



Faculty of Cognitive Sciences and Human Development

THE IMPACT OF PARENTAL EXPECTATIONS ON VOCATIONAL DECISION-MAKING AMONG UNIMAS STUDENTS

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**THE IMPACT OF PARENTAL EXPECTATIONS ON VOCATIONAL
DECISION-MAKING AMONG UNIMAS STUDENTS**

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ABSTRACT

This study aimed to investigate the relationship between parental expectations (support, interference, disengagement) and vocational decision-making among university students in Malaysia. It also examined gender as a moderating factor. Research data was collected using an online survey, with 375 undergraduate students from the University of Malaysia Sarawak (UNIMAS) participating in this quantitative study. Descriptive and inferential statistics were obtained through data analysis using IBM SPSS Statistics 26. The descriptive analysis provided information on participants' gender, race, age, faculty, year of study, CGPA, and socioeconomic status. Inferential analysis included stepwise regression and hierarchical regression analyses. The findings revealed that parental expectations significantly affect vocational decision-making among UNIMAS students. However, there was no significant difference in the impact of parental expectations on vocational decision-making between female and male undergraduate students. This study underscores the importance of understanding parental influences on students' vocational choices.

Keywords: Parental expectations, vocational decision-making, support, interference, disengagement

ABSTRAK

Kajian ini bertujuan untuk menyiasat hubungan antara jangkaan ibu bapa (sokongan, campur tangan, pengunduran) dengan keputusan vokasional pelajar universiti di Malaysia. Ia juga mengkaji peranan jantina sebagai faktor pengantara. Data dikumpulkan melalui tinjauan dalam talian melibatkan 375 pelajar sarjana dari Universiti Malaysia Sarawak (UNIMAS) dalam kajian kuantitatif ini. Statistik deskriptif dan inferensi dianalisis menggunakan IBM SPSS Statistics 26. Analisis deskriptif memberikan maklumat tentang jantina, kaum, umur, fakulti, tahun pengajian, CGPA, dan status sosioekonomi peserta. Analisis inferensi pula melibatkan regresi langkah demi langkah dan regresi hierarki. Hasil kajian menunjukkan jangkaan ibu bapa secara signifikan mempengaruhi keputusan vokasional pelajar UNIMAS. Namun, tiada perbezaan yang ketara dalam kesan jangkaan ibu bapa terhadap keputusan vokasional antara pelajar lelaki dan perempuan. Kajian ini menekankan pentingnya memahami pengaruh ibu bapa terhadap pilihan vokasional pelajar.

Kata Kunci: Jangkaan ibu bapa, membuat keputusan vokasional, sokongan, campur tangan, pengunduran

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The purpose of this research is to look into the impact of parental expectations on vocational decision-making among UNIMAS students. This chapter discusses the background of this study, the problem statement, the objectives of the study, the research questions, the research hypotheses, the conceptual framework, the significance of the study, and lastly the definition of terms used in the study.

1.1 Background of study

The vocational decision-making process of university students is a complex interplay of multiple factors. Parental expectations, emotional intelligence, career adaptability, and vocational self-efficacy all contribute significantly to shaping students' career choices. Parental expectations, encompassing dimensions such as personal maturity, academic achievement, and concerns related to dating, were found to influence academic procrastination among college students, as indicated by the study conducted by Anwar & Qonita (2019). This implies that students might delay their academic decisions due to the pressures and expectations set by their parents.

Furthermore, the research by Jiang et al. (2022) sheds light on the positive correlation between parental autonomy support and academic engagement among secondary vocational students. The influence of parental expectations is mediated by career adaptability and career decision-making self-efficacy, suggesting that a supportive parental environment contributes to students' active participation in their academic and

vocational pursuits.

Brown et al. (2003) introduced an interesting dynamic by highlighting an inverse relationship between career decision-making self-efficacy and vocational exploration and commitment. The greater certainty students feel about their career choices, possibly influenced by parental expectations, corresponds to increased confidence in completing career decision-making tasks. This suggests that a sense of certainty about one's career path might stem from alignment with parental expectations.

In addition to parental expectations, emotional intelligence emerged as a significant factor affecting career decision-making difficulties among university students. Emotional intelligence, therefore, plays a role in navigating the challenges associated with making career decisions, which can be influenced by the expectations set by parents.

1.2 Problem Statement

The existing body of research on parent expectations on vocational decision making among the university students has yielded valuable insights. However, there are certain gaps and areas of concern that need further investigations.

In the complex journey of choosing a career during university, parental support plays a crucial role in shaping students' confidence levels in making significant career decisions. The study by Jiang et al. (2022) highlights the substantial impact of parental support on students' academic engagement, offering valuable insights into the broader implications of this support system. However, a notable gap exists in understanding the specific ways in which parental support uniquely affects students' confidence levels, particularly when considering potential differences between male and female students. While existing studies provide a foundational understanding, they lack an in-depth exploration of the intricate relationship between parental support and students' confidence,

especially in the context of gender differences. The identified gap underscores the necessity for a more focused and nuanced examination of how parental support mechanisms distinctly influence the confidence levels of university students. This exploration becomes particularly crucial in addressing potential variations between boys and girls in response to parental support.

In previous studies, the focus has been largely on the negative effects of strict parental expectations on students' career decisions, highlighting increased pressure and conflicts during the decision-making process. Bempechat and Shernoff's (2012) research notably linked parental involvement, particularly expectations, to student motivation, particularly in elementary school. As student progress into middle and high school, the role of parental expectations becomes increasingly vital. Despite current research shedding light on the impact of parental expectations, a notable gap remains in understanding whether students' chosen career paths genuinely align with their personal aspirations or are more significantly influenced by parental expectations. This gap emphasizes the necessity for a more nuanced exploration to uncover the intricate dynamics between parental expectations and students' authentic career choices.

University students' career choices are shaped by various factors, with parental expectations playing a significant role, according to Kniveton (2004). While Kniveton's research suggests a strong influence of parental expectations, there's a gap in understanding how precisely these expectations align or differ from students' own career preferences. Although Kniveton (2004) provides a foundation, the existing literature lacks a detailed exploration of this alignment. This gap underscores the need for a more nuanced investigation into the intricate relationship between parental expectations and students' actual career decisions. Bridging this gap is crucial for developing targeted interventions that enhance the authenticity of students' vocational decision-making.

1.3 Research Objectives

1.3.1 General Objective

- To investigate the impact of parental expectations on vocational decision-making among Universiti Malaysia Sarawak (UNIMAS) students.

1.3.2 Specific Objective

The specific objectives of this study are as follow:

1. To examine the significant impact of parental expectation (support, disengagement, and interference) on vocational decision-making among students at Universiti Malaysia Sarawak (UNIMAS).
2. To determine if gender is a significant moderator for parental expectations and vocational decision-making among UNIMAS students.

1.4 Research Questions

1. Is there a significant impact of parental expectation (support, disengagement, and interference) on vocational decision-making among UNIMAS students?
2. Does gender play a significant moderating role in the relationship between parental expectations and vocational decision-making among UNIMAS students?

1.5 Research Hypotheses

The hypotheses of this study are as follows:

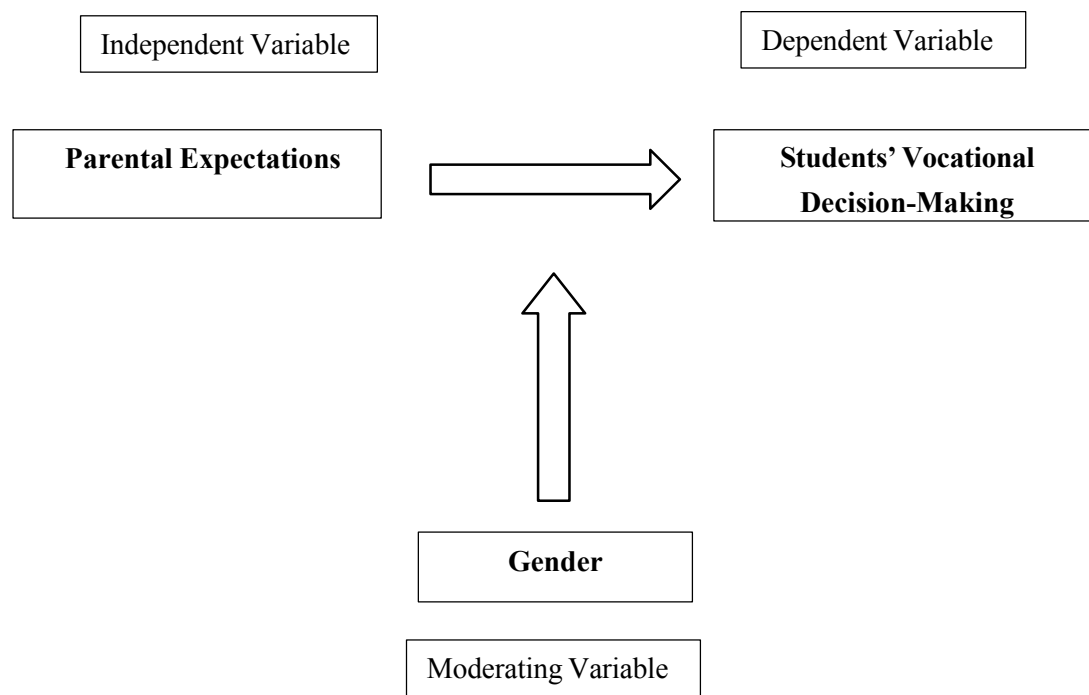
H_{a1}: There is a significant impact of parental expectation (support, disengagement, and interference) on vocational decision-making among UNIMAS students.

Ha2: Gender moderates the relationship between parental expectations and vocational decision-making among UNIMAS students.

1.6 Conceptual Framework

Figure 1

Conceptual Framework



1. **Independent Variable (IV):** Parental Expectations

In this case, parental expectations are being measured using the Parental Career-Related Behavior Questionnaire (PCBQ). This instrument likely assesses various aspects of parental expectations regarding their children's career choices, aspirations, and perhaps even their preferred fields of study or professions.

2. **Dependent Variable (DV):** Vocational Decision-Making

Vocational decision-making is measured using the Career Decision-Making Difficulties Questionnaire (CDDQ). This instrument likely assesses the level of difficulty or ease students experience in making decisions about their future careers, including factors such as clarity of goals, confidence in decision-making, and perceived barriers.

3. Moderating Variable: Gender

This is a variable that influences the strength or direction of the relationship between the independent and dependent variables. Gender is being examined as a moderating variable in this study. It suggests that the relationship between parental expectations and vocational decision-making might differ depending on whether the student is male or female. Gender might influence how students perceive and respond to parental expectations, as well as how they navigate their vocational decision-making process.

Conceptually, the framework suggests that parental expectations can impact how students make decisions about their careers. This influence might vary based on gender, as societal norms, cultural expectations, and personal experiences could shape how male and female students interpret and respond to parental expectations. By examining the moderating effect of gender, the study seeks to provide insights into how these dynamics unfold among UNIMAS students.

1.7 Significance of Study

The significance of this final year project is multifaceted, offering a comprehensive exploration of the factors shaping career decisions among UNIMAS students. Firstly, it holds promise in informing educational policies by illuminating the influence of parental

expectations on vocational decision-making. This understanding can pave the way for tailored interventions and programs aimed at assisting students in navigating the intersection of their career aspirations and parental pressures.

Secondly, the findings of this study can provide invaluable guidance for career counsellors at UNIMAS. By delving into how parental expectations interact with gender to mold career choices, counsellors can refine their approaches to better support students in making informed decisions about their futures. This insight can prove pivotal in helping students navigate this pivotal life phase with confidence and clarity.

Thirdly, the project contributes to the broader discourse on gender equity in education and career development by examining gender as a moderating variable. This analysis not only sheds light on potential disparities faced by male and female students but also offers pathways for addressing and mitigating these challenges. By fostering a deeper understanding of the nuances surrounding gender and career decision-making, the study advocates for inclusivity and empowerment among UNIMAS students.

In summary, this project's significance extends beyond academia, offering practical implications for educational practices, student support services, and societal endeavours towards gender equity. Through its meticulous examination of parental expectations, vocational decision-making, and gender dynamics, it stands poised to enrich both the academic literature and the experiences of UNIMAS students as they chart their career paths.

1.8 Definitions of Terms

1.8.1 Parental Expectations

Conceptual Definition

Parental expectations refer to the hopes and anticipated achievements that parents have for their children, encompassing various aspects of their lives such as education, career choices, and personal development (Jodl et al.,2001).

Operational Definition

Parental Expectations, as measured by the Parent Career-Related Behavior Questionnaire (PCBQ), refers to the perceived attitudes, beliefs, and behaviors exhibited by parents towards their child's career choices and aspirations. The PCBQ is a self-report questionnaire designed to assess various dimensions of parental expectations related to their child's career development.

The PCBQ typically consists of a series of items that inquire about specific parental behaviors, attitudes, and expectations regarding their child's career path. These items are often rated on a Likert scale, where respondents indicate the extent to which they agree or disagree with each statement, usually ranging from does not apply to fully applies.

Each item on the questionnaire aims to capture different facets of parental expectations, such as communication about career goals, level of support or pressure exerted by parents, and the degree of autonomy given to the child in making career decisions.

1.8.2 Vocational Decision-Making

Conceptual Definition

Vocational decision-making refers to the process of making choices related to one's career path and occupation. It involves various factors such as vocational identity, self-

efficacy, and the ability to explore different career options before making a commitment (Leal-Muniz & Constantine, 2005).

Operational Definition

Vocational Decision-Making, as measured by the Career Decision-Making Difficulties Questionnaire (CDDQ), refers to the perceived challenges, uncertainties, and clarity experienced by individuals in making decisions related to their career paths. The CDDQ is a self-report questionnaire designed to assess various aspects of vocational decision-making difficulties.

The CDDQ typically consists of a series of items that inquire about specific difficulties or challenges individuals may encounter when making decisions about their careers. These items are often rated on a Likert scale, where respondents indicate the extent to which they experience each difficulty, usually ranging from not difficult at all to extremely difficult.

