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THE CAREER CHOICE: AN EMPIRICAL STUDY ON SOCIO-DEMOGRAPHIC AND WORK MOTIVATION IN HIGHER EDUCATION

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ABSTRACT

Previous studies have not fully indicated the factors which lead to individual motivation career in the private sector, government/public, and entrepreneurial intentions. The findings of previous research still focus on one of the motivating factors that can explain the career options in the public and private sectors, both only intrinsic factors such as salary and work convenience or just extrinsic motivation as a commitment to the public interest. Moreover previous studies also still using a single test that can not explain the overall socio-demographic and motivation factors that determine career choice as well in the private sector, public sector, and entrepreneurial intention. This purpose of this study was to determine the influence of socio-demographic and work motivation on student career choices in the private sector,

public (government), and entrepreneurial intentions. ²¹ The data collection used questionnaires methods, while the simple linear regression analysis was used as an analytical technique. Respondents in this study are the number of students in the faculty of economics on some higher education in East Java-Indonesia. The resulting study shows the students prefer entrepreneur as their career choice.

Keywords: socio-demographic, work motivation, career choice, higher education

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1. INTRODUCTION

Based on the information compiled by business.com, it is stated that until August 2013, 10.97% of unemployment in Indonesia is coming from intellectual unemployment. This number is dominated by the graduate diploma and university students. Data obtained from the Central Bureau of Statistics (CBS) in 2013 mentions that open unemployment rate, according to the education level of 2008-2010 shows the decrease of fluctuation number, from elementary school to higher education. This condition indicates the increase of in manpower quality and skill.

Mojo (2009) claimed that there are some factors causing unemployment, they are (1) a gap between the number of job seekers and job vacancies available, (2) a gap between job seekers' competence and the skill demanded, (3) dropouts, (4) global economic crisis layoffs, and (5) limited natural resources in the city which are unable to be managed as livelihood. First and second factor mentioned above contributes to intellectual unemployment. It happens because Indonesia has too many universities which create a lot of bachelors, but it is not counterbalanced by the job vacancies.

One of effort to reduce the number of unemployment is by encouraging entrepreneurship since the beginning, especially for students. Zimmerer (2002: 12) declared that one of level entrepreneurship, growth in a country depends on university role through entrepreneurship education. The university is responsible to educate and evolve entrepreneur skill ²⁷ its graduates and gives motivation to bravely choose an entrepreneur as their career path. ⁶ The university needs to implement concrete entrepreneurship learning pattern accordance with empirical input to equip the students with meaningful knowledge in order to boost their spirits to start a private enterprise (Yohnson, 2003; Wu and Wu, 2008).

However, in fact, current university graduates are not engrossed in starting a business as their career choice. Some constraints have impeded them to choose an entrepreneur as their career are: capital limit, lack of bravery in facing risk, lack of perseverance in starting the business.

Into the bargain entrepreneurship career, university graduates are faced with numerous career choices, such as working in the private sector or government/public sector (Civil Servant). The high proclivity of job seekers to work in those sectors is easily find in Indonesia. On the contrary, some countries encounter in the decline of job seekers' interest to apply in ³ private or government sectors. Moreover, entrepreneurship taking talented individuals from working in the public sector becomes a challenge of the personnel department in most public sectors in the world. It happens because society does not have trust in government institutions

and some cases about bureaucracy humiliation are rising. This phenomenon is behind the reason why working in the public sector is not really interesting for them which leads to a decline in service quality for people. Even, it influences to reduce the interest of talented people to work in public sectors (Aberbach, 1991; Bilmes& Gould, 2009; Broadnax, 2012; Light, 1999).

