



Decoding Career Choices: What Drives Undergraduates to Major in HRM?

Muhammad Uzair^a, Samina Qasim^b

^aReserach Scholar, Bahria University, Karachi Campus (BUKC), Pakistan. Email: uzairbhimi09@gmail.com

^bSenior Assistant Professor Bahria University, Karachi Campus (BUKC) Pakistan. Email: drsaminaqasim110@gmail.com

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Abstract

The paper studies factors that affect students' career decisions at the undergraduate level. The majors that have been taken under consideration in this study is Human Resources Management (HRM). The factors examined are Influencers (INL), Interests (INT), Financial Resources (FIN), Self-capacity (CAP), Career opportunities (OPP), and Personality (PER) and their effect on Students' Career Choice (SCC). A survey was conducted using purposive sampling, and 225 bachelor's students majoring in human resources management were selected. A structured questionnaire based on the 5-Likert Scale was used to collect the responses, and hypotheses were tested using Partial Least Square Structural Equation Modelling (PLS-SEM). The research intends to determine the relationship of each variable concerning Students' Career Choice (SCC) in Human Resources Management (HRM). It was discovered that FIN, CAP, and OPP positively affect SCC. In Pakistan, little emphasis is placed on identifying the mechanism behind career decision-making. The research aims to fill the gap and identify the career decision-making processes of students, especially in Pakistan. Many factors affect students' career choices, but the study considered only a few based on a thorough literature review. In addition to this, the research sample was only undergraduate students, leaving behind graduates and postgraduates. Once the mechanism is clear on career decisions, the study's findings can benefit educational bodies, policy-makers, parent(s), and students.

1 Introduction

A career choice made by a student is one crucial decision that one has to make because this decision is long-lasting and impacts the whole life forward. Hence, the decision has to be made with much caution and attention, as a career should align with one's interests, abilities, future goals, socioeconomic class, and personality traits (Nallalingham, 2023).

It is believed that it is a sign of maturity that the student chooses the right career path to pursue (Rahim et al., 2021). Sometimes, it is not the sole decision of the individual student to choose a career; societal impact can also have a significant impact on the career choice made by the student. For instance, in a collectivist society, parent(s) play a significant role

in making career-related decisions on behalf of their children, whereas, in individualistic societies, this decision lies entirely to the child, with parent(s) bound to support the child in every aspect of the decision (Akosah-Twumasi et al., 2018). The career choice made by the students not only depends on their interests of the students but is a rather complex phenomenon comprising several different factors that lead to this decision, such as social, economic, and cultural factors (Siddiky & Akhter, 2021). In addition, the personality of a person also represents the kind of career they are opting for or will opt for in the near future and has a positive relationship with the choice (Wu et al., 2020).

The career choice must be analyzed deeply, and much attention should be given to this matter as one's whole future depends on this decision. This decision will determine where that individual will head financially, socially, technically, and culturally (Kazi & Akhlaq, 2017). The engaging, meaningful, and positive nature of a Human Resources Management (HRM) career is why high school students make HRM their career choice (Deichler, 2021). The recent theories and adaption of Industry 4.0 have completely stretched the boundaries and revolutionized HRM practices (Amalia, 2024). In addition, universities and educational institutions all around Pakistan offer specializations in Human Resources Management (HRM) at both the undergraduate and graduate levels (Batool et al., 2016).

The aim(s) and objective(s) of the research are to identify the factors that derive the career choices being made by high school students. According to the Economic Survey of 2021-2023, conducted in the year 2021-2022, there were approximately 455,000 students enrolled in vocational and technical studies, 820,000 were in degree-awarding colleges, and 1.96 million students were enrolled in universities across the country (International Trade Administration, 2024). This study will explore the factors influencing the students' career choice in HRM in the context of Pakistan at universities in Pakistan, as not much research in this context has been done previously. Breaking down the research purpose, we will get (a) how high school/university students make career choices. (b) what factors affect high school/university students' careers in HRM, and (c) help universities and other educational institutions derive the best possible career paths and opportunities for students nationwide.

