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## THE RELATIONSHIP BETWEEN PERSONALITY AND CAREER DECISION MAKING SELF EFFICACY AMONG PRA-UNIVERSITY STUDENT AT MACHANG, KELANTAN.

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### Abstract

This study was conducted to explore the differences in personality and level of career decision-making self-efficacy (CDMSE) by gender among pre-university students. Besides, this study also conducted to identify the relationship between personality and CDMSE among pre-university students. This study uses a mixed method design in determining the relationship between personality and self-efficacy in career decision making. The respondent be selected by using simple random sampling method, as 175 student Pre-University and 5 respondents were selected to interview in obtaining qualitative findings. Data was collected by using Big Five Inventory-2 (BFI-2) and Career Decision Making Self-efficacy Scale Short Form (CDMSE-SF). Data analyzed using Statistical Package Social Science 25.0 (SPSS). The results showed no difference between conscientiousness ( $t(173)=0.280, p<0.05$ ), openness ( $t(173)=0.613, p<0.05$ ), neuroticism ( $t(173)=1.434, p<0.05$ ), agreeableness ( $t(173)=0.857, p<0.05$ ), extraversion ( $t(173)=-0.559, p<0.05$ ) and level of CDMSE ( $t(173)=1.558, p<0.05$ ). The finding also revealed that conscientiousness, ( $r=0.505^{**}$ ,  $n=175, p<0.05$ ) openness, ( $r=0.212^{**}$ ,  $n=175, p<0.05$ ) neuroticism, ( $r=0.366^{**}$ ,  $n=175, p<0.05$ ) and extraversion ( $r=0.486^{**}$ ,  $n=175, p<0.05$ ) had a significant relationship with CDMSE among Pre-University students. However, there is no significant relationship between agreeableness and CDMSE ( $r=0.128, n=175, p<0.05$ ). The result was supported by qualitative findings, which show the relationship between personality and CDMSE. This study is significant for students, counselor, and educators in helping students related to their careers.

Key words: Personality, self-efficacy, career decision making.

## INTRODUCTION

Career is an important thing that related to an individual's development. The development of career is involved with one's lifetime from a day of birth until death includes during the school period. Therefore, being pleased with own career or job is an essential aspect of a person's happiness. According to Saguni et al. (2018), a career is a sequence of occupations or activities that a person practices to carry out his or her duties over a period of time. Sometimes, it is what people do to reach a target live. Career can also be defined as an individual's perception, attitudes and behaviours related to work activities as well as experiences in an individual's life (Siti Aisyah, 2018). Everyone has the right to choose their career interests. However, choosing a career is complicated, and it is a necessity for a person to have enough knowledge and information before making a decision. Career choice is a developmental process in one's whole life; it involves a series of decisions rather than a single decision. A career decision is not just about selecting a job that matches the characteristics of the person, but the process is much more complicated in reality (Abdul Himid, 2016). Career choice is a crucial decision in life as a person begins to think about entering the working life. The process of choosing a career is not easy, and it needs to be nurtured from the beginning in order to find a career that suits the soul (Crites, 1989; Siti Asisyah, 2018).

Besides, according to Ginzberg et al., (1951), the career choice process is distinguished by three period includes fantasy stage (up to 12 age), tentative stage and realistic stage (after age 17) (Sharf, 2002). In another word, the process of choosing a career involves since adolescent period until adulthood, which a period when one's gain awareness about career. While, according to Super (1957), individuals between the ages of 15 to 24 are the second most advanced group in the theory of Super career development. At this stage, the individual is at a level self-exploration and getting to know the world of work. So that, it essential to an adolescent to gather information about a career in order to make a choice for their career as this is important because according to Siti Aisyah (2018), students seem to take the career choice lightly based on Tolbert's (1980) statement, usually graduates high school chooses work by imitating preferred individuals or popular individuals to meet parental demands. However, students are not ready for career choice. Students' preparedness to make career choices leads to adverse effects on young people. According to the Main Labour Statistics of Malaysia May 2015 released by the Department of Statistics, the year-on-year unemployment rate increased by 0.2 percent. (BHarian, July 24, 2015). In Malaysia, it is estimated to have 14.7 million energy work with over 400,000 people, including in the job seekers at all times or unemployed as of June 2015. There

are 107,000 unemployment peoples consist of undergraduate student and above (Metro Daily, December 7, 2015). This shows that student has a low level of preparation in making a career decision. In 2020, Malaysia's unemployment rate rose to 5.0 per cent in April from the same period last year following the increase in the number of unemployed individuals significantly increased to 778,800. This happens due to the impact of the closure of operations for most businesses during the Movement Control Order (PKP), which triggers the factors of job loss and difficulty in getting a job. (BHarian, June 15, 2020). These statistics bring a concern to Malaysians, especially for fresh graduates.