In some countries in Asia, work motivation of students to become the employee in public sectors is more complex than ever before. It is inasmuch as private sectors more often offer better career choice. Notwithstanding the above said, there are few types of research on evaluating Asian university students' motivation, especially in Indonesia, in choosing to work in the public sector instead of the private sector. What is more, a considerable amount of literature and study about demographic factors, such as gender, age, culture, socioeconomic status, as well as related to the emotional maturity of individual career choice? Patton and Lokan, 2001 in Bozgeyikli *et al*, 2009 mentioned that age, gender, socioeconomic status, culture, and work experiences are significantly associated with the maturity of career choice. Luzzo (1995) found that the score of career maturity of female adolescence is higher than male. Female is considered more able to balance their career choice with the possible type of work they will encounter. In the same vein, Patton *et al* (2001; 2002; 2004) pointed out that female students are more ready and mature in the career. While Kerka (1998) suggested that individuals who are in low socioeconomic status tend to less mature in beginning stage of the career because they do not have adequate access to know information about some available career choices. This view is also supported by Naido (1998) and Creed *et al* (2003).

It is not easy to choose a career for students in higher education because in-depth preparation and thought are needed. Based on those phenomena, we are faced with the fact that final-year students usually have not had well-prepared career planning. It seems that most of them are just following the "stream" about where they will be going, whereas career planning is an essential thing to achieve success in career. However, most people cannot do proper career planning because they are always afraid of future uncertainty. Similar experiences encountered by students in the final semester, they desperately need input from educators in career planning so that their study period can be well-spent effectively.

This study is necessary to carry out since it offers inputs for academicians, especially educators, about career tendency made by students, as well as factors behind their career choice, with the result that this study can provide information and assist higher education in designing and developing the most appropriate curriculum and learning media.

2. LITERATURE REVIEW

2.1. Career

Gomes (2000) stated that career is a separated yet related set of work activities that provide balance, tranquillity, and meaning in one's life. Schein (1978) suggested that career can be viewed from two sides; individual and organization. From the individual side, career means that a number of individual traits and experiences since beginning to enter, work, and eventually out of the organization where the individual works. While from the organizational side, career is a number of expectations by individuals to the organization that direct their decisions in terms of working for whom, when, how, and how much the progress. Thus, if there is no good relationship between the two parties, it is obvious that there will be obstacles during career development.

Thereby, career is all works possessed by an individual during his lifetime. Career is a work pattern and strongly correlated with experiences (position, authority, decision, and subjective

interpretation of work), and all activities during his working life. These definitions emphasize that career is not associated with success or failure, yet it is more related to attitude and behaviour, and individual continuity in doing activities about the job. A career goal is a position that wants to be achieved by an individual in the work. Therefore, career success is no longer interpreted as an institutional reward with the increase of position in a formal hierarchy. Moreover, at this time, career has been shifted towards the boundary-less control. The success key of a career in the future is more reflected by personal experience instead of the position had been reached previously. It can be deferred that career is a series of positions, occupations or jobs had by the employee during his working time including movement/mobility within the organization.

2.2. The Factors Influencing Career Choice

Career choice is one of the focal options going through in someone's life to determine in the future. The decision made will influence further stage of a person's life. Numerous studies have attempted to explain the compulsory of understanding career choice at the very first place (Basavage, 1996). This process happens through a life cycle which someone makes a set of decisions in his life. Some sociologists explain about the process of choosing the career, that is, more focus on later stages, not in the early stages, which an individual initially to choose a career in the beginning, especially when someone is still in education.

Each student has a varied history and background that will affect the way they see the world. Some factors as career choice determinants are environment, personality, opportunity. Their perception about those factors also will have an impact on their view and judgement about a career.

In other words, when someone chooses his career, indirectly it is influenced by his orientation about a career. Schein (1978) argued that career orientation is a personal self-concept about his position in a certain jobs. Self-concept includes self-perception about aptitude and ability, motivation and needs as well as attitude and value inside each individual per se. Career orientation in working life has the function to choose the type of job which appropriates with expectation and potency owned. Cascio & Elias (1981) maintain that someone's career choice is a result of heredity and a variety of environmental habit, including groups, parents and other meaningful people of the individual, social class, culture, and physical circumstances. Beyond this experience, individually develops a hierarchy and orientation to deal with surrounding tasks. The decision for choosing a certain career is congruent or based on the individual career orientation.

