Relationship between Personality Trait and Career Decision-Making Self-Efficacy on the Commitment to Career Choices among Undergraduate Students of Universiti Teknologi Malaysia

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Abstract
Graduates who often change their careers, fail to work in the field they are involved in and faced difficulties in the career selection could be related to the problems in their career choice commitment. This study aims to examine the relationship between personality traits and Career Decision Making Self Efficacy (CDMSE) on career choice commitment among undergraduate students of the Faculty of Social Sciences and Humanities (FSSH), Universiti Teknologi Malaysia (UTM). This study uses correlational design and involves three questionnaire instruments which are The International Personality Item Pool-Mini (IPIP-FFM), Career Decision Making Self Efficacy-Short Form, and Commitment to Career Choice scale (CCCs). A total of 200 respondents consisting of year 3 and 4 FSSH students were involved in this study. Pearson correlation analysis showed that only openness trait had a significant negative relationship with TTF (r = -.165) while extraversion trait (r = -.186), agreeableness (r = -.173) and openness (r = -.165) has a significant negative relationship with VEC. The CDMSE also showed a significant positive relationship with TTF (r = -.180) and a significant negative relationship with VEC (r = -.285). Multiple regression analysis that are conducted showed only openness and CDMSE predict TTF. Combination of CDMSE (β = 0.254, p <0.05) and openness trait (β = -0.243, p <0.05) contributed 7.7% (r = 0.293) to the change in TTF variance [F (2, 197) = 9.255, p <0.05]. For the VEC dimension, only extraversion traits and CDMSE be a predictor. Combination of CDMSE (β = 0.263, p <0.05) and extraversion trait (β = -0.145, p <0.05) contributed 9.3% (r = 0.319) to the change in VEC variance [F (2, 197) = 11.190, p <0.05]. This study has implications specially to encourage students to make a good career decision making and enhance their commitment in career selection process. The findings of this study also can inspire the university institution, career counselors, and the community to help students to improve their readiness and self-confidence in career selection process. Several suggestions have also been put forward to encourage students to always be sensitive and actively involved in giving their commitment to career choice.
Key-word: Personality Trait, Career Decision Making Self-Efficacy (CDMSE), Commitment to Career Choice (CCC).

1. Introduction

Career development is a continuous process of exploring the working world. This means to say that individuals would be able to choose a better career if they actively explore and expand their involvement in achieving their career goals (Srikanth & Israel, 2012). The development of an individual’s career begins with self-assessment of their self-ability that is later matched with the available career options. Career development process involves choosing a suitable career, which is a key element that needs to be considered by everyone especially students. Therefore, it is vital for every student to be equipped with the knowledge of making the appropriate profession selection in the future (Chinyere, 2017).

In the development of an individual career, commitment to career choices is the key element in demonstrating individual attitudes and readiness towards the chosen profession. A good understanding in choosing a career is vital as one's understanding of the career selection process does not only help with the career selection but also ensures that he or she remains in the career that has been chosen (Valparaiso University, 2019). Individual commitment to their chosen career can be seen through active involvement in the career selection process and also in making rational decisions (Cheon, 2005) related to careers that he or she would embark on later.

Choosing the right career that suits a person’s personality is an important factor which should be considered in determining their future life patterns (Yusof, 2013). Personality is a dynamic and structured feature that individuals possess which can influence cognitive processes, motivation and behaviors that occur in many situations (Ryckman, 2000). Brown dan Lent, (2005) explained that the impact of career selection that is in line with individual capabilities and personalities is able to produce competent workers and assist in boosting the country's economic growth.

Besides, self-efficacy play a crucial role in career choice commitments. Self-efficacy represents the idea of how an individual is confident to engage in a particular field or worries about venturing in a career field (Markus & Nurius, 1986; Buys, 2014). Self-efficacy is important as it affects an individual’s action in any career-related decision-making processes because it requires the individual to build trust within themselves (Bandura, 1987). The ability to build confidence, complemented with high will and efforts will have a positive impact in career selection and consequently resulting in good career choice to shape future plans (Chinyere, 2017).
High confidence in career selection reflects the true level of self-efficiency covering experience, socialization and psychological condition as well as individual emotions (Bandura, 1997). Meanwhile, choosing the right career that is parallel to the individual’s trait will lead to maximum job satisfaction and promote healthy psychological development. Involvement in career selection is considered an important turning point in students' lives where it will have a huge impact on their lives in the long term (Martin, 2013) and reflects a good level of commitment in individual career selection.

2. Problem Background

Higher Learning Institutions (IPT) have generally produced a number of graduates, in line with the industrial demands and are adequate to meet the needs of the domestic workforce. Prospective graduates who commit to career selection during the course of their studies will help placing themselves in the world of employment, which in turn, can avoid unemployment (Yusoff, 2005). The increase in unemployment rate has become a phenomenon in many countries due to several reasons including factors such as incompetent graduates who do not fulfill the criteria required by the industry, based on a study report conducted by the National Economic Action Council, 2005 (Ali & Noordin, 2006).

