Predictors of Career Intentions among Undergraduate Students in Tanzania

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Abstract

There are few studies on career choice intentions in the sub-Saharan African region. Framed within the principles of the Theory of Planned Behaviour (TPB), this study attempted to address this gap in knowledge by examining the determinants of career intentions among undergraduate students in Tanzania. Data were collected from a survey involving a random sample of 1043 students (636 males and 407 females) drawn from four universities in Tanzania. Congruent with previous research, the results from multiple regression analysis revealed that attitude was the strongest predictor of career intentions ($\beta = .47$, $p < .05$), followed by subjective norms ($\beta = .38$, $p = < .05$), career knowledge ($\beta = .26$, $p < .05$) and career self-efficacy ($\beta = .21$, $p = < .05$). On the basis of the results of the study, we conclude that positive perceptions about a career lead to stronger behavioural intentions and persistence in performance than negative ones. Overall, the findings of this study provide a basis for understanding the influences of university students' intentions to join the prospective careers in the Tanzanian context. The findings also provide some useful insights to universities on how they should restructure their programme to meet the needs and aspirations of their future students.

Key Words: Theory of planned behaviour; career intentions; undergraduate students; Tanzania.

1. Introduction

What determines career choice is a question that continues to engage researchers in various fields, as well as practitioners and policy makers in various organisations. The determinants of career choice are clearly contextual and may take different dimensions, psychologically, socially, economically and culturally. Worldwide, researchers (Amani &Mkumbo, 2014; Cosmas, 2010; Haase & Lautenschlager, 2011; Mhenga, 2011; Jones, Paretti, Hein, & Knott, 2010; Suan, Mat & Tan, 2012) have demonstrated the existence of a wide range of factors which influence individuals' career choice across various fields of specialisation. For example, a study by Haase and Lautenschlager (2011) revealed that factors such as labour market status, high salaries and job prestige as key predictors of university students' intentions to join entrepreneurship career.

Likewise, the perceptions of being fitted for the job and the financial rewards were the key motives for university students' choice of engineering as a career (Suan, Mat & Tan, 2012). Moreover, the value attached to a certain career, expectancy-related beliefs, were the best predictors of first-year engineering undergraduate students' career choice (Jones, Paretti, Hein, & Knott, 2010). Other studies linked career choice with personality (Cosmas, 2010) and family background factors (Amani & Mkumbo, 2014). There is generally a paucity of studies on predictors of career intentions in developing countries and in Africa in particular. This paper reports on the findings of a study that examined the predictors of career intentions among undergraduate students in Tanzania. The study adopted the Theory of Planned Behaviour in developing the hypotheses that informed the data collection process and analysis of the findings.

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2. Theory and Hypotheses

The Theory of Reasoned Action (TRA) (Ajzen & Fishbein, 1975) and its successor the Theory of Planned Behaviour (TPB) (Ajzen, 1991) have been used widely in research in predicting various behaviours in different contexts. The theory (TRA) was initially related to voluntary behaviours, but later on, one component (Perceived Behavioural Control) was added to allow for the prediction of behaviours which are not under complete volitional control (Ajzen, 1991). Therefore, the inclusion of perceived behavioural control provided information about the potential constraints on an action as perceived by an actor. With the added concept, the theory was renamed as the Theory of Planned Behaviour (TPB). It is a social cognitive theory through which deliberate and planned behaviours can be predicted.

The TPB centres on the basic assumption that human behaviour is guided by three attributes: belief about the likely consequences of the behaviour (behavioural beliefs), belief about the normative expectations of the others (normative beliefs), and belief about presence of factors that may facilitate or impede the performance of behaviour (control beliefs) (Ajzen, 1991). Thus, behavioural beliefs produce favourable or unfavourable attitudes towards the behaviour; normative beliefs result in perceived social pressure or *subjective norm;* while control beliefs give rise to perceived behavioural control. Basically, the TPB posits that attitude towards the behaviour, subjective norm (i.e. influence of significant others, e.g. parents, peers, relatives and role models) and perception of behavioural control, together lead to the formation of behavioural intentions. In addition, Ajzen (1991) asserts that an individual produces a behaviour when he or she has evaluated it favourably or unfavourably (attitude) and when significant others support the individual in performing that behaviour (subjective norms) and the extent to which the behaviour is said to be under the individual's control (perceived behavioural control). Thus, the more favourable the attitude and subjective norm, the greater the perceived control, and the stronger should be the person's intention to perform the behaviour.

