



Career Planning and Employability: Secondary School Students Perceptions

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Abstract: Career planning and employability are the main terms before a graduate steps into the realm of work. Therefore, this study focuses on how secondary school students express their perceptions regarding these two terms. In this study, four issues were identified regarding employability and career planning such as skills mismatch, lack of skills, lack of career guidance, and lack of knowledge about skills, values and interests. The objectives of this study are to examine career planning perceptions among secondary school students, to identify employability perceptions among secondary school students and to determine the relationship between career planning and employability perceptions among secondary school students. Quantitative method is used in this study by distributing the questionnaires to 311 respondents. Demographic analysis, descriptive analysis and correlation analysis were used. Based on the result of data analysis, career planning and employability perceptions stated the high level while there is a positive correlation between career planning and employability perceptions. This study would be significant to secondary school students, teachers, and counsellors as well in order to get better understanding of career planning and employability. For future studies, it is recommended to conduct qualitative research as it helps to understand the perceptions of career planning and employability perceptions among secondary school students.

Keywords: Career planning, Employability, Secondary school students

1. Introduction

Employability can enhance opportunities for job employment when graduates meet competencies and abilities demand by future employers (Harry, Chinyamurindi & Mjoli, 2018). Nowadays, employability is very important especially to the graduates as employers are demanding skills from graduates. Therefore, career planning is important to all students and graduates as it can provide roadmap for their future. Career planning is based on the basic assumption that a person will continue to work for the organization after being placed in an organization until he/she retires. This is the first step for their success as they can have their own career goals with good planning direction.

1.1 Research Background

Nowadays, employability is very important to university students as employers are looking skills that can suit with the current environment. In addition, career planning is a fundamental term which students make in their future plans. Career planning includes identification of a person's career goals and personal characteristics such as values, principles, strengths, and weaknesses to achieve particular goals.

This study focused on the secondary school students. This is due to career planning should be started early since school so that the students do not make decisions regarding their future in hurry and short period of time. The secondary school consist of lower secondary education (Form 1 to Form 3) and upper secondary education (Form 4 and Form 5). Students who have completed primary education will be registered in Form 1, at the age of 13 years old. Students must take the *Sijil Pelajaran Malaysia* (SPM) or Malaysian Certificate of Education Examination at the end of Form 5 before completing their secondary school.

There are various types of secondary schools in Malaysia such as National Secondary School (Sekolah Menengah Kebangsaan, SMK), National-type Secondary School (Sekolah Menengah Jenis Kebangsaan, SMJK). Other types of government or government-aided secondary schools include of Religious Secondary Schools (Sekolah Menengah Kebangsaan Agama, SMKA), Fully Residential Schools (Sekolah Berasrama Penuh, SBP) and MARA Junior Science College (Maktab Rendah Sains MARA, MRSM).

This study was conducted at secondary schools in Kedah as Form Four and Form Five students will be involved for this study. Effective career planning begins with positive reviews that help students recognize appropriate career opportunities that integrate practical values, transferable and marketable skills into their careers. It can be seen as alternative career opportunities, and it also plays a vital role in setting career goals and planning practical development activities (Manda, 2019).

1.2 Problem Statements

There are four issues which lead this study to be conducted. The first issue is about skills mismatch. Skills mismatch is a broad concept that reflects a minimal match between workers and jobs in terms of skills and/or qualifications (Vandeplas & Thum-Thysen, 2019) This issue happened when the employees' skills that are not aligned with needs of the company. Skill mismatch can affect the labour market behaviour of both employers and employees. Gambin, Hogarth, Murphy & Spreadbury (2016) argued that employers are at risk when looking for recruitment, which means that they are unlikely to expand their staff base unless they are confident that potential employees are capable of performing the required tasks. This problem of skills mismatch has affected the inability of new graduates to secure employment opportunities, as organizations have prioritized graduates with problem-solving skills, network management and multilingualism (Chow, Wong & Lim, 2019).

The second issue is lack of skills. Nowadays, various important skills needed for graduates to adapt to work culture. Employers often require graduates to have skills that match with a particular job that they are offered (Kenayathulla, Ahmad & Idris, 2019). Often, communication skill has been one of most required generic skills needed by employers. With regards to accessibility and retention of employment, personality, appearance and interpersonal skills are very crucial for the graduates (Olojuolawe, Fadila & Abdul Latif, 2019). Furthermore, this issue occurred when different skills in terms of generic skills that employers now require, in addition to academic skills, are analytical, critical thinking, communication, decision-making, IT (information technology), interpersonal, problem-solving, self-directed and numeracy skills. Employers are also emphasizing the need for workers with strong personal social skills, along with any technological know-how that may be needed as markets are highly competitive. This study must be conducted as students should

understand why this lack of skills issue happened and how this issue can give impact towards employability while they are stepped in working world after graduating.

