. Of the 410 questionnaires, 410 were tested. The method of collecting survey data was used to gather the students' information. The schedule was grouped into three sections. The first segment was made up of general data. The second section of the questionnaire consisted of 26 unstructured forms of personal and institutional variables determining career choices. The third portion of the questionnaire consisted of 31 unstructured objects taken from the 8 job anchor measurements developed by Schein (1993). In Career Choice and Personal and Institutional variables, Likert Scale 5 point was used to measure phrases. As a test of reliability, Cronbach's Alpha coefficient was used in this analysis. It was found that the personal factor items consisting of 16 items were reliable as a measure of reliability analysis (0.796), reliability analysis for institutional factor items consisting of 10 items was extremely reliable (0.823) and reliability testing for career choice anchor items was also reliable (0.772).

The study attempted to define the relationship between career choice and the sub-dimensions of personal variables that included self-efficacy, interests, attitude and motivation. The analysis also attempted to define the relationship between career choices and sub-dimensions of institutional variables, including curriculum topics, quality of teaching, and college policies. The impact of sub-dimensions of personal factors on each anchor of career choice has also been evaluated in this analysis. It also checked the impact of the sub-dimensions of institutional variables on each career option anchor.

Results:

Research Question No.1: How important are personality factors in making students ' career choices?
In Table 2 it can be seen that the sub dimension of personal factor which influences the most on career choice is *"Self efficacy"* (3.9037), followed by *"Interests"* (3.8780), *"Motivation"* (3.8478) and lastly *"Attitude"* (3.8705).

Table 2

Mean and Standard Deviation of the sub dimensions of Personal factors on career choice

	Mean	SD	N
Career Choice	3.9282	.33409	410
Self Efficacy	3.9037	.40570	410
Motivation	3.8478	.37898	410
Interests	3.8780	.31291	410
Attitude	3.8705	.35192	410

DV: Career Choice
IV: Self Efficacy, Motivation, Interests, Attitude

Correlation was used to determine the relation between career choice and sub dimensions of personal factor. The results are summarised in Table 3.
There is a moderate (0.642) and positive significant ($p< 0.05$) relationship between career choice and sub dimension self efficacy. There is also a moderate (0.642) and positive significant ($p<0.05$) relationship between career choice and sub dimension motivation. There is a high degree (0.857) and positive significant ($p<0.05$) relationship between career choice and sub dimension interests. There is also a high degree (0.823) and positive significant ($p< 0.05$) relationship between career choice and sub dimension attitude. Lastly there is also a high degree (0.761) and positive significant relationship between ($p<0.05$) relationship between career choice and personal factors.
When an individual makes a career decision entering early into adulthood, their implications for lifestyle, and personal and occupational satisfaction becomes positive. There is significant amount of research to show that self efficacy contributes as a predicting factor for career choice (Betz & Luzzo, 1996); (Mau 2001; Morgan, 2007). In Bandura's (1989) theory, depicts that self efficacy could either improve or weaken the student's academic and social performance.

College experience is a time for self exploration and growth (Hinkelman & Luzzo, 2007). The students are faced with many different issues constantly that may help motivate them to make career plans (King & Howard-hamiltion, 2000). Motivation from parents, other family members, peers and professionals have proved to be important in influencing decisions on career choice (Joseph, 1982; Uyar et. al. 2011; Myburgh, 2005). Financial motivation, personal interests and other factors also becomes a motivating factor in choosing a career (Abdullah et.al. 2009); (Joseph, 1982).

Many studies have been done on career interests and the factors influencing career choice (Betz & Borgen, 2000; Betz, 1991; Holland, 1973). Maudlin et.al. (2000) and Pak, (1997) said that career opportunities, lifestyle, prestige etc also interests students to make career choice. Occupational interests have three categories according to Watts (2008) and OECD (2004): Learning goals, labor market goals and social equity goals.

Career and personal issues of individuals are related to career development (Super, 1990). Winston & Polkosnik (1986) said that students who have relationships of great trust, independence, and individuality have greater control over their academic and work performances. Psychological factors and career choice are closely related (Bowers & Salas, 2001; Chickering & Reisser, 1993; Super, 1990; Winston & Polkosnik, 1986).