To understand Holland's theory (1985) there is provided four primary concepts of Holland's theory (1985). First, in our culture, most people fit into one of six personality types: Realistic R, Investigative I, Artistic A, Social S, Enterprising E, and Conventional C. Holland (1985) claimed that when someone chooses a career, he is a result of heredity and variety of environmental habit, including groups, parents and other meaningful people of individual, social class, culture, and physical circumstances. Holland (1985) pointed out that job interest is an important aspect of personality. Each type of personality is a result of social characteristics amongst multiple culture and person's strength are friends of the same age, inherited traits, parents, social class, culture, physical setting. Other than experiences, firstly people will learn to prefer some activities that are different from others. Then, this activity becomes a strong interest classified into a specific group with a certain ability. In the end, this someone's ability and interest creates a particular character as a guideline to think, feel and act in a special way. In short, each type of personality has a list of character and ability to solve the problems and accomplish tasks. Another type will select and process information in a different way, yet all

types seek out needs by rehearsing the actions, ability and talent with hardworking to reach a specific goal. By comparing someone's character with each model in the theory, we can decide which type of personality that resemble most and which type that similar. Next, there are six modal occupational environments: Realistic R, Investigative I, Artistic A, Social S, Enterprising E, and Conventional. Each type has a distinct interest, ability and character. The people concerned will take care of surroundings in order to get certain people and things as well as problem-solving in accordance to their interest, ability and the way they see the world, thus they establish the environment that reflects their life. And then, people will search for an environment that can train their skill and ability, express their attitude and value, and accept the issue and proper role. The realistic person will tend to look for a realistic environment, a person with social type also will attempt to go after social setting, and so forth. The environment itself also will quest people with the same type of character.

Finally, the behaviours determined by interactions between personality and environment. Understanding someone's personality and environment enables to connect someone's personality and matching environment, including career choice, job alteration, skill etc. Initially, those types of personality emerged for Holland's experience as a consultant and chose education, military and worked in the clinic. Those experiences are able to postulate a concept and idea which is able to assist categorizing people based on interest or type of personality.

The study of Seligman (1994) suggested some factors influencing individual career choice development, which this development will direct further career maturity, they are mentioned below: First, family Factor. Family background is recognized having an important role in individual career maturity. Childhood experience, when parents become the role model as well as parents' background. Birth order is also contributing to individual career development. Penick and Jepsen (1992) found that family has an essential role in career development and vocational identity compared to other factors, such as achievement, gender, and socioeconomic status.

Second, individual internal factor. Individual factor has a powerful impact on career development, including self-esteem, self-expectations, and self-efficacy, the locus of control, skill, interest, aptitude, personality and age. Blustein (1989 in Watson, 2001) declared that self-efficacy is a strong predictor for influencing career maturity. This view is supported by Zulkaida et al (2007) who concluded that self-efficacy contribution to career maturity ignites confidence of individual ability. The same result also drew by the research by Patton and Creed (2003) about students in Australia. Not only self-efficacy, but the locus of control also has a significant impact on individual career maturity. Luzzo (1995; Watson, 2001; Akbulut, 2010) proposed locus of control has a positive impact on career maturity. It is the way an individual believing to reach certain career position. Matured people in career tend to believe that to reach the desired career only can be done by a good locus of control internal (their own effort), not because of luck, fate, or other's help. People owning locus of control internal will be more consistent in doing the job (Holland, 1985; Seligman, 1994), have good performance and job satisfaction, as well as stable in performing the task (Super, 1974; Seligman, 1994). Another internal factor is age. According to Barnes & Carter (2002), career maturity of adolescence rises complying with increasing age. Career maturity goes hand in hand with increasing age and experiences important dynamics during high school (Miller in Seligman, 1994). In addition, King (in Seligman, 1994) described that age is the main factor to determine career maturity for male adolescence, thus the demand for career stability is more focused. Whilst for female adolescence, age is able to influence career maturity, but family factor has a stronger influence because besides about career, a female also needs to take care of the household stuff.