Therefore, Pre-University can be said to be very important for students to determine their respective career fields. The selection of courses or majors at the Pre-University level is important for the future of the students. There are various courses offered and require filling from students. Pre-University students need to be wise to choose courses that are appropriate and in line with their interests. Besides, in making a decision for a career, it may involve one's self-efficacy. Self-efficacy is "self-efficacy expectations refer to a person's beliefs concerning his or her ability to successfully perform a given task or behaviour. (Bandura, 1977; Betz & Luzzo, 1996). This shows that self-efficacy is necessary for the student because it depends on the level of belief that he will succeed in achieving the tasks required to make career decisions. Personality also influences students' self-efficacy in career decision making. According to Bailey (2002), personality conscientiousness and openness is a contributor in the self-efficacy of career decision making. Besides, the studies on personality and career decision also broadly expand conducted by many other previous researchers. According to Chinyere (2017), the student career decision making is influenced by the personality trait of the student. This shows how important the student's personality in making a career decision. Talent, personality, and ability are major factors in respondents to choose a teaching career. Through personality tests, students will know the personality that suits the type of job they will be involved in later (Azlan & Noridah, 2010; Siti Aisyah, 2018). In other words, one's personality, ability, and talent are influence the career decision if they want to make and choose.

In conclusion, it is obvious that the current employment situation for job seekers, particularly students, is more difficult. Therefore, students need to have initial preparation from an early stage as Pre-University (Form six) again to ensure that they choose the appropriate career field. Hence, the researcher designed and intended to conduct a personality-related and self-efficacy study in making career decisions among Pre-University students in Machang, Kelantan.

## **LITERATURE REVIEW**

### **Theory**

There are four theories used in this study namely Bandura's Theory of Self-Efficacy Theory, Social Cognitive Career Theory (Lent, Brown & Hazket, 1994), and Goldberg's Big Five Personality Theory (1922). According to Bandura (1986) cited in Sharf (2002) self-efficacy was defined as "people's judgments of their capabilities to organise and execute courses of action required to attain designated types of performances". Self-efficacy relates to a person's confidence in their abilities to plan and carry out the acts able to obtain success (Bandura, 1997; Siti Aisyah, 2018). It is essential to note that perceived self-efficacy does not matter too much for the real skills you have, as in what you believe you can do with what you have obtained (Bandura, 1983; Montcalm, 1999). The theory of self-efficacy offers comprehensive instructions for how individuals should exercise their control in their own way of living (Siti Aisyah, 2018).

The way people perceive their strengths and abilities influences learning decisions, career preferences and others. People with a poor sense of self-efficacy will not tolerate a complex job, may have felt that they may not be able to perform the work properly, and may feel depressed or frustrated by the mission (Sharf, 2002). While most with a strong or high sense of SE strongly trust in their own abilities, viewing obstacles as things to be overcome instead of risks to be resisted. Such factors will also contribute to improved personal well-being by minimising tension, resulting in a lower risk of the patient developing depression (Bandura, 1977; Wilde & Hsu, 2019).

Self-efficacy influences a person's choice of activities and level of motivation. Belief in personal ability makes a vital contribution to acquiring the knowledge structure in which a skill is found. (Siti Aisyah, 2018) Self-efficacy judgments also decide how much effort persons put into has been going to spend and how long it can survive in the face of challenges or adverse encounters (Fitzgerald, 1991). According to Bandura (1981), a person perception on their abilities also can affect their cognitive and emotional reactions that take place when they expected and interact with the environment. (Mont calm, 1999). As a conclusion, Self-Efficacy is related to how an individual believes their own selves and their capability to achieve something. The level of self-efficacy can influence a person in making a decision.

Social Cognitive Career Theory is based on Bandura's social cognitive theory. Both of this theory emphasize on how the environment, perception, cognition and behaviour as a part of one's ability to make a career decision.

However, according to Sharf (2002), there are several differences aspect that essential to understanding, which, social cognitive, social theory is a theory which emphasizes that self-efficacy on the cognitive cycle, which controls or regulates behaviour. The theory focuses mostly on how past learning experiences impact subsequent learning experiences and eventually career choices. Hackett and Betz (1981) were the first to use Social Cognitive Theory by Bandura by emphasizing the role of self-efficacy in career choice. They focus on social cognitive theory to explain career choice among women, also suggests self-efficacy the low may limit the choices in women's careers (Siti Aisyah, 2018).

According to Thompson et al. (2016), learning experiences and self-efficacy often affect the perceptions of outcomes that people have in a context for their performance. Outcome expectations are the outcomes which people intend to face while participating in a specific domain. Within a domain, self-efficacy and perceptions of performance are normally strongly associated, meaning that individuals with high (low) trust tend to produce successful (bad) performance. The expectations of self-efficacy and outcome will also vary, for example, in circumstances where one's belief in achieving well is high but the performance-related outcomes are not considered to be beneficial (Lent, 2013). As a conclusion, the theory of social cognitive career emphasizes on the dynamic relationships that occur between person psychological components, personal, environmental influences that help form the career development cycle.

