



Career planning of undergraduate students of Ramkhamhaeng University

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Abstract

Aim: The study's primary goal is to examine the role of Ramkhamhaeng University-RU, Thailand, in the career development of its undergraduate students. (2) to evaluate the pros and cons of various careers, and (3) to display the advice these deserving students give.

Methodology: Four hundred undergraduates from the Schools of Law, Business, Humanities, Education, Science, Political Science, Economics, and Human Resource Development were randomly selected for this study. The data was gathered using a set of five rating scale questionnaires. The data was used to analyze the frequency, percentage, mean, standard deviation, t-test, and One-way ANOVA.

Findings: As a result of this study, we know the following: (1) Students place a moderate amount of weight on their own interests and social considerations when making career decisions. Still, more weight is given to family considerations. (2) In terms of career planning, students wanted to work before and after college; (3) When comparing factors for students to choose their careers, the opinions of the students who differed in sex, fathers' education and occupation, and students' employment status showed concurrent differences at the statistically significant level of Last but not least, (4) about suggestions for undergraduate career planning, the university should offer more activities to help students get ready for career planning.

Novelty/Implications: Planning a career, deciding on a career path, and building one's career are all pivotal moments in a person's life that last a lifetime. This research has explored these factors and provided helpful insights that benefit students, educators, and policymakers.

Key Words: Career Planning, The Factors in Choosing Careers, Career Choices, Career Planning Tendency

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INTRODUCTION

Economic, technological, cultural, and societal shifts occurring in other countries have profoundly impacted Thailand. Improvements in youth education must accompany efforts to expand the economy. Tertiary education, which aims to produce students with academic and professional knowledge, as well as those who are knowledgeable, moral, and happy, is the foundation and most important one for creating prosperity and tackling the country's development in a variety of fields, especially higher education, which aims to develop students' leadership to be able to accommodate changes in technology, economic, and social efficiency. There are public and private universities whose stated goals include producing graduates who meet the needs of employers and the nation. According to Roe's (1956) theory of career planning, which states that it is a way to obtain sustenance due to the person's basic needs, students choose to study and plan to have the opportunity to work according to their own disciplines or attitude. The supply side of human society relies on this activity to fulfill their psychological needs, and its inclusion in the progression of life as a whole means that it cannot be considered in isolation from the evolution of other forms of life. Pride and understanding of one's worth also play a role in bringing about joy and contentment.

Among the many facets of human existence, careers are perhaps the most crucial in developing nations. According to data compiled and analyzed by the National Statistical Office of Thailand for the Ministry of Social Development and Human Security (2014), the labor force in Thailand consisted of 54.65 million people (or 38.43 million people who were ready to work), 37.79 million of whom were employed, and 3.61 hundred thousand of whom were unemployed. 1.13 million college grads make up the bulk of the unemployed, according to the study. Therefore, career planning is of utmost importance, and it has been discovered that students do not learn in accordance with their attitude or ability but rather as given by societal or parental/peer pressure, which leaves

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them ill-equipped to adapt to the job to which they have graduated. High levels of unemployment among recent graduates can be traced back to (Chareonwongsak 2006; Ardyanfitri and Wahyuningtyas 2016).

A set of rules to be followed in the future is known as career planning. Deciding on the best and most appropriate option will be of paramount importance. As a result, it is possible to achieve professional success through thoughtful and well-considered career planning.

The open-enrollment institution known as Ramkhamhaeng University is named after the Sukhothai monarch widely believed to have been responsible for the development of the Thai alphabet, King Ramkhamhaeng the Great. Students at Ramkhamhaeng University can either attend classes or study independently using various resources (including the university's library, the Internet, radio, television, and recorded lectures). If they want to complete the course in the allotted time, students must take full responsibility for their education and exercise extreme self-discipline. They need to know what they'll be studying and what they'll be doing after high school if they want to graduate. Thus, students at Ramkhamhaeng University are vested in learning about career planning to better plan, target, and prepare for the labor market and themselves. This research will help educators tailor their lessons to individual students and provide valuable career insight for college students. All parties involved, from students to educators to policymakers, will benefit from this.

Research Objectives

The purposes of this research are: (1) to study the career planning of undergraduate students of Ramkhamhaeng University, Thailand. (2) to compare the factors of choosing a career, and (3) to show recommendations made by these selected students concerning career planning.

LITERATURE REVIEW

Concepts of Career

Living in the present society has changed, the people are more educated. The knowledge gained will be the basis of occupation in order to have money to buy physiological needs, and other in living standards and better for themselves, their families and society. Thus, they chose their career by their own aptitudes, interests, honestly, and have a stable life, as well as have sufficient income need of sustenance.