Table 3
Relationship between Career Choice, Personal Factors and sub dimensions of Personal Factor

		Career Choice	Self Efficacy	Motivation	Interests	Attitude	Personal Factor
Career Choice	Pearson Correlation	1					
	Sig. (2-tailed)						
Self Efficacy	Pearson Correlation	.653**	1				
	Sig. (2-tailed)	.000					
Motivation	Pearson Correlation	.642**	.496**	1			
	Sig. (2-tailed)	.000	.000				
Interests	Pearson Correlation	.857**	.634**	.613**	1		
	Sig. (2-tailed)	.000	.000	.000			
Attitude	Pearson Correlation	.123*	.223**	.112*	.208**	1	
	Sig. (2-tailed)	.013	.000	.024	.000		
Personal Factor	Pearson Correlation	.761**	.669**	.819**	.835**	.541**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

Results of Regression Analysis

Table 4
Regression analysis result for Career Choice and sub dimensions of Personal factor

Independent variables	B Value	t	p
Self Efficacy	0.166	5.331	0.000
Interests	0.671	19.613	0.000
Attitude	-0.071	-2.941	0.003
Motivation	0.156	5.150	0.000
Adjusted R^2	0.773		
F	348.418		

p	0.000

Table 4 shows that the Career Choice is 77.3% influenced by the sub dimensions of personal factor. Career choice is significantly affected by the sub dimensions of "Self efficacy", "Interests", "Attitude" and "Motivation". While self efficacy, interests, and motivation positively affects career choice, sub dimension attitude negatively affects career choice. Personal intervention programmes have proven to be effective in terms of reducing vocational indecision among students (Mehta et. al. 2006). According to Holland's theory of "Career Typology", individuals choose career environments that best fit their personality and interests (Holland, 1966). A study conducted in Sri Lanka on personal factors influencing under graduating students, proved that personal factors have a great influence on career choice of the undergraduate students (Anojan & Nimalathasan, 2013).

Figure 1. Framework and result of the influence of sub dimensions of personal factor on Career Choice

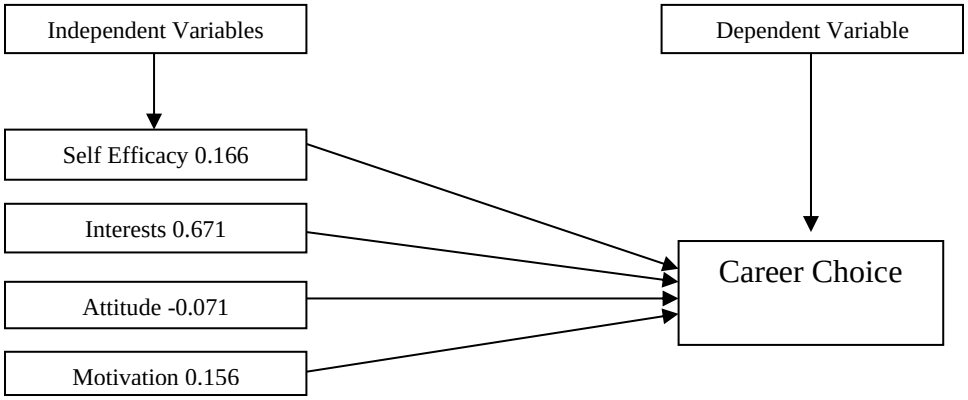


Table 5
Regression analysis result for Career Choice sub dimension "Technical" and sub dimensions of Personal factor

Independent variables	B Value	t	p
Self Efficacy	0.106	1.655	0.099
Interests	0.091	1.303	0.193
Attitude	0.062	1.247	0.213
Motivation	0.068	1.096	0.274
Adjusted R^2	0.052		
F	6.568		
P	0.000		

Table 5 shows that the sub dimension *"Technical"* of Career Choice is 5.2% influenced by the sub dimensions of personal factor. The sub dimension *"Technical"* of career choice is positively affected by the sub dimensions of personal factor, but there is no significant relationship. Few studies done on health science students have reported that there are group differences in personal characteristics (Adamson et. al, 2003). Other studies suggest that personality changes during the course of study have significant affect on the career choices (Rovezzi-Carol & Leavitt, 1984).