Next, career planning also has its own issue which is lack of knowledge and guidance about skills, values and interests that students might face when planning their career paths. This being happened when secondary school completed their studies, they tend to leave school without clear guidance and leaving them to flounder. Furthermore, effective career planning at the individual level that requires self-knowledge. Career planning is particularly important for students to have the goal of learning and improve the competitiveness of employment. Regarding this study, career planning must start from secondary school as students can get early guidance regarding career paths and challenges that might occur when stepped into working world.

The fourth issue related to this study is lack of career guidance. According to Education (2015), issue in career guidance is directly impact in employability situation as it shows that young generation is not finding a job, but rather getting as stable and appropriate for individual. Regarding this issue, counsellors do not give fully guidance to secondary school students especially for Form Four and Form Five Students. Therefore, there is lack of guidance from the schools because they must help students learn to recognize themselves and understand the working world clearly. The systematic career planning curriculum system helps students improve the comprehensive professional quality and professional skills of the students (Jiang, 2018). Students tend to select their career paths before fully considering their interests. It can lead them to enter a major field of study without really knowing what they want to do professionally.

1.3 Research Questions

- (i) What are career planning perceptions among secondary school students?
- (ii) What are employability perceptions among secondary school students?
- (iii) Is there any relationship between career planning and employability perceptions among secondary school students?

1.4 Research Objectives

- (i) To examine career planning perceptions among secondary school students.
- (ii) To identify employability perceptions among secondary school students.
- (iii) To determine the relationship between career planning and employability perceptions among secondary school students.

1.5 Scope of the Study

The purpose of this study is to know the perceptions of career planning among secondary school students. Thus, this study mainly focused on secondary school students in Kedah. Form Four and Form Five students are being selected as target respondents of this study. This study enables them to enhance their knowledge and give their opinions regarding employability terms.

1.6 Significance of the Study

This study would be a significant in enhancing career planning for the students and can give them motivation of preparing clear roadmap for their future. Apart from that, students can also know what problem being related to employability nowadays and how career planning can help them to make better plans for their future. As being known that, academic excellence does not guarantee opportunity of getting job after graduating. This is due to a lot of competition happen at this time as employers give priority to the graduates who have the skills required by them such as problem-solving skills and communication skills.

This study would also be beneficial to the teachers and parents as well. This is because of individuals who have high self-esteem and confidence in their capabilities tend to take effective actions to manage their behavior and achieve their future goals through employment opportunities (Chow et al., 2019). Teachers will also be able to provide sufficient emotional support, professional career advice and effective feedback to improve students' self-confidence and self-efficiency.

For parents, they could give moral support for their children of planning the career according to their field of interests. Parents should not give them full pressure on their career plans. Career advice and information from all parents is crucial for students to determine future job requirements as well as job competency expectations. In addition, different types of support will allow students to be more competent to achieve their career goals (Chow et al., 2019).

2. Literature Review

This section represents concise reviews on career planning and employability perceptions among secondary school students. Furthermore, in this chapter, these two terms which are independent and dependent variable will be explained with more specific based on general knowledge and reliable resources. In this study, career planning is defined as independent variable while employability perception is being defined as dependent variable.

2.1 Employability

Employability is the ability to gain initial employment, maintain employment and, if necessary, obtain new employment. In simple terms, employability is about being able to get a job and keep it going. Employability also depends on the experience, skills and attitudes of the individual, how employers use and present these assets, and the context in which they pursue employment, such as personal circumstances and the labor market environment. In this study, this employability term is more for secondary school students' perceptions on what they understand regarding this term and how they give their opinions. Employability is measured by using the questionnaires from past studies that be reference for conducting this research.

Employability can be defined as graduate quality, inclusive non-exclusive, cross-cutting, transferable, soft skills and essential skills related to specific subjects and skills (Seng, 2019). Besides, a competent person can be produced when someone possess with these skills. High employability when the person or graduates able to have both hard and soft skills in balance, such as able to have knowledge in their study area and able to communicate and work in team effectively. This mix of skills enables them to adapt to changes within the working world.

Employability consists of two main aspects that are subject or discipline-specific skills and transferable skills. Employability is indicated that the subject skills are key to the career of the graduate as they are discipline-specific knowledge and skills (Shivoro, Shalyefu & Kadhila, 2017). Employability was categorized into two broad groups. The first concerns the ability of the student to get (and maintain and develop) a job after graduation. The other set is concerned with enhancing the attributes of students, such as skills, knowledge, attitudes and abilities, and ultimately empowering the student as a critical lifelong learner.

The underpinning theory, such as CareerEdge Model, is therefore used to understand the concept of employability. Underpinning theory refers to the underlying assumptions as the subject of quantitative research theories for understanding the social context. CareerEDGE model explains that career development learning, work and life experience, graduate knowledge, generic skills and emotional intelligence are factors that influence the employability of graduates (Chow et al., 2019).

This model also can be related on the employability perceptions among secondary school students in order to know what their perceptions towards employability term. CareerEDGE model focuses on career planning in its career development learning framework, which refers to planned curriculum activities designed to build self-knowledge, understanding of opportunities, decision-making and transitional learning to enhance employability.