Almost 60 per cent of graduates who received their studies from First Degrees and above are still unemployed after graduating from their studies at least after a year (Dr. Maszlee, 2019). Not all university graduates immediately get a job after they have graduated from university (Mallow, 2019). The number of graduates who still cannot afford to place themselves in any industry after graduating for at least one year is 59.9 per cent of the 51,365 graduates who have yet to work. Reports showed higher rates of graduate unemployment compared to those who do not have any formal higher education at all (Jabatan Perangkaan Malaysia, 2017). Apart from the options of jobs offered as a cause of unemployment, problems related to the individuals themselves such as interests or their personal traits also contribute to the difficulty of getting a job. Such problems make it difficult for students in implementing self-concepts such as self-efficacy and adjusting their personality traits to allow them to express themselves in the career world later (Ghani & Kamil, 2008). Low career choice commitment based on self-concepts such as personality traits and self-efficacy in choosing a career can result in the difficulty for these individuals to remain or survive in their career (Habibah & Fauziah, 2002).
The mismatch between the individual’s personality trait and the career he ventured into (Mastor, 2006) was identified as one of the main causes of the increase in the number of graduates with lack of quality as expected by the higher learning institute IPT (Al-Dosary, Rahman dan Aina, 2006). Most graduates were not able to serve well, in line with the demand of the industry and there seems to be a mismatch in the preparation of graduates for the local job market. Personality is a crucial aspect in individuals as it will impact their roles and responsibilities in the organization (Khan, Amin & Tahir, 2012) and it indicates that the person is committed in the career selection process. This mismatch reflects that the individual has lack of career choice commitment. Personality traits will influence individual career choices as some areas require specific personality traits that suit those fields (Holland, 1997).

It was also found that almost half of the graduates still felt unprepared to embark on the world of employment, where they do not have the confidence to work (Pollock, 2014) and were unprepared throughout the process of making career choices. Students face difficulties in the process of career selection and lack of self-confidence to venture into the field he chooses (He & Zhou, 2006). Some students are also said to have not fully understood were lack of self-confidence throughout the process of choosing a career, which can cause problems when entering the working world later. The problems faced such as continuous change of careers indicate that the individual still fails to build confidence that starts from the career selection process has yet no extensive knowledge of the scope of his career selection (Zaib, 2014). Low self-efficacy caused by poor experience can influence work performance levels in a variety of situations. Past achievements such as academic achievements have a great impact on individual’s self-confidence in the future especially in the process of decision-making in career selection (Lane et al., 2002; Niles & Sowa, 1992; Sterrett, 1998).

Numerous previous studies focused on the relationships between personality traits and career decision-making with career development, apart from career choice commitment as conducted by Chinyere, (2017); Wallace, (2016); Wang, Jome, Haase dan Bruch, (2006). Nevertheless, the study on the relationship between personality traits and career choice commitment is still lacking especially in the context of Malaysian students. Most researchers only conducted research on career decision-making either by developing career decision-making models or traits among students as conducted by Mastor and Tan (2009) who developed a conceptual framework on career readiness among Malaysian students, but remained limited in demonstrating the influence of students’ commitment in choosing a career. Fong, (2012) also argued that explorations by previous researchers focused more on career selection concepts only and studies on its relationship with commitment in career selection remains scarce.
Due to this reason, this current study was carried out to demonstrate the relationship that exists between personality trait and self-efficacy in career decision making and its influence on the level of career choice commitment. Self-assessment highlighted in the concept of efficiency is used to understand and assess the level of self-efficacy that can influence career behavior and career decision-making processes (Reddan, 2015).

In addition, an exploration of personality traits more specifically is needed to minimise the mismatches associated with career perceptions (Smith, 2011) and help individuals to be more committed to career selection. Involvement in good career selection has had a huge impact on individuals throughout their lives (Martin, 2013) and reflects a good level of commitment in their career selection. Proper career selection can also help better protect mental health of individuals (Binbasioglu, 1983; Brown, 2003; Field, 2008; Abdullah, 2017).

3. Research Objectives

The aims of this study are:
1. To analyze the relationship between personality traits and career choice commitment among 3rd year and 4th year undergraduate students in the Faculty of Social Sciences and Humanities (FSSH) UTM, Skudai Johor.
2. To analyze the relationship between career decision-making self-efficacy and career choice commitment among 3rd year and 4th year undergraduate students in the Faculty of Social Sciences and Humanities (FSSH), UTM, Skudai Johor.
3. To analyze the influence of personality trait and career decision-making self-efficacy on career choice commitment among 3rd year and 4th year undergraduate students in the Faculty of Social Sciences and Humanities (FSSH) UTM, Skudai Johor.

4. Research Methodology

This study uses a non-experimental quantitative approach where correlational methods and surveys are carried out to identify the relationship between the variables involved. In determining the population and sample for this study, stratified random sampling technique and simple random sampling were carried out. A total of 200 respondents comprising of 3rd year and 4t year undergraduate students from the Faculty of Social Sciences and Humanities (FSSH) of UniversitiTeknologi Malaysia (UTM), Skudai Johor were involved in the study. The questionnaire survey
which was carried out in this study consists of four sections that were required to be answered by the respondents i.e. demographic information of respondents, personality traits, Career Decision Making Self-Efficacy (CDMSE) and Commitment to Career Choice scale (CCCs).