Table 6
Regression analysis result for Career Choice sub dimension "Managerial Competence" and sub dimensions of Personal factor

Independent variables	B Value	T	p
Self Efficacy	0.033	0.526	0.599
Interests	0.309	4.559	0.000
Attitude	-0.078	-1.625	0.105
Motivation	0.032	0.526	0.599
Adjusted R^2	0.109		
F	13.469		
P	0.000		

Table 6 depicts that the sub dimension *"Managerial Competence"* is 10.9% influenced by sub dimensions of Personal Factor. The sub dimension managerial competence is positively and significantly affected by the sub dimension *"Interests"* of personal factor. Interests play a very important role in motivating people to do the right things that they like. Interest is a big factor on career choice (Almiskry et al. 2009).

Table 7
Regression analysis result for Career Choice sub dimension "Autonomy" and sub dimensions of Personal factor

Independent variables	B Value	T	p
Self Efficacy	0.029	0.529	0.597
Interests	0.470	7.856	0.000
Attitude	-0.071	-1.667	0.096
Motivation	0.114	2.140	0.033
Adjusted R^2	0.303		
F	45.376		
P	0.000		

In Table 7, the sub dimension *"Autonomy"* is 30.3% affected by the sub dimensions of personal factor. The sub-dimension *"Autonomy"* and sub dimensions of personal factor have positive and significant relationship. The sub-dimension *"Autonomy"* is positively and significantly affected by the sub dimensions *"Interests" and "Motivation"* of personal factor. According to Sansone & Harackiewicz (2000), "motivation is a set of energetic forces that originates both within as well as beyond an individual's being, to initiate work-related behavior and to determine its direction, form, intensity and duration." Eshbaugh et al. (2013) pointed out that interest influences student's career choice. Interests and career choice have a significant relationship (Alexander et.al. 2011).

Table 8
Regression analysis result for Career Choice sub dimension "Security" and sub dimensions of Personal factor

Independent variables	B Value	T	p
Self Efficacy	0.46	0.745	0.457
Interests	0.297	4.413	0.000

Attitude	-0.023	-0.472	0.637
Motivation	0.045	0.747	0.455
Adjusted R^2	0.117		
F	14.486		
P	0.000		

In Table 8, the sub dimension *"Security"* is 11.7% affected by the sub dimensions of personal factor. The sub dimension *"Security"* and sub dimensions of personal factor have positive and significant relationship. The sub dimension *"Security"* is positively and significantly affected by the sub dimension *"Interests"* of personal factor. Intrinsic factors which include personal interests is distinguished as noteworthy (Korkmaz, 2015).

Table 9
Regression analysis result for Career Choice sub dimension "Entrepreneurship" and sub dimensions of Personal factor

Independent variables	B Value	t	p
Self Efficacy	0.083	1.491	0.137
Interests	0.429	7.077	0.000
Attitude	-0.056	-1.308	0.192
Motivation	0.095	1.757	0.080
Adjusted R^2	0.285		
F	41.760		
p	0.000		

Table 9 depicts that the sub dimension *"Entrepreneurship"* is 28.5% influenced by sub dimensions of Personal Factor. The sub dimension *"Entrepreneurship"* is positively and significantly affected by the sub dimension *"Interests"* of personal factor. It can also be seen from the table that sub dimension "motivation" of personal factor has almost a significant influence on *"Entrepreneurship".* There is a solid relationship between individual interests and career determination (Suutari, 2003; Arthur & Rousseau 1996).

Table 10
Regression analysis result for Career Choice sub dimension "Service" and sub dimensions of Personal factor

Independent variables	B Value	t	p
Self Efficacy	0.074	1.186	0.236
Interests	0.208	3.046	0.002
Attitude	0.008	0.161	0.872
Motivation	0.079	1.308	0.192
Adjusted R^2	0.093		
F	11.459		
p	0.000		

Table 10 depicts that the sub dimension *"Service"* is 9.3% influenced by sub dimensions of Personal Factor. The sub dimension *"Service"* is positively and significantly affected by the sub dimension *"Interests"* of personal factor. When people choose career they should consider their

personal interests for three reasons, namely, people do better in the field that they are interested in, choosing career that matches their personality mostly brings success and satisfaction and happiness also follows (Humayon et. al. 2018).