Employability is employed interchangeably with other concepts like generic competencies, transferable skills, non-technical competences, core skills, core competencies, critical skills and skills of the 21st century (Suartha, Suwintana, Sudhana & Hariyanti, 2017). In Malaysia, the definition of employability highlighted three factors including the ability to gain initial employment, the ability to maintain jobs and the ability to make 'transitions' between jobs and roles within the same company in order to perform new work. The employability attributes contain personal qualities, core skills, and process skills.

2.2 Career Planning

Career planning are very important to everyone especially for the students and graduated as enables them to identify career goals and the paths to those goals. Career planning does not guarantee success, but without it, employees are seldom ready for the career opportunities that arise. Through career planning, a person evaluates his or her own abilities and interests, consider alternative career opportunities and establishes career goals. Furthermore, by having career planning programs, are expected to achieve one or more following objectives such as satisfaction employees' personal development needs and self-appraisal opportunities for employees considering new career paths. Career planning, also called career design, whereby a person makes a plan for his own future career development process and specifically refers to the individual combination of their own situation, determination of their career objectives and career path as an action plan for achieving career goals.

According to Serbes & Albay (2017), career planning is a decision-making process during which personal differences and environmental impacts play a really important role. Within this context, the targets of people, personal characteristics, social interaction affect the decision-making process. Career planning is an ongoing process during which can explore and understand the interests and skills and can be a strategic plan for career goals and that can create a future work process.

Career planning is defined as a process for enabling employees to better understand and develop their career skills and interests and to make more effective use of those skills (Saravanan, Rajendran, & Garajan, 1999). Furthermore, career planning is defined as an intentional process through which someone becomes aware of personal skills, interests, knowledge, motivation and other characteristics, and develops action plans to achieve specific goals.

For career planning, the theory that will involve in this part are Social Cognitive Career Theory, and Super Theory for Career Stages used to determine career planning perceptions among secondary school students. Social Cognitive Career Theory (SCCT) is anchored in Bandura's self-efficacy theory. SCCT offers three segmental process models of career development. Firstly, to explain the development of academic and vocational interest, second, how individuals make educational and career choices, and thirdly emphasize on educational and career performance and stability. The three segmental models have different emphasis centering around three core variables, which are self-efficacy, outcome expectations, and personal goals (Leung, 2008).

According to Chow et al. (2019), SCCT is used to explain how these three factors as mentioned above are influenced by person's input and contextual background Person input refers to individual difference variables such as predispositions, abilities, gender, race, ethnicity, and health status. For example, undergraduates who proactively improve their competencies in attitude and more likely to secure employment in the desired outcome when they graduate.

Self-efficacy refers to an individual's personal beliefs about his or her capabilities to perform particular behaviours or courses of action (Sheu & Phrasavath, 2019). SCCT clarifies that individuals are likely to become involved in activities where they have clear self-efficacy beliefs, want to follow and perform best as long as they also have the necessary skills and resources for the community to perform these activities. Self-efficacy beliefs are assumed to derive from four primary sources of information: personal performance accomplishments, vicarious experiences such as observing similar others, social persuasion, and physiological and emotional states.

According to Sheu & Phrasavath (2019), outcome expectations refer to beliefs about the outcomes of performing particular behavior. The choices people make about the behaviours in which they participate as they must indulge and persevere with their efforts as well as self-efficacy beliefs. For example, people are more likely to choose to engage in activities to the extent that they see their involvement as leading to valued, positive outcomes such as social and self-approval, tangible rewards, and attractive working conditions. In SCCT, persons' engagement in activities, the effort and persistence they put into them, and their ultimate success are partly determined by both self-efficacy beliefs and outcome expectations.

Personal goals refer to one's intention to engage in certain activity or to generate a particular outcome (Savickas, 2005). SCCT differentiated between contents of options, referring to the selection of activities to be pursued and performance objectives, referring to the level of achievement or performance to be achieved. In SCCT, these two types of goals are choice goals and performance goals. By setting goals, people help organize and direct their own behavior. SCCT pursue goals that are significantly linked to both self-efficacy and outcome expectations, where people tend to set targets that are consistent with their views of their personal abilities and the outcomes that they expect to achieve by pursuing a specific course of action.

Next, Super's theory is a combination of stage development and social role theory which pursues that people progress through stages that occurred during the career development process, including exploration, establishment, maintenance, and decline (Kosine & Lewis, 2008). This theory has four stages such as exploration stage, establishment stage, maintenance stage and decline stage.

For exploration stage, it is described as the starting point for career planning. This is based on the learning of students in their school and university life who will become employees. Exploration practices are linked to work in accordance with their interest and training. In addition, individuals apply what they learn through an exploratory process by adapting their interests and abilities to occupations and applying their self-concepts to both work and life roles (Kosine & Lewis, 2008).