The instrument questionnaire used are The International Personality Item Pool-Mini (IPIP-FFM) to measure the dominant personality trait among the respondents, Career Decision Making Self Efficacy-Short Form which measures the level of self-efficacy in making career decisions and Commitment to Career Choice scale (CCCs) to measure the respondents’ commitment in making career choice. The data were analyzed using Pearson correlations and multiple regressions in responding to the objectives of the study. The questionnaires were analyzed first using the Rasch Model analysis to measure the reliability and validity of the items before conducting to the actual study. Based on the reference of the item determination set, each item must meet the requirements of 0.5 <MNSQ <1.5 and -2 <ZSTD <+2 while, the allowable point measurement correlation value is > 0 (Azrilah, 2011).

5. Results

Table 1 tabulates the correlation between personality trait and Career Choice Commitment. The findings are summarized in more detail in the following table.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conscientiousness</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Extraversion</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>.208**</td>
<td>.003</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Agreeableness</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>.271**</td>
<td>.364**</td>
<td>.000</td>
<td>.000</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4. Neuroticism</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>.068</td>
<td>.013</td>
<td>.850</td>
<td>.897</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5. Openness</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>.083</td>
<td>.519</td>
<td>.370**</td>
<td>.000</td>
<td>.045</td>
<td>.530</td>
</tr>
<tr>
<td>6. TTF</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>.033</td>
<td>-.002</td>
<td>.975</td>
<td>.926</td>
<td>-.019</td>
<td>.113</td>
</tr>
<tr>
<td>7. VEC</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>.000</td>
<td>-.186**</td>
<td>-.173*</td>
<td>-.014</td>
<td>.113</td>
<td>-.167*</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)
The findings indicate that there is a significant relationship between the trait of Openness and the Tendency to Foreclose (TTF) \((r=-165, \ p=.020)\) where the null hypothesis for these variables can be rejected. However, there are four traits that have no significant relationship with the Tendency to Foreclose (TTF) in students’ commitment to career choice. The traits are namely traits of conscientiousness \((r=.033, \ p=.641)\), extraversion \((r =-.002, \ p=.975)\), agreeableness \((r =.007, \ p=.926)\) and neuroticism \((r=-019, \ p=.790)\). Therefore, the null hypothesis for each variable fails to be rejected.

For Vocational Exploration and Commitment (VEC) dimension, three traits showed significant relationships with Vocational Exploration and Commitment (VEC) in student career choice commitment i.e. the trait of extraversion \((r =-.186, \ p=.008)\), agreeableness \((r=-.173, \ p=.014)\) and openness \((r=-.165, \ p=.020)\). Therefore, the null hypotheses of these variables can be rejected. Besides, the results of the analysis also showed that there are only two traits that do not have significant relationship with VEC i.e. trait of conscientiousness \((r=000, \ p=.997)\) and neuroticism \((r=.113, \ p=.112)\). Hence, the null hypotheses for these two variables failed to be rejected.

Table 2 below shows the results of the correlation for the relationship between Career Decision-Making Self-Efficacy (CDMSE) and Commitment to Career Choice. The findings showed significant relationships between Career Decision-Making Self-Efficacy (CDMSE) and the Tendency to Foreclose (TTF) \((r=180, \ p=.011)\) and Vocational Exploration and Commitment (VEC) \((r=285, \ p=.000)\) in student’s commitment to career choice. Therefore, the null hypotheses for these two variables can be rejected.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CDMSE</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. TTF</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>.180*</td>
<td></td>
</tr>
<tr>
<td>3. VEC</td>
<td>Pearson correlation Sig. (2-tailed)</td>
<td>-.285** .000</td>
<td>.202** .004</td>
</tr>
</tbody>
</table>

In exploring the influence that exists between personality traits and Career Decision-Making Self-Efficacy (CDMSE) with Commitment to Career Choice, regression analysis has been conducted. The first regression analysis was carried out by evaluating the relationship between personality trait and Career Decision-Making Self-Efficacy (CDMSE) with the Tendency to Foreclose (TTF) in students’ commitment to career choice. Tables 3, 4, 5 and 6 below present the results of the analysis in more detail.
Table 3 - Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Squared</th>
<th>Adjusted R Squared</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
<th>R Square Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.180a</td>
<td>.033</td>
<td>.028</td>
<td>2.93006</td>
<td>.033</td>
<td>6.655</td>
<td>1</td>
<td>198</td>
<td>.011</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>.293b</td>
<td>.086</td>
<td>.077</td>
<td>2.85532</td>
<td>.053</td>
<td>11.502</td>
<td>1</td>
<td>197</td>
<td>.001</td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), CDMSE  
b. Predictors: (Constant), CDMSE, Openness  
c. Dependent Variable: TTF

Table 4 - Anova

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>57.137</td>
<td>1</td>
<td>57.137</td>
<td>6.655</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>1699.883</td>
<td>198</td>
<td>8.585</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1757.020</td>
<td>199</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Regression</td>
<td>150.912</td>
<td>2</td>
<td>75.456</td>
<td>9.255</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>1606.108</td>
<td>197</td>
<td>8.153</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1757.020</td>
<td>199</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent Variable: TTF  
Predictors: (Constant), CDMSE  
Predictors: (Constant), CDMSE, Openness