In the context of this study, examples of attitudinal dispositions include ''joining my prospective career is a good idea''. This item shows how favourable it is for one to join his or her career. On the other hand, if an individual perceives that significant others, such as peers and parents, endorse or disapprove of the behaviour performance they are more or less likely to intend to perform it. The subjective norms include beliefs like "my close friends think that I should join this career" and "do significant others want me to do it"? Therefore, the choice of the degree programme that ultimately leads to a specific career path depends on how significant others (peers, friends, relatives or parents) value the respective profession.

Ajzen's Perceived Behavioural Control (PBC) is relatively compatible with Bandura's (1997) concept of perceived self-efficacy, which refers to an individual's belief and confidence in his or her ability to perform a given behaviour. While low self-efficacy would lead to behavioural avoidance, high self-efficacy leads to behavioural performance and persistence (Creed, Patton & Watson, 2004). For example, in this study, a person who was confident that he or she could master teaching was more likely to join that profession than the one who doubts his or her ability. Judging from that angle, self-efficacy was considered to be a very useful dimension for predicting behaviours as it dictates the ease or difficulty of the actual behavioural performance.

Moreover, the TPB is grounded on the premise that most human behaviours are planned. In actual fact, the planned behaviours are preceded by the intention, and intention becomes an accurate predictor of a planned behaviour (Fishbein & Ajzen, 1975). Intention is a cognitive representation of an individual's readiness to perform a given behaviour. In other words, behavioural intentions are indications of the extent to which people are willing people to try and how much effort they put into planning in order to perform the intended behaviour. Intention is considered to be the immediate antecedent of the behaviour which is predicted thus, the stronger the intention to engage in behaviour, the more likely its performance (Ajzen, 1991). The interplay among TPB variables is indicated in
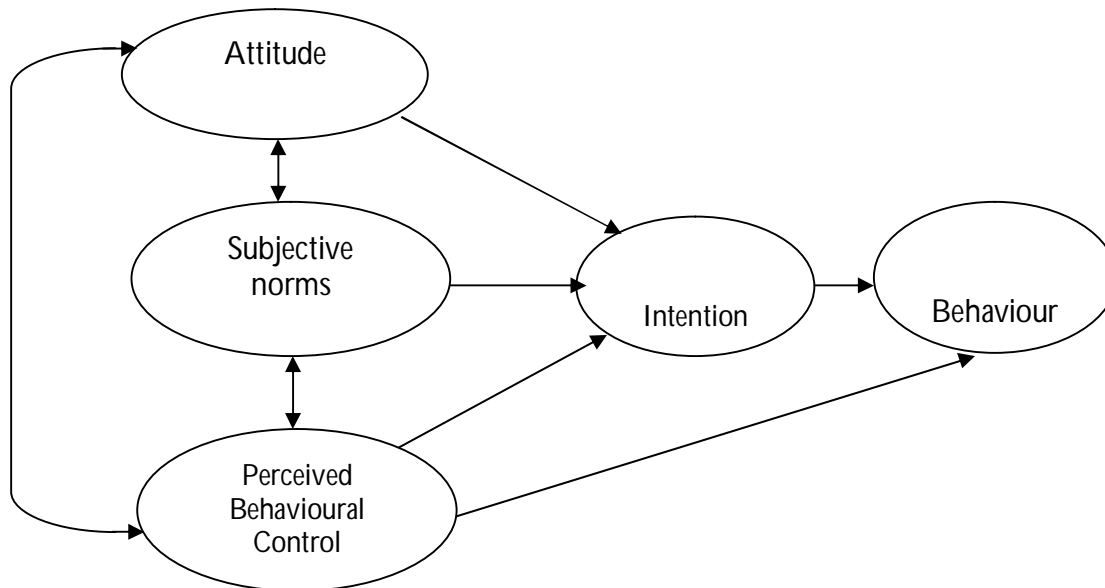
Figure 1

