THE STUDY OF THE RELATIONSHIP BETWEEN PERSONALITY TYPES AND MOTIVATIONAL FACTORS AND CAREER CHOICE OF COLLEGE STUDENTS

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ABSTRACT

Choosing and planning a career are important and everyone should start to plan their life early before or right after graduating in order for them to get their life in shape and become better in the future. Choosing a career that is in one's own interest is important and making a career decision that is in one's interest will lead to better job satisfaction and productivity. Thus, this study will be focusing on an individual's personality and motivational factors to see whether both of the variables play a role in choosing a career. This study obtained 376 undergraduate students at Management and Science University (MSU) Shah Alam. A descriptive research strategy was then applied to obtain primary data from the research population, which were undergraduate university students, through the use of a questionnaire survey. Therefore, it can be concluded that the values in skewness and kurtosis were important in identifying any outliers from the normality. This study was conducted to test three main objectives which are as follows: (1) To determine the personality types among undergraduate students in MSU, Shah Alam, (2) To identify the chosen career choice that matches the personality type among undergraduate students at MSU Shah Alam, and (3) To determine the motivation factors on career choice among undergraduate students at MSU Shah Alam. Furthermore, this study is a cross-sectional research study as it intends to make inferences about possible relationships or to gather preliminary data to support further research and experimentation. The results of this study have been able to find out the personality type of the majority of undergraduate students at MSU, Shah Alam and know that not all students have a personality that matches their faculty. Next, the result of this research can also know that not all undergraduate students choose a career according to their personality and possibly because of personality inconsistency. And finally, the results of this study have been able to find out that the majority of students choose a career using external motivation.

Keywords: Personality, Motivation, Career Choice

1.0 INTRODUCTION

In an ordinary education cycle, students will start from kindergarten, go through primary and secondary school, and then enter university to continue their education and eventually choose a stable career. The issue of college students' employment has always attracted a lot of attention, and it is a problem that most college students have to face, and it is of great

significance to both the students and the families behind them (Bao et al., 2023). Many factors, such as the increasing number of college graduates, the constraints of traditional employment concepts, and the limitations of the number of jobs offered by the society, may lead to different degrees of psychological pressure on college students during the period of choosing a career (Wirkus et al., 2021). Lack of help in terms of resources in planning for a better and brighter future is the reason for hesitation in choosing a career (Chong & Rusell, 2019). In addition, personality may also influence career indecision as different jobs require different personality traits (Chinyere, 2017). Therefore, understanding one's personality will help eliminate uncertainty when making choices (Xu, 2020). Finding ways to motivate students to choose a career path and perform at their optimal level is critical to achieving the goal of increased productivity (Zhang, 2019). When students are strongly motivated to choose a career, they are more likely to do so, leading to increased productivity and efficiency. The workplace must have both external motivation and internal rewards in order for potential employees to feel motivated. Factors that contribute to employee motivation as well as the fulfillment of student expectations and needs make up student career motivation (An, 2024).

Personality factors are a combination of a person's character qualities, mental abilities, psychological motivation, mental health status and psycho-causal level or quality, which is based on the perception and evaluation of oneself (Fu, 2012). The right choice of career and adaptation to the environment is also not possible without the help of personality, (American Psychological Association, 2008). A person's ability to make independent decisions and confidence in their ability to succeed in their chosen career is likely to have an impact on their decision-making process. Top students with proactive personalities are more confident in their ability to choose a career. (Preston & Salim, 2020).

Occupational motivation is the desire to strive to achieve occupational goals. It is a complex structure consisting of aspects such as needs, interests, and personality traits that represent the motivation, persistence, and direction of career-related behaviors (Zhang et al.,2017). Career research (2022) states that people with high career insight are able to accurately assess their talents and deficiencies and establish specific career goals. The directional element is career identity. This indicates the extent to which people associate themselves with their work. People high in occupational identity are very active in their organizations, professions or jobs. They aspire for leadership positions, promotions and recognition (London, M. & Noe, R. A., 1997).

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In order to determine whether personality and motivational factors have an impact on one's career choice; therefore, this study will examine the relationship between personality, motivational factors and career choice of undergraduate students. This study focuses on undergraduate students of the Malaysian University of Management Sciences (MSU), a group that is in a multicultural (Malay, Chinese, Indian, etc.) coexisting educational environment, where career choices are influenced by a combination of ethnic traditions, religious cultures (e.g., Islamic work ethic), and globalised employment trends, which is fundamentally different from that of the subjects of this study in the Western mono-cultural context.