Each item on the questionnaire aims to capture different dimensions of vocational decision-making difficulties, such as clarity of goals, confidence in decision-making, and perceived barriers or challenges.

1.8.3 Gender

Conceptual Definition

Gender, in this context moderates the relationship between parental expectations and career choices if it affects the strength or direction of that relationship. In psychology, moderation is present when the strength and direction of a relationship between two constructs depend on a third construct, the moderator (Caron et al., 2020).

Operational Definition

Gender in this study refers to how individuals classify themselves as male, female, or other gender identities. It's a way of categorizing participants based on their gender identity, often assessed through self-report measures. For instance, participants might answer a question like "What is your gender?" with options like "Male," "Female," or "Other (please specify)." In statistical analysis, gender can be coded as binary (e.g., male = 0, female = 1) or as a categorical variable with multiple levels if other gender identities are included.

By examining gender as a moderating variable, the study aims to uncover how differences in gender identity might affect how individuals respond to parental expectations and make vocational decisions. This exploration offers insights into how various gender identities navigate career choices in light of parental influences.

1.9 Summary

In brief, chapter one lays the groundwork for this research, serving as the starting point. The next chapter will explore relevant theories and previous findings to provide readers with a deeper understanding of the research context.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses concerns relating to the study, related models or theories, and previous similar findings discovered in earlier research journals and articles. This chapter ensures that the researcher has extensive knowledge of the subject. In addition, previous discoveries can be used to validate the findings of this research.

2.1 Parental Expectations

Parental expectations can indeed significantly influence students' career decision-making and aspirations. Several studies have explored the impact of parental expectations on students' vocational choices, shedding light on the intricate interplay between parental influence and students' career development.

For instance, Rogers et al. (2008), discussed the role of personality in adolescents career planning and exploration from a social perspective, emphasizing the implications for parents, teachers, and guidance counsellors. Other than that, the students' career aspirations were not entirely congruent with their expectations, indicating that the students may have aspirations that differ from what expect to achieve. This suggests that parental expectations may influence students' perceptions of what they can achieve in their career (Metz et al, 2008).

Sawitri et al. (2014) revealed reciprocal relationship between parental career expectations on students' career aspirations. This demonstrates the long-term influence of parental expectations on students' long term career goals. Additionally, Farmer (1983)

highlighted the impact of parental expectations on students' life plans by describing sex differences and similarities in high school students' life plans, including both home and career aspirations. This shows that adolescents' ideas of their future duties and responsibilities may be shaped by parental expectations.

Moreover, Xiao-Yan et al. (2021) demonstrated that parenting styles can indirectly and directly influence the career decision-making process by influencing individual variables such as career calling and core self-evaluation, which in turn influence students' career aspirations. This shows that parental expectations, as represented through parenting styles, may influence students' self-perceptions and professional objectives.

Schmitt-Wilson (2013) established a positive correlation between higher parental expectations and increased levels of child educational expectations, hinting at the significant role parents play in shaping their children's career. This relationship highlights how parental expectations impact their children's educational paths. Moreover, the role of parents in shaping adolescents' educational expectations has been examined, demonstrating the association between parental and adolescents' expectations (Rimkute et al., 2012). These findings underscore the importance of parental expectations on students' career decision, as it significantly shapes their career-related attitudes, self-efficacy, and satisfaction.

2.1.1 Theories related to parental expectations.

The Self-Determination Theory (SDT) offers a valuable framework to comprehend how parental expectations shape children's development, particularly in the context of vocational decision-making. Research inspired by SDT underscores the significance of parental support for autonomy, contrasting with controlling parenting styles (Soenens et al., 2014). This aligns with SDT's proposition that autonomy support positively influences self-motivation and well-

being across diverse cultural settings (Chirkov & Ryan, 2011). In essence, SDT suggests that when parents provide support for their children's autonomy, allowing them a sense of choice and self-direction, it fosters intrinsic motivation and contributes to their psychological well-being. This understanding has implications for how parenting styles can influence the development and motivation of individuals in diverse cultural environments.

Within the realm of parenting, the Self-Determination Theory (SDT) delineates three pivotal dimensions: autonomy support versus control, involvement, and structure. These dimensions play a significant role in fostering children's autonomous motivation within an academic context (Grolnick, 2009). Autonomy support involves parents encouraging their children's independence and self-direction, while control represents a more restrictive and directive approach. Involvement refers to parents actively engaging with and showing interest in their children's academic pursuits, and structure involves the establishment of clear and consistent expectations and routines.

This framework has proven effective in understanding various aspects of the parent-child relationship. For instance, it has been applied to comprehend factors related to children's treatment regulation in the context of pediatric chronic headaches (Caruso et al., 2019). The application of SDT in this context allows researchers to explore how these parenting dimensions contribute to children's ability to regulate their treatment for chronic headaches, shedding light on the nuanced dynamics between parenting styles and health-related behaviors in children.

In the context of academic and career aspirations, the Self-Determination Theory (SDT) provides valuable insights into the intricate dynamics of parental expectations. Notably, research findings highlight the substantial impact of parental expectations for science on children's self-efficacy and achievement in the scientific domain (Thomas & Strunk, 2017). This underscores how parental expectations, particularly in specific academic areas, can

significantly shape a child's confidence and performance in those subjects.

Furthermore, SDT plays a crucial role in identifying predictors of parental involvement in informal Science, Technology, Engineering, and Mathematics (STEM) learning. Research suggests that a higher parental value for science and math, coupled with parent self-efficacy, serves as key factors influencing parents' active participation in supporting their children's informal STEM learning experiences (Zucker et al., 2021). This insight underscores the importance of parental attitudes and beliefs in shaping educational engagement beyond formal classroom settings.

Moreover, SDT contributes to understanding the impact of parental career expectations on adolescents' aspirations and actions in both academic and vocational domains. By examining the interplay between parental expectations and the choices adolescents make regarding their future careers, SDT offers a nuanced understanding of how parental influence extends beyond academic achievement to influence broader career-related decisions. This multifaceted perspective helps illuminate the complex relationship between parental expectations and the career trajectories of adolescents.

The Self-Determination Theory (SDT) offers a comprehensive and versatile framework for understanding how parental expectations exert influence over the multifaceted development of children. This includes fostering autonomy support, meeting basic psychological needs, and shaping academic and career aspirations.

2.1.2 Parental Career-Related Behavior Questionnaire (PCBQ)

The Parental Career-Related Behavior Questionnaire (PCBQ) is a crucial instrument for understanding the impact of parental expectations on vocational decision-making among Universiti Malaysia Sarawak (UNIMAS) students. Additionally, the PCBQ has been utilized in the Czech context, indicating its cross-cultural applicability (Hlad'o & Ježek, 2018). These

findings shed light on the diverse ways in which parental behaviors impact students' vocational choices and aspirations.

The instrument consists of 15 items that assess specific parental behaviors in their children's career choices Parola & Marcionetti (2021). These items are designed to capture the nuances of parental career-related behaviors, including support, interference, and lack of engagement, which can influence vocational exploration and commitment through career decision-making self-efficacy (Samosir & Suharso, 2019).

The mark counting process involves assigning numerical values to the responses provided by the participants, which are then aggregated to derive quantitative scores for each dimension of parental behavior. The PCBQ's mark counting process is essential for quantifying the influence of parental expectations on vocational decision-making. This process enables researchers to analyze the data statistically and identify patterns or correlations between parental behaviors and vocational outcomes.

Similarly, Kanten et al. (2016) revealed that parental career behaviors, including support, interference, and lack of engagement, significantly influence students' career explorations behaviors. It is indicating the direct impact of parental behaviors on students' career paths (Kanten et al., 2016).

Furthermore, Wong & Liu (2010) highlighted the significant impact of family support on students' intentions regarding their future choice. It emphasizes how important parental support is in influencing students' career goals (Wong & Liu, 2010). Furthermore, Li et al. (2018) investigated how different parenting styles affect teenagers' career advancement, which emphasizing how parental actions affect students' attitudes, knowledge, and self-efficacy in the workplace.

Additionally, Aaltonen (2016) investigated how young people saw their parents' and

siblings' engagement in their future. It is offering insights into the complex influence of family members on students' goals and professional decisions (Aaltonen, 2016). Furthermore, Esters & Bowen (2005) emphasized the important role that parents play in influencing students' career decisions by highlighting the substantial influence that parents have on their children.

The aggregate findings of these research show the variety of ways that parental behavior as determined by the PCBQ, affect students' profession choices. The results illustrate how important parental expectations, support, and advice are in influencing students' job choices and goals, and how important it is to take parental influence into account when analyzing students' professional development.

2.2 Vocational Decision-Making

Vocational decision-making among universities students encompasses a multifaceted array of psychological, social, and environmental factors influencing how individuals navigate and shape their career paths. At its core, this concept intertwines personal aspirations, societal expectations, educational experiences, and family expectations. It delves into how students conceptualize their future careers, make choices based on their interests, abilities, and values which align these choices with their academic pursuits.

Ali & McWhirter's (2006) research delved into the vocational and educational aspirations of rural Appalachian adolescents, offering a unique perspective into the career goals and ambitions of students from underrepresented backgrounds. This study was particularly significant as it focused on a demographic that often faces distinctive challenges, including limited access to resources, socioeconomic constraints, and reduced exposure to diverse career opportunities. Meanwhile, McWhirter et al. (2007) explored the perceived barriers and postsecondary plans in Mexican American and White adolescents, shedding light on influence of perceived barriers on career decision-making and postsecondary education

plans.

Gushue et al. (2006) study delved into the intricate dynamics of career decision-making among Latino/a high school students by examining the correlations between self-efficacy, vocational identity, career exploration behaviors. This research provided critical insights into the unique challenges and influencing factors affecting career pathways among minority students' populations. By focusing on self-efficacy, which refers to an individual's belief in their ability to succeed in specific situations or task, the study shed light on how this perception impact career decisions. Moreover, Gushue et al. (2006) also studied the relationship of career decision-making self-efficacy, vocational identity, and career exploration behavior in African American high school students, offering insights into the interplay of these factors in career development.

Next, Jiang et al. (2022) studied is a pivotal exploration that unravels the complex chain influence stemming from parental autonomy support to academic engagement in Chinese secondary vocational students. By focusing on the mediating factors of career adaptability and career decision-making self-efficacy, this study dives into the intricate pathways through which parental support shapes vocational decision-making processes. Other than that, Galles et al. (2019) examined the impact of mindfulness and decision-making style on career thoughts and vocational identity, providing insights into the influence of mindfulness on vocational decision-making.

2.2.1 Theory related to Vocational Decision-Making

Cognitive Information Processing (CIP) Theory stands as a robust and versatile framework extensively employed in understanding vocational decision-making processes. This theory places a crucial emphasis on cognitive processes and has demonstrated

noteworthy outcomes, including improvements in career decision state, cognitive information processing skills, career decision-making stage, knowledge of next steps, and reduction in anxiety related to current career concerns (Osborn et al., 2020). Notably, CIP Theory has been seamlessly integrated with the RIASEC theory, contributing to the study of vocational behavior and the implementation of effective career interventions, showcasing its adaptability across diverse contexts (Sampson, 2017).

Moreover, CIP Theory has proven successful in supporting the vocational decision-making processes of students, even those with unique characteristics such as lower prioritization of interests and limited access to adequate career information (Nsubuga, 2023). The theory's evolution over time has led to its simplified name, "CIP theory," encompassing both a theory of vocational behavior and a theory of career intervention (Sampson et al., 2020). This evolution signifies its comprehensive nature and its dual role in providing insights into vocational behavior while also serving as a guiding framework for effective career interventions.

Furthermore, CIP theory represents a promising framework that seamlessly integrates theory, practice, and research to aid individuals in making well-informed decisions about their careers (Chen et al., 2022). Its effectiveness as an intervention method is underscored by positive outcomes observed in students, impacting their career decision-making state, cognitive information processing skills, career knowledge, and anxiety related to career concerns. This, in turn, has been associated with increased college graduation rates and heightened levels of career certainty, satisfaction, and clarity (Wang & Liu, 2022).

In essence, the extensive research and application of CIP theory in the realm of vocational decision-making highlight its efficacy in enhancing critical aspects such as career decision state and cognitive information processing skills, contributing to overall career readiness. Moreover, its successful integration with other theories and its adaptability to

diverse cultural and educational contexts emphasize the continued relevance and potential of CIP theory in elevating the field of career counseling and guidance.

2.2.2 The Career Decision-Making Difficulties Questionnaire (CDDQ)

The Career Decision-Making Difficulties Questionnaire (CDDQ) is an assessment tool designed to measure various difficulties may encounter when making career-related decisions. It evaluates the challenges, uncertainties, and concerns individuals might face while navigating career choices. The Career Decision-Making Difficulties Questionnaire (CDDQ) is a widely used instrument developed by Gati et al. (1996) to assess the challenges individuals face in making career decisions. It consists of 10 scales that cohere into three higher-order clusters and a total score. CDDQ has been adopted and used in more than 50 countries (Levin et al., 2020). It explores factors such as lack of information, conflicting interests, anxiety about decision outcomes, and difficulties in committing to a particular career path. Respondents rate these items based on the extent to which they perceive each factor as a challenge in their career decision-making process.

The Career Decision-Making Difficulties Questionnaire (CDDQ) consists of 32 items that assess various challenges encountered during the career decision-making process. Additionally, the questionnaire includes two validity items that are not incorporated into the scoring process (Babarovic & Sverko, 2018). These validity items are typically included to ensure respondents are providing consistent and accurate responses, serving as checks for response reliability rather than contributing to the overall difficulty score.

Additionally, the CDDQ has been employed to test the proposed taxonomy of difficulties in making career decisions and to examine the psychometric properties among college students (Sovet et al., 2014). This use of the CDDQ allows researchers to not only understand the distinct types of challenges individuals face but also to verify the

questionnaire's reliability and validity in accurately capturing and categorizing these difficulties. Through this validation process, the questionnaire's effectiveness in identifying and measuring career decision-making obstacles can be established, providing a valuable tool for future research and practical applications in the field of vocational psychology.