The definition of career, according to National Statistical Office (2013), means type of job/career that person is doing. The classification is based on ISCO International Standard Classification of Occupation (ISCO-08) of the International Labour Organization (International Labour Organization-ILO). Career means businesses do have one of the followings: (1) the parties receive monetary compensation or other compensation is paid which may be paid on a monthly, weekly, daily or piece basis; (2) the parties wish to receive profits or gains or share in return; or (3) companies that make the business of the household members without receiving wages or profits or any return that the household members are businesses or establishment working as a private business or employer. Career means an occupation undertaken for a significant period of a person's life and with opportunities for progress. While BusinessDictionary.com (2015) defines career as the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. The Royal Institute (2003) defines the meaning of a career that is a celebration of life and livelihood. Yasin (2010) stated that the profession is to do any activity that is positive or negative, the events that lead to the consideration may be not as objects tangible like money or abstract intangible, such as the security of their own faith, ideals satisfying personal ambition or any other consideration, such as the cause or a factor to life, or existence in society.

The definition of a career as mentioned, "career" may be defined as the obligations of the parties that bring to the monetization of the daily life of individuals with different ways to make an income for themselves and family and create jobs for themselves and others that benefit the country as a whole.

The importance of career is what makes man's self-esteem. In the life of men, it takes about two of three in men working for life to work in their chosen profession after graduation. It is a part of life according to their ability, aptitude, and interest to earn a living for themselves and their families. Career also provides the pleasure in working; another requirement is a desire to get the money, including the self-esteem. In addition, the occupation has brought

fame and honor and also has been recognized as a reliable person to another. Miller (2015) suggests that work experience is important and meaningful in order to develop the skills, as well as it is the time for understanding of working in a corporate environment.

The career will entail revenue to spend in the family. The career is also important in terms of developing skill, self-knowledge, increasing ability, and as a result, the mind in terms of self-esteem.

Concepts and Theories About Career Choices and Professional Development

The theory and analysis of their profession are assembled with several features such as ability, aptitude, personality, and interests. In addition, individual career choices by considering the nature of the profession are also their consideration. The occupation market demand for labor and capital are used to prepare for a career.

It is believed that the career choices of individuals are not trial and error, but the idea is discriminatory as well. In the career, Careersnz (2015), who has been hailed as the father of professional careers, states that occupational decision making occurs when people have achieved: (Careersnz 2015) (1) Self-analysis, in order to get an accurate understanding, person will analyze his/herself individual traits, aptitudes, interests, personal attributes as well as the economic situation of the family. (2) Career analysis, this step is about an analysis of knowledge of job and labor market, exploring the occupations and learning areas that interest a person. Once a person has some idea of his/her occupation's preferences, he/she can research a specific skill and qualifications required for those occupations and learning options. And (3) Rational and objective judgments about the relationship between their individual traits and the labor market. Good judgment in deciding career is based on their combining of self-analysis and job analysis.

The theory of the study of individual traits and personal ability that influenced their career choices is summarized as follows: (Careersnz 2015) (1) Aptitude and intelligence influencing career choices are also the one consists in influencing the success and advancement of occupation. (2) Interests are elements that influence career choices and the influence he will endeavor to work that much. (3) Values of persons per profession are influencing their career choices so that people with kindness such as helping fellow professionals, social workers, doctors, or nurses, such a person who chooses to uphold justice in society may choose his/her occupation as a lawyers. (4) Individual circumstances, such as parents, relatives, teachers, counselors also influence the chosen career of young people, as some people would choose the teaching profession because they admire their teacher. The successful careers of their favorite one may be the role model that influences his/her to choose that career. (5) Achievement in learning influencing career choices of a person with good grades in any fields, mostly often choose careers in those fields and individuals with academic achievement is generally favorable are more likely to choose a career in the profession. (6) Family influencing the career choices of individuals, the children, some of whom will choose their career as a professional parent, as well as economic, social and family influence the career choices of their children. (7) Personality and adjustment influencing career choices, individuals with personality characteristics vary as a leader as gregarious as introverted tend to choose different professions, as appropriate to their personality. And (8) resident and values in the community influencing career choices, values in the community are influenced the choice of a career since some people want their children followed their careers such as farmers, they care for the land and would like to have their children to stay in the community. Another view of parents, some popular choices of career is teacher, nurse, or a military because of laudable.

Roe's Theory of Vocational Choice

Roe (1956, 1977) researched on the developmental backgrounds and personality making conclusions about career choices as following: (1) People often choose careers that suit their personality since each person are different, chosen career must be able to satisfy the needs of them as well; and (2) Childhood experiences gained from rearing, especially raising parental influence career choices.