Figure 1: **Diagrammatic representation of theory of planned behaviour (Ajzen, 1991, p.182).**

One fundamental criticism of the TPB is that not all intentions can be carried out. For example, individuals fail to perform the intended behaviour due to both internal and external barriers despite their intention to do so. Ajzen (1991) argues that the "relative importance of attitude, subjective norm and perceived behavioural control in the prediction of intention is expected to vary across behaviours and contexts (p.188)". This means that there are some situations where, for example, subjective norm influences are powerful but attitude may be less predictive of intentions. Thus, the magnitude of the relationship between predictor variables and intention depends on the type of behaviour and the situation.

Three core constructs of TPB (attitude, subjective norm and perceived behavioural control) have been hypothesised to predict intentions related to career behaviours in different contexts (Anorld et al., 2005; Arrif et al., 2010; Hezron, 2008; VanHooft, Born, Taris & Van der Flier, 2006). However, the findings are inconsistent regarding the application of TPB in various studies. For example, in his study, Hezron (2008) tested the TPB theory in explaining secondary school students' intentions to join the army. The results showed that perceived behavioural control, pressure from significant others (subjective norms) and attitudes had a significant, strong and positive correlation with the intentions of young Kuria males to join the army. It was further found that attitude was the strongest predictor in contributing to variance in the intentions ($\beta = .57$, *p* $<.0005$), followed by subjective norm from significant others ($\beta = .21$, *p* $<.0005$).

Similarly, in testing TPB on the intention to join the nursing career in the United Kingdom, Anorld et al.'s (2005) results showed strong support for attitude ($\beta = .49$, *p* $<.001$) and subjective norms ($\beta = .18$, *p* $<.001$). In addition, VanHooft, Born, Taris, Van der Flier (2006) applied TPB to explain the job search behaviour of university students in the Netherlands. The results indicated that attitude and subjective norms had a strong effect on the career intentions in all groups ($\beta = .70$, *p* $<.001$ for Dutch sample) and ($\beta = .44$, *p* $<.001$ for Turkish sample). No significant effect was found on perceived behavioural control. Moreover, Ariff, Bidin, Sharif and Ahmad (2010) assessed Malay university finalist accounting students' entrepreneurship intentions. The study found that perceived behavioural control emerged as the variable that had a strong influence on entrepreneurial intention, followed by subjective norm and attitude.

A few studies (Tolma et al., 2006; Olanrewaju, 2013) have paired TPB variables, self-efficacy and demographic factors to predict the career intentions of diverse populations. In their study, for example, Tolma et al. (2006) found a positive significant and strong link between women's self-efficacy and intention to pursue a career in mammography ($r=.41$). Olanrewaju (2013) in Nigeria found that self-efficacy had a significant effect on career intentions ($\beta=.27$, df $(5, 204) = 3.71$, *p*, $<.05$. The findings by Olanrewaju implied that the tendency of students to study entrepreneurship is highly associated with their self-efficacy in undertaking business-related matters.

Few studies have been conducted to examine the determinants of career intentions in Africa contexts. In particular, the application of the Theory of Planned Behaviour in predicting career intentions in African settings is limited. This study attempted to fill this void in knowledge by testing the following hypotheses: (a) Attitudes towards career, perceived career self-efficacy and subjective norms statistically significantly predict university students' intentions to join their careers, (b) Age, sex, year of study and family's education level statistically significantly predict undergraduate students' career intentions.

