

Career Choice: Parental Guidance and Learning Experience Influence in Selecting Agricultural Programs

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Abstract

Career choice is one of the important decisions made by students that will affect their future. Many factors, including family and the learning environment, influence students' choices in choosing the right career for their future. However, the association among variables involved in making career choices is unclear and subject to the research context. The objectives of this study were: (1) to identify the level of parental guidance, learning experience, and career choice in agricultural programs, and (2) to determine the relationship between parental guidance, learning experience, and career choice in agricultural programs. This study was correlational research using a quantitative approach. The population of this study was students in the foundation university program with 150 students as a random sample. The study used an online form of questionnaire as an instrument to collect data from respondents. Data were analyzed by using IBM SPSS Statistics with descriptive and inferential statistics. The findings showed that the parental guidance of students in the foundation program was at a high level while the learning experience and career choice were at a moderate level. Further, this study demonstrated that learning experience influences career choice in agricultural programs. The findings from this study provide insight to lecturers, specifically in the foundation program, in influencing students' career choices after completing the foundation program. Family guidance and learning environment are not the only factors that can promote students' career choices.

Keywords: Agricultural Programs, Career Choice, Learning Experience, Foundation Program, Parental Guidance.

Introduction

A career is one of the important aspects of living life as a normal human being where it is an achievement that everyone wants to achieve. Some argue that having a solid career will provide a lucrative income is satisfaction in his life. However, some are quite grateful and feel satisfaction by having a career they are interested in even though the income is not very

lucrative. Therefore, a career has become an important aspect to think about from the beginning, especially in high school, so that career choice runs more systematically and manages.

Proper career choices planned from the beginning can guarantee future life because these two aspects are very closely related. As a result, most schools are beginning to reveal career choices and areas with high employability opportunities to students who have completed the Lower Secondary Examination (PMR) or are now being replaced with Form Three Assessment (PT3). This will help them because when they have completed form three, they will be placed in form four based on either science, literature, or art streams according to their PMR or PT3 results—placement in the correct, accurate and appropriate flow.

While in form four and form five, it is essential in determining career choice. After completing form five, the Sijil Peperiksaan Malaysia (SPM) will choose the current career path at the Institute of Higher Learning (IPT). The flow in IPT is based on SPM results. Choosing the right and appropriate career will ensure that a person gets high enough job satisfaction and can commit to his job well. Boredom while working and often changing jobs can also be avoided if there are no wrong steps in making career choices. According to Mohd Haniff (2015), mistakes in making the right career choice according to their personality make them experience problems in their career one day.

The determination of career choice is driven by many factors, such as internal factors and external factors. However, for this study, external factors such as parental guidance and learning experience are options to be studied to see the relationship between the two on career choice in agriculture among students of Agricultural Science Foundation. According to Mohd Haniff (2015) again, career choice by students is influenced by parenting style factors or parental guidance that are highlighted based on a given pattern or style. This suggests that parental guidance will also apply to influence students in making career choice decisions. If parents show good attitude practices, it will have a positive influence on their children.

Factors that Influencing Career Choice

Parental guidance is a style of parenting in shaping and educating children at home. From birth, parents are the closest people to children. Therefore parents are the primary source and the most comparative example that children in various things can observe. Children growing up in their parents' upbringing in a family environment directly influences thinking and influences career choices. In guiding and nurturing children, parents need to know their coaching style, whether it is appropriate or not practiced on their children. Thus, Baurimd (1966) has introduced a parental guidance style or parenting style model that can be used as the best role model in guiding children. These coaching styles are divided into three types where. These styles are the level of control over the children by the parents, which is observed through the responsibility and demands of the parents (Mohd Haniff, 2015). The model tells that the style is an authoritarian, authoritative, and permissive style.