Hoppock's Composite Theory

Hoppock (1976) summarized 10 important principles that people should choose a career that meets their needs best and most, both now and in the future. (1) Occupations are chosen to meet the need of oneself. (2)

Choosing the occupation, the occupation that we choose is the one that we believe will fulfill best meet the needs that most concern us. (3) Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw ones certain directions, in either case, they may influence career choice. (4) Career development of individuals occurs when a person feels aware that an occupation can help to meet their needs. (5) Career development progresses and occupational choice improves as a person getting better ability to anticipate how well a prospective occupation will meet his needs. His capacity in making career choices that is appropriate to himself thus to anticipate depends upon his knowledge of himself, his knowledge of occupations, and his ability to think clearly. (6) Information of specific preferences about oneself affects occupational choice by helping him to recognize what he wants. (7) Field of study, knowledge, ability of oneself, and information about occupations affects occupational choice by helping him discovering the occupations that may meet and satisfy his needs, what these occupations offer to him, and what they will demand on him. (8) Job satisfaction depends on the occupational needs of the individual personality preferences, attitudes towards their career and the degree of satisfaction is determined by the ratio between what he has and what he wants. (9) Career satisfaction may result from a job that meets one needs today as well as from the job that one considers himself successful in the future with progressively, honor, and stability in his career. And (10) Occupational choices are always subject to change at any time as long as it is based on the belief that changes will better meet the needs of individuals.

Concept of Career Planning

Proper planning is the key to success for career planning (Recruitmentinsider 2010) Stability in their lives as a result of each person has had to prepare to move into a different career. There are some educators define planning a career in a different perspective such as: Endicott (1948, p. 6) defined career planning as a process, started by individuals who recognize the need to make wise decisions in choosing a career that is matches with a matter of fact. Likewise, Krumboltz and Thoresen (1969, p. 306) stated career planning is a process or the way in which the decision to career possibilities. Taking into account the benefits that would happen to that person, the selection will be based on the wishes of the person who wants to get compensation or experience as the goal on their achievement. World is full of competition, Jacowski (2007) mentioned if one wants to achieve the goals, one needs to be pre-planned career in advance as well. Taking into account the data on the efficacy of their skills, aptitudes, and preferences about their career interests, attitudes, values, vision, and career advancement to succeed in their careers as well as guidance by the knowledge or acquaintance is advised.

Career Planning Process

Career planning is a process that allows one to manage his learning and development. It is a process that must be carried out continuously as interest, value by analysis processes and preferences through working life, the opportunity to learn to ensure choosing appropriate occupation. Working and learning plan need to be able to deal with changes in his live and in the world of work.

Endicott (1948, p. 10) stated his point of view that the process of career planning comprise of (1) knowing yourself, students self-analysis help them to understand themselves clearly in all areas, and (2) learning about occupational appearance and searching for the careers that suit their preferences, aptitudes, career progression, working environment, demand of labor market, time, and fund used in the preparation process.

Calvert and Steele (1963) stated targeting process consists of

- (1) exploring the knowledge and experience through the past education that provide most benefit,
- (2) explore their abilities and aptitudes, select the goals of the career and survey for relatively information,
- (3) consult the knowledge person, or the guidance or experts,
- (4) preparing for an expected career by learning, experiencing, building up various skills while studying in school/university,
- (5) planning to find a job by preparing themselves in various areas,
- (6) after entrance to the working world, assessing career progress by study the career path that mostly will be guided by the agency, and
- (7) creating a work in progress by learning to live together in organizations and how to step up to a higher

position with knowledge and ability of their own.

Department of Training and Workforce Development (n.d.) suggests that career planning is ongoing processes that can help the students manage their learning and development. Reviewing plans and processes can be done at any time during their respective careers. The career planning process can be divided into four stages.

First step: Knowing yourself, this self-assessment stage, the students should begin by thinking about where they are now, where they want to be, and how they are going to get there by working on getting to know their skills, interests and values.

Second step: Finding out, this step is about how students explore the occupations and learning areas that interest them. Once they have some idea of the occupational preferences, they can research the specific skills and qualifications required for those occupations by asking themselves how do their skill and interest match up with these interested occupation.

Third step: Making decisions, the students' decision involves comparing choices about their career interest regard to the occupation that is the most appropriate to them at this point of time and what they need to do next to help them to achieve their goals.

Fourth step: Taking action, the students need to put their plan into action by using all information about their skills, interests, values, and the information about the world of work to create their plan.

These four steps career planning process can help the students to clarify options and map out their step-by-step approach to achieve their goal.

Factors Related to Choosing a Career

There are several factors involved the decision to choose a career. External factor and internal factor are two important key factors in choosing a career. External factor refers to the information in a very broad scope, such as labor market trend, characteristics of the work, working environment, features professionals, income or progress of career etc. Internal factors refer to internal personal factors, including their own personal interests, such as personality, intelligence, aptitude, skills, experience, achievement motivation, and factors relating to the value structure such as values of occupation, life purpose, recognition, honor and reputation of the profession, professional attitude, understanding about the occupation/information, etc. (Ministry of Labour 2015).