Goldberg developed the five-factor personality model, referred to in personality assessments as the five main models (Goldberg, 1992; Sucier & Goldberg, 1998; Siti Aisyah, 2018). The Big Five Personality is a theoretical approach to describe personality of a person through characteristics grouped into five personality domains. According to Barlow, Durand and Hofman (2015), within this model, individuals may be rated on a variety of personality dimensions and the five-component mixture that explains why individuals were different. Pervin (2015) cited in Siti Aisyah (2018), stated that The Big Five personality was structured not to label an entity into a specific personality, but to define the personality traits the individual exhibits throughout his or her everyday life. Goldberg names the concept the Fundamental Lexical (Language) Hypothesis; "The most basic individual is defined as having only one word used in through language'.

Besides, according to Ahmad Rifat Kayis et al. (2016), The Big five personality traits are known as open to new experiences to new experiences, conscientiousness, extraversion, agreeableness, and neuroticism.

### **Openness to Experience**

According to Golsteyn et al. (2017), "Openness refers to being open to new cultural or intellectual experiences". In other words, openness implies exposing ourselves to fresh cultural or academic perspectives openness implies exposing ourselves to fresh cultural or academic perspectives. Costa and McCrae (1992) cited in Siti Aisyah (2018), there are six aspects in openness namely fantasy, aesthetics, feelings, actions, ideas, and values.

### **Conscientiousness**

According to Liu et al. (2017), conscientiousness is a personality that "described as the tendency to follow the rules, be industrious and dutiful, and resist immediate gratification in the interest of longer-term goals". While, "Conscientiousness also describes as being planned, decisive, organized, disciplined, cautious, abiding by principles and rules and working hard" (Costa & McCrae, 1992; Ahmad Rifat et al., 2016). In another words, conscientiousness defined as propensity to obey the law, be industrious and dutiful and avoid immediate rewards in the interests of longer-term goals.

### **Extraversion**

Extraversion is personality that "primarily by a tendency towards being outwardly expressive - containing facets related to gregariousness (i.e., Friendliness, Cheerfulness, Sociability), but also has facets related to dominance and energy (i.e., Activity Level, Excitement Seeking, Assertiveness)" (Hastings & O'Neill, 2009; Smith R.M. 2011). Besides, according to Costa and McCrae (1995) cited in Roczniewska and Bakker (2016), Extraverted person usually extraverts are expected to have a good number of social skills abilities and surrounded with many friends. In sum, extraversion is a personality that easy-going, social butterfly person and enthusiastic.

### **Agreeableness**

According to Abdullah Atil (2017), persons with agreeableness personality characteristics tend to be courteous, affectionate manners and enjoy coordination. "Agreeable individuals do not like competition, and they do not easily get into conflict. It is stated that agreeable individuals who are qualified as tolerant and highly forgiving do not like using force and avoid putting pressure". (McCrae & Costa, 1987; Ahmad Rifat et al., 2016). In another word, agreeableness is a person who have high tolerance, honest and trusted person.

## Neuroticism

Persons with very high neuroticism are more vulnerable to emotional behaviour, less likely to regulate the sensations that arrive, blame themselves and taking naive acts in the face of tension. (Costa & McCrae, 1987; Siti Aisyah, 2018). According to Golsteyn et al. (2017) neuroticism is a personality of a persistent degree of mental dysfunction, psychological distress propensity, insecurity, and impulsiveness. There several this neurotic personality has six aspects: anxious, restless, furious, frustrated, self-conscious, implicit, and self-deprecating (McCrae & Costa, 1992).

Chinyere (2017) had conducted a study which about “the relationship between personality traits and career decision making self-efficacy among male and female undergraduates in Malaysia”. According to Chinyere (2017) lack of career counsellor model that can be utilized by students to make a career choice that lead to the constrained of initial plan government by career choice based on gender, imbalance, and mismatch. A Structural Equation Model that shows strong significant relationship between personality traits and career decision making self-efficacy. The model revealed that positive relationship existed between the gender and career decision making while negative relationship on personality traits and gender. Siti Aisyah, (2018) state, that parental support, personality, and motivation have a significant positive correlation with career decision-making self-efficacy. Based on Abdul Himid, (2016) findings indicate that there is a significant relationship between personality traits and career choice in the most cases as explored. According to Lee T. Penn and Robert, (2018) consciousness was found to moderate the relationship between career decision making and CCA self-efficacy, and extroversion associated with positive the relationship between self-efficacy and decision making. Evidence has been identified for a mediation model in which each of the personality traits is linked to self-efficacy, which in effect predicts CCA and Decidedness. Besides, Zunaini and Norasmah (2019), conducted a study that related with the Personality traits, school climate and interest of entrepreneurship career among secondary students. The results indicate that SMK students have modest rates of personal feature ratings, school climate and entrepreneurial career interests. The results from the correlation study identified a link between the personality traits and the SMK students ' entrepreneurial job interests. SMK student has a significant relationship with the school environment and the market potential for the school climate for an entrepreneurial career. T test shows no significant difference between the personality traits and the SMK students ' entrepreneurial career interests. While there's a significant difference between the school climate and the entrepreneurial career interest of SMK students. Other than that, Chunnahou et al. (2014) state, that proactive personality affected one's career adaptability, career decision making self-efficacy