The Malaysian higher education system is characterised by a combination of Eastern collectivism (e.g., family intervention in career choice) and Western individualism (e.g., expression of personal interests), and this study fills a research gap in the multicultural context of Southeast Asia by analysing for the first time the moderating effect of this cultural hybridity on the personality-motivation-career choice relationship. Unlike previous studies that focused only on the direct match between personality and occupation, this study introduced the interaction between personality congruence (adjacency based on Hollander's hexagonal model) and motivation type (the degree of integration of intrinsic and extrinsic motivation) to reveal the dynamic mechanism of personality-motivation-occupation matching.

2.0 THEORY

This study is based on John Holland's theory of career choice, John Holland proposed the theory of career choice with wide social influence in 1959, also known as the theory of mutual choice of people and careers (Lei, 2018). According to Hollander, personality can be categorized into six types: realistic (R), research (I), artistic (A), social (S), entrepreneurial (E) and conventional (C) (Song et al, 2020).

The common characteristics of Realistic (R) are willingness to use tools to perform operative work, strong hands-on skills, manual dexterity and coordination. Prefer specific tasks, not good at talking, conservative and more modest. They lack social skills and usually prefer to work independently (Li, 2012).

The research type (I) is characterized as a thinker rather than a doer, with strong abstract thinking skills, a strong desire for knowledge, a willingness to use the brain, a good thinker, and a reluctance to get their hands dirty. They like to work independently and creatively. Knowledgeable and talented, not good at leading others. Considers issues rationally, likes to be precise, enjoys logical analysis and reasoning, and constantly explores unknown areas (Pei & Li, 2012).

Artistic (A) is characterized by creativity, enjoys creating novel and distinctive results, and desires to express his/her individuality and realize his/her own value. Idealized in doing things, pursuing perfection and not practical. Possesses certain artistic talents and personality. Expressive, nostalgic, and more complex in mindset (Wang & Xu, 2010).

The social type (S) is characterized by a love of socializing, constantly making new friends, a good talker, and a willingness to teach others. Concerned about social issues and eager to fulfill their social roles. Seeks a wide range of interpersonal relationships and places a higher value on social obligations and social ethics (Wang, 2009).

Entrepreneurial (E) is characterized by the pursuit of power, authority and material wealth, and has leadership skills. They like competition, dare to take risks, and have ambitions and aspirations. They are pragmatic and are used to measuring the value of doing things in terms of gains and losses, power, status, money, etc., and have a strong sense of purpose in doing things (Song & Min, 2009).

Conventional (C) is characterized by respecting authority and rules and regulations, preferring to work according to a plan, being careful and organized, used to accepting the command and

leadership of others, and not seeking leadership positions themselves. They prefer to focus on practical and detailed situations, are usually cautious and conservative, lack creativity, dislike risk-taking and competition, and are self-sacrificing (Wang, 2009).

Corresponding to personality types, John Holland also categorized occupational environments into six types. He proposed the idea of person-job matching that most people can be categorized into one of the six personality types and that there are six corresponding types of occupational environments (Yang & Feng, 2008). People seek career environments that match their traits. He also argued that individual behavior is influenced by the interaction between personality and environment (Wang, 2008).

In addition, Hollander proposed a hexagonal model to show the relationship between the six types. In the hexagon, there is more similarity between neighboring types, such as realistic and research types, than between types that are farther apart, such as realistic and artistic types (Zhou & Wang, 2007).

In order to further clarify the applicability of Hollander's model to this study, the following comparative analyses were conducted in conjunction with the Big Five personality model and the Social Cognitive Career Theory (SCCT):

i. Comparison with the Big Five model

The Big Five model describes personality traits in terms of five dimensions - Openness, Responsibility, Extraversion, Likability, and Neuroticism - and focuses on the generalisation of an individual's broad-spectrum of psychological traits (Angelini, 2023). . Its advantage is that it is highly generalizable and can be used to predict a wide range of social behaviours (e.g., job performance, interpersonal relationships), but there are significant limitations in career choice research:

The Big Five dimensions are abstract descriptions of personality traits, which do not directly correspond to specific types of occupations or characteristics of occupational environments, making it difficult to explain the core issue of what personality is suitable for which occupations and lacking in occupational contextual relevance (Jiang et al., 2022). 2022). The model does not establish a systematic matching framework between personality and occupational choice, and cannot directly relate personality type-occupational environment correspondences through the RIASEC classification as in Hollander's model, e.g., it cannot clarify that individuals with high agreeableness are more suitable for social occupations, and the logic of the matching is ambiguous. In contrast, the RIASEC classification of the Hollander model is highly tied to the occupational environment (e.g., research personality corresponds to scientific research and medical careers), and its core logic of job matching is directly in line with the goal of the present study, which is to 'explore the match between personality types and occupational choices', and is more relevant.