METHODOLOGY

This research is a survey research. Population was the undergraduate students of RU who enrolled in academic year 2013-2014 in eight faculties, consist of Faculty of Law, Faculty of Business Administration, Faculty of Humanities, Faculty of Education, Faculty of Sciences, Faculty of Political Science, Faculty of Economics, and Faculty of Human Resource Development. The sample consisted of 400 undergraduate students of RU by using equal quota sampling to the number of samples in each set as well. A five rating scale questionnaire was used as a tool to collect the data. The questionnaire covers areas: (1) factors in choosing career, (2) career planning tendency in choosing career, and (3) recommendation concerning career planning. The data were analyzed by applying the statistical techniques of frequency, percentage, mean, and standard deviation. The t-test and One-way Analysis of Various (ANOVA) were used to test the hypothesis, and Least Significant Difference (LSD) method was used for testing significant differences between and among different groups.

RESULTS AND DISCUSSION

The results of this research revealed as the following: Frequency of the samples' personal data, factors in choosing careers, career planning tendency in choosing career, and recommendation concerning career planning.

Table 1: Frequency and percentage of the samples' personal data

	Personal Data	Frequency	Percentage
1. Sex	Male	128	32.0
	Female	272	68.0
2. Age	Less than 25 yrs.	343	85.7
	25-30 yrs.	40	10.0
	31-35 yrs.	13	3.3
	More than 36 yrs.	4	1.0
3. School of study	Faculty of Law	50	12.5
	Faculty of Business Administration	50	12.5
	Faculty of Humanities	50	12.5
	Faculty of Education	50	12.5
	Faculty of Science	50	12.5
	Faculty of Political Science	50	12.5
	Faculty of Economics	50	12.5
	Faculty of Human Resource Development	50	12.5
4. Year attended	2014	46	11.5
	2013	119	29.7
	2012	105	26.2
	2011	78	19.5
	2010	25	6.3
	2009	27	6.8
5. Level of education	5.1 Fathers' level of education		
	-Less than Bachelor Degree	293	73.2
	-Bachelor Degree	50	12.5
	-Higher than Bachelor Degree	11	2.8
	-No identification	46	11.5
	5.2 Mothers' level of education		
	-Less than Bachelor Degree	266	66.5
	-Bachelor Degree	75	18.7
	-Higher than Bachelor Degree	6	1.5
	-No identification	53	13.3
	5.3 Guardians' level of education		
	-Less than Bachelor Degree	106	26.5
	-Bachelor Degree	28	7.0
-Higher than Bachelor Degree	8	2.0	
-No identification	258	64.5	
6. Fathers' occupation	- Government officials/state enterprise officers	50	12.5
	- Employee in business firm	134	33.5
	- Self-employment	123	30.7
	- Househusbands	27	6.8
	-Agriculturists/farmers/ gardeners	60	15.0
	-Others	6	1.5
7. Mothers' occupation	- Government officials/state enterprise officials	34	8.5
	- Employee of business firm	88	22.0
	- Self-employment	133	33.2
	- Housewives	81	20.2
	-Agriculturists/farmers/ gardeners	55	13.8
	-Others	9	2.3

Table 1 continue: Frequency and percentage of the samples' personal data

	Personal Data	Frequency	Percentage
8. Family's income per month	Less than 10,000 Baht	91	22.7
	10,000 20,000 Baht	165	41.3
	20,001 30,000 Baht	88	22.0
	30,001 40,000 Baht	32	8.0
	More than 40,001 Baht	24	6.0
9. Students' working status	Never work	156	39.0
	Used to work	121	30.2
	Currently work as government officials/ state enterprise officials	47	11.8
	Currently work as employee in business firm	53	13.2
	Currently self-employed	23	5.8
	Total	400	100.0

Frequency of Samples' Personal Data

It was found that RU undergraduate students who answered the questionnaires are as follows: There are 272 female and 128 male. Students' age, there are 343 students who are less than 25 years old, 40 students are 25-30 years old, 13 students are 31-35 years old, and 4 students are over 36 years old. School of study, there are 50 students from each faculty.

Year attended, there are 46 students who are attended in 2014, 119 students are attended in 2013, 105 students are attended in 2012, 78 students are attended in 2011, 25 students are attended in 2010, and 27 students are attended in 2009.

Level of education, fathers' level of education, there are 293 students whose fathers' level of education are less than Bachelor degree, 50 students whose fathers' level of education are Bachelor degree, and 11 students whose fathers' level of education are higher than Bachelor degree.

Mothers' level of education, there are 266 students whose mothers' level of education are less than Bachelor degree, 75 students whose mothers' level of education are Bachelor degree, and 6 students whose mothers' level of education are higher than Bachelor degree. Guardians' level of education, there are 106 students whose guardians' level of education are less than Bachelor degree, 28 students whose guardians' level of education are Bachelor degree, and 8 students whose guardians' level of education are higher than Bachelor degree.

Fathers' occupation, there are 134 students whose fathers' occupation are employee in business firm, 123 students whose fathers' occupation are self-employment, 60 students whose fathers' occupation are agriculturists/farmers/gardeners, 50 students whose fathers' occupation are government officials/state enterprise officials, 27 students whose fathers' occupation are househusbands, and 6 students whose fathers' occupation are others.