Table 5 - Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Standard Deviation</td>
<td>Beta</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>14.676</td>
<td>1.470</td>
<td>.030</td>
<td></td>
<td>11.778</td>
<td>17.575</td>
</tr>
<tr>
<td></td>
<td>CDMSE</td>
<td>.051</td>
<td>.020</td>
<td>.180</td>
<td></td>
<td>.012</td>
<td>.090</td>
</tr>
<tr>
<td>2</td>
<td>(Constant)</td>
<td>17.208</td>
<td>1.615</td>
<td></td>
<td></td>
<td>14.023</td>
<td>20.393</td>
</tr>
<tr>
<td></td>
<td>CDMSE</td>
<td>.072</td>
<td>.020</td>
<td>.254</td>
<td></td>
<td>.032</td>
<td>.112</td>
</tr>
<tr>
<td></td>
<td>Openness</td>
<td>-.375</td>
<td>.111</td>
<td>-.243</td>
<td></td>
<td>-.593</td>
<td>-.157</td>
</tr>
</tbody>
</table>

a. Dependent Variable: TTF

Table 6 - Coefficient Analysis of Excluded Variables

<table>
<thead>
<tr>
<th>Model</th>
<th>Beta In</th>
<th>t</th>
<th>Sig.</th>
<th>Partial Correlation</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tolerance</td>
</tr>
<tr>
<td>1</td>
<td>Conscientiousness</td>
<td>.030b</td>
<td>.427</td>
<td>.670</td>
<td>.030</td>
</tr>
<tr>
<td></td>
<td>Extraversion</td>
<td>-.031b</td>
<td>-.431</td>
<td>.667</td>
<td>-.031</td>
</tr>
<tr>
<td></td>
<td>Agreeableness</td>
<td>-.056b</td>
<td>-.764</td>
<td>.446</td>
<td>-.054</td>
</tr>
<tr>
<td></td>
<td>Neuroticism</td>
<td>.007b</td>
<td>.099</td>
<td>.921</td>
<td>.007</td>
</tr>
<tr>
<td></td>
<td>Openness</td>
<td>-.243b</td>
<td>-.391</td>
<td>.001</td>
<td>-.235</td>
</tr>
<tr>
<td>2</td>
<td>Conscientiousness</td>
<td>.050c</td>
<td>.727</td>
<td>.468</td>
<td>.052</td>
</tr>
<tr>
<td></td>
<td>Extraversion</td>
<td>-.030c</td>
<td>-.434</td>
<td>.665</td>
<td>-.031</td>
</tr>
<tr>
<td></td>
<td>Agreeableness</td>
<td>.019c</td>
<td>.252</td>
<td>.801</td>
<td>.018</td>
</tr>
<tr>
<td></td>
<td>Neuroticism</td>
<td>.007c</td>
<td>.099</td>
<td>.922</td>
<td>.007</td>
</tr>
</tbody>
</table>

a. Dependent Variable: TTF  
b. Predictor: (Constant), CDMSE  
c. Predictor: (Constant), CDMSE, Openness

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The above analysis showed that 200 respondents comprising 3rd year and 4th year undergraduate students in UTM, Skudai Johor were involved in the study. Two independent variables that are a significant predictor of the Tendency to Foreclose (TTF) in individual commitment to career choice are Career Decision-Making Self-Efficacy (CDMSE) ($\beta = 0.254$, $p < 0.05$) and openness trait ($\beta = -0.243$, $p < 0.05$). However, the results of this analysis also rejected that the traits of conscientiousness, extraversion, agreeableness and neuroticism are significant predictors of the Tendency to Foreclose (TTF).

The table above also shows that CDMSE ($\beta = 0.180$, $p < 0.05$) is the main predictor for TTF in students’ commitment to career choice. This CDMSE variable contributes about 2.8% ($r=0.180$) to the change in TTF variants [$F(1, 198)=6.655$, $p<0.05$] in students’ commitment to career choice. The combination of these two variables is CDMSE ($\beta = 0.254$, $p < 0.05$) and openness trait ($\beta = -0.243$, $p < 0.05$) contributed 7.7% ($r=0.293$) to the change in the Tendency to Foreclose (TTF) variant [$F(2, 197)=9.255$, $p<0.05$] among 3rd year and 4th year undergraduate students involved.

**Model 1:** TTF$= 14.676 + 0.051 \times \text{CDMSE}$

**Model 2:** TTF$= 17.208 + 0.072 \times \text{CDMSE} - 0.375 \times \text{Openness}$

The second regression analysis was carried out by evaluating the relationship between personality trait and Career Decision-Making Self-Efficacy (CDMSE) with Vocational Exploration and Commitment (VEC) in student commitment to career choice. Tables 7, 8, 9 and 10 below display the results of the analysis in more detail.

### Table 7 – ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Statistical Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.285*</td>
<td>0.081</td>
<td>0.077</td>
<td>8.837</td>
<td>0.081</td>
<td>17.547</td>
<td>1</td>
<td>198</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>.319b</td>
<td>0.102</td>
<td>0.093</td>
<td>8.75946</td>
<td>0.021</td>
<td>4.521</td>
<td>1</td>
<td>197</td>
<td>0.035</td>
</tr>
</tbody>
</table>

a. Predictor: (Constant), CDMSE  
b. Predictors: (Constant), CDMSE, Extraversion  
c. Dependent Variable: VEC

### Table 8 - ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Total Squared</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1370.293</td>
<td>1</td>
<td>1370.293</td>
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a. Dependent Variable: VEC  
b. Predictor: (Constant), CDMSE  
c. Predictors: (Constant), CDMSE, Extraversion
Two independent variables that are a significant predictor of Vocational Exploration and Commitment (VEC) are Career Decision-Making Self-Efficacy (CDMSE) ($\beta = -0.263$, $p < 0.05$) and extraversion trait ($\beta = -0.145$, $p < 0.05$). However, the results of this analysis rejected that the traits of conscientiousness, openness, agreeableness and neuroticism are significant predictors of Vocational Exploration and Commitment (VEC).