had moderate role on proactive personality and career adaptability and highly proactive personality can lead to negative effect on employment pressure in forming decision making self-efficacy. Lee T. Penn and Robert (2018), had conducted a study about joint roles of career decision self-efficacy and personality traits in the prediction of career decidedness and decisional difficulty. Based on the finding, conscientiousness was found to moderate the relationship between career decision making and CCA self-efficacy, and extroversion associated with positive the relationship between self-efficacy and decision making. Evidence has been identified for a mediation model in which each of the personality traits is linked to self-efficacy, which in effect predicts CCA and Decidedness. In addition, Semordzi et al. (2019) state, the relation between personality trait and career choice is not significantly moderated by gender. Data analysis showed that the association between personality characteristics and job preference is not substantially moderated by class. Kyoung-Ha Kim (2018), conducted a study about the influences of personality traits, social support, and Career decision Self efficacy on career preparation behaviour in nursing college students. Based on the findings, personality traits, social support, and self-efficacy in job assessments have been strongly correlated with career preparedness behaviours. Self-efficacy of conscientiousness and job choice has been reported to have a statistically important impact on work planning behaviour. Extraversion and social support have been recorded to have no statistically relevant impact on the conduct of job planning. Anake et al. (2017) findings showed students' career choices are affected not only by their parents and identity sources but also by their personality, vision and person attributes based on how they think regarding these occupations. Abdullah Atli (2015) conducted a study about Five-factor Personality Traits as predictor of Career Maturity. Based on the study, researcher found that there's 12% of the variance in career maturity and highest contribution is neuroticism, followed by extraversion, openness, agreeableness, and conscientiousness. Besides Swati Sharma and Sushma Suri (2019) state, Openness to Experience greatly moderated the partnership both career self-efficacy decision-making and Foreclose inclination. Whereas it has been observed that Extraversion and Agreeability are not major moderators of the relationship between Career decision making Self Efficacy and Career Choice (Vocational Exploration and Tendency to Foreclose).

### **Islamic Perspective on Personality, Career and Career decision making.**

According to the Qur'an, the human personality has many elements. Each element can influence it in action or behaviour. The elements of personality are physical, sensual, and spiritual (Kadar, 2008; Kadar, 2012). According to alGhazali (2000) cited in Ahmad Fakhruddin el.at. (2018), personality describes the state of the soul without the need for thought and research. If the soul is adorned with good deeds and



praiseworthy according to the intellect and religious thought, it will form a good personality. Instead, the soul is filled with evil deeds, then it will form bad personality. Personality also symbolizes the personality traits of an individual.

Besides, according to Taqī al-Din al-Nabhāni in his book *al-Syakhṣiyyah al-Islāmiyyah*, a person's personality is determined by the way of thinking (*al-‘aqliyyah*) and the way of behaving (*nafsiyyah*) (Mohammad Ghozali & Nor ‘Azzah Kamri, 2015) In addition, a good, noble and praiseworthy personality or morals are highly demanded in Islam. (Shuhada & kamariah, 2017). Nooraini Othman (2016) state that, good integrity is not merely an aim of a Muslim's existence but the main objective of Islamic faith itself.

In Hadith,

“Prophet Muhammad was asked, “Which Muslim has the perfect faith?” He answered: “He who has the best moral character””.

In Islamic culture, human personality is understood by the complete make-up of body, mind, and soul. A good character is always being emphasize in Islam as well it proofed that how Prophet Mohammad (SAW) portrayed his *akhlaq* and being a role model for *ummah*.

“Verily, the most complete of believers in faith are those with the best character and who are most kind to their families.” (Sunan Tarmizi).

The Islamic personality, rooted in strong moral values, include convictions, outward characteristics, qualities, behaviour, etiquette and social graces, and *adab* (Abdul, 2005; Nooraini Othman, 2016). While Islam also have emphasized about the important of career to one's life. In al Quran, Allah state that,

فَإِذَا فَرَغْتَ فَانصَبْ

So, when you have finished (your duties), then stand up [for worship.] (97:4)

Islam makes charity or work as an obligation that must be done by everyone in accordance with capacity and own abilities. Some *Ahlul Tafsir*, interpret the verse as you (Muhammad) when you have done the affairs (duties) of this world then do the affairs of the hereafter (worship to Allah), and others say: when it is done performing prayers pray (Fachri Fachrudin, 2013).

Career decision also emphasized by Islam as choosing halal career in order to have barakah in rizq. Moreover, career also is considered as ibadah, as stated by Abu Hurayrah (r.a) narrated that the Prophet, Rasulullah SAW said,

“Allah says, O son of Adam! Take time out to constantly worship me, I will fill your heart with contentment, and remove your poverty, and if you do not do so. I will make your hands constantly occupied but I will not remove your poverty.” (Musnad Imam Ahmad, Tirmidhi 2466, Ibn Majah 4107. Authenticated in As-Saheehah 1359.)