Third, socioeconomic factors. Socioeconomic factors are the third-factor influencing career maturity, covering 3 other factors mentioning in the following: (1) Environment. The environment enables to affect career maturity, at least through three ways: individual opportunity to get a job, things where he feels comfortable, information received about a suitable career path. During the 1960s, some researchers (Anderson & Apostol, 1971, Sewell & Orenstein, 1965, Seligman, 1994) noted that communities in rural and small towns tend to have limited job information, it is as a proof how narrow the career choices in that area. On the other side, career ideas tend to increase in line with population density. People from an urban usually choose a career path that involves competition and sufficient pressure to achieve success. The environment also has a profound effect on the availability of opportunities and levels of work. In general, urban areas are more densely, while rural areas offer very few opportunities, but these vary, depending on the job chosen. (2) Socioeconomic Status. In general, people from high socio-economic status backgrounds have high career expectation (Dillard & Perrin, 1980). Some of the things that are often associated with low economic backgrounds such as low self-esteem, lack of strong male role models, limited career information, inadequate finances, lack of drive for success, and negative stereotypes. It may be true in some cases, but no explanation exists that these can be the reason that individuals from low socioeconomic environments become limited in achieving their career. As mentioned by Kerka (1998), individuals coming from low socioeconomic status incline to have less maturity in the initial stage of career caused by they do not have access to know the information about college or job. Therefore Akbulut (2010) indicated that socioeconomic status is one of the most relevant factors related to individual career maturity. Finally, gender. The existence of stereotype about the female and male job has been created a disparity for their career maturity. Betz and Hackett (1981) classified the job into 2 categories i.e. traditional job and nontraditional job. Women typically are more developed in a traditional job, which is practical work, but it is still according to their interest and talent (Fitzgerald & Crites, 1980; Seligman, 1994), such as teacher, nurse, and secretary, which women are more dominant (Rotberg, Brown, & Ware, 1987; Seligman, 1994). While men tend to have high self-efficacy to choose and evolve in those both career path mentioned. They are more interested in the type of job which demands competence, mastery, and autonomy to gain power and achieve the higher place in the workplace. Luzzo (1995 in Akbulut, 2010) found that career maturity possessed by women is higher than by men. A qualitative study carried out by Akbulut (2010) concluded that women are more able to deal with obstacles, thus women have higher career maturity. Girls are earlier on becoming adolescence compared to boys, so it faster to become mature (Soetjningsih, 2010). Women are also more oriented to the function of affiliation and socialization of a job. Conversely, Hasan (2006) found that in the development of childhood, men are eager to choose a suitable career in the future, while for women prefer marriage, so this becomes the focus. Thereby, women are not more mature than men. From those several studies mentioned above, it shows that gender is an adequate relevant influencing career maturity.

2.3. Work Motivation

Herzberg (1966) proposed that motivation or intrinsic aspect of work, including recognition, achievement, improvement, personal growth and liability, can lead to higher levels of job satisfaction. Regarding the description of intrinsic motivation, the literature on PSM (Public Service Motivation) has examined whether the motivational structure of public workers differs from the motivational structure of a private worker. The substantial part of the literature suggests that public workers have a variety of motivations that are generally associated with public services (Crewson, 1997; Frank & Lewis, 2004; Houston, 2000; Liu, 2009; Perry, 1996). Perry and Wise (1990) implicitly argued that is a unique motivator that is mostly found in the

public sector. However, Perry and Hondeghem (2008) argued that PSM characterizes motivations in other areas of society that involve achieving public good and therefore outside the public sector.

Among the four dimensions of PSM, some studies have largely focused on norm-based motives emphasizing on public interest and society (Brewer & Selden, 1998; Rainey & Steinbauer, 1999). However, if serving the public interest is (as advised by the researchers) an ubiquitous motivator among job seekers (as advised by researchers), it is important to explore whether students seeking public sector jobs are more affected by such motivation rather than private sector job seekers.

Empirical studies have based investigations around motivational theories in the public sector, using a single survey to measure, norm-based public service motives over students and their work preferences. Nevertheless, the findings of the study are mixed, in the context of Western civilization. Some students who like public services are motivated by intrinsic factors such as commitment to the public interest, but the findings are not consistent across countries.