Authoritarian style is a style of parenting that has high control over children but less responsibility. Formed children will have characteristics such as vindictive, often rebellious, shy, reticent, negative-minded, anxious, worried, anxious, anxious, anxious, lack of motivation to be independent and low self-concept. Meanwhile, the authoritative style is a parenting style that controls their children and is responsible for the children. Parents who practice this style are usually democratic and rational. Parents who practice this style can form and produce responsible, active socially, positive thinking, and competent in cognitive aspects. According to Baurimd (1989), democratic parents raise children who tend to be

adventurous, more energetic, dedicated, able to control themselves, self-satisfied, have high curiosity, and be positive towards peers.

A permissive parenting style is a more friendly and responsible parenting style but weak in responsibility. Parents who adopt this style of coaching tend to form overly dependent and impulsive children. The attitudes of children raised by permissive parents tend to be less independent, less exploratory, and less able to control themselves. Children also have repulsive behaviors, feel deficient in various aspects, especially those involving emotions, and are always disinterested in all activities. However, these children are said to be happier and recover faster from any stress or crisis that befell them than children raised in an authoritarian parenting style.

Further in the context of learning experience can be defined as student interaction with teaching and learning environment; thus, attitudes or ways of learning are influenced by the learning experience that will respond to a situation or learning context (Biggs & Tang, 2011; Entwistle et al., 2003). This means that in a situation where teaching is taking place simultaneously, students are experiencing a learning process. This process is also said that students are experiencing the experience. Experiences that provide benefits or knowledge will be the transfer of knowledge to students. In the model put forward by Nonaka and Takeuchi, i.e., the SECI model, the knowledge moves or shifts in a continuous learning cycle. It will eventually resemble a circle when deep understanding is successfully acquired (Nonaka, 2002). In addition, informal learning is a significant aspect of the learning experience. Formal learning is no longer an aspect that encompasses learning as a whole. Learning can now occur in various ways, either by communicating, personal networking, and even when completing a task (Siemens, 2005). This means that the knowledge is not necessarily acquired during the teaching and learning process in the classroom only but can also be acquired anytime and anywhere in various ways.

The learning experience also contributes to career choice where it is located as an external factor. According to Lent et al. (1994), Social Cognitive Career Theory (SCCT) is divided into two different levels in theoretical analysis. The first level is expressed as a cognitive-person variable or an internal factor that allows one to train oneself internally to form career choices. In contrast, the second level of theoretical analysis considers the pathways with several other variables such as physical attributes (gender, race), surrounding environment, and specific learning experiences that influence career interests and attitudes in choosing a career. These factors influence each other with a rather complex interweaving (see Figure 1).