Everything should be done by a Mu'min with an element of intention, it turns into worship (ibadah). However, illegal things are still illegal no matter how pure the intention of the perpetrator. Islam does not approve of something that is haram as a wasilah for a noble purpose. This is because, Islam emphasizes the purity of goals and ways at the same time. Islamic law (shariah) does not accept at all the principles, goals to legitimize the way or achieve the truth through false works. On the other hand, Islam obliges the ummah to achieve the truth through the right path. (Zulkifli Mohamad al-Bakri, 2019).

As a conclusion, in Islam, personality, career and decision making is important to a Muslim in order to be a good Muslim as when the work is done with the pleasure of Allah S.W.T and it will be counted as worship and rewarded in this world and in the hereafter.

## **METHODOLOGY**

### **Research Design**

Every selected design may have own advantages and disadvantages. Besides, the design is selected depends on the purpose and issue that researcher want to address. Therefore' in this study, researcher select mixed method design includes quantitative and qualitative design. According to Schoonenboom and Johnson (2017), mixed method research is a mixture of two approaches includes qualitative and quantitative method. Mixed method is used to broaden and strengthen the findings of the study and therefore, helps to the published literature. The used of mixed methods can contributes to answering research question. Greene et al. (1989), mixed method can be used to initiate new perspective, clarify and precise the result and expanding the scope of the research. For quantitative method, researcher use surveys design as a data source to describes the relationship between personality and career decision making self-efficacy. According to Apuke (2017), state that quantitative method is a combination process that deals with quantifying and analyzing to achieve the result. The descriptive

research model has been adopted as it offers an overview of how the personality engage with career decision making self-efficacy. A survey was conducted because it provides the information from the selected sample. Besides, for qualitative method, researcher employs case study which includes observation and interview. There are 5 respondents that being choose randomly from the sample size after answers the questionnaire. Qualitative research emphasizes a broad view to understanding topic which is inadequate to rely on quantitative surveys and statistics (Holliday, 2007; Chowdhury & Shil, 2021). This method used for focused to enhanced data and result quality.

### **Research Location**

The location of research that has been selected by the researcher is the schools in Machang Kelantan. There are four schools in the Machang district of Kelantan, which Sekolah Menengah Kebangsaan Seri Intan, Sekolah Menengah kebangsaan Machang, Sekolah Menengah Kebangsaan Hamzah and Sekolah Menengah Kebangsaan Agama Wataniah. Selection of research location because the school meets the demands and requirements of the study which to study personality and self-efficacy to make career decisions among students. In addition, the selection of the location of this research is because the population coincides with the purpose of the study.

### **Population & Sample Size**

The number of Pre-University students in the school is 320 people. The age around 18 -20 years old includes both genders. Participant will be recruited randomly through four school which, Sekolah Menengah Kebangsaan Seri Intan, Sekolah Menengah kebangsaan Machang, Sekolah Menengah Kebangsaan Hamzah and Sekolah Menengah Kebangsaan Agama Wataniah. In order to participate, student was required to give their consent by signing an informed consent form. Students with male and female students are identified through information obtained from the school office and Machang District Education Office. While the basis for determining the number of study samples is based on Krejcie and Morgan (1970). For a population of 320 students the required sample size is 175 people. To prevent from non-response respondents or error, the researcher will add 10% from the sample size.

### **Sampling Method**

This study uses a simple random sampling method where the technique of selection will be unbiased and equally represent the population. According to Noraini Idris (2013) cited in Siti Aisyah (2018) this technique is the best way to get a sample from

a large population size. The findings of which can be to generalize the entire Pre-University student.

### **Data Collection**

There are two types of instruments that will be used to in order to achieve the result and will be conduct a test to get the correlation of the hypothesis of this study which Big Five Personality Inventory-2 (BFI-2) for measuring the personality among participant, Career Decision making Self-Efficacy Scale (CDMSE-SF) for measuring participant self-efficacy in making career decision. Demographic scale is used to collect information of participant.

### **Instrument**

The quantitative data collected were analysed using version 2.5 of the Statistical Package for Social Sciences (SPSS). The analysis of statistical data obtained from the questionnaire was analysed using statistical tools such as Pearson correlation, t-test, and regression. Descriptive analysis was used to analyse the quantitative data. The descriptive method was used to identify the participant's demographic information collected on a demographic scale. The data were summarized and reported as frequencies (n), percentages (percent), mean (M), and standard deviation (SD). Regression analysis was used in order to identify the correlation between the independent variable (Personality) and Dependent variable (Career Decision Making Self Efficacy). It also explains how a change in the value of the manipulated variable can affect the responding data. The primary need for regression analysis was to understand the type of relationship between different variables. T- Test used to compare the average score for each gender, and Pearson correlation analysis was conducted in this study to analyses the association between the personality and career decision making self-efficacy. Those two variables been analysed using the Pearson Correlation Coefficient ®. The significant of the correlation been tested using T-test for accuracy and completeness, and the survey was reviewed daily. Data was also closely checked to ensure accuracy and correct submission of coding and data.