Mothers' occupation, there are 133 students whose mothers' occupation are self-employment, 88 students whose mothers' occupation are employee in business firm, 81 students whose mothers' occupation are housewives, 55 students whose mothers' occupation are agriculturists/farmers/gardeners, 34 students whose mothers' occupation are government officials /state enterprise officials, and 9 students whose mothers' occupation are others.

Family's income per month, there are 165 students whose family's income are 10,000-20,000 Baht, 91 students whose family's income are less than 10,000 Baht, 88 students whose family's income are 20,001-30,000 Baht, 32 students whose family's income are 30,001-40,000 Baht, and 24 students whose family's income are more than 40,000 Baht.

Students' working status, there are 156 students who never work, 121 students used to work, 53 students currently work as employee in business firm, 47 students currently work as government officials / state enterprise officials, and 23 students currently self-employment.

Table 2: Mean, standard deviation and level of important of factors in choosing career

Aspects	\bar{X}	SD	Level of Important
Students themselves	3.94	.48	Somewhat important
1. Career matches my aptitude	4.10	.66	Somewhat important
2. Career matches my interest	3.76	.74	Somewhat important
3. Career matches my character	3.75	.77	Somewhat important
4. Value or affection	3.97	.72	Somewhat important
5. Career matches my knowledge and appropriate to my ability	4.00	.86	Somewhat important
6. Career matches my knowledge and the field of study	3.95	.79	Somewhat important
7. Career supports further education.	3.88	.79	Somewhat important
8. Career suits my personality	4.06	.81	Somewhat important
9. Job description match my desired career	3.91	.80	Somewhat important
10. Career challenging	4.20	.71	Somewhat important
11. Career advancement opportunities	4.30	.78	Somewhat important
12. Job/career security	4.15	.82	Somewhat important
13. Career with high income and returns	3.13	1.15	Important
14. Have work experience on this type of job	4.13	.76	Somewhat important
15. Professional pride	4.05	.77	Somewhat important
16. Learning and practicing professional experience.	3.70	.92	Somewhat important
Aspect of family	3.40	.73	Important
1. Parents or guardians' career	3.25	1.01	Important
2. Parents or guardians' education	3.11	.96	Important
3. Parents or guardians' income	3.26	.93	Important
4. Parents or guardians' support	3.97	.89	Important
5. Member of the family suggestion	3.43	1.04	Important
Aspect of Social	3.73	.61	Somewhat Important
1. Career chosen by following close friends	2.61	1.13	Important
2. Career that is noble profession praised	3.93	.88	Somewhat important
3. Career that is accepted by the society	4.06	.83	Somewhat important
4. Career that is benefit to society and the nation	4.15	.78	Somewhat important
5. Career trends to be wanted by the labor market	3.95	.84	Somewhat important
Total all	3.69	.48	Somewhat importance

In term of the factors in choosing careers, the students' evinced opinions in respect to the factors in choosing career in the overall, in the aspect of students themselves and the aspect of social were placed importance at somewhat important level respectively on career advancement opportunities, career challenging, and job security.

As well as in the aspect of social, the students placed important at a somewhat important level on career that is benefit to society and the nation, career that is accepted by the society, and a career trends to be wanted in the labor market. Probably because of this job is going to be their first job which is considering as career opportunities for advancement in the future, income for their living, and revenue will come from this career. Whereas in the aspect of family, the students placed importance at an important level on parents or guardian promotes and supports their career planning. This is because Thailand is a society in which social ties between families and kinship closely. Even though students tie with each concern to foster a supportive relationship of their family, they still belief in their faith as well.

Table 3: Frequency and percentage of students' opinions on career planning tendency in choosing career after their graduation

Students' Opinions	Frequency (n)	Percentage
1. My objective(s) of career planning in choosing career after graduation is (are)	400	100.0
Desire to work prior	257	64.3
Looking for further higher education	91	22.7
Desire to work as self-employment	52	13.0
2. After graduation I am most interested in working in the following types of career:	400	100.0
Government sector	223	55.8
Business firm	80	20.0
Self-employment	78	19.5
State enterprises and others	19	4.7
3. Trends in future career choices, I will choose : (You can choose more than one answer)	513	100.0
The career that credit dignity and honor.	75	14.6
The career with high income and compensation.	169	32.9
The career that is acceptable in the society.	86	16.8
The career that is beneficial to society and country.	109	21.3
The career that meet the need of the labor market	74	14.4

In term of career planning tendency in choosing career, the students evinced opinions in respect to the aspect of objective in choosing their career after graduation, the finding by ranking were 64.3 percent of the students desired to work prior, 22.7 percent of the students looking for further higher education, and 13 percent of the students desired to work as self-employment.

Type of careers, 55.8 percent of the students are interested in working with government sector, 20 percent in business firm, 19.5 percent in self-employment, and 4.7 percent in state enterprises and others.