Table 11
Regression analysis result for Career Choice sub dimension "Pure Challenge" and sub dimensions of Personal factor

Independent variables	B Value	t	p
Self Efficacy	0.162	3.013	0.003
Interests	0.395	6.695	0.000
Attitude	-0.63	-1.503	0.134
Motivation	0.107	2.054	0.041
Adjusted R^2	0.325		
F	50.157		
p	0.000		

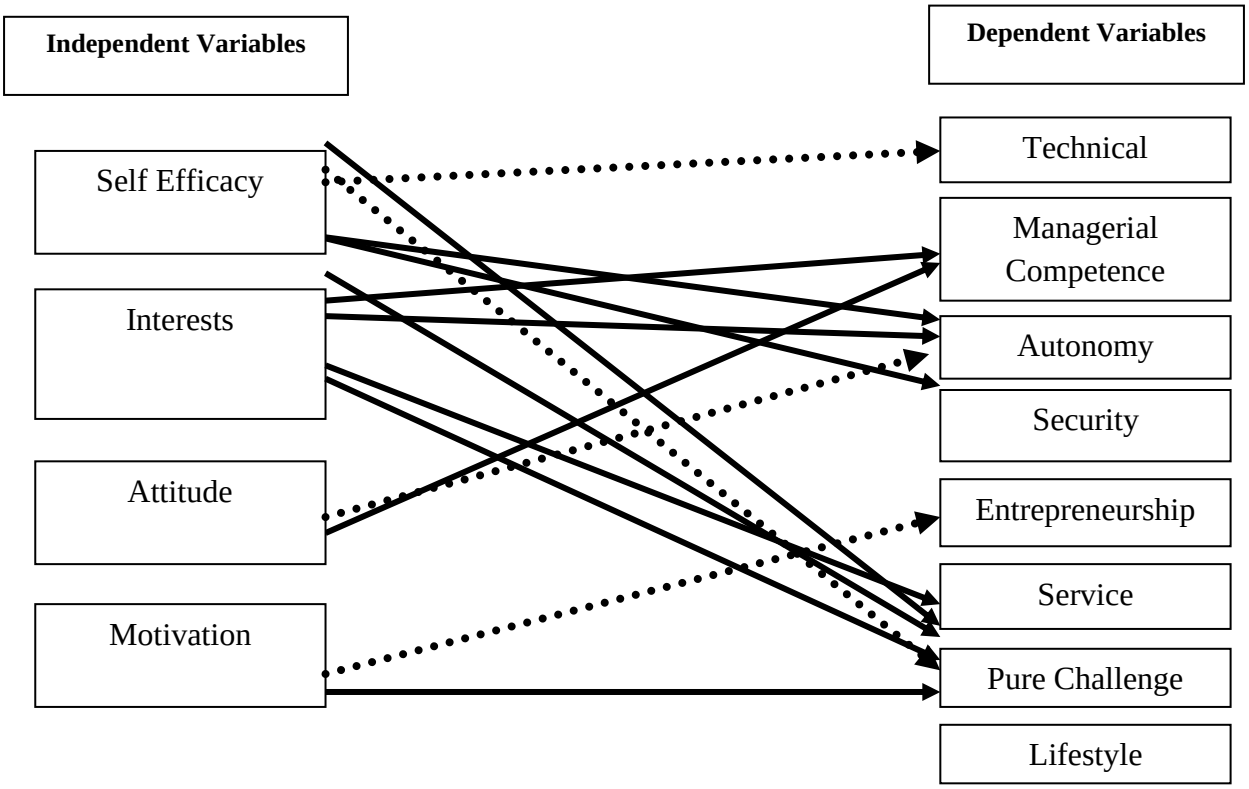
Table 11 shows that the sub dimension *"Pure Challenge"* is 32.5% influenced by sub dimensions of Personal Factor. The sub dimension *"Pure challenge"* is positively and significantly affected by the sub dimensions *"Interests" and "Self Efficacy"* of personal factor. Self efficacy can influence our insights, inspiration and decisions. Students with high level of self efficacy for particular assignment may take more part in the duty, invest more energy, achieve high level of accomplishments and may have more patients when fail (Bandura, 1977, 1989; Bandura & Adams, 1977; Goh, 2008). Interests have been identified as an essential precursor to career choice and are defined as "an emotion that arouses attention to, curiosity about and concern with" (Akbulut & Looney, 2007).