In the United States, Chetkovich (2003) found that postgraduate students in the field of public policy seeking for public sector job hoped to make more of significant difference in society compared to students seeking private employment. In addition, for students who have a tendency to work in the private sector are more often motivated by financial resources and professional development. More recently, Ng and Fossett (2013) examined career choices for the millennium-Canadian population, which is in students born after 1980 and found that the desire to contribute to society raises an a priori on the actual work in the public sector. Study about job value and PSM of students who take business and public service department that held by Karl and Peat (2004) reported that most of the public services consider extrinsic values (such as salary and benefits) as equally important as the opportunity to provide benefits to society. Furthermore, by examining 297 work motivations of Australian university students, Taylor (2005) stated that public sector job-seekers are highly concerned about job security and reasonable salaries. While opportunities to benefit the wider community do not appear to be an important motivator for these Australian students.

The main idea of this study is, if we want to obtain a genuine understanding about students' career intention, we have to control extrinsic work motives that possibly influence their career intention. Intrinsic factor, such as norm-based motivation, is one of varied work motivation influencing students' career preference. For worker in the public sector, previous studies suggest other extrinsic factors that may affect their career choices, such as work equality (Baldwin, 1990; Bellante & Link, 1981; Jurkiewicz, Massey, & Brown, 1998; Schuster, 1974), social status and dignity (Jurkiewicz et al., 1998; Lyons et al., 2006; Rainey, 1982; Wittmer, 1991), opportunities for promotion (Gabris & Simo, 1995; Houston, 2000; Karl & Sutton, 1998; Wittmer, 1991), and a comfortable working environment (Khojasteh, 1993; Lyons et al., 2006; Wittmer, 1991).

In the context of Asian societies, only a few studies have examined the relationship between students' work motivation and their career intentions. Liu, Hui, Hu, Yang, and Yu (2011) argued that for Chinese students, norm-based motives related to commitment to the public interest are not significantly related to work intentions, while the dimension of self-sacrifice is an important factor that motivates career intentions to students in the public sector. Recent studies of Korean students by G. Lee and Choi (in the press) show that norm-based motives do not affect the career intentions of the public services career. Precisely, job security is the only determining factor among the various job motivators. This is probably due to the economic crisis in 2008.

In explaining the work options for students, the researcher argues that both intrinsic and extrinsic motivators need to be included in the model specifications of students' career intentions.

Hypothesis: There is an influence on work motivation on career choice in terms of several career options.

3. RESEARCH METHOD

3.1. Research Design

The research design used in this study is conclusive research design. A quantitative approach with purposive sampling method was employed in this study. The number of respondents in this study amounted to 120 people through the distribution of questionnaires. To measure, a Likert scale was used and simple regression analysis was used as a data analysis technique. There are three variables used in this study, the independent variable and dependent variable. Independent variable is a socio-demographic dimension and work motivation, the dependent variable is career choice, including private sector, public sector (civil servants), entrepreneur intention.

A socio-demographic dimension used some criteria (1) age, (2) gender, (3) marital status, (4) job status, and (5) family background. While to measure work motivation variable, it used indicator (1) stability and job security, (2) opportunity to learn new things, (3) useful opportunity for the community, (4) opportunity in terms of leadership, (5) opportunity to work in a team, (6) various work appraisals, (7) self-esteem and social status, (8) make friendship, (9) high salary, (10) opportunities to develop themselves, (11) opportunity to make important decisions, (12) free from supervision, (13) opportunity for having fun, (14) free from pressure, and (15) opportunity to move forward. As for career choices, it used measurement (1) career attractiveness, (2) career feasibility, and (3) career confidence.

After passing the validity test, it is known that there are some statement items in the indicator for the invalid motivation variable whose value is less than r-critical (0.30) then the statement will be omitted and not included in the regression analysis. Next through the reliability test, it is produced that the value of Cronbach's alpha for each variable has greater value than 0.7 so it can be stated that the overall variable has good reliability.

4. RESULT

4.1. Respondent Characteristics

The first step the collected respondents' data were described by identifying the characteristics of the respondents based on the program, age, gender, marital status, education, and family work background, and career choices. The results of identifying respondents' characteristics are shown in table 1.