### **Demographic Scale**

In addition, a background questionnaire used to collect basic demographic information, including education, age, and political affiliation. Demographic Scale was developed by the researcher in relation to information respondent. It obtained information about respondents' background. Some of the items in section A are information about gender respondents, race, age, and flow.

### **Big Five Personality Inventory 2 (BFI-2)**

Big Five Personality Inventory (BFI-2), developed by Oliver P. John and Soto, C. J., in 2016. Online First Publication was on April 7, 2016 is a reliable and valid measure of personality. This instrument is latest version of BFI. It consists of 60 items that measure personality an individual on the Big Five Factor of Personality (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Intellect or Openness to Experience). This BFI-2 consist of short phrases with relatively accessible vocabulary. All items will be answered on a five points scale: (1- Strongly Agree, 2- Agree, 3 – Not Sure, 4- Disagree, 5-Strongly Disagree). The result will be determined by calculate the scores which the higher on each factor means will be determine the personality. According to Soto & John (2016), this test developed based on Big Five Personality theory. The personality construct of this instruments is summarized in term of Big Five domains, include Openness, Extraversion, Agreeableness, Conscientiousness and Neuroticism. This test measure also is good for measuring personality over others test because of it has high reliability (Siti Aisyah, 2018). For the Big Five Personality Inventory it has acknowledged its validity and has very high reliability i.e. in linkages from .86 - .95 (alpha coefficient) the internal consistency of this inventory is high where Neuroticism = .92, Extraversion= .89, Agreeableness = .86, Openness = .87 and Conscientiousness = .90. While internal consistency for its aspects in addition to the scale of .56 - .81. (Singh, 2009; Siti Aisyah, 2018). Soto and John (2017) stated, "BFI-2 is a reliable and valid measure of the Big Five domains". In the other word, the result from this test can be reliable and valid. The BFI-2 is multidimensional which underlying five dimensions. Therefore, the reliability of this inventory is relevant for researchers conducting this study.

### **Career Decision- Making Self-Efficacy Scale Short Form (CDMSE-SF)**

Career Decision-Making Self-Efficacy Scale Short Form (CDMSE-SF) has been developed to assess the degree of confidence of a person that he or she can successfully perform the tasks necessary to make career decisions. This Short Form Version Scale was developed by Betz, Klein, and Taylor in 1996, which contained 25 items. This version was easy to use in counselling assessment and as a pre-post measure for evaluating career interventions. All the items in CDMSE-SF on a five points scale: (1-Not confidence at all, 2- Very little confidence, 3 – Moderate confidence, 4- Much Confidence, 5-Complete confidence). The result will be determined by calculate the scores which means the higher will be determine as high level of self-efficacy in making career decision. This scale was theoretical bases which based on Self Efficacy Theory by Bandura (1977) and Career maturity theory (Crites, 1978). This CDMSE-SF is a multidimensional scale. The items will measure five career choices which based on career maturity model includes self-appraisal,

gathering occupational information, goal selection, making plans for the future, and problem-solving. According to Bentz and Luzzo (1996), CDMSE-SF versions were stated to be highly dependable. Which it is reliable to measure one's self-efficacy in making a career decision. The validity and reliability of the CDMSE-SF ranged score was near the real high of .97 for the 50-item version scale. (Betz, Klein, et al., 1996; Siti Aisyah, 2018).

## **FINDINGS AND DISCUSSION**

### **The personality according to gender among Pre-University Student, Machang, Kelantan.**

The result of the study indicates that there is no significance difference between extraversion, agreeableness, conscientiousness, openness, and neuroticism among gender. This shows that all pre-university student includes male or female tend to have same personality. The findings of this research support the study conducted by Siti Aisyah (2018), involving with form four students, in Asajaya district. In her study, there are three personality subscale that indicates that there is no significance difference on extraversion, openness, and conscientiousness among gender. Besides, the final findings also in line with Larson, Meifen, Tsui, Borgan and Bailey (2007) study. Their study results showed that there are no differences in Extraversion, Openness and Conscientiousness based on gender.

However according to Bazlan, et al. (2014) in their study about personality program that involve with Faculty of Human state that, there is significant difference between gender on Neuroticism, openness, agreeableness, and conscientiousness based on gender. In their study, female student had higher score on neuroticism, openness, agreeableness, and conscientiousness than male student. According to Siti Aisyah (2018) and Larson et al. (2007), there also significant difference on neuroticism between genders of their respondent.