The table above also shows the CDMSE ($\beta = -0.285$, $p < 0.05$) is the main predictor of VEC in students’ commitment to career choice. This CDMSE variable contributed 7.7% ($r=0.285$) to the change in VEC variants [$F(1, 198)= 17.547$, $p<0.05$] in students’ commitment to career choice. The combination of these two variables is CDMSE ($\beta = -0.263$, $p < 0.05$) and extraversion trait ($\beta = -0.145$, $p < 0.05$) contributed 9.3% ($r=0.319$) to the change in Vocational Exploration and Commitment (VEC) [$F(2, 197)= 11.190$, $p<0.05$] among 3rd year and 4th year undergraduate students involved.

Model 1: $\text{VEC} = 65.752 + 0.251 \times \text{CDMSE}$

Model 2: $\text{VEC} = 70.172 + 0.231 \times \text{CDMSE} + 0.468 \times \text{Extraversion}$
6. Discussion

The discussions of the results of inferential analysis that had been carried out to answer the objectives of this study will be elaborated in the following section.

Relationship between Personality Trait and Commitment to Career Choice

The big five personality traits have been measured in this study, namely the traits of conscientiousness, agreeableness, extraversion, neuroticism and openness while students’ commitment is explored through two dimensions which are Vocational Exploration and Commitment (VEC) and Tendency to Foreclose (TTF). Correlational analysis was carried out to see if there was a link between the five traits and two dimensions of individual commitment to career choice. The results of the analysis showed only the trait of openness which has a relationship with the Tendency to Foreclose (TTF) while the traits of conscientiousness, agreeableness, extraversion, neuroticism have no relationship with TTF. For the dimension of Vocational Exploration and Commitment (VEC), it was found that the traits of extraversion, agreeableness and openness were linked to VEC, while the traits of conscientiousness and neuroticism showed no relationship with VEC.

The findings of Wallace (2016) and Fong (2012) are in line with the findings obtained by other researchers where the trait of openness has negative relationship with the Tendency to Foreclose (TTF) in individual’s commitment to career choice. Individuals with this trait of openness are said to be more likely to engage in self-exploration rather than exploration in its environment which will relate positively with the high level of TTF which is in contrats with the concept of commitment to career choice which emphasizes environmental exploration in a good career selection process (Bluestein, 1989; Reed et al., 2004). The negative relationship depicts that students are beginning to show the trait of openness in taking risks in the development of their career (Nicholson, Soane, Creevy & Willman, 2005). On the other hand, the high level of TTF indicates that those individuals have not been fully open with the selection of their careers. Relationship with the environment is important in helping individuals to obtain a lot of information related to the careers, particularly among students who will be graduating and venturing into the career world, as in this study, the respondents are 3rd year and 4th year undergraduates who will be completing their degree and venturing in the career world soon.

Furthermore, for the traits of agreeableness, the findings obtained by other researchers differed from the findings of Wallace (2016) and Fong (2012) where their studies indicated that the
trait of agreeableness has a significant relationship with TTF. Individuals with this trait tend to engage in decision-making either when facing a wide range of options or just one option only because this trait illustrates that the individual is more flexible and has interpersonal traits that can easily adapt (Wallace, 2016). This attitude is important for students who will finish their degree as they will face the reality of a challenge-filled world of employment which is in line with the main context of this study involving 3rd year and 4th year undergraduates who will be graduating soon. This trait is expected to have a negative relationship with TTF. However, the findings of this current study indicated the opposite. This may be attributed to the fact that the students are still unable to identify and compare employment needs with the traits they possess, and are not ready to engage in career-related matters (Riggio, 2018).

The finding obtained in this study is in line with the findings of the Wallace study (2016), Fong (2012) and June (2009) where neuroticism trait did not show any significant relationships. Neuroticism is one of the main traits that can control the development of students' careers especially those who have just surpassed their youth (Judge, Heller & Mount, 2002) and began to enter the realm of employment which is in line with this study involving 3rd year and 4th year undergraduate students who will be graduating. Therefore, students will begin to coordinate their aspirations in shaping their career identities through aspects such as self-appreciation where this trait should be able to relate negatively with individual tendencies to foreclose (TTF) in selecting their career (Hirschi, 2012). This nonexistent relationship may reflect that the person’s self-appreciation is not yet fully strong to contribute to the designation of goals and the direction of his career purposes (Wallace, 2016). Besides, it also indicates that they are less likely not to take any risks in the process of seeking for a career because they are still unprepared and doubtful of their self-efficiency (Watson & Hubbard, 1996; Holland, Johnson, Asama & Polys, 1993; Wallace, 2016). The results of the analysis of this relationship can also be explained by the results of the descriptive findings in this study where the students involved showed high levels of TTF, indicating that they are still not ready for the process of career selection.