One adaptation involved transitioning the CDDQ to an online format, facilitating accessibility and offering a preliminary diagnosis of career decision-making difficulties. The adaptation aligns with the contemporary trend of utilizing digital platforms for assessment (Gati & Saka, 2001). Furthermore, research validating the construct validity of the CDDQ demonstrated its effectiveness in capturing career decision-making difficulties as a singular, cohesive construct. The findings indicated that the total CDDQ effectively represents a unified measure of these challenges, offering a consolidated view of an individual's career decision-making obstacles. This validation bolsters the questionnaire's credibility and confirms its ability to reliably assess and measure the complexities inherent in career decision-making.

2.3 Findings from the Past Study

In the study conducted by Keller and Whiston (2008), regression analysis was employed to delve into the intricate relationship between parental behaviors and the career development of middle school children. Regression analysis is a statistical technique used to determine the strength and direction of the relationship between variables. By adjusting for student gender and grade level, the researchers were able to isolate the specific impact of parental behaviors on children's career development, controlling for potential confounding factors.

The findings of this study likely revealed significant associations between various parental behaviors and aspects of children's career development. For example, certain parental behaviors such as providing guidance, support, or encouragement may have been positively

correlated with children's career aspirations, while other behaviors such as pressure or unrealistic expectations may have been negatively correlated. Moreover, the study might have identified specific behaviors or parenting styles that were particularly influential in shaping children's career trajectories.

By using regression analysis in this manner, Keller and Whiston (2018) were able to offer valuable insights into the nuanced ways in which parental behaviors impact children's career development. This analysis allowed them to tease apart the individual contributions of parental behaviors while accounting for potential confounding variables like gender and grade level. This study likely contributed to our understanding of the role that parents play in shaping their children's career aspirations and decisions during the crucial middle school years.

In the study conducted by Wang et al. (2020), structural equation modeling (SEM) was employed to explore the intricate relationships between parental and teacher support and their impact on children's future career preparation and choice. SEM is a sophisticated statistical technique that allows researchers to examine complex networks of relationships among multiple variables. By utilizing SEM, Wang and colleagues were able to assess not only the direct effects of parental and teacher support on children's career outcomes but also any indirect effects mediated through other variables.

The findings of this study likely revealed that both parental and teacher support play crucial roles in shaping children's career trajectories. For instance, high levels of support from parents and teachers may have been associated with greater career readiness, clearer career goals, and more informed career decisions among children. Moreover, the study may have identified specific pathways through which parental and teacher support influence children's career preparation and choice, such as fostering self-confidence, providing guidance, or offering opportunities for exploration and learning.

In addition, longitudinal studies, such as the one conducted by Sawitri et al. (2014), have provided further insights into the dynamic nature of the relationship between parental expectations and children's career development. Longitudinal studies involve observing the same individuals over an extended period of time, allowing researchers to track changes and identify predictive patterns. Sawitri and colleagues likely found that children's career aspirations and their alignment with parental expectations during adolescence predict their future career exploration, aspirations, and planning in adulthood.

These findings highlight the critical role of parental and teacher support in shaping children's career development trajectories. By employing advanced statistical techniques like structural equation modeling and longitudinal studies, researchers have been able to uncover complex relationships and predictive patterns that elucidate the pathways through which parental and teacher support influence children's career preparation and choice. These insights have significant implications for educators, policymakers, and parents in fostering positive career development outcomes for children.

The study conducted by Retnam et al. (2018) explored the relationship between coach influence, parental support, and self-efficacy in making career decisions using correlation analysis. Correlation analysis is a statistical method used to measure the strength and direction of the relationship between two or more variables. In this study, the findings likely revealed a significant positive correlation between both coach influence and parental support with self-efficacy in making career decisions.

This suggests that individuals who perceive higher levels of support from their coaches and parents tend to have greater confidence and belief in their ability to make effective career decisions. These results have important implications for understanding the role of external support systems in fostering self-efficacy and empowering individuals to navigate their career paths with confidence.

Furthermore, Okesina (2022) utilized inferential statistics to examine the relative impact of factors such as parents' occupation, level of education, and family dynamics on students' career choices. Inferential statistics are used to make inferences or predictions about a population based on data collected from a sample. In this study, inferential statistics such as frequency counts, percentages, mean scores, and standard deviation were likely employed to analyze the data and identify patterns or relationships between different variables.

The findings of this research would have provided valuable insights into how various familial and socio-economic factors influence students' career decision-making processes, helping to inform interventions and support programs aimed at enhancing career outcomes.

Additionally, Alextian and Abdullah (2021) conducted regression analysis to examine the impact of parental support on self-efficacy in making career decisions. Regression analysis is a statistical technique used to determine the relationship between one dependent variable and one or more independent variables. In this study, the results likely demonstrated that parental support significantly affects self-efficacy in making career decisions, highlighting the crucial role that parental involvement plays in shaping students' confidence and belief in their ability to make informed career choices.

These findings underscore the importance of parental support as a key determinant of students' career decision-making processes and emphasize the need for interventions aimed at enhancing parental involvement in career guidance and support initiatives.

In summary, a comprehensive understanding of the intricate influence parents exert on their children's job choices is illuminated by the utilization of various sophisticated statistical techniques, including regression analysis, structural equation modeling, longitudinal studies, correlation analyses, and inferential statistics. These diverse methodologies collectively contribute to unraveling the multifaceted dynamics underlying parental influence on children's career trajectories. Through these techniques, researchers are

able to discern patterns, relationships, and predictive factors that shed light on the mechanisms through which parental support, expectations, and behaviors shape children's career decisions. As such, these findings offer valuable insights for educators, policymakers, and parents seeking to enhance the career development outcomes of young individuals.

2.4 Improvement in Present Study

In the present study investigating the impact of parental expectations on vocational decision-making, an essential improvement lies in the incorporation of a comprehensive analysis of gender as a moderating variable. Previous research has highlighted the influential role of parental expectations on shaping career choices, but the nuances of how this influence varies between genders remain relatively unexplored. By systematically examining gender as a moderating factor, the study aims to unveil potential divergences in the relationship between parental expectations and vocational decision-making for male and female students. This enhancement not only contributes to a more nuanced understanding of the dynamics at play but also ensures that any insights and recommendations derived from the study are tailored and applicable to both genders, fostering a more inclusive and thorough perspective on the subject matter.

2.5 Summary

As a conclusion, this chapter discusses about four sections which are concepts related to the research topic, model related to studies, finding from past studies and improvement in present studies which showed the impact of parental expectations on vocational decision-making among university students.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methodology that is used in this study. There are the description of research design, population and sample, and the utilized instruments. Besides that, this chapter also included the process for data analysis, the analysis of descriptive data, and the analysis of inferential data.

3.1 Research Design

To investigate the impact of parental expectations on vocational decision-making among Universiti Malaysia Sarawak (UNIMAS) students, a pragmatism, deductive research approach was adopted, following the onion research design framework. This study employed a mono-method, quantitative strategy using a cross-sectional survey to collect data at a single point in time. The objective was to understand how parental expectations influenced students' career decisions, considering gender as a moderating variable.

A cross-sectional survey design was chosen to facilitate the collection of data from a diverse group of UNIMAS students, ensuring representation across various demographic factors such as gender, age, race, year of study, faculty, CGPA, and socioeconomic status. Participants were selected through convenience sampling to encompass a wide range of experiences and backgrounds. The data collection utilized standardized instruments, including the Parent Career-Based Questionnaire (PCBQ) to measure parental expectations and the Career Decision-Making Difficulties Questionnaire (CDDQ) to assess vocational decision-making.

The demographic part of the survey included questions on gender, age, race, year of study, faculty, CGPA, and socioeconomic status to provide a comprehensive understanding of the participants' backgrounds. This detailed demographic information was crucial for analyzing potential moderating effects and ensuring that the study's findings were representative of the diverse student population at UNIMAS.

Statistical analyses, specifically correlation and regression, were performed using the Statistical Package for the Social Sciences (SPSS). These analyses aimed to explore the relationship between parental expectations and vocational decision-making, with a focus on identifying any moderating effects of gender and other demographic factors. The deductive approach allowed for testing pre-established hypotheses derived from existing literature on parental influence and career decision-making.

Ethical considerations were meticulously addressed throughout the research process. Informed consent was obtained from all participants, and measures were taken to ensure participant confidentiality and data security. The findings from this quantitative study aimed to provide valuable insights into the mechanisms through which parental expectations shape the career choices of UNIMAS students. These insights were intended to inform the development of targeted interventions and support programs to help students effectively navigate their career paths, considering the significant role of parental influence and potential differences based on demographic factors.

3.2 Population and Sample

The quantitative research on "The Impact of Parental Expectations on Vocational Decision-Making among Universiti Malaysia Sarawak (UNIMAS) Students" utilized a non-probability sampling technique known as convenience sampling as the methodological approach. Convenience sampling was chosen for its practicality and efficiency in data

collection, particularly within the university setting. This method facilitated the selection of participants based on their accessibility and ease of approach, making it well-suited for gathering data from UNIMAS students. As outlined by Oyeyipo et al. (2018), convenience sampling was commonly employed in university research due to its practicality and cost-effectiveness.

The decision to use convenience sampling was driven by the need to explore how parental expectations influenced vocational decision-making among UNIMAS students. Given the specific focus on this student population, it was essential to select a sampling method that could efficiently capture data from this group. The population in this study encompassed the entire group of UNIMAS students, including individuals from various faculties, academic years, and programs.

In implementing convenience sampling, participants were recruited through accessible means, such as approaching students in common areas or specific classes. This recruitment process involved informing potential participants about the study's objectives, inviting their voluntary participation, and obtaining their informed consent. The sample size was determined to be 375, based on the guidance provided by Krejcie and Morgan (1970), ensuring that the sample adequately represented the larger population of UNIMAS students for robust data analysis and meaningful insights.

Table 1.

Number of Population and Sample Size

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

3.3 Instruments

The quantitative research conducted on "The Impact of Parental Expectations on Vocational Decision-Making among Universiti Malaysia Sarawak (UNIMAS) Students" utilized surveys administered through a Google Form. The survey combined a demographic questionnaire, the Parental Career Behavior Questionnaire (PCBQ), and the Career Decision-Making Difficulties Questionnaire (CDDQ), utilizing a Likert scale. This approach involved collecting data on demographics and attitudes towards parental expectations and career decision-making difficulties through a standardized scale of responses. Each point was measured on a five-point Likert scale.

3.3.1 Parental Career Behavior Questionnaire (PCBQ)

The Parental Career-related Behavior Questionnaire (PCBQ) was initially developed and validated in German by Dietrich and Kracke (2009). It comprised 15 items designed to evaluate three specific parental behaviors: support, interference, and lack of engagement in their children's career decisions. Participants rated each item on a 4-point Likert scale, ranging from 1 "does not apply" to 4 "fully applies."

The internal reliability of the PCBQ in the original German version was assessed using Cronbach's alpha coefficient. For the support dimension, the internal reliability was reported to be 0.93 for girls and 0.84 for boys. For interference, it was 0.72 for girls and 0.78 for boys. Lack of engagement showed internal reliability of 0.68 for girls and 0.75 for boys.

Cronbach's alpha coefficient is a measure of internal consistency, indicating the extent to which all items in a scale or questionnaire measure the same underlying construct. In this context, the reported Cronbach's alpha values suggested high internal consistency for the support dimension, moderate to high internal consistency for interference, and moderate internal consistency for lack of engagement. These values indicated that the items within each dimension of the PCBQ reliably measured their respective parental behaviors among both girls and boys.

Therefore, the internal reliability of the PCBQ dimensions, as indicated by Cronbach's alpha, aligned with the findings reported by Dietrich and Kracke (2009) in the original German validation study. These results affirmed the suitability of the PCBQ for assessing parental career-related behaviors across different cultural and linguistic contexts, including its potential application in research settings where Cronbach's alpha was used to evaluate internal consistency.

3.3.2 Career Decision-Making Difficulties Questionnaire (CDDQ)

The Career Decision-Making Difficulties Questionnaire (CDDQ) was utilized to evaluate adolescents' challenges in making career decisions. In this study, the Italian version of the CDDQ, developed by Gati et al. (1996) and further validated by Di Fabio & Palazzeschi (2013), was employed. This questionnaire consisted of 34 items, assessing career indecision across three primary scales: lack of readiness, lack of information, and inconsistency of information. Each scale comprised 3 or 4 sub-scales, capturing various aspects such as motivation, knowledge about the process, and internal conflicts.

Participants responded to statements using a 4-point scale ranging from 1 "strongly disagree" to 4 "strongly agree," indicating the extent to which each statement reflected their experiences. For instance, participants might have responded to statements like "It is usually difficult for me to make a decision."

Reliability of the CDDQ was evaluated using Cronbach's alpha coefficient. In the original Israeli and American samples, reported Cronbach's alpha values for lack of readiness, lack of information, inconsistency of information sub-scales, and the total CDDQ score varied, ranging from 0.63 to 0.95. In the Italian version, Cronbach's alpha values were 0.87 for lack of readiness, 0.89 for lack of information, and 0.91 for inconsistency of information. These values suggested high internal consistency within each sub-scale and overall questionnaire score.

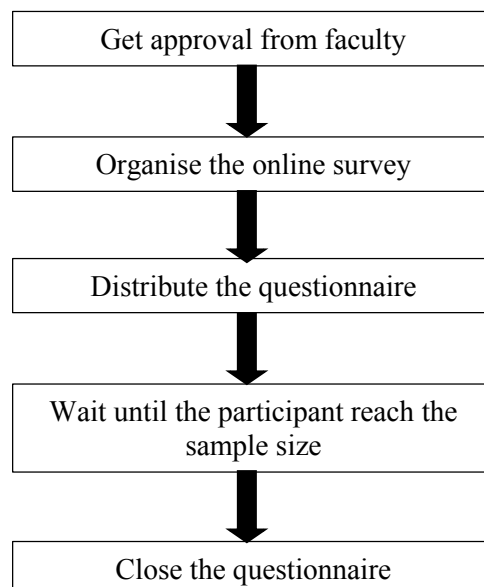
The Cronbach's alpha coefficient served as an indicator of the reliability of the CDDQ, demonstrating the extent to which the items within each sub-scale and the total score consistently measured the construct of career decision-making difficulties. The reported values indicated strong internal consistency, supporting the reliability of the Italian version of the CDDQ for assessing adolescents' career decision-making challenges.