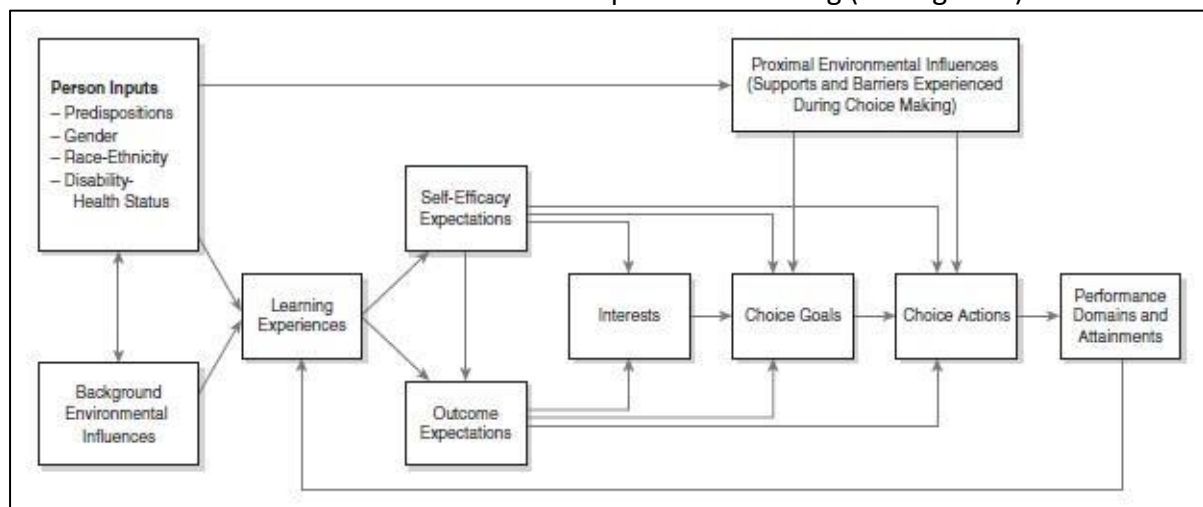


Figure 1. Social Cognitive Career Theory (Adapted from Lent et al. (1994))

things. Sometimes people find it difficult to choose because of a lack of knowledge about what they want to choose, are confused between several options, and do not know what is best for themselves. The same goes for making career-related choices. As many are aware, a job is an important thing in a person's life where a job can make a person feel satisfied and happy if he has a permanent job and guarantees his life. Work can not only guarantee satisfaction in life alone but can also affect one's self-identity, well-being, self-concept, and self-worth (Muhd Mansur & Siti Nordinar, 1989). Therefore, making career choices should start from an early stage, that is, from being in school. This is because it is easy to plan what flow is appropriate for the desired job. According to Yahaya et al. (2005), school students, especially high school students, often make career choices. The problems faced will impact when in higher learning institutions, skills training institutions, and the field of employment later. Hence, the aim of this study will highlight these issue by testing the following research objectives: were:

1. To identify the level of parental guidance, learning experience, and career choice in agricultural programs
2. To determine the relationship between parental guidance, learning experience, and career choice in agricultural programs.

Methodology

The design for this study is descriptive, using a quantitative approach in which data are obtained from a distributed questionnaire. This study examined two independent variables, namely parental guidance and learning experience, on the dependent variables of career choice in agriculture. The questionnaires distributed were to answer the research questions and modified from previous studies. Before the questionnaire was distributed to the study sample, the questionnaire was validated face and content validity from two lecturers at the Faculty of Educational Studies, Universiti Putra Malaysia (UPM). After that, the questionnaire was conducted a pilot study to obtain reliability before distributing it to the study sample. Questionnaires were distributed to 150 students of the Agricultural Science Foundation, UPM online. The results of the online questionnaire distribution were then analyzed using the Statistical Package for the Social Science (SPSS) application. The study data was analyzed based on the research objectives, in which the descriptive analysis was used to see the mean and standard deviation. The last research objective was analyzed using the correlation analysis and further using the multiple regression method to identify the influencing factors.

Results and Discussion

A total of 150 samples were selected by sampling to answer an online questionnaire consisting of Agricultural Science Foundation students. The sample consisted of male and female students from various religions and races.

Table 1
Demography of Respondents (N=150)

Item	Frequency	Percentage (%)
Gender		
Male	53	35.3
Female	97	64.7
Ethnic		
Malay	131	87.3

Chinese	8	5.3
Indian	7	4.7
Others	4	2.7

Level of Parental Guidance, Learning Experience, and Career Choices in Agriculture Programs

Based on the table below, each item is seen as the mean value, and the standard deviation is placed one by one in the table. The questionnaire results found that the overall mean obtained for home fosterage items 1 to 14 was 4.23, and the overall standard deviation was 0.50. The results of the analysis of this questionnaire show that the overall mean value is that the respondents give an agreed answer while the overall standard deviation is low.

Table 2

Level of Parental Guidance, Learning Experience, and Career Choice (N=150)

Variable	Mean (M)	Standard Deviation (SD)
Parental Guidance	4.08	0.49
Home fosterage (14 items)	4.23	0.50
Family cohesiveness (14 items)	3.92	0.54
Learning Experience (9 items)	3.99	0.56
Career Choice (14 items)	3.48	0.35

The questionnaire results found that the overall mean obtained for family cohesiveness items 1 to 14 was 3.92 and the overall standard deviation was 0.53. The results of the analysis of this questionnaire show that the overall mean value is that the respondents give an agreeable answer while the overall standard deviation is moderate.