Table 1 Respondent Characteristics

Respondent Characteristics	Number	
Program	Economics Education	10
	Management	87
	Accounting	23
Age	20	5
	21	31
	22	58
	23	24
	24	2
Gender	Men	44
	Woman	76
Status	Married	3
	Single	117
Education	Graduate	51
	Final Semester Students	69
Family, Work Background	Private Sector	40
	Government (public)	25
	Entrepreneur	39
	Another job	16
Career Choice	Private Sector	26
	Public Sector	32
	Entrepreneur	56
	Another job	6

The majority of respondents are derived from the department of management of 87 respondents (72.5%), aged 22 years (48.3%). Meanwhile, if the terms of gender, the majority of respondents were women 76 respondents (63.3%) and dominated by a graduate student 69 respondents (57.5%). Family background as private sector 40 respondents (33.3%) and entrepreneurs 39 (32.5%). Finally, most of the respondent chose a career in entrepreneur 56 respondents (46.7%). So we can conclude here that most respondents are chosen a career as an entrepreneur. The following tables, we present three career choices based on each socio-demographic variable that influenced it.

4.2. Respondents of Socio- Demographics

4.2.1. Career Choice: Private Sector

Respondents who chose careers as private sector had socio-demographic factors in table 2.

Table 2

Respondent Characteristics of Private Sector

Respondent Characteristics		Number	Percentage
Program	Economics Education	2	7,69%
	Management	20	76,92%
	Accounting	4	15,38%
Age	21	10	38,46%
	22	11	42,31%
	23	5	19,23%
Gender	Men	6	23,08%
	Women	20	76,92%
Status	Married	1	3,85%
	Single	25	96,15%
Education	Graduate	13	50,00%
	Final Semester Students	13	50,00%
Family Work Background	Private Sector	8	30,77%
	Government (public)	5	19,23%
	Entrepreneur	10	38,46%
	Another job	3	11,54%
TOTAL		26	100,00%

Based on table 2, there are 26 respondents who chose private employees. The majority of respondents are management students. Management students prefer to chooses a career on private employees because they think that after finishing their studies, they will find a good job for them, including as a private employee. They are 22 years old, women, single, final year students, and have not graduated. Respondents in this study were mostly family backgrounds as entrepreneurs.

4.2.2. Career Choice: Public Sector

Respondents who choose careers as a public employee have a socio-demographic factor in table 3.

Table 3

Respondent Characteristics of Public Sector

Respondent Characteristics		Number	Percentage
Program	Economics Education	4	12,50%
	Management	17	53,13%
	Accounting	11	34,38%
Age	20	1	3,13%
	21	4	12,50%
	22	19	59,38%
	23	8	25,00%
Gender	Men	9	28,13%
	Women	23	71,88%
Status	Married	0	0,00%
	Single	32	100,00%
Education	Graduate	10	31,25%
	Final Semester Students	22	68,75%
Family Work Background	Private Sector	11	34,38%
	Government (public)	11	34,38%
	Entrepreneur	5	15,63%
	Another job	5	15,63%
TOTAL		32	100,00%

Based on table 3, students who chose the public sector are 32 respondents. Most of them who chose as the public sector came from management programs, aged 22 years, women, while taking the final semester with family backgrounds from the public sector and the private sector were balanced.

4.2.3. Career Choice: Entrepreneurial Sector

Respondents who choose an entrepreneurial sector have a socio-demographic factor in table 4.

Table 4

Respondent Characteristics of Entrepreneurial Sector

Respondent Characteristics		Number	Percentage
Program	Economics Education	2	3,57%
	Management	49	87,50%
	Accounting	5	8,93%
Age	20	4	7,14%
	21	15	26,79%
	22	26	46,43%
	23	10	17,86%
	24	1	1,79%
Gender	Men	25	44,64%
	Women	31	55,36%
Status	Married	2	3,57%
	Single	54	96,43%
Education	Graduate	27	48,21%
	Final Semester Students	29	51,79%
Family Work Background	Private Sector	17	30,36%
	Government (public)	9	16,07%
	Entrepreneur	24	42,86%
	Another job	6	10,71%
TOTAL		56	100,00%