Table 12
Regression analysis result for Career Choice sub dimension "Lifestyle" and sub dimensions of Personal factor

Independent variables	B Value	T	p
Self Efficacy	0.105	1.849	0.065
Interests	0.401	6.431	0.000
Attitude	-0.42	-0.938	0.349
Motivation	0.55	0.0991	0.322
Adjusted R^2	0.245		
F	34.268		
p	0.000		

Table 12 depicts that the sub dimension *"Lifestyle"* is 24.5% influenced by sub dimensions of Personal Factor. The sub dimension *"Lifestyle"* is positively and significantly affected by the sub dimension *"Interests"* of personal factor. It can be seen in the table that the personal sub dimension "self efficacy" is also close to significantly affecting the sub dimension lifestyle of career choice. Abilities of a person have a strong impact on career determination (Bandura et. al. 2001). According to Edwards & Quinter (2011), the interests of students constitute the most important factor that influences career choice.

Figure 3: Framework and result of the influence of sub dimensions of personal factors on sub dimensions of career choice



The straight bold lines portray the positive and significant effect of sub dimensions of personal factor on sub dimensions of career choice. The dotted lines depict the positive and close to significant effect of the sub dimensions of personal factors on sub dimensions of career choice.

Discussion

The link between career choice and personal factors was explored in this study. The findings of this research are that there is a high degree of positive correlation between career choice and personal variables.

Personal factors and career choice

The personal factors' self-efficacy component has the most impact on the students' career choice in Meghalaya. The significant relationship between all the sub-dimensions of personal and career choice is moderate and optimistic. According to Kerka (2000), career choice is affected by several variables, including personality, preferences, self-concept, cultural identity, globalisation, socialisation, role model, social support, and tools such as knowledge and financial resources. The career anchors of "*Managerial Competence*", "Autonomy", "*Safety*", "*Entrepreneurship*", "*Service*", "*Pure Challenge*" and "*Lifestyle*" were significantly affected by the "Interests" sub-dimension of personal factor. Interest is the most significant factor in the job selection of students. Students select their courses because, in the area, the student has an inherent interest and high

desire (Owie, 2003). The "*Self Efficacy*" sub-dimension of the personal element greatly influenced the career anchor's "Pure Challenge". The sub-dimension "*Motivation*" has greatly shaped the career anchor's "*Autonomy*" and "*Pure Challenge*." Many researchers have concluded that variables such as personality, interests, friends, parents, teachers, social status, job satisfaction, reputation, socio-economic variables, and others have major impacts on students' job choices (Kumar, 2016; Pascual 2014; Fizer, 2013; Edwards, 2011). Brochert (2002) said that there are three main areas that influence the choice of a profession. The key areas are environment (family, political, economic), opportunity (parent income level, poverty) and personality (thoughts, emotions, behaviours, motivation).

Conclusion

Despite the contributions from this paper, certain limitations must be noted. While this study focused on the personal variables in recognising the preference of career choice of undergraduate students, it did not provide guidance on how to establish realistic approaches to enhance or resolve the related factors. In the literature of career choice of undergraduate students, this research is limited to a theoretical contribution to the variables of 'personal' dimensions only. Since this study has been used by a diversified group of students from a single state in India, the results may not be generalizable to other populations. A significant portion of overall sample students belong to the Khasi, Garo, and Jaintia ethnic tribal groups in Meghalaya. This must be looked at from the background of homogeneity of the population of students belonging to a tribal set-up, considering large differences in the family background, education strata and the like. Although this is common practise in which respondents may have responded to questions in a manner that they considered socially appropriate, but the relatively large sample size ensures the veracity of the effects and eliminates the risk of bias. In nature, the study is cross-sectional, so it is not possible to assume causality. Future studies should be conducted using longitudinal designs in order to assess the long-term effect of personal variables affecting career choice and other career-related performance. The link between career choice with those of personal factors is explored in this study. The findings of this research corroborates to a high degree of positive correlation between career choice and personal variables. In a variety of environments for professionals engaging with students, such as research may be particularly helpful where advisory and career counselling are ingrained. Understanding the link between career choice and personal dimensions as key factors influencing student career decision-making, particularly when ethnic tribal groups are also included in the population which none of the previous studies have focused on, may help government as well as career counsellors better address these students' typical needs and concerns in career decision-making and provide more appropriate career advice that can direct students appropriately.

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