3. Method

3.1 Design

The study employed a cross-sectional survey using the quantitative research approach to elicit information on predictors of career intentions using the TPB constructs (attitude, subjective norms), career self-efficacy along with demographic variables. This designed offered an opportunity for establishing a degree of confidence accrued from the generalizability of the findings due to random selection and large sample size involved in the study (Cohen, Manion, & Morison, 2011). Through the survey design it was possible to study participants' self-efficacy, subjective norms, attitudes and demographic information were studied across degree programmes, year of study, colleges/schools and universities at one point in time.

3.2 Sample and Selection Procedures

The sample for this research constituted undergraduate students studying degree programmes in the fields of Law, Engineering, Education and Business. These programmes were chosen because they lead to specific professions upon graduation and as such it was more feasible to study about students' career intentions than other general programmes. Students were randomly selected from four universities in Tanzania, namely, University of Dodoma (UDOM), University of Dar es Salaam (UDSM), University of Iringa (UI), and Muslim University of Morogoro (MUM). The universities were purposefully chosen because they offer at least three programmes/fields that was the focus of this study. Also, the choice of university students was based on the fact that at the university level students reflect the major study fields they have chosen and what is available in the world of work. Donald Super (1957), a pioneer of the self-concept career theory, developed a life span vocational choice theory that grouped career choice into different sub-stages including the exploration stage. Based on Super's classification, and as applied in the Tanzanian context, the exploration stage (15-24 years) seems to offer an appropriate timescale, as students are capable of viewing reality and developing their self-concept. At this stage, students crystallize their occupational preferences, which is a major developmental task as they relate their own skills and interests to the requirements of a specific job.

To arrive at a specific sample size a formula proposed by Yamane (cited in Israel, 1992) of 95% confidence level and sampling margin of error of .05 was used. Thereafter, simple random sampling using a table of random numbers was finally employed to obtain students in their respective degree programmes. Using this procedure, the expected number of participants across all universities was 1308. The selected participants were approached through advertisements posted on notice boards, which described the procedures for their selection, the research permit granted for conducting such a study, the purpose of the study and the respective venues where they would meet with the researcher to complete the survey. Finally, a total of 1043 (response rate=79.7%) of the targeted participants confirmed their participation. Appropriate ethical considerations were observed, including eliciting participants' informed consent and ensuring confidentiality and anonymity.

3.3 Measures

3.3.1 Attitudes towards career

Students' views on their prospective careers were measured using an attitudes questionnaire. Researchers developed seven items to assess students' attitudes towards their prospective careers. The direct measures of attitude were informed by the need to assess the participants' overall evaluation of their prospective careers. The attitudinal items were developed in compliance with Ajzen's (2006) suggestions to ensure reliable internal consistency of the direct measures of attitude. Thus, a good mixture of both instrumental items (whether the behaviour achieves something, i.e. usefulness/worthlessness) and experiential items (in terms of how one feels about performing the behaviour in question i.e. pleasant/enjoyable) was obtained.

The strength of agreement or disagreement was measured on a Likert-type scale ranging from 1(strongly disagree) to 4 (strongly agree). The scores were then added together as a measure of students' attitude to their prospective careers. The expected minimum score in this scale was 4 while the maximum score was 28. The scale was further re-categorized into two ranges. Students who scored 21 or less were regarded as having a negative attitude to their prospective careers, while scores greater than (21) indicated a positive attitude to their prospective careers. Item number 4 was re-coded for internal consistency. Alpha reliability for this scale was $r = .69$, indicating that the items correlated with each other fairly strongly.

3.3.2 Subjective Norms about the Behaviour

Based on similar procedures used to develop attitudinal items, four items were developed to measure the extent to which the subjective norms of significant others approve or disapprove of students' behaviour (in this case, joining prospective careers upon graduation). Therefore, the questions asked about the opinions of significant individuals as to whether or not they were pleased with students' plans to join their careers. The total scores for the scale were calculated by adding all the response values of the 4 items. The expected minimum score in this scale was 4 while the maximum score was 16. The reliability for this scale was $r = .76$. Higher scores (above the mean) are indicative of greater subjective norms, implying great social pressure to join the chosen careers upon completion of the studies.