3.4 Data Collection Procedures

The data collection procedures for this study started by seeking official approval from the relevant faculty to follow ethical and institutional guidelines. Following that, the researcher carefully organized an online survey using the Parental Career Behavior Questionnaire (PCBQ) and Career Decision-Making Difficulties Questionnaire (CDDQ) as measurement tools. Participants were chosen through a convenience sampling method, focusing on UNIMAS students to ensure a diverse range of responses. The online survey was then shared with UNIMAS students, and they were given a reasonable time to complete the questionnaire, with the aim of collecting responses from a total of 375 participants. Once the designated data collection period was over, the researcher closed the questionnaire, concluding the data collection phase. Throughout this process, the researcher prioritized participant confidentiality, informed consent, and data security. The systematic execution of these data collection procedures was crucial for the researcher to obtain robust and reliable data for the subsequent analysis and interpretation of results.

Figure 2

Data Collection Procedures



3.5 Data Analysis Procedures

First, after importing the dataset into SPSS, the data was ensured to be clean and well-organized. Missing values, outliers, and inconsistencies were checked and addressed by cleaning or imputing missing values appropriately. Next, descriptive statistics were performed to summarize the basic features of the dataset. Descriptive statistics provided an initial overview of the distribution and characteristics of the variables in the dataset. Following the descriptive statistics, inferential statistical tests were conducted to explore relationships or differences between variables. These tests helped identify associations, group differences, or predictive relationships within the data.

3.5.1 Descriptive Data Analysis

The descriptive analysis commenced with an examination of the demographic characteristics of the study sample. It included an exploration of factors such as age, gender, academic year, and potentially other relevant demographic variables. These details provided a context for understanding how different groups within the UNIMAS student population perceived parental expectations concerning career choices.

Moreover, the data analysis entailed computing various descriptive statistics derived from the responses gathered through the PCBQ and CDDQ. This included measures such as means, standard deviations, frequencies, and percentages. Each item or sub-scale within the PCBQ and CDDQ was thoroughly examined to discern the distribution of responses. For instance, it involved calculating the mean scores for different dimensions of parental expectations, like guidance, support, or influence, allowing researchers to identify the average levels and variations within these domains.

This comparative analysis could reveal whether there were significant differences in

vocational decision-making concerning parental expectations based on gender, age groups, academic backgrounds, or other pertinent factors within the UNIMAS student population.

3.5.2 Inferential Data Analysis

The theoretical techniques utilized in this study were Stepwise and Hierarchical Regression Analysis. Stepwise regression analysis was employed to determine the effect of parental expectations on vocational decision-making among UNIMAS students, while hierarchical regression analysis was utilized to investigate the moderating role of gender in this relationship.

The research questions posed in the study aimed to delve into the intricate dynamics between parental expectations and vocational decision-making among UNIMAS students. Specifically, the questions explored the influence of parental support, interference, and disengagement on students' vocational decision-making processes. Additionally, the study sought to ascertain whether gender played a significant moderating role in shaping the relationship between parental expectations and vocational decision-making among UNIMAS students.

The research hypotheses formulated based on the research questions outlined the expected relationships between parental expectations, parental behaviors, and vocational decision-making outcomes among UNIMAS students. These hypotheses proposed that there would be significant differences in vocational decision-making based on varying levels of parental support, interference, and disengagement. Moreover, the hypotheses suggested that gender would moderate the relationship between parental expectations and vocational decision-making.

By employing stepwise and hierarchical regression analysis techniques, this study

aimed to provide a comprehensive understanding of the impact of parental expectations and gender on UNIMAS students' vocational decision-making processes. These statistical methods allowed for the examination of complex relationships and interactions among variables, thus contributing valuable insights to the field of career development and decision-making.

Table 2.

Statistical Technique

Research Questions	Research Hypotheses	Statistical Technique
1. Is there a significant impact of parental expectation (support, disengagement, and interference) on vocational decision-making among UNIMAS students?	Ha1: There is a significant impact of parental expectation (support, disengagement, and interference) on vocational decision-making among UNIMAS students.	Stepwise regression analysis
2. Does gender play a significant moderating role in the relationship between parental expectations and vocational decision-making among UNIMAS students?	Ha2: Gender moderates the relationship between parental expectations and vocational decision-making among UNIMAS students.	Hierarchical regression analysis

3.6 Summary

In conclusion, this chapter has discussed the method in conducting this research in more detail which is research design, population and sampling procedure. This chapter also explains data collection procedures and data analysis procedures.

CHAPTER FOUR RESULTS AND DISCUSSION

4.0 Introduction

This chapter analyzes the data from a total of 375 respondents that participated in this research which was analyzed using Statistical Package of Social Science (SPSS) software. The demographic information of all respondents was analyzed accordingly followed by reliability statistics and was correlated with each research objectives respectively through multiple regression analysis.

4.1 Demographic Data of Respondents

In this study, descriptive statistics was used to describe the data for the demographic profile of respondents. The quantitative descriptions were presented in the form of the table and bar chart. Besides, the frequency distributions of respondents' demographic such as gender, race, age, faculty, year of study, CGPA and socioeconomic status were examined and displayed in the form of table and bar chart.

Table 3.

Demographic Data of Respondents

Characteristic		Frequency (n)	Percentage (%)
Gender	Male	190	50.7
	Female	185	49.3
Race	Bumiputera Sabah	40	10.7
	Bumiputera Sarawak	93	24.8

	Chinese	62	16.5
	Indian	29	7.7
	Malay	151	40.3
Age	19-20	177	47.2
	21-22	128	34.1
	23-24	65	17.3
	25-26	4	1.1
	27 and above	1	0.3
Faculty	Faculty of Applied and Creative Arts	48	12.8
	Faculty of Built Environment	33	8.8
	Faculty of Cognitive Sciences and Human Development	44	11.7
	Faculty of Computer Science and Information Technology	29	7.7
	Faculty of Economics and Business	27	7.2
	Faculty of Engineering	56	14.9
	Faculty of Language and Communication	28	7.5
	Faculty of Medicine and Health Sciences	29	7.7
	Faculty of Resources Science and Technology	30	8.0
	Faculty of Social Sciences and Humanities	51	13.6
Year of Study	Year 1	188	50.1
	Year 2	81	21.6
	Year 3	103	27.5
	Year 4	2	0.5
	Year 5	1	0.3

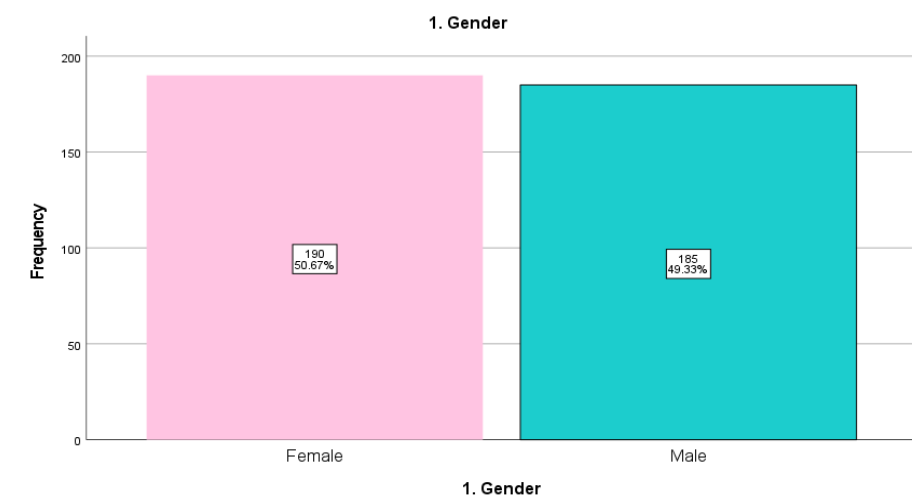
CGPA	2.49 and below	4	1.1
	2.50-2.99	19	5.1
	3.00-3.49	129	34.4
	3.50-4.00	223	59.5
Socioeconomic	B40 (Less than RM4,849)	198	52.8
Status	M40 (RM4,850-RM10,960)	83	22.1
	T20 (More than RM 10,960)	94	25.1

Table 3 shows the demographic data of respondents. Based on the table above, the table consists of gender, race, age, faculty, year of study, CGPA and socioeconomic status. There are 2 items for gender, 5 items for race selection, 10 items for faculty selection and 3 items for socioeconomic status. There were 375 respondents who participated in this research.

Distribution of respondents by Gender (n=375)

Figure 3

Bar chart (Gender)

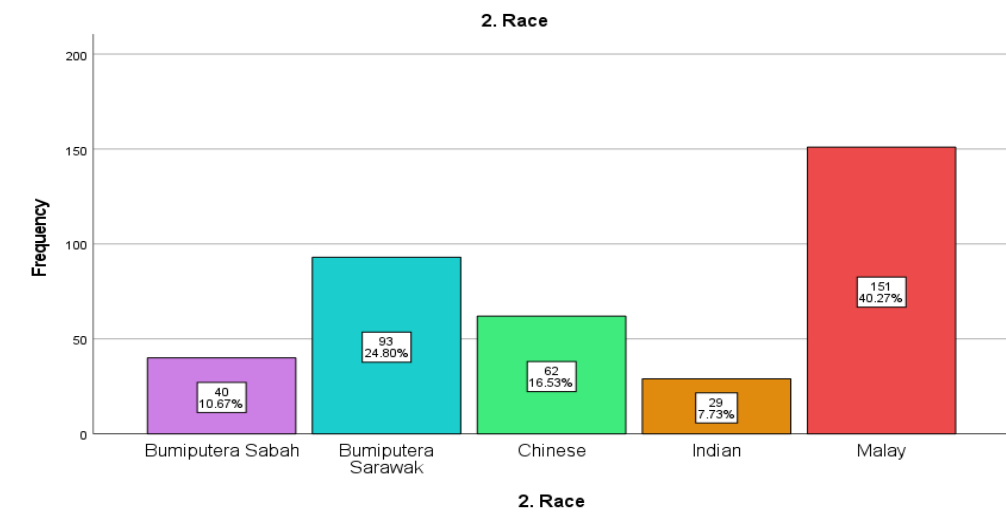


There were 375 respondents participated in this study. There was 190 of female respondents (50.67%) and 185 of male respondents (49.33%). This showed that the majority of respondents that participated in this study was female. The distribution of the respondents by gender was shown in Figure 3.

Distribution of respondents by Race (n=375)

Figure 4

Bar chart (Race)

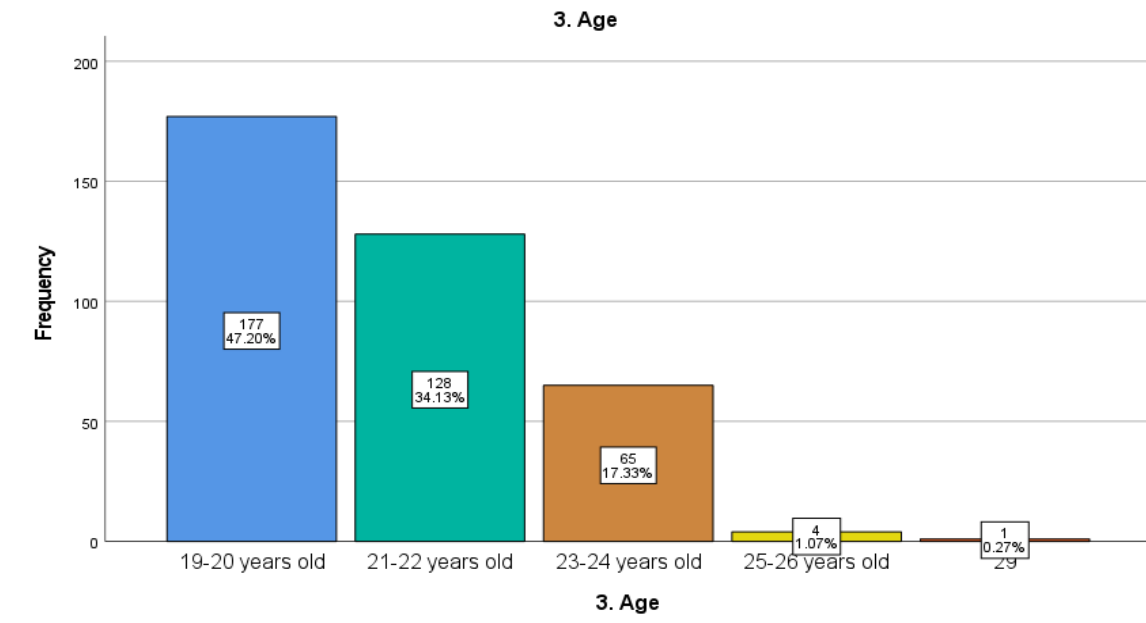


The dataset of 375 participants is categorized into five racial groups based on Figure 4. Firstly, Bumiputera Sabah includes 40 respondents or 10.7% of the total. Next, Bumiputera Sarawak, with 93 respondents, represents 24.8%, leading to a cumulative percentage of 35.5% when added to Bumiputera Sabah. The Chinese group comprises 62 respondents, making up 16.5% and increasing the cumulative total to 52.0%. The Indian demographic has 29 respondents or 7.7%, reaching a cumulative total of 59.7%. Lastly, the largest group, Malay, consists of 151 respondents, which is 40.3% of the total, completing the cumulative percentage at 100.0%. This racial distribution is essential for understanding the diversity within the study's participants.