ii. Comparison with Social Cognitive Career Theory (SCCT)

Social Cognitive Career Theory (SCCT) emphasises the influence of cognitive factors such as self-efficacy, outcome expectations, and personal goals on career choices, and argues that occupational behaviours are a result of the interaction between the individual and the

environment (Wang et al., 2022). Its strength is that it reveals the dynamic cognitive process of occupational choice, but it has the following limitations:

The SCCT focuses on short-term cognitive variables and pays insufficient attention to the long-term association between the stability of personality traits and occupational choice (Brown & Lent,2023), whereas one of the core variables of the present study is personality type, which needs to be used to explain the propensity to make occupational choices on the basis of personality.

The SCCT does not establish a systematic correspondence between personality types and occupational types as the Hollander model does, and is unable to answer the question of which personality types are more compatible with particular occupations, lacking a personality-occupation matching framework (Lent et al., 2002), which is the second core objective of this study.

Hollander's model, on the other hand, both acknowledges the stability of personality and explains the compatibility between personality and occupation through the hexagonal model (high similarity between neighbouring types, e.g., both social and corporate types are good at interpersonal interactions), and its person-occupation matching theory can directly support the present study's analysis of the match between personality types and occupational choices, which is a much better fit with the study's objectives (Lent & Brown, 2019).

To sum up, the Big Five personality model lacks a direct link with the occupational environment, and the SCCT weakens the fundamental role of personality, which cannot fully satisfy the needs of this study to explore the match between personality type and occupational choice and the mechanism of motivational factors. Hollander's theory of occupational choice, through the RIASEC classification and job-matching framework, can systematically classify personality types and occupational environments, and also explain the matching logic of the two, so it is the most suitable theoretical basis for this study.

3.0 METHODS

3.1 Research design

This study adopts a cross-sectional quantitative research design in the descriptive research type. The quantitative approach helps to systematically collect data related to career choices of the target group of Malaysian undergraduate students of management science universities in order to accurately analyse their personality types and motivational factors. Cross-sectional studies are observational in nature and are mainly used to describe the distribution of variables and do not involve causal inferences (Setia MS., 2016).

3.2 Sampling Methodology

The sampling frame for this study was all undergraduate students enrolled in the Malaysian University of Management Sciences (MSU), with a total of 376 respondents included. Stratified convenience sampling method was used as follows:

In the stratification stage, stratification was done by faculty (e.g. Faculty of Social Sciences, Faculty of Health and Life Sciences, etc.) to ensure that the sample proportion of each faculty was basically the same as the actual proportion of undergraduate students in that faculty in the whole university to reduce sampling bias; in the convenience sampling stage, voluntary students were recruited within each faculty through classroom invitations, pushing the questionnaire link on online learning platforms, and so on. participating students. Convenience sampling was chosen because of its efficient operation, the ability to obtain a sufficient sample size in a short period of time, and its compliance with the requirement of timeliness of data for cross-sectional studies.

The sample size of this study was based on the experience of previous similar studies (Ahmed, 2024), and combined with the number of variables in this study (personality type, motivational factors, occupational choices, etc.), the sample size of 376 students could meet the needs of descriptive statistics and cross-sectional analyses, and was statistically valid.

3.3 Questionnaire Design

The surveys that have been provided to participants in the study were in the form of an online survey. Two different tools were used to examine each of the mentioned variables. In this study, the student's career choice is analyzed based on their Holland Occupational Code (HOC) list. Altogether, the questionnaire will consist of three parts. The career choice and other background information will be covered in the first part, followed by two tests of more significant variables.

The first instrument that has been used to measure personality types is 18-REST. This scale is an 18- item developed by Ambiel et al. (2018). The development of the 18REST, a shortened 18-item inventory used to assess students' attitudes towards John Holland's RIASEC interest types, which originally have 72 questions in total. The acronym RIASEC stands for six traits: realistic, artistic, social, enterprising, and conventional. The RIASEC test includes questions on one's interests, activities, abilities, and aspirations in order to assist people choose professions and areas of study that are most likely to suit their unique needs. Items were assessed on a five-point Likert scale, 1 (dislike), 2 (slightly dislike), 3 (neither like nor dislike), 4 (slightly enjoy), and 5 (enjoy). According to Tremblay et. al, Cronbach's alphas, which examine the internal consistency of the six subscales, also implies that they are fairly reliable (alphas ranging from .60 to .84).