Tendency of choosing career in the future, 32.9 percent of the students want to have the career with high income and compensation, 21.3 percent in the career that is beneficial to society and country, 16.8 percent in the career that is acceptable in the society, 14.6 percent in the career that credit dignity and honor, and 14.4 percent in the career that meet the need of the labor market, respectively.

Table 4: The comparison of students' opinions on the factors in choosing their career as classified by gender

The Aspects	Male		Female		t-test	p
	\bar{X}	SD	\bar{X}	SD		
1. The aspect of students themselves	3.88	.49	3.97	.47	.372	.542
2. The aspect of family	3.40	.83	3.41	.69	5.686	.018*
3. The aspect of social	3.63	.66	3.79	.58	5.593	.019*
Total	3.64	.55	3.72	.44	11.713	.001*

* $p < .05$

Regarding to the comparing of the factors for students in choosing their careers, in the overall, the aspect of family and the aspect of social, the opinions of the students who differed in sex displayed concomitant differences at the statistically significant level of .05.

Table 5: The comparison of students' opinions on the factors in choosing their career as classify by gender in the aspect of family and the aspect of social

Aspect of Family	Male		Female		t-test	p
	\bar{X}	SD	\bar{X}	SD		
1. Parents or guardians' career	3.37	1.06	3.19	.99	1.617	.204
2. Parents or guardians' education	3.14	1.01	3.10	.94	.274	.601
3. Parents or guardians' income	3.32	1.01	3.23	.89	2.316	.129
4. Parents or guardians' support	3.88	.99	4.01	.84	5.102	.024*
5. Member of the family's suggestions	3.29	1.08	3.50	1.01	.010	.919
Total	3.40	.83	3.41	.69	5.686	.018*
Aspect of Social						
1. The career chosen by following close friend.	2.80	1.15	2.52	1.10	.015	.902
2. The career that is noble profession praised	3.75	.90	4.02	.87	1.154	.283
Aspect of Social						
3. The career that is acceptable in the society.	3.86	.89	4.15	.78	2.541	.112
4. The career that is benefit to society and nation	3.96	.86	4.24	.72	2.012	.157
5. Career trends to be wanted in the labor market	3.77	.87	4.03	.81	5.191	.023*
Total	3.40	.83	3.41	.69	5.593	.019*

* $p < .05$

Regarding to the comparing students' opinions of the factors in choosing their careers, in the aspect of family and the aspect of social, overall of these aspects, the opinions of the students who differed in sex displayed concomitant differences at the statistically significant level of .05. The aspect of family and the aspect of social, the statistically significant level of .05 was found on the parents or guardians' support, as well as career trends to be wanted in the labor market, respectively. The opinions of the students who differed in sex in choosing their careers, as discussed by Agarwala (2008), it appears that intrinsic factors, such as skills and competencies, were more important for female students in their choice of management career, while extrinsic factors were more important for male students. Betz (2002) and Gates (2001) noted that it seems to be possible that the experience and social conditions facilitates opportunities for males more than female. However, female and males make different choices because of their socialization experiences and the ways that social structure the opportunities available to them (Osakinle 2010).

Table 6: The comparison of students' opinions on the factors in choosing their career classified by their fathers' level of education

Aspects	Source of Variation	SS	df	MS	F	p
1. Students themselves	Differences among groups	2.73	2	1.36	6.58	.002*
	Differences within groups	72.80	351	.21		
	Total	75.53	353			
2. Family	Differences among groups	3.17	2	1.59	2.86	.059
	Differences within groups	194.70	351	.56		
	Total	197.87	353			
3. Social	Differences among groups	4.04	2	2.02	5.42	.005*
	Differences within groups	130.98	351	.37		
	Total	135.03	353			
4. Total	Differences among groups	2.60	2	1.31	5.97	.003*
	Differences within groups	76.67	351	.22		
	Total	79.28	353			

* $p < .05$

This table shows the results of comparing students' opinions on the factors in choosing their career, the students whose fathers differed in level of education, significant differences were found in the overall, the aspect of students themselves and the aspect of social at the level of .05. The results of test of pair wise comparison using LSD method as shown in Table 7.

Table 7: The comparison of students' opinions on the factors in choosing their career classified by their fathers' level of education

	Level of Education		Less than Bachelor Degree	Bachelor Degree	Higher than Bachelor Degree
		\bar{X}	3.70	3.48	3.87
In the overall aspect	Less than Bachelor degree	3.70		.002*	.258
	Bachelor degree	3.48			.013*
	Higher than Bachelor degree	3.87			
Aspect of students themselves		\bar{X}	3.94	3.71	4.01
	Less than Bachelor degree	3.94		.001*	.307
	Bachelor degree	3.71			.013*
Aspect of social	Higher than Bachelor degree	4.01			
		\bar{X}	3.78	3.47	3.67
	Less than Bachelor degree	3.78		.001*	.575
	Bachelor degree	3.47			.324
	Higher than Bachelor degree	3.67			

* $p < .05$

The overall aspect, the opinions of the students, whose fathers differed in level of education in choosing their career. The statistically significant differences at the level of .05 was found regarding to the students whose fathers' level of education are less than Bachelor degree and Bachelor degree, and Bachelor degree and higher than Bachelor degree. Statistically significant differences at the level of .05 were found in the aspect of students themselves regarding to the students whose fathers' level of education are less than Bachelor degree and Bachelor degree, and bachelor degree and higher than Bachelor degree.