Distribution of respondents by Age (n=375)

Figure 5

Bar chart (Age)

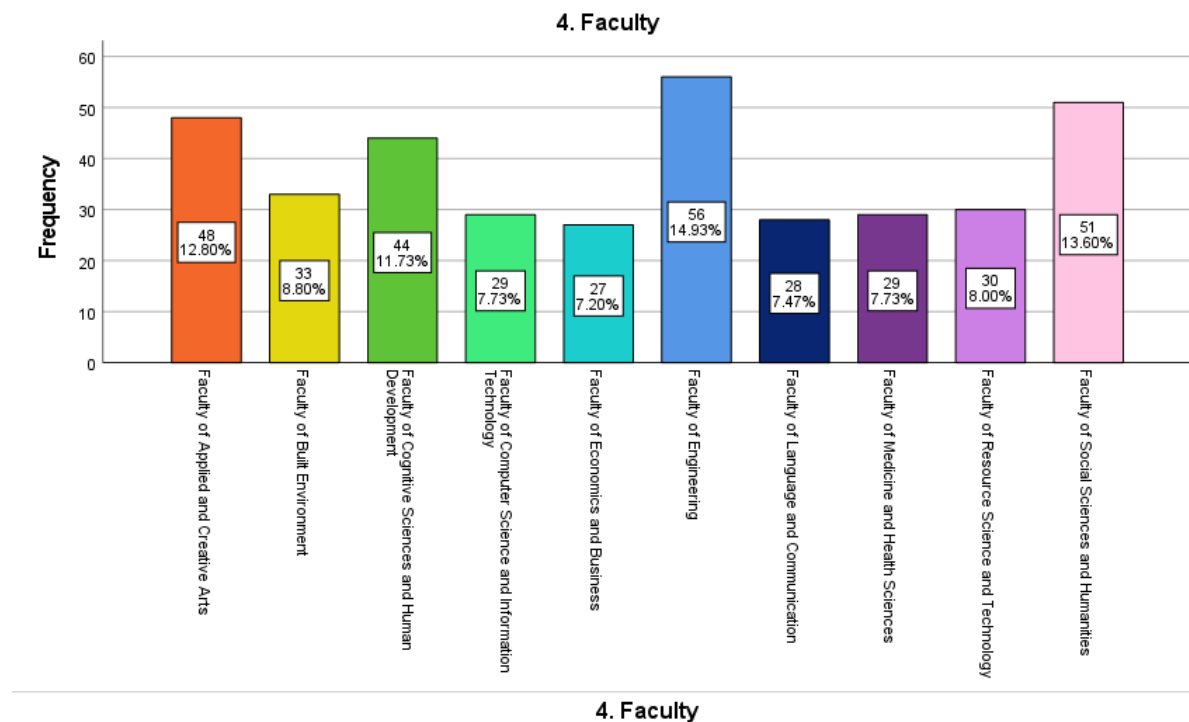


The age distribution of the 375 respondents in the study is organized into five distinct categories as shown in Figure 5. The bar graph highlighting a concentration in the younger age groups. The group aged 19-20 years has the highest representation with 177 respondents, accounting for 47.20% of the total. This is followed by the 21-22 years old group with 128 respondents (34.13%), and the 23-24 years old group with 65 respondents (17.33%). The older age groups have significantly fewer respondents, with the 25-26 years old group containing only 4 respondents (1.07%) and the 29 years old group having just a single respondent (0.27%). Each bar is labeled with both the frequency and percentage of respondents, clearly showing a declining trend in participation with increasing age. The survey predominantly features younger participants, particularly those between 19 and 24 years old, indicating that the results may reflect the perspectives and experiences primarily of younger individuals.

Distribution of respondents by Faculty (n=375)

Figure 6

Bar chart (Faculty)

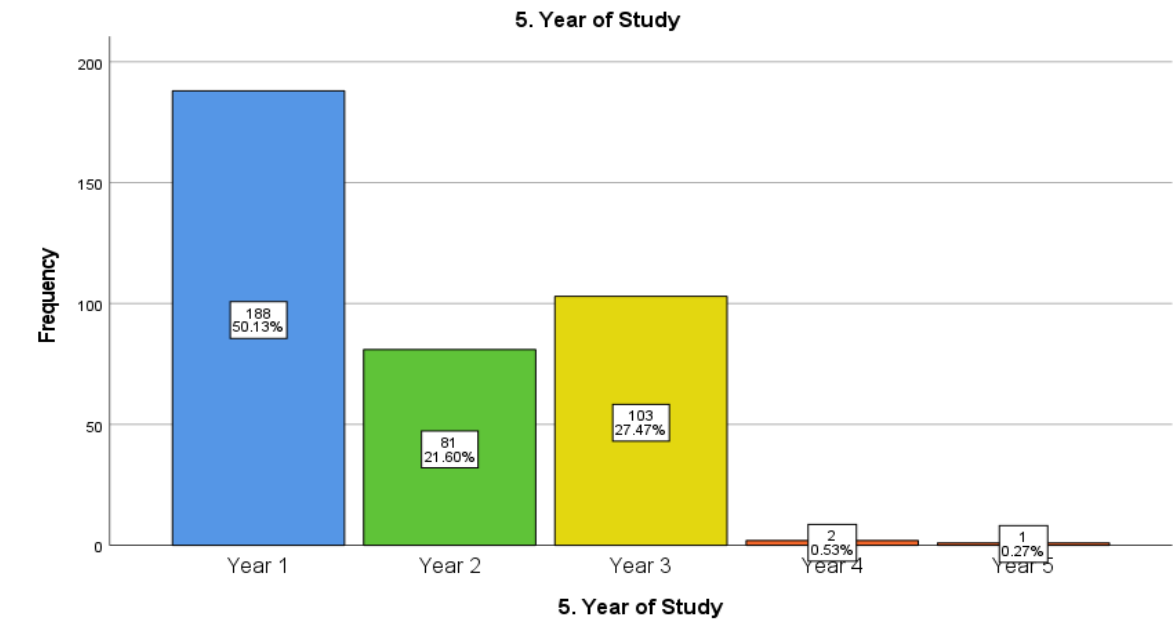


The Figure 6 displays the faculty selections of 375 respondents across various departments within an educational institution. The Faculty of Engineering has the highest number of respondents at 56, constituting 14.9% of the total. This is followed by the Faculty of Social Sciences and Humanities with 51 respondents, making up 13.6%. The Faculty of Applied and Creative Arts and the Faculty of Cognitive Sciences and Human Development have 48 and 44 respondents, representing 12.8% and 11.7%, respectively. Other faculties such as the Faculty of Built Environment, Faculty of Computer Science and Information Technology, Faculty of Economics and Business, Faculty of Language and Communication, Faculty of Medicine and Health Sciences, and Faculty of Resource Science and Technology have lower representations ranging from 7.2% to 8.8%. The distribution of respondents by faculty shows a varied representation across different academic disciplines, which may provide diverse insights based on the academic background and expertise of the participants in the study.

Distribution of respondents by Year of Study (n=375)

Figure 7

Bar chart (Year of Study)

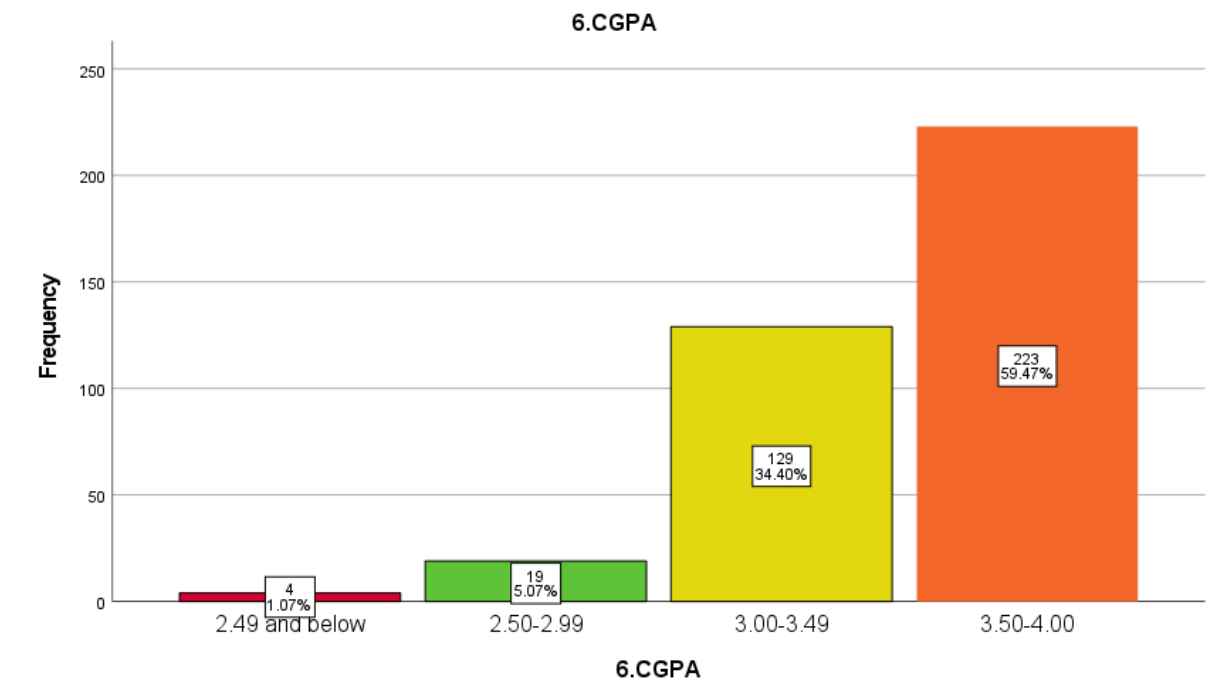


The bar graph in figure 7 illustrates the distribution of 375 respondents by their year of study, with a significant concentration in the earlier years. Year 1 has the largest number of respondents at 198, constituting 50.13% of the total. This is followed by Year 3 with 103 respondents (27.47%), and Year 2 with 81 respondents (21.60%). There is a marked decrease in the number of respondents in the later years, with only 2 respondents (0.53%) in Year 4 and a single respondent (0.27%) in Year 5. The frequencies and percentages are displayed directly on the bars for each year of study, providing a clear visual indication of the declining trend in the number of respondents as they progress in their academic careers. The data indicates a skewed distribution towards the lower years of study, suggesting that younger students are more represented or more willing to participate in the survey compared to their senior counterparts. This could influence the outcomes and interpretations of the study, especially if year-specific experiences or insights are significant.

Distribution of respondents by CGPA (n=375)

Figure 8

Bar chart (CGPA)

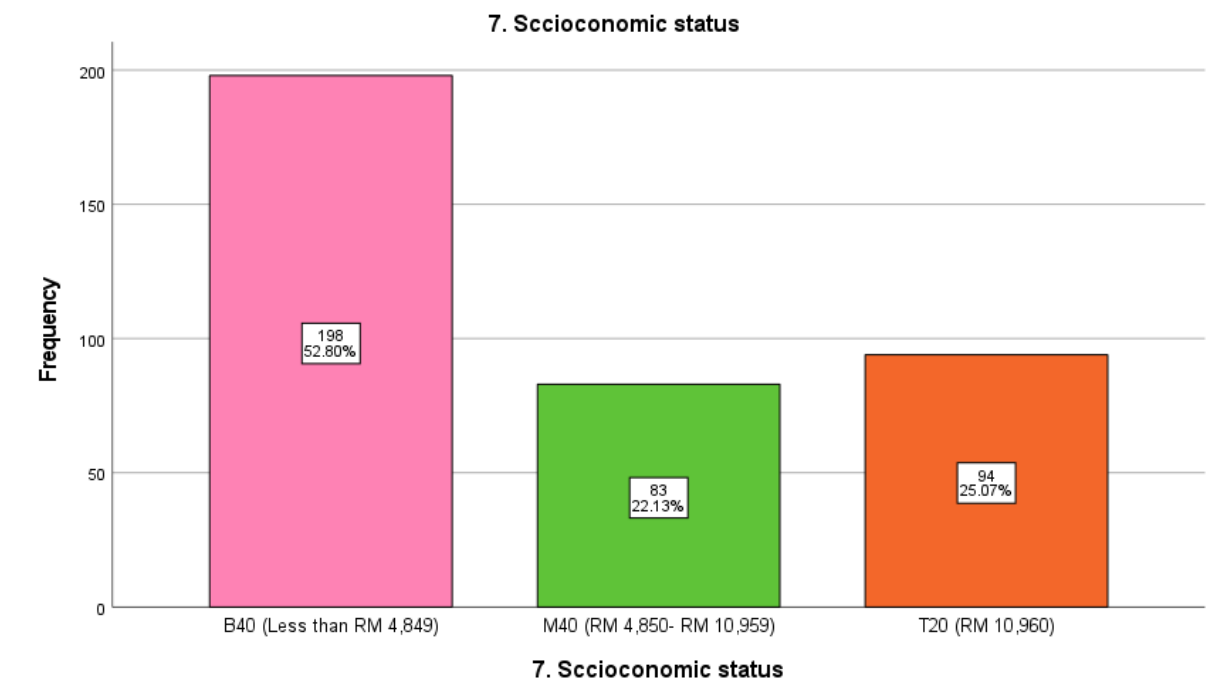


This bar graph in Figure 8 represents the distribution of cumulative grade point averages (CGPA) among a group of students. The x-axis categorizes the CGPA into four ranges: 2.49 and below, 2.50-2.99, 3.00-3.49, and 3.50-4.00, while the y-axis measures the frequency of students falling into each range. The smallest group is those with CGPA of 2.49 and below (4 students, 1.07%), followed by those in the 2.50-2.99 range (19 students, 5.07%). A significant portion (139 students, 34.40%) falls in the 3.00-3.49 range. The largest group by a substantial margin is those with a CGPA between 3.50 and 4.00, comprising 223 students or 59.47% of the total. In conclusion, the majority of students have a CGPA between 3.50 and 4.00, indicating high academic achievement within the group.