Establishment stage is the second stage in career planning. This stage starts after employees enter an organization. It also known as a learning and adjusting stage. At this stage a newcomer employee among graduates tries to negotiate effective psychological contracts, and manage the stress of socialization. This stage is described as a major negotiating platform for employees and organizations, where employees begin their employability with the help of employers within the organization through training programs, discussions with seniors and mentors to enhance knowledge, experience and creativity.

In maintenance stage, it happens when employee becomes an important member of the organization, due to his/her skills and experience. Furthermore, individuals are concerned with maintaining their self-concept and their present job. At this career stage, some people continue to grow their careers, whereas some employees face career crises and a burned out situation. This is a challenging stage to for the organization to solve a crisis situation.

Last stage is known as disengagement or decline stage in which individuals engage in the process of planning for retirement, begin to reduce their workloads, and finally leave the work setting. Career maturity is achieved at this stages as individuals age and progress. Senior employees may face

discrimination as they tend to be less productive, more resistant to change, and less motivated. Figure 2.4 shows the stages that occurred in Super's Theory.

There are three dynamic factors that impact career planning. The first factor is intellectual ability. It is defined as the ability needed to perform mental activities such as thinking, reasoning, and problem solving activities. Apart from this, an individual enabled to think critically, see connections between disciplines and problem solve in new or changing situations. Memory, creative problem solving and vocabulary also contribute to the level of career planning of an individual, whether or not he or she is ready to face a career challenge in the future.

The second factor that related to career planning is aptitude. This factor identifies careers where individuals' natural strengths are used. It also includes other traits like interests, values and personality. This provides a practical and successful shortcut where career planning is based. Self-knowledge is central to making the right career choices and early preparation for career. Furthermore, aptitude is used to evaluate candidates according to their skills, knowledge, ability and personality.

The third factor of career planning is personality as it involved individual differences among people in behaviour patterns, cognition, and emotion. Personality is important in career planning as it makes them to become confident to get the jobs. By understanding which type of personality, individuals are being able to find and explore the perfect job scope and work environment that suited within their field of interest.

2.3 Career Planning and Employability Perceptions

For past studies related to career planning and employability, it can be found that employability was positively related to career planning. According to Jackson & Tomlinson (2020), psychologically based career theory emphasizes the importance of individual expectations, motivations and involvement in the determination of career planning, while sociologically based theory confirms opportunities that are structured by external and controlled variables. Therefore, the students obviously needed the responsibility and value of controlling their own careers seemed to have been internalized. This article resulted that the students take their careers seriously and involved in career planning. As students' enthusiasm are evident, their relatively weak response to awareness of future career choices suggests that further advice and guidance is still needed. Past studies have shown that students' expectations of their own employability are relatively optimistic, but this may be due to lack of competition in the graduate labor market.

According to De Vos, De Hauw & Van der Heijden (2011), self-perceived employability is linked positively to career outcomes. Self-perceived employability is conceived as a vector of human capital and the theory of human capital implies that investing in one's skills will lead to higher market value. Furthermore, employability is characterized as the continuous achievement, acquisition or development of function by the best usage of competencies. These competencies refer to the expertise, skills and abilities of the person required to perform the different duties and responsibilities within the workplace in an acceptable manner due to changes in the internal and external labor market. Employability is characterized as a critical condition for job performance, such as the achievement of favorable work-related results at any point in a person's work experience over time. The result shows that subjective job success is assessed by individuals' perceptions of their own performance, based on personal achievement evaluations and potential prospects.

According to Maher (2014), it reported that successful graduates will need more ownership of their employability skills and confidence to cope with economic upheavals. The employment market is changing in ways which make it more important than ever for students and graduates to take personal responsibility for managing their own career development throughout their lives. For this aspect, they need to build the skills to manage their own careers for lifelong learning.

From semi-structured interviews that being conducted by Ribchester & Mitchell (2004), employability was very consistently at the top of the overall list of goals of students. In addition, this knowledge of employability was restricted to a high profile of intra-curricular possibilities. The frequently understood issue of 'leaving things too late' is characterized by long-term roots. Personal development is promoted from an early stage of a degree program as a training process and is directly related to employability. Based on the previous studies, this research hypothesized that:

H1: There is a significant relationship between career planning and employability perceptions among secondary school students.

2.4 Conceptual Framework

In this study, the purpose is to examine study the relationship of the antecedents, which are career planning and employability perceptions. The independent variable is taken under study was career planning while employability taken as the dependent variable for this study. Based on the factor of career planning, past studies and theories regarding both independent and dependent variable that been explained above, a conceptual framework is formulated as illustrated in Figure 1.

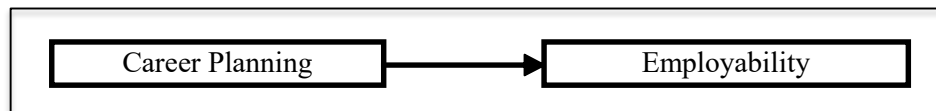


Figure 1: Conceptual Framework

3. Research Methodology

This section discusses details about the research methodology for conducting this research. The methodology can be described as systematic step in which covers all the steps taken in carrying out the research such as from data collection to data analysis (Hathaway et al., 2017). There are elements that will be covered in this chapter such as research design, research process, unit of analysis, population and sampling, research instruments data collection procedures, data analysis and also pilot study.