The aspect of social, the statistically significant differences at the level of .05 was found regarding to the students whose fathers' level of education are less than Bachelor degree and Bachelor degree.

Table 8: The comparison of students' opinions on the factors in choosing their career classified by fathers' occupations

Aspects	Source of Variation	SS	df	MS	F	p
1. Students themselves	Differences among groups	5.71	5	1.14	5.29	.000*
	Differences within groups	84.99	394	.22		
	Total	90.69	399			
2. Family	Differences among groups	11.02	5	2.20	4.26	.001*
	Differences within groups	203.58	394	.52		
	Total	214.59	399			
3. Social	Differences among groups	4.91	5	.98	2.68	.022*
	Differences within groups	144.50	394	.37		
	Total	149.41	399			
4. Total	Differences among groups	4.62	5	.92	4.22	.001*
	Differences within groups	86.18	394	.22		
	Total	90.80	399			

* $p < .05$

This table shows the results of comparing students' opinions on the factors in choosing their career, the students whose fathers differed in occupation, significant differences were found in the overall, the aspect of students themselves, the aspect of family and the aspect of social at the level of .05. The results of test of pair wise comparison using LSD method as shown in Table 9

Table 9: The comparison of students' opinions on the factors in choosing their career classified by fathers' occupations in all aspects

Fathers' Occupation		Government Official/ State Enterprise Officer	Employee in Business Firm	Self-Employment	House Husbands	Agriculturist/ Farmers/ Gardeners	Others
The overall aspect		\bar{X} 3.81	3.60	3.72	3.97	3.66	3.40
	Government official/state enterprise officer	3.81	.007*	.245	.151	.102	.044*
	Employee in business firm	3.60		.040*	.000*	.371	.313
	Self-employment	3.72			.012*	.451	.105
	House husbands	3.97				.005*	.007*
	Agriculturist/farmers/gardeners	3.66					.191
	Others	3.40					
Aspect of students		\bar{X} 3.95	3.92	3.93	4.34	3.84	3.60
	Government official/state enterprise officer	3.95	.723	.749	.000*	.214	.084
	Employee in business firm	3.92		.968	.000*	.249	.100
	Self-employment	3.93			.000*	.242	.098
	House husbands	4.34				.000*	.000*
	Agriculturist/farmers/gardeners	3.84					.235
	Others	3.60					
Aspect of family		\bar{X} 3.76	3.24	3.44	3.55	3.35	3.17
	Government official/state enterprise officer	3.76	.000*	.008*	.218	.003*	.057
	Employee in business firm	3.24		.028*	.045*	.325	.799
	Self-employment	3.44			.482	.441	.362
	House husbands	3.55				.243	.240
	Agriculturist/farmers/gardeners	3.35					.545
	Others	3.17					
Aspect of social		\bar{X} 3.76	3.24	3.44	3.55	3.35	3.17
	Government official/state enterprise officer	3.76	.000*	.008*	.218	.003*	.057
	Employee in business firm	3.24		.028*	.045*	.325	.799
	Self-employment	3.44			.482	.441	.362
	House husbands	3.55				.243	.240
	Agriculturist/farmers/gardeners	3.35					.545
	others	3.17					

* $p < .05$

The results of comparing students' opinions on the factors in choosing their career, the students whose fathers differed in occupation, significant differences were found in the overall aspect, the aspect of students themselves, the aspect of family and the aspect of social at the level of .05.

Table 10: The comparison of students opinions on the factors for students in choosing their career as classify by students working status

Aspects	Source of Variation	SS	df	MS	F	p
1. Students themselves	Differences among groups	.92	5	.18	.81	.545
	Differences within groups	89.77	394	.23		
	Total	90.69	399			
2. Family	Differences among groups	16.78	5	3.36	6.69	.000*
	Differences within groups	141.56	394	.36		
	Total	149.41	399			
3. Social	Differences among groups	7.85	5	1.57	4.37*	.001*
	Differences within groups	141.56	394	.36		
	Total	149.41	399			
4. Total	Differences among groups	4.86	5	.97	4.45*	.001*
	Differences within groups	85.94	394	.22		
	Total	90.79	399			

* $p < .05$

This table shows the results of comparing students' opinions on the factors in choosing their career, the students whose differed in working status, significant differences were found in the overall, the aspect of family and the aspect of social at the level of .05. The results of test of pair wise comparison using LSD method as shown in Table 11.