Distribution of respondents by Socioeconomic Status (n=375)

Figure 9

Bar Chart (Socioeconomic Status)



This bar graph in Figure 9 presents the distribution of economic classifications among a population, categorized into three income tiers: B40 (earning below RM 4,849), M40 (earning between RM 4,850 and RM 10,959), and T20 (earning above RM 10,960). The y-axis shows the number of individuals in each category. The majority, with 198 individuals (52.80%), belong to the B40 category, indicating a modest income level. This is followed by the T20 category with 94 individuals (25.07%), and the M40 category with 83 individuals (22.13%). In conclusion, a significant portion of the surveyed group is in the more modest income tier, reflecting a greater economic vulnerability among them.

4.2 Descriptive Data

In this section, descriptive statistics were employed to elucidate the extent of parental influence on the independent variables under study. Specifically, the Parent Career-Related Behavior Questionnaire incorporated 15 items categorized into three distinct types of parental involvement: support, interference, and lack of engagement. These categories aim to quantify the impact of parental behavior on the vocational decision-making processes of UNIMAS students. Additionally, the Career Decision-Making Difficulties Questionnaire (CDDQ) was utilized, comprising 34 items divided into three dimensions: Readiness, Lack of Information, and Inconsistent Information. The subsequent statistical breakdown for each variable is detailed below, featuring responses to each statement from the questionnaire, formatted as percentages on a 4-point Likert scale, along with the corresponding mean and standard deviation values. A thorough discussion of each selected factor will follow, providing deeper insights into the data collected.

4.2.1 Parent Career-Related Behavior Questionnaire: Support

Based on Table 4 showed that percentage for each items of respondents' view on their parent support. There are 5 items in the questionnaire to measure their parent's support in their vocational decisions making (see table 4). The table presents data from a survey assessing parental involvement in their children's career development, measured on a 4-point Likert scale. The responses indicate relatively high mean scores ranging from 2.92 to 3.03 for various aspects of parental support such as discussing vocational interests, encouraging information seeking, supporting apprenticeship efforts, advising on career choices, and discussing apprenticeship opportunities. The standard deviations range from 0.982 to 1.099, suggesting moderate variability in the degree to which students feel supported. This implies that while a majority of students perceive strong parental engagement in their vocational decisions, there

are still variations in experiences among individuals. The data reflects a generally high level of parental involvement in the vocational decision-making process of students, albeit with some variation in individual experiences as indicated by the standard deviations.

Table 4.

Statements 1-5

Statements	Does not apply (%)	Applies somewhat (%)	Applies mostly (%)	Fully applies (%)	Mean	Standard Deviation
1. My parents talk to me about my vocational interests and abilities.	11.2	22.4	26.4	40.0	2.95	1.036
2. My parents encourage me to seek information about vocations I am interested in.	13.9	17.3	21.1	47.7	3.03	1.099
3. My parents support me in getting an apprenticeship.	8.8	21.9	30.1	39.2	3.00	0.982
4. My parents give an advice on the choice of careers available.	12.8	17.6	25.3	44.3	3.01	1.065
5. My parents talk to me about apprenticeship oppurtunities in various careers.	12.0	21.1	29.9	37.1	2.92	1.028

4.2.2 Parent Career-Related Behavior Questionnaire: Interference

The table 5 reflects responses from a survey that assesses the influence of parental opinions on the vocational choices of students, gauged on a 4-point Likert scale. The statements range from parents having their own ideas about students' future vocations (Statement 6) to actively trying to push these ideas on their children (Statement 10). The mean scores across these statements vary from 2.02 to 2.64, indicating a moderate level of influence and interference from parents in vocational decisions. The standard deviations for these items range from 0.897 to 1.080, showing a relatively moderate variation in student perceptions, which suggests that

while some students experience a significant level of parental influence, others perceive less. Notably, the lowest mean score of 2.02 on Statement 10, coupled with the lowest standard deviation of 0.897, suggests that students generally perceive less direct pressure regarding specific vocational directions, but there is still noticeable variability in how students experience these influences. The data illustrates a moderate degree of parental influence on vocational decision-making, with variability in how strongly different students perceive this influence.

Table 5.

Statements 6-10

Statements	Does not apply (%)	Applies somewhat (%)	Applies mostly (%)	Fully applies (%)	Mean	Standard Deviation
6. My parents have their own ideas about my future vocation and try to influence me accordingly.	17.9	28.8	24.5	28.8	2.64	1.080
7. My parents interfere too much with my vocational preparation.	31.2	31.2	23.2	14.4	2.21	1.039
8. My parents try to put through their ideas of my future vocation	29.3	28.3	26.4	16.0	2.29	1.056
9. My parents would talk me out of vocational they don't like.	30.1	28.5	26.1	15.2	2.26	1.051
10. My parents try to push me in a certain direction regarding my future vocation.	32.3	40.5	20.3	6.9	2.02	0.897

4.2.3 Parent Career-Related Behavior Questionnaire: Lack of Engagement

The table 6 presents survey responses from UNIMAS students concerning their parents' involvement in their vocational decision-making, as evaluated on a 4-point Likert scale. The statements 11 to 14 assess perceptions of parental interest and ability to support their vocational choices. Here, lower mean scores (ranging from 1.78 to 1.86) suggest that students perceive

their parents as more engaged in their vocational planning. Specifically, these low mean scores indicate that many students feel their parents do show much concern or support regarding their future vocational decisions. However, there are several students who feels that their parents do not care about their vocational planning. This may be due to parents' limited understanding of different vocations or their busy schedules, as reflected in statements 13 and 14. In contrast, statement 15, which evaluates the overall level of communication between parents and students, has a much higher mean of 2.99, suggesting that while general communication is good, it does not necessarily focus on vocational guidance.

Table 6

Statements 11-15

Statements	Does not apply (%)	Applies somewhat (%)	Applies mostly (%)	Fully applies (%)	Mean	Standard Deviation
11. My parents are not really interested in my future vocation.	57.3	13.6	22.1	6.9	1.79	1.015
12. My parents don't care about my vocational preparation.	60.5	10.7	16.5	12.3	1.81	1.108
13. My parents cannot support my vocational preparation because they know too little about different vocations.	56.5	14.1	16.0	13.3	1.86	1.115
14. My parents cannot support my vocational preparation, because they are too busy.	59.2	13.9	16.8	10.1	1.78	1.058
15. How would you rate the level of communication between you and your parents regarding career decisions?	13.9	19.5	20.8	45.9	2.99	1.100

4.2.4 Career Decision-Making Difficulties Questionnaire

Table 7 shows survey results, based on a 34-item questionnaire assessing career decision-making challenges across three dimensions such as readiness, lack of information, and inconsistent information which highlight substantial difficulties faced by participants in navigating their career paths. Each item received responses indicating varying degrees of agreement or disagreement, with mean scores generally ranging between 2.09 and 2.25 on a 4-point scale. These scores suggest that participants moderately agree with statements reflecting career indecisiveness and uncertainty. The Readiness dimension reveals participants' preparedness and confidence in making career decisions. For instance, items such as "I find it challenging to make decisions about my future career" (Mean = 2.15, SD = 1.017) and "I feel anxious when thinking about my future career" (Mean = 2.22, SD = 1.055) indicate significant anxiety and decision-making difficulties among respondents. Similarly, the Lack of Information dimension includes items indicating uncertainty due to insufficient career information, such as "I am uncertain about the type of job that would be best for me" (Mean = 2.18, SD = 1.062) and "I am unsure about what I want to do for a living" (Mean = 2.12, SD = 1.071), suggesting a lack of clarity about career interests and options. The Inconsistent Information dimension captures experiences of mixed messages about career choices, as seen in statements like "I frequently second-guess my career choices" (Mean = 2.13, SD = 1.048) and "I frequently change my mind about my career direction" (Mean = 2.15, SD = 1.027), highlighting prevalent confusion and indecisiveness. Overall, the survey reveals significant struggles with career-related decisions due to readiness issues, lack of adequate information, and inconsistent information. These findings underscore the need for comprehensive career guidance and support systems to help individuals clarify their career goals, provide relevant information, and offer consistent advice to mitigate anxiety and confusion. The relatively high standard deviations, often around 1, indicate significant variability in responses, suggesting

that while some individuals are more certain and prepared, many others require substantial support to navigate their career paths effectively.

Table 7

Statements 1-34

Statements	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	Standard Deviation
1. I find it challenging to make decisions about my future career.	34.7	26.7	28.0	10.7	2.15	1.017
2. I often feel unsure about the career path I should pursue.	27.5	34.9	22.7	14.9	2.25	1.019
3. I have difficulty setting clear career goals.	32.3	32.3	22.1	13.3	2.17	1.026
4. I feel anxious when thinking about my future career.	31.2	31.2	21.9	15.7	2.22	1.055
5. I am uncertain about the type of job that would be best for me.	34.4	27.5	23.7	14.4	2.18	1.062
6. It's hard for me to make up my mind about my career.	35.2	28.0	21.3	15.5	2.17	1.076
7. I frequently second-guess my career choices.	37.9	22.4	28.5	11.2	2.13	1.048
8. I feel overwhelmed by the options available for my future career.	34.4	28.3	23.7	13.6	2.17	1.049
9. I often delay making important career decisions.	34.9	29.6	20.0	15.5	2.16	1.070
10. I struggle to weigh the pros and cons of different career options.	35.5	27.7	24.5	12.3	2.14	1.037

11. I am unsure about what I want to do for a living.	37.3	28.3	19.7	14.7	2.12	1.071
12. I frequently change my mind about my career direction.	33.6	30.1	23.7	12.5	2.15	1.027
13. I have difficulty committing to a specific career path.	36.0	28.5	25.3	10.1	2.10	1.006
14. I worry about making the wrong career choice.	36.5	22.1	23.2	18.1	2.23	1.128
15. I find it challenging to make long-term career plans.	37.6	23.5	23.5	15.5	2.17	1.097
16. I'm not confident in my ability to choose the right career.	39.5	24.3	22.1	14.1	2.11	1.083
17. I frequently seek advice from others when making career decisions.	32.8	29.3	23.2	14.7	2.20	1.054
18. I have difficulty envisioning my future career.	34.1	29.1	23.2	13.6	2.16	1.046
19. I feel stressed when thinking about my career choices.	33.1	30.1	22.7	14.1	2.18	1.046
20. I often feel lost when exploring career options.	33.3	32.5	20.3	13.9	2.15	1.035
21. I struggle to identify my career interests and values.	34.1	27.7	25.6	12.5	2.17	1.036
22. I'm hesitant to make career decisions independently.	34.7	29.1	24.3	12.0	2.14	1.026
23. I frequently feel stuck when it comes to my career.	33.9	29.3	22.1	14.7	2.18	1.058
24. I'm indecisive about	32.8	29.9	24.0	13.3	2.18	1.036

which career path to pursue.

25. I frequently change my mind about my career goals.	32.3	33.9	22.4	11.5	2.13	0.995
26. I have difficulty deciding on a specific career direction.	36.8	27.7	23.2	12.3	2.11	1.040
27. I feel uncertain about my skills and abilities in the job market.	34.4	27.7	24.3	13.6	2.17	1.051
28. I'm not sure about the type of work that would suit me best.	33.9	28.3	21.3	16.5	2.21	1.084
29. I find it challenging to prioritize my career goals.	35.7	28.8	22.7	12.8	2.13	1.041
30. I often feel confused when considering my career choices.	37.9	24.8	23.7	13.6	2.13	1.071
31. I have trouble making a commitment to a particular career.	30.4	36.0	21.6	12.0	2.15	0.990
32. I'm unsure about the educational requirements for my chosen career.	36.5	29.6	22.1	11.7	2.09	1.025
33. I frequently question whether I'm on the right career path.	30.4	32.3	25.6	11.7	2.19	0.999
34. I have difficulty envisioning a successful career future.	33.1	30.7	24.3	12.0	2.15	1.016

4.3 Inferential Analysis

The study utilizes stepwise regression to identify the significant predictors among parental support, disengagement, and interference.

4.3.1 Relationship between Parental Expectations and Vocational Decision Making

Research Question 1: Is there a significant impact of parental expectation (support, disengagement, and interference) on vocational decision-making among UNIMAS students?

Ha1: There is a significant impact of parental expectation (support, disengagement, and interference) on vocational decision-making among UNIMAS students.

The table 8 present the findings between parental expectations and vocational decision making which tested by the research hypothesis that are shown as below:

Table 8.

Stepwise Regression Analysis

Model Summary^d

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705 ^a	.496	.495	.64794
2	.720 ^b	.518	.515	.63472
3	.724 ^c	.525	.521	.63128

a. Predictors: (Constant), support

b. Predictors: (Constant), support, disengagement

c. Predictors: (Constant), support, disengagement, interference

d. Dependent Variable: cddq

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	154.369	1	154.369	367.696	.000 ^b
	Residual	156.596	373	.420		
	Total	310.965	374			
2	Regression	161.095	2	80.548	199.932	.000 ^c
	Residual	149.870	372	.403		
	Total	310.965	374			
3	Regression	163.116	3	54.372	136.436	.000 ^d
	Residual	147.849	371	.399		

Total	310.965	374
a. Dependent Variable: cddq		
b. Predictors: (Constant), support		
c. Predictors: (Constant), support, disengagement		
d. Predictors: (Constant), support, disengagement, interference		

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.158	.110		37.968	.000
	support	-.671	.035	-.705	-19.175	.000
2	(Constant)	3.224	.253		12.757	.000
	support	-.542	.046	-.570	-11.668	.000
	disengagement	.270	.066	.200	4.086	.000
3	(Constant)	3.333	.256		13.021	.000
	support	-.502	.050	-.528	-10.145	.000
	disengagement	.270	.066	.199	4.101	.000
	interference	-.100	.044	-.091	-2.252	.025

a. Dependent Variable: cddq

Model 1 highlights the significant impact of parental support on vocational decision-making among UNIMAS students. The correlation coefficient (R) is 0.705, indicating a strong relationship between parental support and vocational decision-making difficulties. The (R²) value of 0.496 suggests that nearly half (49.6%) of the variance in vocational decision-making difficulties can be explained by parental support alone. The adjusted (R²) is very close at 0.495, showing that the model's explanatory power is robust even after adjusting for the number of predictors. The standard error of the estimate is 0.64794, which gives a measure of the average distance that the observed values fall from the regression line. The ANOVA table for Model 1 shows an F-value of 367.696 with a highly significant p-value (<0.001). This indicates that the model is statistically significant and that the relationship between parental support and vocational decision-making difficulties is not due to chance. In Model 1, the standardized coefficient (Beta) for parental support is -0.705, which is highly significant (p<0.001). This

strong negative relationship indicates that as parental support increases, vocational decision-making difficulties decrease significantly. The unstandardized coefficient (B) is -0.671, suggesting that for each unit increase in parental support, the vocational decision-making difficulty score decreases by 0.671 units. These findings support the hypothesis that parental support significantly impacts vocational decision-making difficulties, aligning with previous studies like those by Turner and Lapan (2002) and Whiston and Keller (2008), who confirmed the positive effects of parental involvement on students' career development.