3.3.3 Career Self-Efficacy

Betz, Klein and Taylor's (1996) Career Decision Self- Efficacy Short Form (CDSE-SF) Scale was adapted to measure students' career self-efficacy. This scale is a tool for measuring an individual's degree of belief that he/she can successfully complete the tasks necessary for making career decisions (Betz & Taylor, 2012). The scale measures self-efficacy utilizing Crites's (1978) Career Choice Competencies as sub-scales. The original CDSE-SF scale had 25 items with a five-level response continuum ranging from 1 (no confidence at all) to 5 (a lot of confidence). In this study, only 19 items were adopted to suit the purpose and context of the study. Respondents rated their self-efficacy level on a five-point Likert scale with higher scores implying higher career self-efficacy. The coefficient alpha value for the total scale was $r = .83$.

3.3.4 Career Intentions

Two items measured the career intentions of the participants, for example, *I intend to join my prospective career upon graduation*, and *I will join my career upon graduation*. The strength of agreement was measured on a Likert-type scale ranging from 1(strongly disagree) to 4 (strongly agree) with higher scores (above the mean value of 6.7) reflecting stronger career intentions while scores below the mean indicated weak career intentions. The coefficient alpha value for the total scale was $r = 97$. On the other hand, the demographic information was assessed using both categorical and continuous variables in terms of sex (male and female), age in years, year of study and parents' education level. Furthermore, to ensure construct validity the development of the items measuring TPB variables was guided by the guidelines for constructing a TPB questionnaire proposed by Ajzen (2006), Francis et al. (2004) and from similar surveys conducted in various contexts. Thus, closed questions were constructed to measure attitude, subjective norms and career intentions. The rigour of the findings was ensured through a pilot study whereby the analysis was very useful in ascertaining the applicability, validity and usefulness of the research design and the proposed techniques or tools to be used for collection. In particular, some items in the scales were omitted and or amended because they were not relevant to the study's purpose and their presence affected the reliability.

Reliability of all instruments was tested using Cronbach's alpha for internal consistency of the scales used. The acceptable range for a reliable instrument is between 0.6 and 0.9 (Pallant, 2005). All the scales which did not reach the acceptable values were amended. Apart from testing internal consistency using Cronbach's alpha, other mechanisms which were used to ensure reliability and validity in this research included the selection of appropriate instruments, the use of appropriate sample and statistical tools of analysis as suggested by Cohen, Manion & Morrison (2011).

The data were entered and analysed quantitatively using IBM SPSS Version 20. The analysis was both descriptive and inferential. In the first place, mean and standard deviations were obtained. Thereafter, composite scores for each independent variable were computed against the dependent variable to establish the relationship.

Multiple regression analysis was performed to determine the extent to which each independent variable contributes to variance in the dependent variable (career intentions). Also, one-way analysis of variance was performed to explore the variation in career intentions across fields of study.

4. Results

4.1 Participants Demographic Information

The descriptive statistical analysis showed that a total of 1043 students participated in the study, which is 79.6 percent response rate. More than a third (39%) of the respondents were female, which generally reflects the female population in the participating universities. Furthermore, the distribution of respondents showed that the majority of respondents (50.3%) were final year students and 49.7percent were first year students. Participants' age ranged between 21 and 41 years (M= 24.9 SD= 4.4). The majority of students came from field of Education constituting 65% of the respondents, followed by Business (15.3%), Law (11%) and Engineering (8.7%). This distribution generally reflects the distribution of many universities in Tanzania where education students constitute more than 50 percent of the students' population (Tanzania Commission for Universities, 2013). The participants' demographic information is summarised in Table 1.