The factors influencing the career choices made by high school students are significant topics in their own right. Why students choose HRM as their major makes the topic more significant and relevant. There are prior studies on how students make their career choices

but on the global level. However, no such study is being conducted in Pakistan, especially with HRM as the major choice.

This research is divided into sections. The first section, Introduction, emphasizes the research objectives and their significance. The second section, the Literature Review, lays out the study's theoretical framework, describes each of the variables used in the model, and develops the hypotheses. The third section, the Research Methodology and Materials, demonstrates the research design, sample size and technique, and the data analysis technique(s) used to analyze the sample data. The fourth section, Results, tests the hypothesis and discusses the study's results. Finally, the fifth section, i.e., Conclusion, concludes the study with the main findings of the study, limitations of the study, and guides for the future scope of the study.

2 Literature Review

2.1 Social Cognitive Career theory (SCCT) & Holland's theory of Vocational Choice

Humans are constantly making decisions and making choices. For instance, regarding food choices alone, around 220 decisions and choices are made daily (Wansink et al., 2007). Out of so many decisions and choices, how do you make a "good enough" decision or a suboptimal process (Teng, 2022)?

There are several theoretical bases for how someone chooses a career, such as expectancy theory, Social Cognitive Career Theory, Holland's Theory of Vocational Choice, Person-Environment Fit Theory, Social Learning Theory, and many more. An extension of the general social cognitive theory of Bandura (1986), SCCT serves as a strong base for choosing and developing a specified career (Wang et al., 2022). Lent & Brown (1996) attributed SCCT to be a distinctive and important career development theory as it considers personal interest, the outcome of choosing a career, self-capacity, and financial barriers and constraints in career decision-making and development. The theory intends to answer three main questions: how basic academic and career interests develop, how educational career choices are made, and how educational and career success is accomplished (Lent et al., 2002). The theory takes into account self-capacity as the main driver of career development. It breaks down further into personal interests, observations and influences of others, financial constraints, and future working environment and goals.

People work and are comfortable around people like them. In John Holland's Theory of Career Choice, personality is the driving force in choosing a particular career. Holland categorized personalities into artistic, conventional, enterprising, investigative, realistic, and social (Holland, 1966). Hartati & Hermanto (2024) also concluded that there is a significant relationship between Holland's Vocational Personalities and students' career choices.

2.3 Factors Affecting the Career choice of Students Influencers (INL)

There are numerous options for getting help and assistance in choosing a career, such as career counselors and information providers solely for students. Still, students, in the majority of cases, prefer their parent(s) to make a career decision on their behalf or alongside them (Ulrich et al., 2018). Wang et al. (2024) found that there can be a significant relationship between the student's career choices and the influence of friends, family, peers, and teachers. Family support also impacts students' career decisions and academic satisfaction (Koçak et al., 2021).

A study conducted by Harun et al. (2022) concluded a significant relationship between career choice and a role model; results showed that students pursuing surgery as their career have a role model that inspired them. A study in Saudi Arabia on medical students in general surgery found that having a positive role model in one's desired career greatly impacts career choice (Albinsaad et al., 2023). In influencers (INL), three factors were undertaken, including parents, friends and peers, and role models, and the following hypothesis is developed in assessing whether INL impact a private university student's decision to major in HRM:

H1: Influencers significantly positively impact students' career decisions in Human Resources Management.

2.4 Interest (INT)

The career choice made by a student significantly impacts the student's interests in the particular field of study or career (Ajayi et al., 2023). Interest in the career decision-making process matters because it is the centre focus of the whole process and an important factor in decision-making and satisfaction. It is also strongly linked with the outcomes (Quinlan & Renninger, 2022; Renninger & Hidi, 2022). Ajayi et al. (2023) found that interest is important in the student career decision-making process, even at 12th-grade level. Mahmud

et al. (2022) also concluded that among all the factors influencing a career decision-making process, interest significantly impacts career decision-making amongst students in selecting STEM majors.

H2: Interest significantly positively impacts students' career decisions in Human Resources Management.