3.1 Research Design

Research design is very important in order to make sure that the objectives of the research will be achieved. Thus, the research question regarding this research also can be answered. The purpose of research design is to provide answers to research question validly, objectively, accurately and economically as well as serve as a control platform, maximize systemic variance and minimize error. Furthermore, research design will be built on clearly and concisely based on problems and questions. A clear and concise statement of research purposes is absolutely essential for doing good quality research (Jongbo, 2014). Quantitative method such as by using survey questionnaires was used in conducting this research. This method will help in achieving the objectives of this research.

3.2 Research Flow Chart

For research flow process, there are five phases that had been gone through in gaining the information that being needed for achieving objectives of this research. The first phase being known as conceptual phase. In this phase, the title of the research that related to field of interest and problem statement that being occurred regarding the title of research are being discussed. Therefore, research objectives and questions were formulated. After that, scope of the study been determined that is suitable for this research.

The second phase called as designing and planning phase. In this phase, quantitative method was used of conducting this research by distributing the questionnaires. The population in this research has been identified. After that, sampling design sample size is determined. By having sample size, it can

be known that a group of subjects are selected from the general population and is considered a representative of the real population for this study. After that, research instrument was proposed.

The third phase been described as empirical phase. In this phase, data collection and tabulation data for analysis are involved as these are the critical parts in this research in order to provide to gain accurate data. Data regarding this research had been collected through distributing set of questionnaires to the students. Furthermore, data collection is an important aspect of research study as any inaccurate data collection may lead to invalid result and affect result of study. Primary data used in this research. Data collection method varied depending on the research question and methodology.

The fourth phase of research process known as analytical phase. In this phase, data analysis and interpretation of result had been taking place. However, the data that been collected do not answer research question as data need to be processed and analyzed in orderly manner. Data analysis involved broad range of techniques such as descriptive statistics. For interpretation of result, the data must be well- organized before coming out with accurate results as it helps to examine the findings within broader context. The last phase is known as dissemination phase. In this phase, communicating the findings and utilization of study findings were involved.

3.3 Population and Sampling

Population is commonly related to the number of people living in a particular country (Taherdoost, 2018). The research population is defined as those who appeal to the researcher's interest in generalizing the results of the research and population may also be defined as the total number of units in terms of individuals, organizations, events, objects or items from which samples are selected for measurement (Kindy, Shah & Jusoh, 2016). Sampling is an important tool for research studies because the population of interest usually consists of too many individuals for any research project to be included as participants (Majid, 2018). In this study, population sample consists of secondary school students in large quantities.

Thus, the target for research population was among secondary school students in Kedah. For research sampling, consists of secondary school students in large quantities. Therefore, non-probability method such as judgmental sampling was used in this study. This type of sampling known as population elements was selected based on the judgement of the researcher. Furthermore, judgmental sampling involved by selecting a group of people because they have particular traits that the researcher wants to study. The population involved respondents' demographic characteristics such as, in term of gender, age, race and types of secondary school that fulfilled all the requirements needed by the researcher. According to District Education Office, Kedah in 2018, the population of secondary school students in Kedah with total of 152,697 students. Thus, a sample of 384 secondary school students in Kedah were selected according to Krejcie & Morgan's (1970).

3.4 Research Instrument

For research instrument, it is described as a measuring tool, such as questionnaires designed to obtain data from research subjects on a subject of interest. It applies both to qualitative and quantitative approaches. In this research, the quantitative method would be used by distributing a set of questionnaires to respondents who were among secondary school students. In addition, it is important for the questionnaire to become an instrument for collecting accurate data to enable the researcher to respond to the research questions. Questionnaires provide the best results with standardized questions that researchers have the confidence that they can only be interpreted in one way by all participants (Kindy et al., 2016). In this study, there were three sections that required the respondents to answer referring to section A, B and C. For section A, it was about demographic profile respondents in which covered their demographic characteristics such as form, gender, race and type of secondary school. For section B, it covered about career planning perceptions among secondary school students, and for section C, it focused on employability perceptions among

secondary school students. Section A of the questionnaires used nominal as the level of measurement of section B and section C in which used interval of Likert scale. In this study, 5-point Likert scale was used to determine to allow the respondents to express how much they agree or disagree with particular statements.