Table 1: Background Information of the Participants

Variables	Categories		N	%
Name of University	UDSM		328	31.4
	UDOM		303	29.1
	MUM		201	19.3
	IU		211	20.2
Sex	Male		636	61.0
	Female		407	39.0
Age	21-30 years		909	87.3
	31-40 years		110	10.6
	41 years and above		22	2.1
Year of Study	First year		518	49.7
	Finalist		525	50.3
Field of Study	Education		678	65.0
	Law		115	11.0
	Engineering		91	8.7
	Business		159	15.3
Was the field of study your first choice?	YES	Education	489	72.1
		Law	105	91.3
		Engineering	60	66.7
		Business	116	75.3
	NO	Education	189	27.9
		Law	10	8.7
		Engineering	30	33.3
		Business	38	24.7

4.2 Predictors of Career Intentions

To test for the predictors of career intentions, analysis was carried out at two levels. The first level involves the descriptive analysis of the frequencies of each of the four predictor variables, namely attitude, subjective norms, self-efficacy and career intentions. The descriptive analyses showed the maximum and minimum scores, mean and standard deviation for each variable. The results are summarised in Table 2.

Table 2: Descriptive Statistics for Attitude, Subjective Norms, Career Self-efficacy and Career Intentions

Scale	N	Mean	SD	% of students scored above the mean
Attitude	1043	21.71	3.1	69.2
Subjective Norms	1043	13.28	2.1	63.0
Self –Efficacy	1043	76.39	9.3	66.3
Career Intentions	1043	6.7	2.3	85.6

Table 2 shows that the majority of participants (69.2%) scored above the mean value of (21) in the attitude scale. This implies that they had positive attitudes towards their careers. The findings also show that a substantial majority of participants (63%) scored above the mean (13.2) in the subjective norms, meaning that they were likely to join their careers due to the influence of significant others.

With respect to career self-efficacy, the results reveal that the majority of participants (66.3%) demonstrated a high level of perceived self-efficacy in the Career Decision Self-Efficacy scale (CDSE). The implication is that the majority of undergraduate students have a high degree of confidence in their ability to undertake their prospective careers. Furthermore, the results show that, on average, the majority of students (85.6%) intend to join their chosen careers upon completion of their studies. Furthermore, to test the hypotheses, the standard multiple regression analysis was performed. Using the enter method while controlling for demographic variables, a significant model emerged (F 4, 1041= 16.25, p<.05) (see Table 3). As this Table shows, the proportion of variance accounted by the dependent variables in the model was R-square .463 (46.3%).

Table 3 also shows that none of the demographic variable was statistically significant in predicting career intentions. The results further show that all the hypothesised predictor variables had a statistically significant effect in influencing students' career intentions, with attitude showing the strongest effect (β =.47, p <.05) followed by subjective norms (β =.38, p <.05), and career self-efficacy (β =.21, p <.05). The influence of attitude on career intention is more than twice of career self-efficacy.

Table 3: Summary of Standard Regression Analysis (N=1043)

S/N	Variables	Beta(β)	Sig
1	Subjective norms	.38	.000
2	Parents' education	.13	.88
3	Attitude	.47	.000
4	Career Self-efficacy	.21	.000
5	Age	.14	.23
6	Sex	.11	.83

Note: p<.05

When one way analysis of variance was conducted to explore the variation in career intentions among fields of study, the results indicated a statistically significant difference (F (3,1034)= 14.904, p<.05); however, the effect size was quite small (partial eta squared =.04). Post- hoc comparisons using the Tukey HSD test indicated that the mean score for students in the field of education (M=6.43, SD=2.55) was statistically significantly different from students pursuing law (M=7.36, SD=1.79); business students (M=7.5, SD=1, 41) and engineering (M=7.34, SD=1, 89).

5.   Discussion

5.1 Theoretical and practical implications of the findings

The findings have several implications that inform both theory and practice. Theoretically, the findings of this study reinforce the importance and applicability of the Theory of Planned Behaviour in predicting behaviours in various contexts. In this regard, the TPB core attributes were found to be influential in determining the intentions of undergraduate students to join their prospective careers upon graduation. These are attitudes, subjective norms and perceived career self-efficacy. Nevertheless, attitude towards career had the largest beta values (β =.47, p =.000) compared to other independent variables entered in the model. This implies that students' career intentions were highly determined by how they perceived their prospective careers. Furthermore, the results of this study imply that positive perceptions lead to stronger behavioural intentions and persistence in performance than negatives ones.