As for the traits of conscientiousness, the findings obtained by the study were also in line with the findings of Wallace (2016) and Fong (2012) where the trait had no significant relationship with TTF in individual career selection. This trait specifically reflects that individuals will engage with career-related decision-making processes to obtain career goals (Tokar et al., 1998) especially for students who will venture into the world of employment later. This is in line with the context of this study involving 3rd year and 4th year students who will be graduating and venturing in the career world soon after graduation. They tend to engage actively and more openly in the process of choosing
their career (Wallace, 2016) and this nonexistent relationship may be due to a less open attitude to career selection and lack of desire to search for career-related information, which is in contrast with the main concept of the traits of conscientiousness (Reed et al., 2004). The outcome of this relationship can also be attributed to the results of descriptive findings obtained, showing that students who are involved as a whole have a high level of TTF where they tend to avoid making diverse career selections and are less open to the variety of career selections.

Besides, extraversion trait also did not indicate any significant relationship. The findings obtained were in line with the findings of Wallace (2016), Jin (2009) and Fong (2012). This trait specifically depicts individuals who are more likely to interact with other individuals where they are easier to find and obtain career-related information through interaction with others. In contrast, individuals who are not dominant with this trait tend to be more shy and uncomfortable to interact with others. This trait tends to show a positive relationship with low TTF, where these individuals are more open and do not portray avoidance against the career choices (Wallace, 2016; Hussain, 2012). Moreover, the non-existant relationship is in line with previous researches where the students showed high extraversion traits and high levels of TTF. High levels of TTF describes that the individuals tend to avoid making career selections and are less open to it (Lopez, 1994).

In explaining the dimensions of Vocational Exploration and Commitment (VEC), extraversion traits showed negative relationships with VEC. This is similar to those findings from Wallace's (2016), Fong (2012), June (2012) and Wang, Jome, Haase as well as Bruch (2006). Extraversion is often associated with the positive effects in which individuals with this trait are easier to interact with the environment and good in the behavior of obtaining information relating to the career they are aiming for (Fong, 2012; Reed et al., 2004) especially for students who will finish their studies and require as much information as possible on the selection of careers. This is in line with the context of this study involving 3rd year and 4th year students who will be completing their studies and venturing into a career soon. High extraversion is said to be positively related to individual’s commitment to career choices, involving a good exploration process due to their high commitment (Reed et al., 2004). The findings in this study yielded negative relationships because it referred to the previous descriptive findings where the students who were involved in the study recorded moderately high extraversion traits and relatively low VEC levels. Low VEC refers to high commitment to career choice while high VEC refers to low commitment to career choices, resulting in longer time to explore the career choices available (Lopez, 1994, Fong, 2012).

As for the traits of agreeableness, it was found that there is a significant relationship between the traits of agreeableness and Vocational Exploration and Commitment (VEC). The findings are in
line with the findings of the Wallace (2016), Fong (2012) and June (2012) which showed a significant relationship between these two variables. Individuals with this trait are said to have a high level of motivation in the well-being of life and positively relate to life satisfaction (Heller & Mount, 2002). Reed et al., (2004) also found that there is a strong link between agreeableness and VEC as these individuals are more altruistic and easily trust others such as agreeing to those individuals’ opinions especially in the process of obtaining career-related information. Long study periods also allow the students to gather diverse information (Peng & Herr, 1999; Baig, 2012). This is in line with the study which is conducted involving 3rd year 4th year students. The negative relationship indicated that the students involved were more open in the process of career exploration and information sharing related to it because the low level of VEC obtained from the previous descriptive outcome demonstrated that students have already started to demonstrate commitment to it.

The next trait, which is the trait of openness also showed a significant relationship with Vocational Exploration and Commitment (VEC). The results of this current finding is in agreement with the findings by Wallace (2016), Fong (2012) and Jun (2009), which showed that there is a relationship between the two variables. The relationship exists because of the individual’s personality of being open, consequently would be involved in greater self-reflection which assists the process of career exploration (Wallace, 2016). Furthermore, the trait of openness assists the decision-making process. According to Smith (2011), he found that students tend to show more involvement in the career decision making process during the 3rd year and 4th year period of their study. This is consistent with the current study where the participants were also 3rd year and 4th year undergraduate students. A negative relationship was hypothesized between these two variables if the individual shows high level of VEC, as high level of VEC indicates lower avoidance from career decision-making without considering their interests, skills and required values (Dollinger, 1995). This is in line with the VEC concept that contradicts the measurement of commitment to career choice, in which high VEC shows that individuals are not committed towards the selection of his career and the low VEC is a committed individual in career selection (Lopez, 1994; Fong, 2012).

Nevertheless, from this study, it was found that there is no relationship between the conscientiousness trait and Vocational Exploration and Commitment (VEC). The findings are also consistent with those of Wallace (2016). However, studies by Fong (2012), June (2009) and Wang, Jome, Haase and Bruch (2006) showed contrasting results. From their study, individuals with this trait are said to have high determination where they are achievement-oriented, reliable, have self-control despite their sometimes-compulsive behavior, while non-dominant individuals with this trait are less focused on achieving their goals. Therefore, they are more likely to engage in career
exploration activities such as the search for information related to the career (Reed et al., 2004) especially final year students who have already had a long period to obtain as much information during their study. This is in line with the participants in this study which involved 3rd year and 4th year undergraduates. The non-existent relationship between the variables reflects that those individuals with high conscientiousness traits that is not in line with the low VEC levels obtained where they are said to be more committed to the career selection process. Being less open to career selection and having no desire in the search for career-related information, contrary to the main concept of conscientiousness traits (Reed et al., 2004) is also one of the factors that such individuals are not involved in the process of choosing his career. The study by Lounsbury et al., (2005) also found that the trait of conscientiousness had moderate-only relationship with career decisions among students, compared to other traits.