2.5 Financial Resources (FIN)

Financial resources are the resources that are available to the students to support the finances of their studies. In a study conducted by Ahmed et al. (2022), financial resources in the context of career choice by students can comprise (1) family income, (2) type of family income, (3) affordability, (4) loans taken (5) scholarships (6) management of educational expenses (7) special arrangements for educational expenses (8) cost specifically fees (9) out of pocket expenses (10) traveling expenses. All these factors are considered to be financial resources, and these factors have a significant impact on students' career choices. A study by Nguyen et al. (2023) took financial resources as one of the variables in its model to identify the factors that affect career decisions in economics majors.

H3: Financial resources have a significant positive impact on student's career decisions in Human Resources Management

2.6 Self-Capacity (CAP)

According to Cameron & Webb (2020), self-capacity is one's ability to control actions, feelings, and thoughts. Gedam & Mehta (2022) concluded that there is a positive relationship between individual characteristics and career choice, and individual characteristics are defined as the personality, awareness, and capacity of any individual. Self-capacity, self-esteem, and career adaptability (career concerns, career curiosity, and confidence) are considered vital resources when making decisions regarding education or professionalism (Marcionetti & Rossier, 2021).

H4: Self-capacity has a significant positive impact on students' career decisions in Human Resources Management.

2.7 Career Opportunities (OPP)

The perception of students in terms of the career opportunities available for their chosen career can alter the decision being taken. A study conducted by Azizzadeh et al. (2022) concluded that career opportunities are the driving force among medical students when choosing a career as a surgeon. Karlsson & Noela (2022) suggested that the decision made by students regarding the chosen career depends on the amount of information regarding the profession, so it should provide a more practical approach regarding the opportunities available in the selected field. However, Quadri (2018) concluded that career opportunities are the third factor when choosing a particular career.

H5: Career opportunities have a significant positive impact on student's career decisions in Human Resources Management

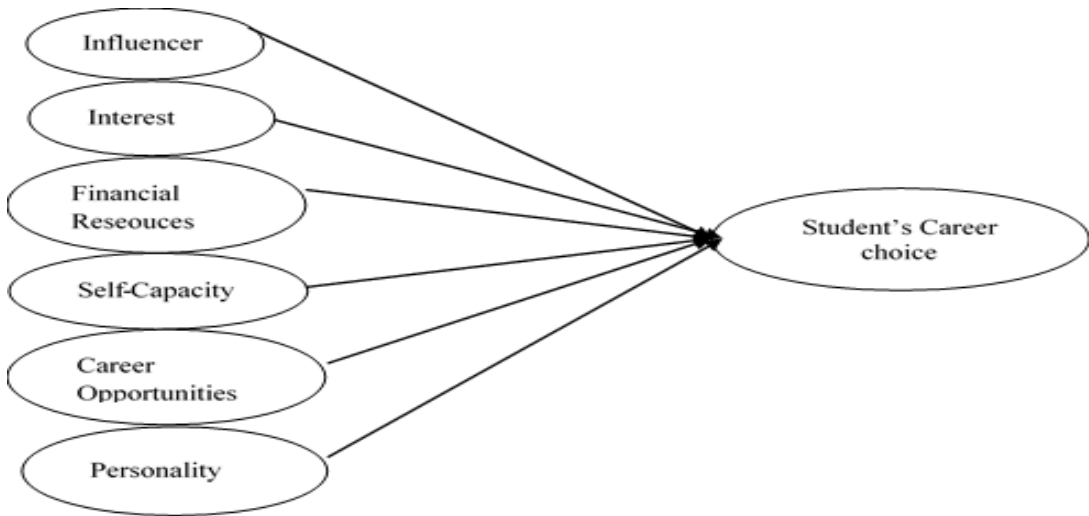
2.8 Personality (PER)

Personality is the set of unique attributes, characteristics, and behavior. The type of personality one has that has significantly impacted the career or job being undertaken is called personality fit. For instance, extroverts might be fit for a socialistic or engaging career or job, and introverts might end up in more analytical or independent careers and jobs (Alonsagay, 2021). Personality plays a significant role in the career role being undertaken. As a result, the choice being made in terms of career options also changes depending on the personality type (Jong et al., 2019). Fong (2012) also concluded that personality traits significantly impact the students' career choice at a university in Hong Kong, with four out of five personality traits influencing a person's career choice, including extraversion, neuroticism, openness, and conscientiousness.