Next is Work Extrinsic and Intrinsic Motivation Scale (WEIMS) scale is an 18-item developed by Tremblay et al. (2009) that is used to ability to predict positive and negative organizational criteria based on one's work self-determined motivation and work no self-determined motivation. The WEIMS has 6 sub- constructs, that is Intrinsic Motivation, Integrated, Identified, Introjected, External Regulations, and Motivation which define each domain containing 3 items per domain, (a total of 18 items). Items were assessed on a five- point Likert scale ranging from 1 (does not correspond at all) to 7 (corresponds exactly). According to Tremblay et. al, Cronbach's alphas, which examine the internal consistency of the six subscales, also implies that they are fairly reliable (alphas ranging from .60 to .84).

3.4 Ethical Considerations

This study strictly followed the code of ethics for research involving human subjects. The informed consent form was clearly written for this study, the front page of the questionnaire clearly stated the purpose of the study, the use of the data, the voluntariness of participation (can be withdrawn at any time without affecting their studies) and anonymity, participants clicked to start filling in the form were considered to have agreed to participate; the confidentiality of the data collected in this study was maintained, the data collected were recorded only with an anonymous number (no personal identifiers such as name and school number), access was restricted to members of the research team, and access was limited to members of the research team, and after the completion of the present study It will be kept for 5 years as required and will be completely destroyed upon expiry.

3.5 Data Analysis

The collected data were manually analyzed to determine the personality appropriate for each career choice by referring to HOC lists and personality consistency. In addition, the Statistical Package for the Social Sciences (SPSS) was used to produce informative data in the form of cross-tabulations and to calculate variables. The results will include the demographic background and the results of each instrument.

In addition, the results were used to assess the three research objectives of this study. The purpose of this study is to test the following three main objectives:

  i. Determine the personality types of undergraduate students.
  ii. Determine the career choices that match undergraduate students' personality types.
  iii. Determine the motivational factors of undergraduate students' career choices.

4.0 RESULTS

The demographic background in this study includes age, faculty, and career choice. In this study, there are a total of 376 respondents. This result's survey has the majority of respondents between the ages of 18-20 242 (64.4%) of the total respondents. Whereas, the second largest number of respondents 24.2% is the age group of 21 to 25 years old which is 91 respondents. This was followed by 43 respondents aged 26 and above, which represent 11.4% of total responses. Then, based on the faculty, respondents from the SESS faculty outweighed respondents from other faculties by 99 respondents (26.3%). Then it was followed by 89 responses (23.7%) from FHLS faculty students and 56 respondents (14.9%) from representing IMS student responses. With 50 respondents (13.3%) respondents, SHCA is in the fourth position. This was followed by respondents from FBMP and SPH, who had 43 (11.4%) and 20 (5.3%) respectively. Finally, 19 (5.1%) of respondents were FISE faculty. Below will be presented the results in a descriptive form to answer all the objectives of this study.

Table 1 Crosstabulation on Personality Types and Faculties of the Respondents (N=376)

		Personality Types						Total
		R	I	A	S	E	C	
Faculty	SESS	13	19	19	14	23	11	99
	FHLS	17	25	12	12	15	8	89
	IMS	5	26	8	6	7	4	56
	SPH	3	8	2	2	4	1	20

FISE	7	5	1	1	4	1	19
FBMP	0	9	3	8	14	9	43
SHCA	12	8	9	7	3	11	50
Total	57	100	54	50	70	45	376

Based on Table 1 above, it has been found that the majority of the respondents have the Investigative (I) personality trait which is 100 respondents (27%). Then followed by respondents who have an Enterprising (E) personality with 70 respondents (19%). While Realistic (R) occupies the third chart with 57 respondents representing 16.9% of the total. Personality traits Artistic (A) and Social (S) have 54 and 50 respondents, respectively, which is equivalent to 14% and 13% respectively. And lastly, the lowest personality trait is Conventional (C) with 45 respondents representing 12% of the total.

Table 2 Matches results between Personality Types and Career Choices

Personality Type-Career	Career						Total
	R	I	A	S	E	C	
Matched	13 (86.7%)	51 (73.9%)	60 (52.6%)	51 (69.9%)	45 (69.2%)	21 (52.5%)	241
Mismatched	2 (13.3%)	18 (26.1%)	54 (47.4%)	22 (30.1%)	20 (30.8%)	19 (47.5%)	135
Total	15 (100%)	69 (100%)	114 (100%)	73 (100%)	65 (100%)	40 (100%)	376

Based on Table 2 above, after conducting the research analysis. it has been found that 241 respondents have matched between personality type and career which represents the majority of 64.1%. While the remaining 35.9% are mismatched. This means that the chosen career does not match the dominant personality of the respondents.