The findings also clearly point out some implications for teacher education, recruitment and retention in Tanzania. The fact that student teachers' attitudes affect their future plans to join the teaching profession calls for the urgent need to strengthen the professional part of the teacher education programmes so that student teachers are properly groomed to become professional teachers. This implies that the preparation, recruitment and retention of teachers should be strengthened with a view to inculcating commitment and the intrinsic liking for the profession among student teachers during their training and throughout the professional development processes.

Additionally, the results of this study call for a more rigorous mechanism for orientation of student teachers into the teaching profession, as well as measures for defending and promoting the social status of the profession. This is in line with what Ishumi (2013) calls the institution of teachers' performance–based accountability. According to Ishumi (2013), performance-based accountability aims at establishing rigorous standards at different levels from recruitment stage to professional development. As argued by Goh, Chan, Lim and Low (2011), the status of the teaching profession in terms of the importance that society attaches to the profession is not measured by how highly paid teachers are but how highly teachers' roles are valued.

The findings of this study are in line with those of previous studies, which also revealed that attitude has the strongest influence on predicting career intentions. Impliedly, positive perceptions lead to stronger behavioural intentions and persistence in performance than negatives ones. For example, a cross- sectional survey by Hezron (2008) on determinants of career choice among young people in the Kuria community revealed that attitude was the strongest predictor (β =.57, p <.0005), followed by subjective norm from significant others (β =.21, p <.0005). Also, in the United Kingdom, Anorld, Clarke, Coombs and Wilkinson (2005) tested the application of TPB in explaining students' career intentions. The results showed strong support for attitude (β =.49, p <.001) and subjective norms (β =.18, p <.001). Likewise, using structural equation modelling, Van Hooft et al. (2006) conducted a comparative study on cross-cultural generalizability of the same theory in predicting the job search intentions of Turkish and Dutch students. The results indicated that attitude had a strong effect on intentions in all groups (β =.70, p <.001 for the Dutch sample) and (β =.44, p <.001 for the Turkish sample). While self-efficacy showed a small effect on intention only in the Dutch sample (β =.11, p <.001, subjective norm was not significant in any sample. The findings confirm that attitude is the strongest antecedent of intention to perform various behaviours including career choice. The manner in which students perceive the nature of their careers, working environment and salary prospects significantly affects their intention to join it or not.

Although the findings of this study concur with those of previous studies, a couple of inconsistencies are evident. For example, a study by Chen (2007) in Taiwan that used the TPB to identify the most influential variables in predicting the career intentions of teachers found that subjective norm was a much stronger variable influencing kindergarten teachers' intention to join in-service graduate-level academic programmes than attitude and perceived behavioural control. In another study, hierarchical regression analysis by Olanrewaju (2013) in Nigeria found that self-efficacy had a significant effect on predicting career intentions (β=.27, df (5, 204)= 3.71, p,<.05), implying that students' tendency to join an entrepreneurship programme is highly associated with their self-efficacy in undertaking business-related matters.

4.2 Limitations

This study had several limitations which need to be considered as regards interpretation and generalization. The study focused on only four programmes which lead to a specific career, and so other studies could focus on other fields such as sociology, ICT and political science for comparison.

Second, this study used the quantitative approach which does not give an in-depth understanding of the problem being studied. The authors recognise that the use of both the qualitative and quantitative approach to explore the determinants of behavioural intentions would have resulted to having a broader and deeper understanding of the problem in question. In particular, career intentions could be assessed across different cultural groups. Indeed, in this study, we did not measure the actual behaviour, and so a follow-up study could be conducted to trace the predictive power of the TPB model in relation to behavioural performance. This means that future studies could specifically assess the extent to which the career intentions of students predict their actual behaviour (joining a career) by studying graduates who are already in their job.

The results of this study have implications for career guidance interventions for university students. Since subjective norm was found to affect behaviour that potentially influenced students' decisions to join their future careers, it is recommended that significant others such as counsellors should play a role at the institutional level in helping students understand themselves and the world of work.

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