Table 4 shows respondents chose entrepreneurship and came from management program students. Management students prefer career choices as entrepreneurs because, in the class, these students obtain entrepreneurship courses where students are taught how to become an independent person, financially free, and open employment opportunities for others. This study supported Putra (2012), that one of the determinants of management students choosing entrepreneurship is the opportunity factor where the students have learned theories about how to open business opportunities so that management students have an entrepreneurial spirit especially to take advantage of opportunities and bright entrepreneurial prospects. Most of the respondents in this study were 22 years old and female. This result supported Sehani (2013), that there are several factors that encourage women to become entrepreneurs are independent, emotional factors, and educational factors. This independence factor is very important for women because they want to show that without men, women can survive with the skills they have that are released into a business that can fulfil their needs. The family background of these respondents is entrepreneurial.

4.3. Results of Respondents' Answers Based on Work Motivation

Table 5 is the respondent's answer based on the dimensions of work motivation that have the most influence on three career choices.

Table 5

The Most Influential Dimensions of Work Motivation on Career Choices

Career Choices	The Most Influential Dimensions of Work Motivation
Private Sector	The career I chose to give me the opportunity to implement my leadership qualities
Public Sector	The career that I choose provides an opportunity to be useful for the environment (social benefits)
Entrepreneurship	The career I chose to give me the opportunity to advance

4.4. Hypothesis Testing

Before doing the test and simple regression analysis, the classical assumption including normality test, multicollinearity test and heteroscedasticity test. Based on analysis result, it is obtaining the result of normality tests on *Kolmogorov-Smirnov asymp test* Sig. (2-tailed) is greater than 0,05 and normal p-plot chart shows that the dots are spreading around the diagonal line and follow the direction of the diagonal line. It can be deduced that the simple linear regression model meets the assumption of normality. Based on the result of multicollinearity test, the tolerance value of all independent variables in this study is smaller than 0,10 and the VIF value of all independent variable in this study is smaller than 10. It can be inferred that the multiple linear regression model meets the assumption of multicollinearity. Based on heteroscedasticity test, glejse test, the t-count test value is not significant because they have a sig. Value greater than 0,05. It can be concluded that multiple linear regression models meet the assumption of heteroscedasticity. So as a whole it can be concluded that the data fulfill the requirement and it is feasible to be used in the next estimation.

After obtaining the results of the classical assumption test and all assumptions have been answered, the following is the result of simple linear regression analysis:

Table 6

The Result of Hypotheses Testing

Model		Coefficients			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	6,844	1,035		6,614	,000
	total_x	,099	,017	,475	5,863	,000

From table 6, we obtained equation follows:

$$Y = 6,844 + 0,099X_1 + e$$

It can be explained that the value of constant 6.8444, interpreted if the work motivation is 0 (zero), then the career options is 6.844. The positive sign of the regression coefficient represents the direct relationship between work motivation to career choice, meaning that the higher students' work motivation, the greater the career choice he chooses.

Table 7 shows the accuracy of a model can be seen from the coefficient of determination (R^2). This value can be seen in the squared multiple correlation (R^2) table from the analysis performed. The amount of contribution of work motivation variable to career choice variable (Y).

Table 7

The Effects on Career Choice

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,475 ^a	,226	,219 ³⁶	1,21551
a. Predictors: (Constant), total_x				
b. Dependent Variable: total_y				

Table 7 examined, adjusted R Square value of 0.219. These values indicate that work motivation affects the career choice of 21.9%. While the remaining 0.781 or 78.1% influenced by other variables outside the variables used in this study. Hypothesis testing in this study used t test results, which can be explained in table 8:

Table 8

Hypotheses Testing

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,844	1,035		6,614	,000
	total_x	,099	,017	,475	5,863	,000
a. Dependent Variable: total_y						

Based on table 8, it can be deduced that the value of $t_{count} X_1$ of 0.928 supported by the value of a sig. of 0.000 which less than 0.05, so it can be said that the work motivation variable has a significant influence on career choice (Y).