H6: Personality has a significant positive impact on students' career decisions in Human Resources Management.

Based on the literature and hypotheses developed, the conceptual framework for this research is illustrated diagrammatically.

Figure 1 Conceptual Framework



3 Methodology

The research study undertook quantitative data collection processes and methodologies. Quantitative research designs quantify consumer behavior, perceptions, attitudes, and interests, giving a solid back for generated ideas is also beneficial in gathering data from a large sample, is accurate, is easier and faster, and is cost-effective (Mander, 2022). A cross-sectional method was employed for data collection to ensure ease, convenience, and time efficiency. Data was collected at a single point in time only once. The researcher opted for a survey questionnaire for data collection as this methodology gives a standardized response from a large sample size and is a cost-effective data collection method (Lindemann, 2023). Data was collected from students pursuing their Bachelor in Business Administration (BBA) in their last or second year of the degree program. Before the data collection process, the experts approved the questionnaire for any corrections and improvements. The software used for designing the questionnaire was MS Word due to its cost-effectiveness, ease of use, and availability. The questionnaire was distributed physically in printed form to the respondents, and equal time and environment were provided to each respondent to respond.

The questionnaire is divided into three sections A, B, and C. Section A is intended to collect the respondents' demographic information, such as name, semester of study, age, and gender. Section B consists of the variables used in the study: INL, INT, FIN, CAP, OPP,

and PER. Section C comprises the statement responses of the variables used in the study, and respondents were asked to read each statement and record their responses. The variables INL, INT, FIN, CAP, and OPP were adopted from the work of Nguyen et al. (2023), along with the statements of Section C of each variable. The work of Owusu et al. (2023) was considered for the variable PER and its relevant statements. For the dependent variable, Students' Career Choice (SCC), Fong's work (2012) was considered. A 5-point Likert scale with 1 being "strongly disagree" and 5 being "strongly agree" was used for recording the responses. A 5-point Likert scale is more easily understood by respondents, making them more invested in giving responses and thus increasing the response rate (Khandelwal, 2021). The sample questionnaire is attached in "Appendix A."

3.1 Sample

A sample of 225 was selected for the study's ease, convenience, time, and cost-effectiveness. Data was collected at multiple private universities in Karachi, Pakistan, in November, December 2023, and January 2024. The researcher employed a judgmental or purposive sampling technique as the primary method due to its convenience and time efficiency. However, this approach shares the common limitation of all non-probability sampling methods: the potential for researcher or observer bias.

3.2 Data Analysis Technique(s)

Quantitative data analysis was performed using IBM SPSS Version 26 and SmartPLS 4. SPSS 26.0 and SmartPLS 4 were the choices for the analysis due to their functionalities with frequencies and statistical methods for studying students majoring in Human Resources Management (HRM). For the overall reliability and validity of the model, measurement model analysis was carried out using SmartPLS 4. In which the loadings, p-values, composite reliability, and average variance extracted were analyzed. In addition to this, discriminant validity was also checked. Furthermore, cross-loadings and hypotheses were tested using Structured Equation Modelling (SEM).

Table 1 Source of Instrument

Constructs	No. of items	Source
Students' Career Choice (SCC)	7	Fong (2012)
The Influencers (INL)	6	Nguyen et al. (2023)
Interest (INT)	4	Nguyen et al. (2023)
Financial Resources (FIN)	4	Nguyen et al. (2023)
Career opportunities (OPP)	7	Nguyen et al. (2023)

Self-capacity (CAP)	8	Nguyen et al. (2023)
Personality (PER)	6	Owusu et al. (2023)

4 RESULTS AND DATA ANALYSIS

4.1 Partial Least Square Structural Equation Model (PLS-SEM)

PLS-SEM has become a choice for most researchers in the recent past. PLS-SEM has gained popularity in the field of research due to its ability to analyze complex inter-relationships between the observed and the latent variable of the model and its ability to handle complex models and break them down into simpler and easier-to-understand steps (Hair Jr et al., 2021). It has replaced a more common historical method of structured equation model known as the covariance-based SEM (CB-SEM). PLS-SEM is the option for researchers to choose due to its ability to handle complex models when the study focuses on predictions, when formative constructs are included, and when higher-order constructs facilitate a better understanding of the theoretical framework (Har & Almer, 2022).