In this current study, it was found that there is no significant relationship between neuroticism traits and commitment to career choice among students involved. The findings were in contrast to the findings by Wallace (2016), Fong (2012), June (2009) and Wang Jome, Haase and Bruch (2006) where their results showed a link between these two variables. Tokar et al., (1998) found that this trait relates positively to low career exploration behavior due to attitudes that showed the individual was lacking in information search, faced with conflict, have lack of motivation and do not tend to explore the choices of careers. The non-existent relationship may be caused by an individual having neurotic traits individual who is said to still be exterminating the importance of seeking for a career and not ready in taking any risks associated with it (Holland, Johnson, Asama & Polys, 1993; Wallace, 2016). Besides, they do not emphasize the importance of career selection as they do not want to engage in the process of seeking for and exploring any career-related information. This is against the concept highlighted by Hairunnaja (2006) where every individual who is already entering college, university and certain institutions will go through a stage of thinking about the right job and putting the goal towards it, especially those who will step out and venture into a career later. This is in line with this study which only involves only 3rd year and 4th year undergraduate students who will be pursuing their studies soon.

Relationship between Career Decision-Making Self-Efficacy (CDMSE) and Commitment to Career Choice

The overall CDMSE measurement without involving any dimensions, while students' commitment is examined through two dimensions namely Vocational Exploration and Commitment
(VEC) and Tendency to Foreclose (TTF). Correlational analysis was carried out to see if there was a link between the CDMSE and the 2 dimensions of individual commitments to career choice. The results of the analysis showed that CDMSE has a significant positive relationship with the Tendency to Foreclose (TTF) and a significant positive relationship with Vocational Exploration and Commitment (VEC) in career selection commitments.

The findings showed a negative relationship between CDMSE and the Tendency to Foreclose (TTF). This finding is in line with those of Wallace (2016) and Jinn, Watkins and Yuen (2008). The significantly high CDMSE will relate negatively with high TTFs (Nauta & Kahn, 2007; Berger, 1992), while high CDMSE will have positive relationship if the TTF shown is low. A high self-efficacy belief helps individuals be more open to career selection and less likely to avoid making decisions related to it. Self-efficacy development and belief in good self-efficiency can contribute to a more mature career selection (Lent et al., 1994; Wallace, 2016) but not for individuals with low levels of self-efficacy. The transition from university life into the world of employment requires knowledge about the world of good and mature employment (Worthington & Juntunen, 1997; Wallace, 2016) to guarantee a good career selection. This is in line with this study involving 3rd year and 4th year students who will finish their studies and will move into the world of employment later. Individuals who portray positive career-related decision-making capabilities will be less likely to avoid making career selection and they will be more open towards it (Nauta & Khan, 2007; Wallace, 2016). The inherent positive relationship may be due to the moderately high level of CDMSE which shows that they are already beginning to be confident of engaging in career-related decision-making processes with moderately high levels of TTF (almost low level) for which they may be in the phase to be fully open for the selection of their career. High TTF indicates that the individuals beginning to avoid in making career selections and are said to be less open to do so, while low TTFs indicate that such individuals are less likely to avoid and be more open (Betz, Klein & Taylor, 1996).

For the Vocational Exploration and Commitment (VEC) dimension, the findings found that there was a significant negative relationship between the CDMSE and VEC among the students involved. These results are in line with the findings by Wallace (2016), Jin Watkins and Yuen (2009); Money, Jome, Haase and Bruch (2004) as well as Duffy and Blustein (2005) where there was a significant relationship between the two variables involved even though the existing relationship was positive. Individuals with good CDMSE are more likely to engage in the process of exploring their career and setting their goals compared to individuals with low CDMSE (Shen & Shi, 2006; Liu, Hao & Li, 2006). Setting important goals is crucial in helping to improve career planning strategies (Jackson & Tomlinson, 2020) especially for students who will finish their studies as in this current
study, only 3rd year and 4th year students are involved. Existing negative relationships can be considered by looking at the level of VEC obtained by the individual. Low VEC level reflects high commitment to career choice (Lopez, 1994). However, previous findings that indicated a slightly low level of VEC may describe such individuals as not yet fully committed, but having high levels of CDMSE.

Influence of Personality Trait and Career Decision-Making Self-Efficacy (CDMSE) on Commitment to Career Choice

Multiple regression analysis was carried out to examine the influence of personality traits (conscientiousness, agreeableness, extraversion, neuroticism, openness) and Career Decision-Making Self-Efficacy (CDMSE) on two dimensions of individual career selection commitments. The results of the analysis showed that traits of openness and CDMSE had an influence on the Tendency to Foreclosure (TTF) while the traits of extraversion and CDMSE had an influence on Vocational Exploration and Commitment (VEC).