Table 11: The comparison of students opinions on the factors in choosing their career as classify by working status in the aspect of overall, the aspect of family, and the aspect of social

Students' Working Status		Never Work	Used to Work	Government Official/ State Enterprise Officials	Employee in Business Firm	Self-Employment	
		\bar{X}	3.82	3.64	3.64	3.60	3.43
The overall aspect	Never work	3.82	.001*	.018*	.004*	.008*	
	Used to work	3.64		.990	.653	.161	
	Currently work as government official/state enterprise officials	3.64			.720	.189	
	Currently work as employee in business firm	3.60				.267	
	Currently self-employment	3.43					
		\bar{X}	3.66	3.24	3.22	3.23	3.23
The aspect of family	Never work	3.66	.000*	.000*	.000*	.056	
	Used to work	3.24		.903	.902	.970	
	Currently work as government official/state enterprise officials	3.22			.998	.978	
	Currently work as employee in business firm	3.23				.979	
	Currently self-employment	3.23					
		\bar{X}	3.87	3.70	3.69	3.63	3.36
The aspect of social	Never work	3.87	.024*	.080	.011*	.007*	
	Used to work	3.70		.913	.425	.068	
	Currently work as government official/state enterprise officials	3.69			.573	.097	
	Currently work as employee in business firm	3.63				.180	
	Currently self-employment	3.36					

* $p < .05$

The overall aspect, the statistically significant at the level of .05 were found regarding to the students who never work and the student who used to work, the students who never work and the students who currently work as government official/state enterprise officials, the students who never work and the students who currently work as employee in business firm, the students who never work and the students who currently self-employment.

The aspect of family, the statistically significant at the level of .05 were found regarding to the students who never work and the student who used to work, the students who never work and the students who currently work as government official/state enterprise officials, and the students who never work and the students who currently work as employee in business firm.

The aspect of social, the statistically significant at the level of .05 were found regarding to the students who never work and the student who used to work, the students who never work and the students who currently work as employee in business firm, and the students who never work and the students who currently self-employment. The opinions of the students, who differed in working status in choosing their career, may due to students who have not start working yet will have no idea or knowledge about job characteristic or qualification of that work. Therefore, the students who are working or used to work will have experience and knowledge of characteristic of professional. Murdoch (1964) research finding found the students decide to choose their career according to their interested in learning, experiences, personality, capability, even though past experiences in their school as well as work experience. No associated differences at the statistically significant level of .05 were found regarding the aspects of age, school of study, year attended, mothers' level of education, guardians' level of education, mothers' occupation, and family's income.

Recommendations Concerning Career Planning of Undergraduate Students

Eventually, in regard to recommendations concerning career planning of undergraduate students, the university should provide more activities that support students preparation of readiness for career planning. Career guidance personnel need to improve their effectiveness in rendering their service continuously. The university

should provide more activities that support students preparation of readiness for career planning by established a special center or a unit to consult on career planning and job hunting by having enough details for advisory and assigned personnel to be responsible in advising, consulting of career selection to students adequately. Also having follow up system to evaluate the graduates about applying knowledge to their job. This should establish more cooperation both government and private sectors on scarcity positions and qualifications, knowledge and abilities so that the universities can develop students to suit the needs such as technical skills, specific skills and career developing skills.

Advisors or career guidance personnel whose responsible in advising, consulting of career selection. These personnel should have qualifications and abilities in (1) boarded angle of work to have knowledge of assorted profession to see through selections, and (2) career analysis with experience and true knowledge in profession by surveying in different areas such as growth opportunity, characteristic and qualification of employees including benefit which is not just salary and position in society. These personnel need to improve their effectiveness in rendering their service continuously. Since, the career planning is the continuous process, students themselves should think thoroughly over their interests, values, skills and preferences, exploring the life, work and learning available constantly. The students self-assessment helps them to identify strengths and weaknesses in their own work and revise accordingly. Research on professional, surveying the characteristic of students interesting career is going to help the students to know about qualification, education and skill that is suitable for that career as well as is there any gap in qualification, education or skill to enable the students to choose that career.

Recommendation for Further Research

Recommendation for further research, this research is studied the undergraduate students of Ramkhamhaeng University which the group samples is unique in education with working status and age range is different from other universities. Therefore, in order to promote and prepare them into career world of young adult, we should study from other sample groups such as high school students and other undergraduate students in different school to get enough information to summarize for advisory career management planning as suitable to students.

CONCLUSION, RECOMMENDATIONS AND IMPLICATIONS

The students entering university will select, pursue, and achieve a career objective. A large number of students whose career plans are uncertain, many are relatively uninformed about alternative career choices and uncertain career planning procedures. Occupational are changing rapidly, as well as society is becoming increasingly complex, divergence, and multicultural, thus individual need to plan for diverging. If the students choose improper career selection or frequently changing the career, that may be harmful to the students themselves, as the event invests time, money and effort in moving along a particular career path. Students successes depend on how accurately they choose their career. Good career planning includes a match among requirements for a job, aptitude, interests, personality of the youth and expectations from their parents. Career planning, career choice, and career development not only are important events in an individual's life but also are a lifetime.

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