4.2 Outer Model Measurement

The outer or measurement model is the first step in SEM before analyzing the inner model. As for the model in this study, the two validations being used were convergent and discriminant validity. A researcher can measure the model's internal consistency by composite reliability. It is sometimes also referred to as construct reliability and is somewhat similar in functionality to Cronbach's Alpha. The desired value of composite reliability should be greater than or equal to 0.7 for explanatory research or early stages of scale development (Nunnally, 1975).

4.3 Convergent Reliability and Validity

Convergent validity is a technique used to observe how closely the test is related to the other tests that test in the same constructs, meaning the construct is referring behavior, attitude, or concept, which are not observed but directly tested (Nikolopoulou, 2023). Table 2 shows the convergent reliability and validity of the constructs being used in the model. Factor loadings show the correlations between the factor and the items, and it is acceptable if the value exceeds 0.3 (Tavakol & Wetzel, 2020). The table shows that the factor loadings of all the items are more than that of the accepted range of 0.3. The accepted range of composite reliability is 0.7 (Nunnally, 1978). We can see from the table that all the values of composite reliability exceed the benchmark of 0.7. The average variance extracted (AVE)

is used to validate constructs as it measures the amount of variance captured by the constructs compared to the amount of variance due to measurement error (dos Santos & Cirillo, 2023). The accepted threshold of AVE is 0.5 (Fornell & Larcker, 1981). From the table, it can be seen that all the values of AVE are above the threshold of 0.5 and thus accepted.

Table 2 Convergent Reliability and Validity

Constructs	Items	Loadings	Composite Reliability (CR)	Average Variance Extracted (AVE)
Self-Capacity (CAP)	CAP 1	0.691	0.893	0.568
	CAP 2	0.836		
	CAP 3	0.786		
	CAP 4	0.698		
	CAP 5	0.752		
	CAP 6	0.760		
	CAP 7	0.759		
	CAP 8	0.733		
Financial Resources (FIN)	FIN 1	0.821	0.747	0.664
	FIN 2	0.867		
	FIN 4	0.752		
Influencers (INF)	INL 1	0.815	0.787	0.634
	INL 3	0.744		
	INL 4	0.744		
	INL 5	0.874		
Interest (INT)	INT 1	0.848	0.897	0.682
	INT 2	0.909		
	INT 3	0.733		
	INT 4	0.803		
Career Opportunities (OPP)	OPP 1	0.796	0.904	0.622
	OPP 2	0.700		
	OPP 3	0.744		
	OPP 4	0.817		
	OPP 5	0.872		
	OPP 6	0.774		
	OPP 7	0.804		
Personality (PER)	PER 1	0.771	0.918	0.755
	PER 2	0.908		
	PER 3	0.921		
	PER 4	0.895		
	PER 5	0.840		
Students' Career Choice (SCC)	SCC 1	0.776	0.822	0.565
	SCC 2	0.718		
	SCC 3	0.693		

SCC 5	0.823
SCC 7	0.741

4.4 Discriminant Validity and Cross-loadings

Discriminant validity shows the relationship between two measurements that do not seem highly related (Nikolopoulou, 2023). One of the statistical measures within the discriminant validity is the Heterotrait-Monotrait ratio of correlation (HTMT). HTMT is a statistical technique used in analyzing discriminant validity, especially in business management (Nawanir et al., 2019). The value of discriminant validity should be less than 0.90 for it to be acceptable (Hair & Alamer, 2022). In Table 3, it can be seen that the values of discriminant validity are above the criterion of 0.90.