**Table 4. 1: The personality according to gender among Pre-University Students**

Trait	Gender	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Extraversion	Male	2.6512	0.48224	-0.559	173	0.577
	Female	2.6970	0.46132			
Agreeableness	Male	2.8140	0.39375	0.857	173	0.393
	Female	2.7500	0.43466			
Conscientiousness	Male	2.6279	0.48908	-0.280	173	0.780
	Female	2.6515	0.47831			
Neuroticism	Male	2.0698	0.40210	-1.434	173	0.153
	Female	2.1742	0.41894			
Openness	Male	2.6512	0.48224	0.613	173	0.541
	Female	2.5985	0.49207			

### **The different level of career decision making self-efficacy according to gender among Pre-University Student, Machang, Kelantan.**

The result of the research indicates that there is no significance difference between genders on career decision making self-efficacy. This shows that all pre-university students include male or female tend to have same level of self-efficacy in making career decision. The respondents tend to have moderate level of self-efficacy in career decision making. The result of this research supports the study that conducted by Bolat and Odaci (2017) on high school final year students. The study states that there is no significant difference in career decision making self-efficacy among gender. Besides, according to the study that conducted by Buyukgoze (2014) among Turkish University Students indicates that no significant difference between male and female student. The findings supported the study performed by Bakar, Zakaria and Hanapi

(2011). They conducted studies related to self-efficacy of making career decisions among technical and vocational students in Malaysia. Their findings show that there are no significant differences in self-efficacy making career decisions based on gender. Therefore, the findings of this research show that, Pre-university students at Machang, Kelantan tend to have same level of self-efficacy and indicates that career decision-making capabilities not depending on the gender factor.

**Table 4.2: The differences of Career Decision Making Self Efficacy among gender Pre-University students**

<b>Gender</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
Male	2.2558	0.44148			
			1.558	173	0.121
Female	2.2515	0.35992			

**The relationship between personality and career decision making self-efficacy among Pre-University Student, Machang, Kelantan.**

The findings of the research indicate that there is significance relationship between extraversion, conscientiousness, openness, and neuroticism with career decision making self-efficacy. While there is no significant relationship between agreeableness and career decision making self-efficacy. The final finding for this research shows that there is positive significant relationship between extraversion, conscientiousness, and openness with self-efficacy in making career decision. This shows that high score of personality include extraversion, conscientiousness, and openness positively relation with career decision making self-efficacy. While, there is negative significant on neuroticism and career decision making self-efficacy. Which, high score of neuroticism, negatively relation to self-efficacy in making career decision.

The result of this research supports the study that conducted by Shiyong Wu et al. (2020), which big five personality traits are associate with career decision making



self-efficacy. They state that, neuroticism was negatively influence the self-efficacy in making career decision while the other traits include openness, extraversion, agreeableness, and conscientiousness positively affect the career decision making self-efficacy. Besides, according to Siti Aisyah (2018), there is a significant relationship between personality's neuroticism, extraversion, agreeableness, openness, and conscientiousness with self-efficacy in making career decision.

However, the two studies were slightly different from the findings of this study. The two studies above indicate that there is a relationship between agreeableness with self-efficacy in career decision making. It is differed with this research that find there is no significant relationship between agreeableness and career decision making self-efficacy. This contradiction occurs due to family upbringing. Alliman Brissett (2010) state that emotional support from parents contributing to the teenagers in making career decisions. It is also in line with a study that conducted by Siti Aisyah (2018) which, child's self-efficiency in making career decisions can be influence by emotional support by parent. This is because parents are the main role models for their children.

**Table 4.3: Summary of correlation findings**

	Correlation
Openness	( $r = 0.212^{**}$ , $n = 175$ , $p < 0.05$ )
Conscientiousness	( $r = 0.505^{**}$ , $n = 175$ , $p < 0.05$ )
Extraversion	( $r = 0.486^{**}$ , $n = 175$ , $p < 0.05$ )
Agreeableness	( $r = 0.128$ , $n = 175$ , $p < 0.05$ )
Neuroticism	( $r = -0.366^{**}$ , $n = 175$ , $p < 0.05$ )

### Interviewing Findings

Respondent 1 is Malay Female and 19 years old. Her personality score is moderate for Extraversion, Conscientiousness, and Openness. While high score for Agreeableness and Neuroticism. This respondent had low score level of career decision making self-efficacy. Respondent 1 is not a person who has high self-confidence in making decisions in a career. As she said, "Because I always tend to

worry about bad things that might happen in the future. I also worried if I make a wrong decision if that thing happens to me”. Respondent 1 assumed that it is difficult for her to cope with that problem. She also told that she felt unsatisfied with the decision that she makes. As she said, “Feeling unsatisfied also the reason I felt unconfident to choose my career”.

Furthermore, respondent 1 said that she did not have any interest in knowing about her career path and decision. In one of the interview sessions, a respondent stated “I just want to follow the flow. Because the more I think about my future, the more I felt worried about bad things that might happen later. I think I have difficulty thinking clearly about what I want to live. If someone asking me about my plan, I will avoid talking about it because it is too risky for me. After all, I did not know my plan.”

She told the researcher that her parents decided for her from primary school until secondary school. And she gladly accepts it without thinking wisely. She confessed “I tend to follow all the decisions without asking them deeply about it. For me, my parents know what the right is and what the best is for me. It also relates to *berkat* and *redha*. I will do anything that they want me to do, as long as they are happy”.