5. DISCUSSIONS

Notwithstanding abundance of studies about career motivation of US university students in western context during the past years are prevalent, it is found that only limited studies with Asian students an object, especially for university students. Previous studies in the Western context show interrelated findings, especially in the context of public service motivation (PSM) that affect student career interest (Chetkovich, 2003; Karl & Peat, 2004; Ng & Gossett, 2013; Rose, 2013; Taylor, 2005; Vandenaabeele, Honghem, & Steen, 2004). However, in the Asian context, the researchers observed that there is a finding that does not fully mention the nature of the motivating factors leading to individuals building a career in the public sector.

Based on the descriptive analysis of the respondents' characteristics, the results are mostly derived from the Management Department, the average age of respondents is 22 years, female, unmarried, the family background mostly from private employee and entrepreneur, and the main career choice of respondents is entrepreneurship. The results of this analysis indicate, at the same time, support the results of previous research that indeed most who have a maturity in career choice is women. But the results of this study also prove that the background of family work is not necessarily correlated with one's career choice. Despite most of the previously mentioned research, there is a correlation between family backgrounds, in this case is an education and job in determining an individual's career choices. In this study, the main career choice chosen by respondents is entrepreneurship with the majority respondents' background coming from families who have private employee jobs. It can be understood that the family environment of private employees, who are dynamic, hard work, dare to take risks and appreciable, have influenced the career choices of respondents to select entrepreneurship. Or it could be otherwise, the life of private employees, who are constrained by time, lack of freedom of work, and always obey the rules and orders of employees/companies, precisely causes the respondent to be free or do not want the same work as most of his family. What happens in his family becomes a valuable lesson in choosing his next career in hopes of getting better.

The results of this study also indicate that there is a positive relationship between work motivation and career choice. Whether or not the effect of work motivation variable on career choice can be seen from its significant value $\leq 0,05$. It shows that the work motivation variable has a significant influence on career choice variables. These results show that if the motivation of work increases, then career choices will increase as well. It explains that the higher the work motivation of students then the choice of career students will vary. Overall, career choice of students is to become an employee both private employees and Civil Servants. The most career choices are being an entrepreneur.

The results of this study support the research conducted by Christensen and Wright (2011) stating that PSM can influence personal work choices, it also supports the research carried out by Choi (2016), claiming that work motivation such as salary and security can affect a person's work preference especially in public sector work. Such conclusions, have succeeded to address research conducted by London and College (2009), suggesting that the intrinsic work motivation is more influential on the individual career choice. In addition, according to Putra (2012), students who studying Management, having a broader perspective about entrepreneurship, are also influenced by the opportunity factor where they get more opportunities about ideas, opportunities, and capital. It is also because of the entrepreneurial spirit nourished in each student who majored in Management. Management students who prefer to choose entrepreneurship as their career choice are also because of the influence of parents' background as an entrepreneur.

Entrepreneurial career is also dominated by women. This is in accordance with Sehani (2013) that women will choose his career by doing entrepreneurship. Entrepreneurship conducted by women, is a proof that women can be independent, able to try, and make money as well as housewives and it is also not easy for a woman to choose entrepreneurship as an alternative to his work, besides acting as a housewife.

Finally, when viewed from work motivation items, the work motivation item that reads "the career I chose gave me the opportunity to progress" became the main motivator when choosing his career as an entrepreneur.

34 5. LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

This study is expected to be input for the design, entrepreneurship learning materials considering that most respondents chose his career as an entrepreneur. Media or learning materials should be based on what is the background of the majority of students both in terms of socio-demographic variables or factors causing student motivation to choose a career in entrepreneurship. So the learning of media entrepreneur who designed to really characterize a student of the university of nature. Although most of study support research on a variety of career options in various countries, but little has been researched about the perception of the government's role in the choice of career. Intrinsic motivations such as the opportunity to learn new things, opportunities for improvement, and the opportunity to use a special ability should be further exploited as an input for the development of entrepreneurship-based curriculum. In future studies, it is advisable to do research to explore the motivation and career choices of students who come from different higher education institutions, public and private, especially in a comparative context.

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