Table 3 Discriminant Validity

	CAP	FIN	INL	INT	OPP	PER	SCC
CAP							
FIN	0.832						
INL	0.166	0.243					
INT	0.685	0.759	0.37				
OPP	0.776	0.634	0.099	0.535			
PER	0.788	0.668	0.141	0.662	0.751		
SCC	0.637	0.628	0.23	0.465	0.653	0.58	

Cross-loadings refer to the phenomenon in factor analysis where a variable loads significantly on multiple factors rather than just one (Brown, 2015). This can indicate that the variable is related to multiple underlying constructs or dimensions or that the factors are not distinct (Tabachnick & Fidell, 2013). In cross-loadings, the loadings of constructs should be higher on their parent construct rather than other constructs in the study. If the loadings are higher on other constructs, this can question the discriminant validity of the study. This condition can be seen in Table 4, as the loadings of the construct corresponding to the parent construct are the highest compared to all the other constructs.

Table 4 Cross Loadings

	CAP	FON	INL	INT	OPP	PER	SCC
CAP1	0.691	0.517	0.157	0.439	0.448	0.520	0.385
CAP2	0.836	0.603	0.189	0.496	0.531	0.562	0.467
CAP3	0.786	0.575	0.177	0.570	0.460	0.551	0.416
CAP4	0.698	0.508	0.027	0.438	0.469	0.494	0.375
CAP5	0.752	0.469	0.028	0.518	0.522	0.536	0.437
CAP6	0.760	0.422	0.029	0.362	0.556	0.514	0.404

CAP7	0.759	0.461	0.085	0.476	0.582	0.595	0.452
CAP8	0.733	0.520	0.139	0.374	0.636	0.517	0.473
FIN1	0.604	0.821	0.141	0.544	0.415	0.466	0.387
FIN2	0.591	0.867	0.137	0.466	0.406	0.523	0.429
FIN4	0.459	0.752	0.249	0.462	0.452	0.360	0.406
INL1	0.051	0.154	0.815	0.160	0.078	0.050	0.198
INL3	-0.008	0.054	0.744	0.138	0.006	0.037	0.012
INL4	0.177	0.278	0.744	0.343	0.069	0.151	0.150
INL5	0.142	0.113	0.874	0.340	0.040	0.147	0.159
INT1	0.515	0.467	0.316	0.848	0.402	0.488	0.379
INT2	0.609	0.558	0.260	0.909	0.471	0.587	0.452
INT3	0.389	0.430	0.264	0.733	0.326	0.405	0.254
INT4	0.452	0.532	0.260	0.803	0.365	0.451	0.269
OPP1	0.675	0.492	0.112	0.468	0.796	0.629	0.493
OPP2	0.467	0.351	0.032	0.330	0.700	0.371	0.418
OPP3	0.481	0.408	0.018	0.370	0.744	0.471	0.392
OPP4	0.534	0.470	0.045	0.327	0.817	0.489	0.450
OPP5	0.577	0.402	0.097	0.373	0.872	0.589	0.493
OPP6	0.510	0.310	0.033	0.274	0.774	0.560	0.361
OPP7	0.596	0.417	0.063	0.478	0.804	0.652	0.494
PER1	0.641	0.448	0.132	0.442	0.662	0.771	0.462
PER2	0.619	0.480	0.157	0.560	0.619	0.908	0.436
PER3	0.661	0.504	0.113	0.557	0.564	0.921	0.425
PER4	0.585	0.505	0.126	0.546	0.574	0.895	0.471
PER5	0.583	0.459	0.050	0.471	0.553	0.840	0.434
SCC1	0.491	0.410	0.130	0.333	0.455	0.447	0.776
SCC2	0.243	0.271	-0.013	0.125	0.351	0.269	0.718
SCC3	0.306	0.318	0.023	0.097	0.421	0.328	0.693
SCC5	0.501	0.421	0.284	0.511	0.447	0.430	0.823
SCC7	0.505	0.417	0.255	0.411	0.441	0.413	0.741

4.5 Structural Model and Hypotheses Testing

The structural model and the hypotheses testing are inner model measurements. The outer model measurements were analyzed above, including the validity and reliability of the model and its constructs, and path coefficients were used in testing the hypothesis. The results of the hypothesis are summarised in Table 5.