Personality has a relationship with self-efficacy in making a career decision. This is agreed by the respondent from an interview “I think yes. Because I am a person that hard to decide for myself. I tend to let other people make for me because I scare that I make a wrong move. And I think people around me know about my strength, that why I think that they will make the best decision for me.”

Respondent 2 is 18 years old Female student and a Malay. Her Personality Score is moderate for Extraversion, Conscientiousness and Neuroticism. While high score in Openness and Agreeableness. Career Decision Making Self-Efficacy Score for this respondent is low. Respondent 2 is also not confident in making decisions and she thinks it is hard to decide which one is right for her. Next, she said that she is not certain about her career choice, career path, interest, and the area that she intends to study at the university. She stated, “No. I am not clear because I was sceptical of my decision, and I was afraid the decision I made was wrong”. Usually, she will ask her parents if she wants to make a decision. She added, “Every time I want to make a decision, I will ask my mom and dad if the decision I made is right or wrong, and they will decide for me”.

The respondent also agreed that personality has a relationship with self-efficacy. In one of the interview sessions, a respondent said “Probably because I am an introvert and lack self-confidence when dealing with people. So, this makes me unsure of the decision I made”

Respondent 3 is a Malay male student which 19 years old. His Personality score is moderate for Extraversion and Agreeableness while high score for Conscientiousness and Openness. This respondent had a low score for neuroticism. The level of career decision making self-efficacy for this respondent is high. Respondent 3 is a person who always makes his own decision for every matter. Besides, when it comes to questioning the respondents about the career decision, path, interest, and field that they know, he had no difficulty in making a choice. As he stated, “Because I already know what courses that I want to pursue after this and just want to achieve my career dream”.

Furthermore, he tends to make his own decision instead of asking his parents about it, he added, “...because my parents always allow and support me in whatever I am doing right now”. However, when asked about the relationship between personality and self-efficacy in making a career decision, a respondent said, “I do not sure. Because I think it depends on that individual. Sometimes, it can be surrounding factors that make someone feel low in self-efficacy”.

Respondent 4 is 20 years, Male and a Malay. Personality score for this respondent is high towards Extraversion and Openness. While score moderate for Conscientiousness, Agreeableness and Neuroticism. This respondent score high for career decision making self-efficacy. Respondent 4 is a person with a high ambition that makes him optimistic about making a decision. He told the researcher that he clearly understands his interest in his career path and decision. He added, “This is because I have referred to more experienced people before making a decision such as a person taking the course I want to continue, teachers and career counsellors”. Besides, he has been searching for job opportunities in the field that I will continue to study at the university.

Moreover, the respondent is likely to decide by herself because he wants to make decisions based on his desires and skills. He stated the researcher the one who will learn, and work later is himself. He told that “When someone else takes a decision, the odds are that the decision will not be the same as the curiosity and experience I have, because only I know my degree and skill”.

When it comes to questioning the respondent about the relationship between personality and self-efficacy in making a career decision, he confessed that “If a person's attitude is high-confidence and firm, he will be able to make choices without being affected by those around him”.

Respondent 5 is a Malay female and 18 years old. Personality score for this respondent is high score for Extraversion, Conscientiousness and Agreeableness. While Moderate score for Openness and low score for neuroticism. This respondent had moderate level of career decision making self-efficacy. Respondent 5 is a person with high self-confidence and a high-minded person about the career decisions made. Besides, she will research the career that she is interested in. This is similarly mentioned in an interview with a respondent studying at SMK Hamzah 1, “Also, I will also study job opportunities on careers that I like.”

Respondent said that she knows about her career decision and will apply for a field that she wants to continue in university also. In one of the interview sessions, a respondent said, “I have also consulted my school counsellor before I decided to choose the university and field I like.” The researcher continued with a question about the one who always decides for her academic and career path. She confessed, “Honestly, I made my own decisions for my academics and career.” She will also ask for opinions and views from her parents and school counsellor in making career choices.

Moreover, when asked about the relationship between personality and self-efficacy in making a career decision, she stated, “Yes, personality affects a person's confidence in making decisions. If a person has a high self-confidence, then the people around him will not influence the decision to be taken”. She added, “On the other hand, if a person is not confident then his decision in career selection will be influenced by those around him and the environment.”

## **CONCLUSION**

This study shows that there is significant relationship between personality and career decision making self-efficacy among pre-university student at Machang Kelantan. This study is significant for students, counsellor, and parent in helping students related to their careers. This study contributes to help student understanding and acknowledge their personality and it's also help counsellor to identify the difficulties and issues that student faced in making career decision. With this study, counsellor can design a better module or programmes to encourage student to select a career correctly. This study

can further reduce the unemployment and labour waste issues. This study can give benefit to parent in enhancing their children performance by improving children self-efficacy in making career decision. By acknowledge children interest and personality, parent can provide good social support and encourage children to achieve their target.

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