3.5 Pilot Study

A pilot study or known as pilot test is a small feasibility study designed to test various aspects of the methods planned for a larger, more rigorous, or confirmatory investigation (Lowe, 2019). The primary purpose of the pilot study is not to answer specific research questions. Pilot study helped the researcher to evaluate the approach and practice of the techniques necessary for this study. It would indicate whether this study is going to be worked or not. Before distributing of questionnaires, pilot test would be carried out to determine the reliability and validity of the questionnaires. This was important as it helped to improve the reliability of the survey questionnaires through reliability test. Pilot test would enable researcher to increase the chances of obtaining clearer findings and eliminate questions which are likely to mislead in the main research project. The minimum number of respondents to conduct a pilot test was 30. In this study, the questionnaires were pre-tested on the 30 respondents who are among secondary school students based on 5-point Likert scale. After that, the researcher could go through the questionnaires again to ensure that the questions in questionnaires are fully understood by respondents through repeating the questions or rephrasing them when appropriate.

3.6 Data Collection

For data collection, it was divided into two types which are primary and secondary data which are allowed this research to be conducted. Primary data collection included of surveys, observations, experiments, questionnaire, personal interview (Ajayi, 2017). Furthermore, primary data is specific information that is collected directly by the person who analyze the data and information when doing research as this data has not been published before collection. The sources of primary data are usually chosen to meet the requirements of every research that being conducted. In this study, quantitative method would be used by distributing set of questionnaires to secondary school students who are among Form Four and Form Five students. This would ease the process of gaining accurate data. In this research, a total of 384 questionnaires had been distributed to the respondents. However, there were only 311 respondents who were able to answer the questionnaires which contribute to the response rate of 80.99%.

Secondary data collection process is rapid and easy and secondary data collection sources are government publications, websites, books, journal articles and internal records (Ajayi, 2017). Furthermore, secondary data is the data that had been collected by and readily available from other sources as this data are more quickly obtainable than the primary data and also may be available when primary data cannot be obtained at all. This data helped to improve the understanding of the problem and provides a basis for comparison for the data that is collected. In this study, the sources that been found by using journal articles from various platforms such as Google Scholar, Science Direct and Emerald Insight to gain relevant information. The information that been gained enable this study to get precise information to support the evidence.

3.7 Data Analysis

Descriptive analysis known as descriptive statistics is the first level of data analysis. Descriptive statistics was a collection of data properties in which defines the data and descriptive statistics were used before making any formal inferences (Jargowsky & Yang, 2004). Descriptive statistics were typically distinguished from inferential statistics as descriptive as simply describing what is or what the data shows.

Inferential statistics were classified as using the descriptive sample statistics to provide an inference population (Jargowsky & Yang, 2004). It was a technique used by taking and analyzing a sample from it, to understand trends and drew the required conclusions about a large population. In this study, the sample which was among Form Four and Form Five students described as the observation and the estimated population is the inferred value without observation. Inferential statistics makes inferences about a larger population. Correlation analysis is one of the type of inferential analysis. Correlation analysis was a statistical tool used for determining the intensity of the relationship between two quantitative variables. A high correlation means that there is a close association between two or more variables while a low correlation means that the variables are hardly related. Pearson correlation and Spearman are the examples of correlation analysis that would be used in this study. Pearson correlation evaluated the linear relationship between two continuous variables while Spearman correlation coefficient was based on the ranked values for each variable rather than the raw data. In this study, Pearson correlation would be used if data distributions are normal. Since data distributions were not normal, Spearman correlation was used.

Normality test used to determine whether the data are in normal distribution. In normality test, graphical methods can be used as these methods provide powerful diagnostic tools for confirming assumptions, or, when the assumptions are not met, for suggesting corrective actions (Rani Das, 2016). Example of graphical methods are histograms, stem-and-leaf plots, box plots, percent-percent (P-P) plots, and quantile-quantile (Q-Q) plots. In this study, Skewness and Kurtosis is used as it is efficient descriptive and inferential measurement to evaluate normality

For Skewness, the distribution is correctly skewed if the value is greater than + 1.0. If the value is less than -1.0, it will be left distorted by the distribution. For Kurtosis, if the value is greater than + 1.0, leptokurtik is the distribution. If the value is below -1.0, platykurtik is the distribution. In this study, the value of Skewness for career planning and employability perceptions stated the negative value which are -0.467 and -0.262. Therefore, the data were fairly symmetrical. The value of Kurtosis of career planning and employability perceptions shown the negative value which are -0.655 and -0.765. Therefore, it indicated a distribution that is too flat. Furthermore, empirical distribution function (EDF) test such as Kolmogorov-Smirnov test and Shapiro-Wilk test involved in this study in order to determine whether the data that being gained from respondents were normal or not. Since the data is not statistically significant, such as $p < 0.05$, data are not normally distributed. Non-parametric test was used.

Reliability analysis for pilot study very important for determining validity of the questionnaire before actual study is conducted. It involved 30 respondents for testing reliability and validity of the questionnaire. Reliability analysis for pilot study it showed that reliability value of Cronbach's Alpha for employability perceptions was higher than reliability value of Cronbach's Alpha value for career planning perceptions. Cronbach's Alpha employability perceptions was 0.863 while Cronbach's Alpha value of career planning perceptions was 0.789. Apart from this reliability analysis, it was clearly shown that instruments in the questionnaire were good, valid and reliable.