Out of the six generated hypotheses, three hypotheses, i.e., FIN (H3), CAP (H4), and OPP (H5), were accepted. INL (H1), INT (H2), and PER (H6) were rejected. The results of the tests are discussed in more detail in the following section.

Table 5 Hypothesis Testing

	Hypothesis	Estimates	SD	T-Values	P-Values	Decision
H1	INL -> SCC	0.122	0.079	1.488	0.137	Reject
H2	INT -> SCC	-0.009	0.079	0.130	0.897	Reject
H3	FIN -> SCC	0.153	0.067	2.324	0.020	Accept
H4	CAP -> SCC	0.191	0.079	2.353	0.019	Accept
H5	OPP -> SCC	0.295	0.076	4.001	0.000	Accept
H6	PER -> SCC	0.084	0.075	1.136	0.256	Reject

4.6 Discussions

In Pakistan, not much emphasis is given to how students should opt for their major at the undergraduate level. However, in the past, several researchers have tried to study the answers to the factors that influence a student's career choice in a particular major. Past researchers have found different empirical evidence, such as personality traits, socioeconomic class, demographics, and political and environmental factors that lead to students' career decisions. This study conducted at multiple universities in Karachi, Pakistan, tried to identify the factors that influence students' career choice in Human Resources Management (HRM) at the undergraduate level using Influence (INL), Interest (INT), Financial Resources (FIN), Self-Capacity (CAP), Career Opportunity (OPP), and Personality (PER) as the factors for the analysis.

The study concluded that there is no significant relationship between Influencers (INL) such as parent(s), teachers, family, peers, or career counseling sessions and students' career choice in Human Resources Management (HRM). A study by Kashyap (2023) suggested that peers or friends can influence students' career decisions, but this is not always good and can have negative consequences. In collectivistic societies, students can be influenced by their parents, peers, role models, or counseling sessions, but this is not the case in individualistic societies where these things do not matter, and students choose to opt for a major on their personal choice (Twumasi et al., 2018). The changing attitudes and independence of the youth can be a factor that makes them no longer influenced by anyone in deciding what career to opt for.

The study concluded no significant relationship exists between interest (INT) and students' career choices in human resources management (HRM). According to Nyamwange (2016), interest is a vital part of career decisions being taken by students. Still, some students do not have adequate knowledge and information to develop an interest in any field of study; they do not have much interest in any field of study. Negative thoughts can diminish interest in a particular field and affect the student's career choice (Chason et al., 2013). Students in Pakistan especially face the issue of having little or little knowledge about a career, which diverts their interests toward a particular career.

The study concluded that there is a significant relationship between Financial Resources (FIN) and students' career choices in Human Resources Management (HRM). A study by Kazi & Akhlaq (2017) also concluded that financial resources are an important factor affecting students' career choices among many different factors. Several other studies, including those of Ahmed et al. (2022), also concluded that the availability of financial resources to students shapes their career choices. Majoring in business disciplines is relatively less expensive in Pakistan than medicine or even engineering, and thus, while investigating factors influencing career choice in human resources management (HRM), financial resources available to a student play an important role.

The study concluded that there is a significant relationship between Self-Capacity (CAP) and students' career choices in Human Resources Management (HRM). Students' self-capacity and self-concept have a direct and significant impact on the career choices being made by students (Zaini et al., 2021). Park et al. (2018) also concluded that there is a positive relationship between career decisions and self-capacity or self-efficacy among students.

The study concluded that there is a significant relationship between Career Opportunities (OPP) and students' career choices in Human Resources Management (HRM). Karlsson & Noela (2022) concluded that students' career decisions depend on future opportunities. In this ever-changing environment, decisions must be taken with the aspect of future career opportunities in mind.

The study concluded no relationship exists between personality (PER) and students' career choices in human resources management (HRM). Possessing the skills to perform

effectively in a specific field is more important than simply having a compatible personality type. If an individual's personality aligns with their chosen career but lacks the necessary intellectual capabilities, they may ultimately struggle and feel compelled to switch careers (Alonsagay, 2021). In today's competitive environment, where everyone vies for market success, standing out intellectually provides a distinct competitive advantage.