The findings showed that traits of openness have a significant influence on the Tendency to Foreclosure (TTF) in career selection commitments in line with the findings by Wallace (2016) and Fong (2012). This trait indicates that an individual with this openness is more open with experience, environment, has high curiosity as well as more flexible in the process of choosing his career. More open individuals are said to be less likely to avoid career-related decisions without considering their own interests, skills and self-worth (Marcia, 1966). This trait becomes a predictor of self-reflection and exploration of an individual’s career where it can help make the right decisions in the process of career selection without having to rush and resulting in wrong choice and is said to be better in the planning of his career (Lounsbury et al., 2005) especially among students who will be graduating soon. The percentage of contribution to low career selection can be reflected by the existence of other factors such as self-efficacy in career decision-making which is a mediator between personality trait and individual’s commitment in career choice (Wallace, 2016), consequently impacting the individual’s career performance later (Barrick, Mount, & Judge, 2001). The openness to experience especially in influencing career selection is partly underwritten by the individual's self-efficacy level (Wallace, 2016). This factor shows how this characteristic can impact commitment to career choice through self-efficacy beliefs (Jin, 2009).

In this current study, Career Decision-Making Self-Efficacy (CDMSE) has a significant influence on the Tendency to Foreclosure (TTF). This finding is in line with the findings of Wallace.
Self-assessments of either positive or negative in career decision-making capabilities tend to influence individuals in their tendency to avoid making career decisions (Berger, 1992) especially when influenced by the exploratory characteristics performed by the individual. Limited efforts in self-efficacy construction can have an impact on the selection of immature careers and restrict from making various choices related to it (Lent et al., 1994; Wallace, 2016) especially among students. A moderate percentage of contribution can be reflected by the existence of other factors that could influence students' tendency to avoid in making career selections such as career doubt factors before going towards the commitment to career choices. Career doubt factors are often associated negatively with individual career developments such as decision-making styles (Mau, 1995), career maturity, career-related knowledge (Gati & Saka, 2001), identity status (Vondracek, Schulenberg, Skorikov, Gillespie, & Wahlheim, 1995) and most importantly the level of self-efficacy beliefs (Betz & Luzzo, 1996; Creed et al., 2006).

The results further showed that the extraversion trait is a significant influence on Vocational Exploration and Commitment (VEC). The findings are in line with the findings by Wallace (2016) as well as Wang, Jome, Haase and Bruch (2004). This trait encourages such individuals in the search for information, especially with regards to career exploration throughout the career exploration process. They are said to be more effective in putting their faith in career selection and believing in their self-ability to perform certain tasks (Reed et al., 2004). This is because, the attributes of extraversion traits are closely related to career exploration behaviors that can predict the level of commitment to individual career selection (Wallace, 2016) especially among students who will compete to place themselves in the employment world. The low percentage of contributions can reflect that there are other factors that contribute to the level of commitment to career selection such as social cognition (Fong, 2012) of individuals i.e. their level of motivation.

Career Decision-Making Self-Efficacy (CDMSE) is also a significant predictor of Vocational Exploration and Commitment (VEC) and this finding is in line with studies by Wallace (2016), Wang, Jome, Haase and Bruch (2004) as well as Jin, Watkins and Yuen (2009). Blustein (1989) argued that a high CDMSE individual has a specific career goal and is already able to plan to explore deeper into his career. Individuals who are actively involved in their career exploration and in explaining career goals for career selection processes are expected to achieve a good level of career selection commitment based on specific career (Blustein et al., 1989). Nevertheless, the percentage of contribution towards career selection commitment can be influenced by other factors such as personality trait where this factor can predict individual’s engagement in career selection as well as performance at work (Cupani & Pérez 2006; Rogers & Creed 2010; Nauta 2007; Wille & De Fruyt
The personality trait also has an impact on the development of career interest in individuals (Cupani & Perez, 2006) which affects the self-efficiency to set their career goals. Mau (2002) in his study also found that self-criticism and conservative characteristics could influence self-efficacy in the process of developing individual careers.

The personality traits of conscientiousness, agreeableness, extraversion and neuroticism are not significant predictors of the Tendency to Foreclosure (TTF), while for the dimension of Vocational Exploration and Commitment (VEC), the traits of conscientiousness, agreeableness, neuroticism and openness are not significant predictors. The evidence of these trait influences remains vague to be classified as having major influence on student career selection commitments. Studies by Wallace (2016) Jin (2009) and Fong (2012) as well as Wang, Jome, Haase and Bruch (2004) showed relatively different findings in demonstrating key predictors of student career selection commitments. The results of correlation analysis showing insignificant relationship and no relationship at all, further explain that the traits are not significant predictors. Negative stimulus such as unstable personality can hinder the progress of achieving high commitments in career choice (Wallace, 2016) especially among students.

7. Conclusion

Overall, the relationship between personality traits and Career Decision-Making Self-Efficacy (CDMSE) on commitment to career choice among students has been examined in this study. The findings were also discussed based on the analysis that had been carried out such as correlational analysis which identified the relationship between variables and multiple regression analysis to identify the influence of personality traits and Career Decision-Making Self-Efficacy (CDMSE) on students’ commitment to career selections. This study contributed to the use of the big five personality model, self-efficacy and career development which provided empirical evidence on the relationship between personality traits, career decision-making self-efficacy and individual career choice commitments.

References