Model 2 incorporates both parental support and disengagement, resulting in an improved model fit. The correlation coefficient (R) increases to 0.720, indicating a stronger relationship when disengagement is added. The (R²) value rises to 0.518, meaning that 51.8% of the variance in vocational decision-making difficulties is now explained by these two factors. The adjusted (R²) is 0.515, showing a slight adjustment but still indicating a robust model. The standard error decreases to 0.63472, suggesting a better fit compared to Model 1. The ANOVA results for Model 2 show an F-value of 199.932, with a p-value of less than 0.001, indicating that the model is highly significant. The inclusion of disengagement improves the explanatory power of the model, confirming that both parental support and disengagement are crucial factors in understanding vocational decision-making difficulties among students. In Model 2, the Beta value for parental support remains significant at -0.570 ($p < 0.001$), and the unstandardized coefficient (B) is -0.542, indicating a continued strong negative relationship between support and vocational decision-making difficulties. The Beta value for parental disengagement is 0.200, with a significant p-value (< 0.001), and the unstandardized coefficient (B) is 0.270. This positive relationship suggests that higher parental disengagement is associated with increased vocational decision-making difficulties. These results support the hypothesis that both support and disengagement significantly impact vocational decision-making difficulties. The findings align with previous research, such as Guay et al. (2003) and

Koumoundourou et al. (2010), who explored the influence of family characteristics on adolescents' career formation.

Model 3 includes support, disengagement, and interference, providing the most comprehensive explanation of vocational decision-making difficulties. The correlation coefficient (R) is 0.724, the highest among the models, indicating the strongest relationship. The (R^2) value of 0.525 means that 52.5% of the variance in vocational decision-making difficulties is explained by these three factors. The adjusted (R^2) is 0.521, reflecting a slight adjustment for the number of predictors. The standard error of the estimate is the lowest at 0.63128, indicating the best fit. The ANOVA results for Model 3 show an F-value of 136.436, with a highly significant p-value (<0.001). This indicates that the model, which includes support, disengagement, and interference, is highly significant and provides the best fit for explaining vocational decision-making difficulties among UNIMAS students. In Model 3, the Beta value for support is -0.528 ($p<0.001$), with an unstandardized coefficient (B) of -0.502, indicating a continued strong negative impact of support on vocational decision-making difficulties. The Beta value for disengagement is 0.199 ($p<0.001$), with an unstandardized coefficient (B) of 0.270, reinforcing its positive impact. The Beta value for interference is -0.091, with a significant p-value (0.025), and an unstandardized coefficient (B) of -0.100, suggesting that parental interference has a smaller but significant negative impact on vocational decision-making difficulties. These findings support the hypothesis that all three factors support, disengagement, and interference significantly influence vocational decision-making. The negative Beta coefficient for interference indicates that while interference has a smaller effect, appropriate parental involvement can reduce vocational decision-making difficulties, aligning with theories that suggest balanced parental involvement supports better career decision-making outcomes.

These findings emphasize the importance of considering multiple aspects of parental influence when addressing vocational decision-making difficulties among students. The results indicate that enhancing parental support, reducing disengagement, and managing interference can significantly impact vocational outcomes for students. Model 1 shows that parental support alone explains nearly half of the variance in vocational decision-making difficulties, underscoring its crucial role. This aligns with the work of Turner and Lapan (2002) and Whiston and Keller (2008), who found that parental support significantly enhances students' career self-efficacy and decision-making capabilities. The consistency of these results with past studies underscores the importance of a balanced parental approach in supporting students' vocational decision-making processes. Programs and interventions aimed at improving vocational decision-making should focus on enhancing parental support, reducing disengagement, and managing interference appropriately to foster effective vocational outcomes for students.

Integrating insights from previous research, such as Guay et al. (2003), Koumoundourou et al. (2010), and Dietrich and Kracke (2009), the findings of this study contribute to a broader understanding of how parental expectations shape vocational decision-making difficulties. These studies collectively highlight that while parental support is crucial, the negative impacts of disengagement and the nuanced effects of interference must also be considered to develop comprehensive support strategies for students. The results from Model 2, which includes both support and disengagement, reinforce the significant roles these factors play. Parola and Marcionetti (2021) and Jiang et al. (2022) provide further support, highlighting how parental behaviors influence career decision-making processes. These results are consistent with previous studies that have investigated the influence of parental behaviors on adolescents' career decision-making processes.

Model 3, which incorporates support, disengagement, and interference, provides the most comprehensive explanation of vocational decision-making difficulties. The significant yet smaller negative impact of interference suggests that some parental involvement, when managed appropriately, can reduce vocational decision-making difficulties. This aligns with research by Gati et al. (1996) and Gati and Levin (2014) on career decision-making difficulties and counseling, highlighting the importance of balanced parental involvement. Studies by Koumoundourou et al. (2010) and Hassan et al. (2022) emphasize the mediating role of parental support and disengagement in shaping career choices. Additionally, research by Kwon (2023) and Ginevra et al. (2015) underscores the protective role of parental support in the career decision-making process. These findings collectively support the hypothesis that parental behaviors significantly influence vocational decision-making, providing a comprehensive framework for developing targeted interventions to support students' career development.

The hypothesis (Ha1) stated that these parental expectations significantly influence vocational decision-making. The findings from the models support this hypothesis, demonstrating that parental support significantly reduces vocational decision-making difficulties, while parental disengagement increases these difficulties. Additionally, parental interference, though having a smaller effect, also plays a significant role in vocational decision-making. Therefore, it can be concluded that parental expectations, encompassing support, disengagement, and interference, significantly impact vocational decision-making among UNIMAS students.

4.3.2 Gender moderates the relationship between parental expectations and vocational decision-making

Research Question 2: Does gender play a significant moderating role in the relationship between parental expectations and vocational decision-making among UNIMAS students?

Ha2: Gender moderates the relationship between parental expectations and vocational decision-making among UNIMAS students.

Tables 9 show the results of whether gender moderates the relationship between parental expectations and vocational decision-making.

Table 9.

Hierarchical Regression Analysis

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488 ^a	.238	.236	.79694
2	.489 ^b	.239	.235	.79760

a. Predictors: (Constant), parentalexpectation

b. Predictors: (Constant), parentalexpectation, interaction

c. Dependent Variable: voationaldecisionmaking

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.070	1	74.070	116.626	.000 ^b
	Residual	236.895	373	.635		
	Total	310.965	374			
2	Regression	74.311	2	37.156	58.406	.000 ^c
	Residual	236.654	372	.636		
	Total	310.965	374			

a. Dependent Variable: voationaldecisionmaking

b. Predictors: (Constant), parentalexpectation

c. Predictors: (Constant), parentalexpectation, interaction

Coefficients^a

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
1	(Constant)	4.747	.243		19.521	.000

	parentalexpec tation	-1.062	.098	-.488	-10.799	.000
2	(Constant)	4.742	.243		19.476	.000
	parentalexpec tation	-1.050	.100	-.482	-10.450	.000
	interaction	-.021	.033	-.028	-.616	.538

a. Dependent Variable: vocationaldecisionmaking

The model summary results indicate that parental expectations explain approximately 23.8% of the variance in vocational decision-making ($R^2 = .238$). Adding the interaction term for gender as a moderator slightly increases the explained variance to 23.9% ($R^2 = .239$). However, this minimal increase suggests that the interaction term does not substantially improve the model's explanatory power. The adjusted R^2 values, which account for the number of predictors, are nearly identical to the R^2 values, reaffirming the marginal impact of the interaction term on the model's performance.

The ANOVA results show that both models are statistically significant, as indicated by the high F-values (116.626 for Model 1 and 58.406 for Model 2) and p-values less than 0.001. This significance means that both models are effective in explaining the variance in vocational decision-making. However, the addition of the interaction term in Model 2 does not significantly change the overall explanatory power, as evidenced by the similar Sum of Square for regression in both models (74.070 for Model 1 and 74.311 for Model 2). This suggests that the interaction term does not add meaningful explanatory value to the relationship between parental expectations and vocational decision-making.

The coefficients table reveals that parental expectations have a strong and significant negative effect on vocational decision-making, with high t-values and p-values less than 0.001 for both models. This indicates that as parental expectations increase, vocational decision-making scores decrease. In contrast, the interaction term between gender and parental expectations in Model 2 has a non-significant effect ($p = 0.538$), with a very small

unstandardized coefficient (-0.021) and low t-value (-0.616). This non-significance implies that gender does not significantly moderate the relationship between parental expectations and vocational decision-making, meaning the impact of parental expectations on vocational decisions is consistent regardless of gender.

The study by Gati et al. (1996) provides a foundational understanding of the difficulties individuals face in making career decisions. Their taxonomy highlights various obstacles, such as lack of information and conflicting values, which can be influenced by external factors like parental expectations. In the context of our study, the model summary data suggest that parental expectations account for a significant portion (23.8%) of the variance in vocational decision-making among UNIMAS students. This aligns with the notion that external pressures from parents play a crucial role in shaping career choices and can contribute to the complexities identified by Gati et al.

The ANOVA analysis supports the significance of the model, reinforcing the impact of parental expectations on vocational decision-making. However, introducing gender as a moderator does not significantly improve the model's explanatory power. This finding is interesting compared to Gadassi et al. (2015), which explores how gender differences influence career decision-making and related psychological impacts, such as depression. Although gender differences are significant in some contexts, our data indicate that, in this specific setting, gender does not significantly moderate the relationship between parental expectations and vocational decision-making difficulties. This suggests that the pressure from parental expectations affects vocational decision-making similarly across genders among UNIMAS students.

Examining the coefficients reveals that parental expectations have a significant negative impact on vocational decision-making. This aligns with the research by Guay (2003), which delves into career indecision from a self-determination theory perspective, suggesting

that external pressures like parental expectations can reduce intrinsic motivation, leading to career indecision. The non-significance of the interaction term for gender underscores that while parental expectations are a critical factor in vocational decision-making, their influence is not differentially moderated by gender. This is consistent with the longitudinal insights from Kasanen Borgkvist et al. (2018) and the complementary role of maternal influence highlighted by Fantinelli et al. (2023), indicating that parental expectations have a persistent and uniform impact across gender lines on career decision-making difficulties. Understanding these nuanced influences is essential for developing tailored interventions that support students in overcoming the challenges posed by parental expectations in their career pathways.

In summary, the study finds that while parental expectations significantly decrease vocational decision-making difficulties among UNIMAS students, gender does not significantly moderate this relationship. This suggests that the positive impact of parental expectations on vocational decision-making is consistent across both male and female students. These findings align with existing research, such as Gati et al. (1996), which provides a framework for understanding career decision-making difficulties, and Fantinelli et al. (2023), which emphasizes the importance of adolescent-parent career congruence. Additionally, Parola & Marcionetti (2021) highlight the role of career-related parental behaviors in influencing career adaptability and decision-making. Understanding these influences is crucial for developing effective interventions to support students in their career pathways.

4.4 Summary

Chapter four presents the findings on how parental expectations affect vocational decision-making among UNIMAS students, examining whether gender moderates this relationship. It begins with an analysis of the demographic characteristics of the sample, followed by descriptive statistics that highlight trends in parental expectations and vocational

decision-making difficulties. Using stepwise and hierarchical regression analyses, the study finds significant associations between parental behaviors (support, interference, disengagement) and vocational decision-making difficulties, but gender does not significantly moderate these relationships. The chapter concludes by discussing the implications for educators, career counselors, and policymakers, emphasizing the importance of involving parents in career guidance and developing interventions to support students' career decision-making, while also acknowledging the study's limitations and suggesting future research directions.

CHAPTER FIVE

LIMITATION, IMPLICATION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter presents a summary of the findings, discusses the limitations of the study, explores the implications of the results, provides recommendations for future research and practice, and concludes with final thoughts on the significance of the study.

5.1 Limitations of Study

Despite the significant findings, this study has several limitations that must be acknowledged. First, the sample size was limited to students from UNIMAS, which may not be representative of the broader student population in Malaysia or other countries. This limitation restricts the ability to generalize the findings to other contexts. For instance, the experiences and parental expectations of students in urban areas might differ significantly from those in rural areas. Similarly, cultural differences across regions or countries could influence the nature and impact of parental expectations. Therefore, the results of this study should be interpreted with caution when applying them to different populations or settings.

Second, the study relied on self-reported data, which may be subject to biases such as social desirability or recall bias. Participants might have provided responses that they perceived to be socially acceptable or favorable rather than their true experiences. Additionally, recall bias can occur if participants do not accurately remember past events or experiences related to parental expectations and vocational decision-making difficulties. This reliance on self-reported data can potentially compromise the validity and reliability of the findings. Future studies could incorporate multiple data sources, such as interviews or observational methods, to triangulate and validate the findings.

Third, the cross-sectional nature of the study means that causal relationships cannot be

established. Cross-sectional studies provide a snapshot of data at a single point in time, making it difficult to determine the direction of causality between parental expectations and vocational decision-making difficulties. Longitudinal studies, which collect data from the same participants at multiple time points, would be needed to explore how parental expectations and vocational decision-making difficulties evolve over time. Such studies could help identify causal pathways and the long-term effects of parental expectations on career development.