Reliability analysis for actual study been conducted after having pilot test to determine reliability and validity of the questionnaire involving 311 respondents. The result showed that reliability value of Cronbach's Alpha regarding career planning perceptions was higher than reliability value Cronbach's Alpha value of employability perceptions. Cronbach's Alpha value of career planning perceptions indicated value of 0.883 while Cronbach's Alpha value of employability perceptions indicated value of 0.841. Apart from this reliability analysis, it was clearly shown that instruments in the questionnaire were good, valid and reliable.

4. Results and Discussion

4.1 Demographic Analysis

The result of data analysis shows a few analyses a few results that been conducted to 311 secondary school students in Kedah. The results are analyzed by using demographic analysis, descriptive analysis, and correlation analysis.

For demographic analysis, it shows demographic profile of the respondents includes information pertaining to gender, race, form and type of secondary school. For descriptive analysis of career planning and employability perceptions, it shows the positive results the level of measurement for both variables indicated a high level. For correlation analysis, the result shows that there is a positive correlation between career planning and employability perceptions. Most of female respondents stated the higher percentage of the questionnaires that had been answered compared to male respondents with frequency of 165 students with percentage of 53.1%, while the frequency of male respondents who are able to answer the questionnaires are 146 students with percentage of 46.9%. Majority of the respondents consists of Malay respondents with the percentage of 94.2%. It is clearly shown that the number of Malay respondents is higher compared to Chinese and Indian respondents. Next, it is followed by Indian respondents with 12 respondents (3.9%), and Chinese respondents with 6 respondents (1.9%). However, there is no other race who answered the questionnaire.

Out of 311 respondents, there are 147 respondents or 47.3% of them consists of Form Four students while half of the total respondents consist of Form Five students with 164 respondents and percentage of 52.7%. It is shown that the number of Form Five students who answered the questionnaires is higher compared to the number of Form Four students. Fully Residential School (SBP) students stated the highest number of the respondents who were able to answer the questionnaire of this research with the frequency of 129 out of 311 students and percentage of 41.5%, followed by Mara Junior Science College students with the frequency of 79 students (25.4%). Next, there are about 63 students from National Secondary School (SMK) who answered the questionnaires with the percentage of 20.3% while another 40 students from Religious Secondary School (SMKA) with the percentage of 12.9%.

4.2 Descriptive Analysis of career planning perceptions

Based on results in Table 1, the overall level of measurement shows the high value which is 4.46. Furthermore, majority of respondents agreed with the statement of having a career is important for me in future as it stated the highest mean which is 4.82 and standard deviation of 0.45. The respondents also perceived for the statement of I am responsible of success or failure for future career ($u=4.51$, $SD=0.66$), and I am keen to get on the career ladder for my future through career planning ($u=4.50$, $SD=0.68$). Therefore, it shows that having career planning is important as each of everyone indicated the success or failure for their future career. Meanwhile, the statement of I feel I will be able to manage setbacks in future career through effective career planning stated lowest mean with value of 4.14 and standard deviation of 0.84. It shows that the respondents are not really agreed with this statement as not all graduates can manage the setbacks for future career planning although they prefer effective career planning.

Table 1: Descriptive analysis of career planning perceptions

No.	Statement	Mean (u)	Standard Deviation (SD)	Level
1	I often think about the plan for my future career.	4.48	0.68	High
2	I am aware of the future choices I need to make.	4.43	0.71	High
3	I look to explore all the potential career options open to me in future.	4.41	0.70	High
4	Having a career is important for me in future.	4.82	0.45	High
5	I look to develop my employability all that I can in future.	4.39	0.69	High
6	I feel I am in charge of my own career in future.	4.48	0.64	High
7	I think strongly about my future career planning.	4.38	0.74	High
8	I feel I will be able to manage setbacks in future career through effective career planning.	4.14	0.84	High
9	I am responsible of success or failure for future career.	4.51	0.66	High
10	I am keen to get on the career ladder for my future through career planning.	4.50	0.68	High
Total Average		4.46	0.48	High

Next, Table 2 exhibits the overall level of employability perceptions shows the high value which is 4.23. Besides, majority of respondents agreed with the statement of I am quite anxious about the job market in future as it stated the highest mean which is 4.42 and standard deviation of 0.74. The respondents also perceived for the statement of I feel my skills and experiences will be sought after by future employers in future ($u=4.39$, $SD=0.71$), and I feel that competition for getting jobs in future is a concern to me ($u=4.37$, $SD=0.78$). Therefore, it shows that job market, skills, experiences and competition of jobs are very important in perceiving employability in future. For the statement of I feel that it is difficult for graduates to enter the jobs of their choice in future stated the lowest mean ($u=4.07$, $SD=0.87$). It shows that the graduates have difficulty to choose the jobs that they want in future as nowadays there is a lot competition of jobs occur.