5 Conclusion

The study tried to identify the factors that may influence students' major choices in Human Resources Management (HRM). Multiple universities were visited for the responses, and students majoring in Human Resources Management (HRM) were asked to participate in the research. The study concluded that financial resources (FIN), self-capacity (CAP), and career opportunities (OPP) have a significant impact on students' career choices in human resources management (HRM). The study can benefit students entering the universities, parent(s) planning for their children's studies, universities trying to offer different major or elective options, and other educational bodies within Pakistan involved in policy-making relevant to higher education in Pakistan.

Career choice is a complex phenomenon that is influenced by several different factors. For this study, we used only six variables that, in our scope and knowledge, were the best-suited factors influencing career choice. However, several factors affect the decision, too. The research only considers students at the undergraduate level, and future studies can also include students at the graduate and postgraduate levels so that the data's reliability and authenticity can be maximized. Due to time constraints, data was collected at a single point and directly analyzed. This can be improved by investing more time in collecting the responses. Furthermore, the study was conducted in a metropolitan and urban city in Karachi, Pakistan. Further studies can be performed involving universities in rural areas and smaller cities of Pakistan so that their perspective can be considered, broadening the study's overall scope.

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APPENDIX

Scale	Items	1	2	3	4	5
Students' Career Choice (SCC) *	<p>I believe that it is a sign of maturity to have one career goal.</p> <p>I will follow through my career choice no matter what happens.</p> <p>I believe that career decisions can be right or wrong.</p> <p>I think only one occupation is right for my abilities.</p> <p>I think I am best suited for occupation in HRM.</p> <p>I considered many options before committing myself in the field of HRM.</p> <p>I think that career choice in HRM best suits my values.</p>					
Influencer (INL) *	<p>My parents influenced my career choice in a HRM major.</p> <p>I have a sibling(s) who also majored in HRM.</p> <p>My relative(s) helped me out and gave me advice in choosing my major.</p> <p>Most of my friends are also having the major (HRM).</p> <p>My teacher(s) advised and encouraged me to take HRM as my majors.</p> <p>I attended some career counselling sessions and that helped me out in making my career choice in HRM.</p>					
Interest (INT) *	<p>I am passionate about Human Resource Management (HRM) related fields and disciplines.</p> <p>I feel satisfied with the industry related to HRM.</p> <p>If given the opportunity again, I will still choose HRM as my major.</p>					

	<p>The interesting and unorthodox factors is a key factor in choosing my career.</p>
FinancialResources (FIN) *	<p>My tuition and other relevant expenses are mainly supported by my family.</p> <p>Having sufficient financial support available for me for my studies makes me feel confident.</p> <p>If needed, a bank loan can support my studies.</p> <p>Financial position and condition were an impactful factor in making my career choice.</p>
Self-Capacity (CAP) *	<p>My career choice is based on my sheer ability and skills.</p> <p>I am positive that my skill set will be relevant to my chosen career.</p> <p>I can easily apply the knowledge that I learned to a practical approach.</p> <p>I have a keen, creative, and a logical mind that always looks for learning new things.</p> <p>I usually take the charge in any task being assigned.</p> <p>I feel that communications skills are an essential element in any working environment.</p> <p>My priority is to complete the assigned task well and on time.</p> <p>I take things around me positively and try to extract out good things from it.</p>
Career Opportunities (OPP) *	<p>The demand for human resources in my chosen career is quite high.</p> <p>I am positive that the major that I am studying will yield me a high starting salary in the future.</p> <p>The major that I am studying has a safe working environment.</p> <p>I will work in a dynamic and professional environment in the future with my current major.</p> <p>With the major I am pursuing; I can take different positions in different sub-fields of my major.</p> <p>I will get a good image and status when I will go for work with my major.</p> <p>With this major, there is a high chances of me being promoted and developed.</p>

Personality (PER) *

I like to work in teams.

I like to train people.

I like to help people in solving their
problems.

I like to get into discussions about issues.

I like to learn about other cultures.

I categorize myself as an extrovert person.



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