Additionally, the study did not account for other potential moderating variables such as socioeconomic status, cultural background, or academic performance, which could influence the relationship between parental expectations and vocational decision-making difficulties. Socioeconomic status might affect the resources and support available to students, while cultural background could shape parental expectations and values regarding career choices. Academic performance might also play a role, as students with different academic achievements may experience varying levels of parental pressure or support. Future research should consider these variables to provide a more comprehensive understanding of the factors that influence vocational decision-making.

Finally, the measure of vocational decision-making difficulties used in this study may not capture all aspects of the construct. Vocational decision-making difficulties are multi-dimensional, encompassing various challenges such as lack of information, internal conflicts, and external barriers. The instrument used in this study might not have fully captured these different dimensions, potentially limiting the depth and scope of the findings. Future research could benefit from using more comprehensive or multi-dimensional measures that better capture the complexity of vocational decision-making difficulties. In summary, while this study provides valuable insights into the role of parental expectations in vocational decision-making difficulties, it is important to consider these limitations when interpreting the findings. Addressing these limitations in future research can help build a more robust understanding of

the factors influencing vocational decision-making among students.

5.3 Implications of Study

The findings of this study have several important implications for educators and career counselors, highlighting the critical role of parental expectations in influencing students' vocational decision-making difficulties. Educators and career counselors play a vital role in guiding students through their career choices, and understanding the impact of parental expectations can enhance the effectiveness of their support. This can be achieved by designing workshops or counseling sessions aimed specifically at parents. These sessions can help parents set realistic and supportive expectations, which in turn can reduce the pressure and decision-making difficulties experienced by students. For example, parents could be educated on the importance of encouraging exploration and supporting their children's interests rather than imposing specific career paths.

Additionally, the study's findings indicate that the lack of significant moderation by gender means that the interventions designed to address parental expectations can be applied universally to both male and female students. This is an important insight for career counselors and educators, as it suggests that gender-specific adaptations are not necessary when dealing with parental expectations. Interventions can be designed with a broad approach that caters to all students, focusing on the common challenges and needs related to parental expectations. For instance, educational programs and workshops can be developed to provide general guidance on how parents can support their children's career development, regardless of the child's gender. This approach not only simplifies the implementation of such programs but also ensures that all students receive equitable support.

For policymakers, the study underscores the importance of family involvement in educational and career planning programs. Policies that promote parental engagement and

provide resources for parents to support their children's career development could be highly beneficial. Policymakers can develop initiatives that encourage schools and educational institutions to actively involve parents in the career guidance process. This could include mandatory parent-teacher meetings focused on career planning, providing parents with access to career resources and information, and creating community programs that support family engagement in education. Moreover, policies could be formulated to fund programs that train educators and counselors on how to effectively involve parents in the career decision-making process.

Furthermore, the findings contribute significantly to the existing body of literature by providing empirical evidence on the role of parental expectations in vocational decision-making difficulties. This research supports the need for a holistic approach in career counseling that includes family dynamics. By highlighting the importance of parental expectations, the study adds to the understanding of the various factors that influence vocational decision-making. Future research can build on these findings by exploring the specific ways in which parental expectations shape career decisions and the mechanisms through which they exert their influence. Additionally, this study opens up avenues for further investigation into the role of other family dynamics, such as sibling relationships and extended family influences, in vocational decision-making.

5.4 Recommendation

Based on the limitations identified in this study, several recommendations can be made for future research and practice. First, future studies should include a larger and more diverse sample to enhance the generalizability of the findings. Researchers should aim to recruit participants from various universities, including those in urban and rural areas, as well as from

different cultural backgrounds. This broader sampling would provide a more comprehensive understanding of how parental expectations influence vocational decision-making across different contexts and populations, ensuring that the findings are applicable to a wider range of students.

Second, to address the biases associated with self-reported data, future research should incorporate multiple data sources. Methods such as interviews, focus groups, and observational studies can complement self-reported surveys and provide a more accurate and holistic picture of parental expectations and vocational decision-making difficulties. Triangulating data from different sources can enhance the validity and reliability of the findings, offering a more robust and nuanced understanding of the studied phenomena.

Third, given the cross-sectional nature of this study, longitudinal research is needed to establish causal relationships and examine how parental expectations and vocational decision-making difficulties evolve over time. Longitudinal studies, which collect data from the same participants at multiple time points, can track changes in parental expectations and students' career decision-making processes. This approach would provide insights into the long-term effects and causal pathways, helping to identify how parental expectations impact students' vocational decisions throughout their educational journeys.

Fourth, future research should consider incorporating additional moderating variables such as socioeconomic status, cultural background, and academic performance. These factors could influence the relationship between parental expectations and vocational decision-making difficulties. By including these variables, researchers can provide a more comprehensive understanding of the different factors that impact students' career decision-making processes. This would help in identifying specific groups of students who may need more targeted interventions and support.

Fifth, the measure of vocational decision-making difficulties used in this study may not

capture all aspects of the construct. Vocational decision-making difficulties are multi-dimensional, encompassing various challenges such as lack of information, internal conflicts, and external barriers. Future research should develop and use more comprehensive or multi-dimensional measures that better capture the complexity of vocational decision-making difficulties. This would allow for a more nuanced and in-depth exploration of the challenges students face in making career decisions.

Finally, based on the findings, educational institutions and policymakers should design interventions and support programs that involve parents in the career planning process. Workshops and counseling sessions for parents can help them set realistic and supportive expectations, reducing vocational decision-making difficulties for students. Additionally, policies that promote family engagement in education and provide resources for parents can support students in their career development. By addressing these recommendations, future research and practice can build a more robust understanding of the factors influencing vocational decision-making among students and develop effective interventions to support them in their career pathways.

5.5 Conclusion

In conclusion, this study underscores the significant impact of parental expectations on vocational decision-making difficulties among UNIMAS students, revealing that higher parental expectations correlate with lower decision-making difficulties, thereby highlighting the crucial role of parental support in guiding students' career choices. Notably, the study also finds that gender does not moderate this relationship, suggesting that interventions addressing parental expectations can be universally applied to both male and female students. Despite its valuable insights, the study has limitations, including a restricted sample size limited to

UNIMAS students, potential biases from self-reported data, and the cross-sectional study design, which precludes establishing causal relationships. Future research should address these limitations by incorporating larger and more diverse samples, utilizing multiple data sources to mitigate biases, and adopting longitudinal designs to explore how parental expectations and vocational decision-making difficulties evolve over time. Additionally, considering moderating variables such as socioeconomic status, cultural background, and academic performance can provide a more comprehensive understanding of the factors influencing vocational decision-making. The findings have significant implications for educators, career counselors, and policymakers, suggesting that involving parents in career guidance through workshops and counseling sessions can help set realistic and supportive expectations, thus reducing students' vocational decision-making difficulties. Policymakers should promote family engagement in educational and career planning, providing resources and support for parents. Ultimately, understanding and addressing the role of parental expectations can lead to more effective career counseling, improved career outcomes, and enhanced overall well-being for students.

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APPENDIX A
RAW SPSS OUTPUTS

DEMOGRAPHIC DATA

1. Gender

		Frequency	Percent	Valid Percent	Cumulative Per- cent
Valid	Female	190	50.7	50.7	50.7
	Male	185	49.3	49.3	100.0
	Total	375	100.0	100.0	

2. Race

		Frequency	Percent	Valid Percent	Cumulative Per- cent
Valid	Bumiputera Sabah	40	10.7	10.7	10.7
	Bumiputera Sara- wak	93	24.8	24.8	35.5
	Chinese	62	16.5	16.5	52.0
	Indian	29	7.7	7.7	59.7
	Malay	151	40.3	40.3	100.0
	Total	375	100.0	100.0	

3. Age

		Frequency	Percent	Valid Percent	Cumulative Per- cent
Valid	19-20 years old	177	47.2	47.2	47.2
	21-22 years old	128	34.1	34.1	81.3
	23-24 years old	65	17.3	17.3	98.7
	25-26 years old	4	1.1	1.1	99.7
	29	1	.3	.3	100.0
	Total	375	100.0	100.0	

4. Faculty

		Frequency	Percent	Valid Per- cent	Cumulative Percent
Valid	Faculty of Applied and Creative Arts	48	12.8	12.8	12.8
	Faculty of Built Environment	33	8.8	8.8	21.6
	Faculty of Cognitive Sciences and Human Development	44	11.7	11.7	33.3
	Faculty of Computer Science and Information Technology	29	7.7	7.7	41.1
	Faculty of Economics and Business	27	7.2	7.2	48.3
	Faculty of Engineering	56	14.9	14.9	63.2
	Faculty of Language and Communication	28	7.5	7.5	70.7
	Faculty of Medicine and Health Sciences	29	7.7	7.7	78.4
	Faculty of Resource Science and Technology	30	8.0	8.0	86.4
	Faculty of Social Sciences and Humanities	51	13.6	13.6	100.0
	Total	375	100.0	100.0	

5. Year of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	188	50.1	50.1	50.1
	Year 2	81	21.6	21.6	71.7
	Year 3	103	27.5	27.5	99.2
	Year 4	2	.5	.5	99.7
	Year 5	1	.3	.3	100.0
	Total	375	100.0	100.0	

6.CGPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.49 and below	4	1.1	1.1	1.1
	2.50-2.99	19	5.1	5.1	6.1
	3.00-3.49	129	34.4	34.4	40.5
	3.50-4.00	223	59.5	59.5	100.0
	Total	375	100.0	100.0	

7. Scocioeconomic status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B40 (Less than RM 4,849)	198	52.8	52.8	52.8
	M40 (RM 4,850- RM 10,959)	83	22.1	22.1	74.9
	T20 (RM 10,960)	94	25.1	25.1	100.0
	Total	375	100.0	100.0	

STATISTICAL DATA

Parental Career Related-Behaviour Questionnaire (PCBQ)

Statistics

		1. My parents talk to me about my vocational interests and abilities.	2. My parents encourage me to seek information about vocations I am interested in.	3. My parents support me in getting an apprenticeship.	4. My parents give an advice on the choice of careers available.	5. My parents talk to me about apprenticeship opportunities in various careers.
N	Valid	375	375	375	375	375
	Missing	0	0	0	0	0
Mean		2.95	3.03	3.00	3.01	2.92
Std. Deviation		1.036	1.099	.982	1.065	1.028

Statistics

		6. My parents have their own ideas about my future vocation and try to influence me accordingly.	7. My parents interfere too much with my vocational preparation.	8. My parents try to put through their ideas of my future vocation.	9. My parents would talk me out of vocational they don't like.	10. My parents try to push me in a certain direction regarding my future vocation.
N	Valid	375	375	375	375	375
	Missing	0	0	0	0	0
Mean		2.64	2.21	2.29	2.26	2.02
Std. Deviation		1.080	1.039	1.056	1.051	.897

Statistics

		11. My parents are not really interested in my future vocation.	12. My parents don't care about my vocational preparation.	13. My parents cannot support my vocational preparation because they know too little about different vocations.	14. My parents cannot support my vocational preparation, because they are too busy.	15. How would you rate the level of communication between you and your parents regarding career decisions?
N	Valid	375	375	375	375	375
	Missing	0	0	0	0	0
Mean		1.79	1.81	1.86	1.78	2.99
Std. Deviation		1.015	1.108	1.115	1.058	1.100

Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1. I find it challenging to make decisions about my future career.	375	1	4	2.15	1.017

2. I often feel unsure about the career path I should pursue.	375	1	4	2.25	1.019
3. I have difficulty setting clear career goals.	375	1	4	2.17	1.026
4. I feel anxious when thinking about my future career.	375	1	4	2.22	1.055
5. I am uncertain about the type of job that would be best for me.	375	1	4	2.18	1.062
6. It's hard for me to make up my mind about my career.	375	1	4	2.17	1.076
7. I frequently second-guess my career choices.	375	1	4	2.13	1.048
8. I feel overwhelmed by the options available for my future career.	375	1	4	2.17	1.049
9. I often delay making important career decisions.	375	1	4	2.16	1.070
10. I struggle to weigh the pros and cons of different career options.	375	1	4	2.14	1.037
11. I am unsure about what I want to do for a living.	375	1	4	2.12	1.071
12. I frequently change my mind about my career direction.	375	1	4	2.15	1.027
13. I have difficulty committing to a specific career path.	375	1	4	2.10	1.006
14. I worry about making the wrong career choice.	375	1	4	2.23	1.128
15. I find it challenging to make long-term career plans.	375	1	4	2.17	1.097
16. I am not confident in my ability to choose right career.	375	1	4	2.11	1.083
17. I frequently seek advice from other when making career decisions.	375	1	4	2.20	1.054
18. I have difficulty envisioning my future career.	375	1	4	2.16	1.046

19. I feel stressed when thinking about my career choices.	375	1	4	2.18	1.046
20. I often feel lost when exploring career options.	375	1	4	2.15	1.035
21. I struggle to identify my career interests and values.	375	1	4	2.17	1.036
22. I am hesitant to make career decisions independently.	375	1	4	2.14	1.026
23. I frequently feel stuck when it comes to my career.	375	1	4	2.18	1.058
24. I am indecisive about which career path to pursue.	375	1	4	2.18	1.036
25. I frequently change my mind about my career goals.	375	1	4	2.13	.995
26. I have difficulty deciding on a specific career direction.	375	1	4	2.11	1.040
27. I feel uncertain about my skills and abilities in the job market.	375	1	4	2.17	1.051
28. I am not sure about the type of work that would suit me best.	375	1	4	2.21	1.084
29. I find it challenging to prioritize my career goals.	375	1	4	2.13	1.041
30. I often feel confused when considering my career choices.	375	1	4	2.13	1.071
31. I have trouble making a commitment to a particular career.	375	1	4	2.15	.990
32. I am unsure about the educational requirements for my chosen career.	375	1	4	2.09	1.025
33. I frequently question whether I am on the right career path.	375	1	4	2.19	.999
34. I have difficulty envisioning a successful career future.	375	1	4	2.15	1.016
Valid N (listwise)	375				

APPENDIX B
MATERIALS/INSTRUMENT