The results also found that the overall mean obtained for learning experience items 1 to 9 was 3.99 and the overall standard deviation was 0.56, indicating that in overall the respondents give an agreeable answer. Lastly, the overall mean obtained for career choice items 1 to 15 was 3.48 and the overall standard deviation was 0.35. This too shows that the respondents give an agreed answer with the overall standard deviation is low.

Influence of Parental Guidance and Learning Experience on Career Choice

Based on table 3 and table 4, the results report that significant predictor variable against the dependent variable (Career Selection) was learning experience only ($p < 0.05$), but with a minimum strength of only 2%. In contrast, the parental guidance predictor variable was isolated or excluded as the predictor variable in this regression equation.

Table

ANOVA of Multiple Regression (N=150)

Model	Sum of square	Df	Mean square	F	p-value
Regression	0.52	1	0.51	4.14	0.027
Residual	18.42	148	0.12		
Total	18.94	149			

Predictor: learning experience

Dependent variable: Career choice

Table 4

Coefficients of Multiple Regression (N=150)

Model	Unstandardized		Standardized	t	p-value
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Constant	3.89	0.21		18.86	0.001
Learning Experience	-0.10	0.05	-0.17	-2.04	0.044

Dependent variable: Career choice

stepwise; R square 0.027

Summary of Findings and Conclusion

The findings show that the independent variable of parental guidance did not predict career choice in agriculture for Agricultural Science Foundation students. Meanwhile, the learning experience variable can be used as a predictor variable to predict career choice in agriculture for Agricultural Science Foundation students. The predictor variable of learning experience has a minimum strength value, possibly because there are other factors that contribute more significantly towards Agricultural Science Foundation students' career choices in agriculture compared to other factors not being tested in this study. Both variables, parental guidance and learning experience, may have little contributions toward the sample group in the selected study location despite studies in the past that have proved otherwise (Kazi & Akhlaq, 2017). The learning experience among students at higher education involve both inside and outside classroom experience; hence, support by peers, positive relationship with the faculty members and collaboration experience from academic projects have a significant effect in creating a positive learning experience for students (Kazi & Akhlaq, 2017), influencing a more positive career choice. The current findings are evident of this trend, implicating the importance of the faculty academic and management staff to provide adequate and appropriate support and resources for the students, particularly in an effort to improve the career choice among Agricultural Science Foundation students.

The findings, however, demonstrate that parental support does not contribute to career choice of the students. This approves a study by Alfianto et al. (2019) that reports no significant contribution of parental support in improving career adaptability of vocational students. It is possible that the students within this sample study may not find parental support as significant in directing and guiding their academic and career pathway. As Alfianto et al. (2019) suggested, the socioeconomic status of parents may affect how students perceive the parents' role in facilitating students' career choice. Better parental support or involvement in students' early career development may have a positive effect on the students' later period when choosing a career. Students who came from a higher socioeconomic status may have parents with higher education status and have adequate sources to provide support for students in their academic and career aspects.

Nonetheless, data analysis has also shown that the level of parental guidance on agricultural career choice of Agricultural Science Foundation students is high based on a mean score of 4.075, and data analysis has shown that the level of learning experience on agricultural career choice of Agricultural Science Foundation students is moderate based on a mean score of 3.99. Meanwhile, data analysis has shown that the level of career choice in agriculture of Agricultural Science Foundation students is moderate based on a mean score of 3.48. Analysis of the data obtained has shown that there is no significant difference between male and female students of Agricultural Science Foundation on the two independent variables, namely

parental guidance and learning experience on career choice in agriculture. Moderate levels of career choice among the students may implicate that career-wise, the students are not fully aware and informed about their career pathway. This findings may suggest interventions by the faculty members and the university career guidance services to improve awareness and provide more information and resources for Agricultural Science Foundation students.

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