Table 2: Descriptive analysis of employability perceptions

No.	Statement	Mean (u)	Standard Deviation (SD)	Level
1	I feel my skills and experiences will be sought after by future employers in future.	4.39	0.71	High
2	I believe that I will do well when competing with other graduates for jobs in future.	4.26	0.76	High
3	I feel confident to enter my targeted profession when I graduate in future.	4.27	0.79	High
4	I believe there is good range of job opportunities for graduates in future.	4.11	0.97	High
5	I feel that competition for getting jobs in future is a concern to me.	4.37	0.78	High
6	I feel that many graduates in future are likely to be employed in jobs below graduate level.	4.07	0.87	High
7	I feel that it is difficult for graduates to enter the jobs of their choice in future.	4.06	0.94	High
8	The uncertainty of casual and fixed-term work in future will concern me.	4.08	0.81	High
9	I am quite anxious about the job market in future.	4.42	0.74	High
Total Average		4.23	0.55	High

Correlation analysis is a statistical tool that used to determine the intensity of the association between two quantitative variables. A high correlation indicates that there is a close relationship between two or more variables, whereas a weak correlation indicates that the variables are hardly related. In this study, Table 3 shows that career planning and employability perceptions have highly

significant and positive relationship but the value for the relationship that is moderate relationship with the value of $r = 0.749$. This value is significant at $p < 0.01$ with value of $p = 0.000$. Thus, the hypothesis (H1) of this study is accepted where there is relationship between career planning and employability perceptions. The results indicated that the more career planning is done, the more employability is perceived.

Table 3: Correlation analysis between career planning and employability perceptions

		Employability perceptions
	Correlation Coefficient	.749**
Career planning perceptions	Sig. (2-tailed)	.000
	N	311

** Correlation is significant at the 0.01 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

5. Discussion and Conclusion

This study therefore met all the objectives and further discussions being made regarding the results that have been obtained. Based on first research objectives of this study, it was shown that the level of career planning perceptions among secondary school students is high. Therefore, it indicates that having effective career planning can lead to better career roadmap within the help of teachers and counsellors. Majority of students expressed their agreement towards the all the statements stated in the questionnaire. The result of this study is supported the research by Jackson & Tomlinson (2020) whereby it resulted that the students have taken their careers seriously in career planning. In addition, statement in the questionnaire which are having career important for the students and they are responsible of success and failure for their future which support the evidence from Jackson & Tomlinson (2020). It is also found that students' enthusiasm is evident, and their relatively weak response to awareness of future career choices suggests that further advice and guidance by the counsellors are still needed. As it is known that the respondents of this research are among secondary school students from different types of school, therefore, they tend to perceive their own perceptions regarding career planning as this career planning is an important term that they need to know whereby it involved about their future. This is due to what they are going to do after SPM as they need to plan about their career path. Overall, these career planning perceptions also implicated the students to plan their career wisely.

For second research objective, high level of employability perceptions is indicated based on descriptive analysis. Thus, this evidence is supported by the research conducted by Maher (2014) whereby this resulted that that the number of graduates entering the workforce increases, so competition for jobs intensifies. This is because nowadays there are lot competition of jobs involving the graduates. Maher also found that labor market is changing in ways which make it more important than ever for students and graduates to take personal responsibility for managing their own career development. Furthermore, past studies by Jackson & Tomlinson (2020), who found that students' expectations of their own employability have been shown to be relatively optimistic, but this may be due to lack of competition in the graduate labor market. Perceptions of employability make it possible for students to know the skills that they should develop as today's graduates have difficulties in getting their jobs, even though they meet all the requirements of the company they apply.

For the third research objective, there is a significant and positive relationship between career planning and employability perceptions among secondary school students based on Spearman's correlation. This indicated that the more career planning is done, the more employability is perceived.

The result from this study is supported from the research by Jackson & Tomlinson (2020), who found that employability was positively linked to career planning, as psychologically based career theory emphasizes the importance of individual expectations, motivations and involvement in the determination of career planning and employability, while sociologically based theory confirms opportunities that are structured by external and controlled variables. Furthermore, the result of this study also supported the past studies by De Vos, De Hauw & Van der Heijden (2011) said that self-perceived employability is linked positively to career planning whereby having effective career planning lead to higher perceptions towards employability. This is because career planning important for students to make better preparation before getting jobs at the workplace. At the same time, their employability can be enhanced in terms of knowledge and skills.

The purposes of this study are examining career planning perceptions among secondary school students, identifying employability perceptions among secondary school students and determining the relationship between career planning and employability perceptions among secondary school students. There are few major research results in this current study. Firstly, high values of level measurement are indicated for both career planning and employability perceptions. Besides, the result also shown that there is significant and positive relationship between career planning and employability perceptions among secondary school students. It can be concluded that the more career planning is done, the more employability is perceived. In addition, students can learn more on how to make effective career planning and they have to become more aware on what areas that they should focus in order to improve their employability in future with the guidance from teachers and counsellors. Finally, it is recommended for future research to conduct qualitative research for having better understanding about career planning and employability perceptions.

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