Table 2 shows the correspondence between the first two dominant personality types of respondents with their career choice, according to the Holland occupational classification (HOC) personality. The order of an individual's strength of resemblance to the two most favored types defines her or his career personality pattern. This means that the first type in a personality pattern is the one that the individual most resembles and the second type in the pattern is the one that the individual next most resembles. It can be seen that the majority of them matched each other with a total of 241 respondents equal to 64.1% of the 376 total respondents, while the remaining 135 respondents (35.9%) did not match. For the career classified under Realistic (R), only 15 careers have been chosen, but the majority of 13 respondents (86.7%) of them matched while the remaining 2 people did not match the Realistic career. Next, careers classified under Investigative (I) are also the majority, with 51 respondents (73.9%) out of 69 total respondents choosing career R. Of the career under Artistic (A) 60 respondents (52.6%) out of a total of 114 respondents chose career A. Moving to a career under Social (S) 51 respondents (69.9%) correspond to the 73 respondents who chose career S. As for the Enterprising career (E), 45 respondents (69.2%) out of 65 respondents chose the E career, correspondingly. Finally, the Conventional career (C) is also the majority with 21 respondents (52.5%) of them matching with the dominant personality out of a total of 40 respondents choosing career C.

Table 3: Personality Concept with Matches of Personality Types and Career Choice

		Personality Concept		Total
		Consistent	Inconsistent	
Personality Types-Career Choice	Matched	137	104	241
	Mismatched	53	82	135
	Total	190	186	376

Table 3 shows the compatibility of personality types and careers according to the consistency personality concept by Holland. The consistency proposition states that "within a person or environment, some pairs of types are more closely related than others" (Holland, 1973, p. 4). According to Holland (1966), the degree of consistency between the first two personality types that a client resembles. It can be seen that those who match between personality type and career choice have a consistent personality which is a total of 137 respondents equal to 56.85% of the 241 people who match but are not consistent in terms of personality. While those who do not have a match between personality type and career, the majority have inconsistent personalities. While those who do not have a match between personality type and career, the majority have inconsistent personality, with a total of 82 people with inconsistent personality (60.74%) out of a total of 135 people who do not match between personality type and career choice.

Table 4 Motivational Factors on Career

Motivational Factors		Frequency	Percentage (%)
Intrinsic Motivation	Internal Regulation	81	21.5
Extrinsic Motivation	Integrated Regulation	83	22.1
	Identified Regulation	47	12.5
	Introjected Regulation	53	14.1
	External Regulation	69	18.4
Amotivation	Non-Regulation	43	11.4
	Total	376	100

Based on Table 4 it can be seen that the majority of respondents chose Extrinsic Motivation (EM) in choosing a career, which is 252 respondents (67.0%) out of 376 total respondents. There are several categories in EM, namely Integrated Regulation 83 respondents (22.1%)), Identified Regulation (12.5%), Introjected Regulation (14.1%), and External regulation (18.4%) of the total, which has contributed to EM. While Intrinsic Motivation falls to second place with only 81 respondents (21.5%) who tend to internal regulation, while the rest tend to Amotivation, which is a total of 43 respondents (11.4%).

Table 5 Crosstabulation between matches Career with Self-Determination (SDT)

		SDT		Total
		Self-Determined	Non-Self-determined	
	Matched	148	93	241

Career	Unmatched	61	74	135
	Total	209	167	376

Based on Table 5, it can be seen that more than half of the respondents who were matched between career and personality were the majority self-determined, that is 148 respondents (61.4%) out of 241 people who were matched. As for those who do not match their careers, there are 74 people (54.8%) out of 135 unmatched respondents.

5.0 DISCUSSION

The first objective of this study is to identify the personality types among undergraduate students at MSU Shah Alam. As stated in general at above, it was found that respondents were dominated by Investigative personality, then followed by Enterprising (E), Realistic (R), Artistic (A), Social (S), and Conventional (C). From the results of the study, it has been shown that School of Education & Social Sciences (SESS) respondents are more oriented towards Enterprising (E) than Social personality (S). The expected personality that will dominate this faculty is Social (S). This is because the expected SESS is a faculty that teaches students about the social, psychological, and political interactions of people and institutions. They are interested in people and concerned with the many aspects of society - from sociology to history. They study how people behave individually and in groups; seek to understand the human mind; and work to help others in many different fields (College, 2022). However, this expectation was completely misplaced when the Social personality in this faculty fell in fourth place. This may happen because the personalities E and S are sitting next to each other in the hexagonal Holland Theory. The distances between the types around the hexagon determine the degree of similarity or dissimilarity between the various types. Adjacent types on the hexagon are most related to one another (Gottfredson, G. D. & Holland, J. L., 1996). And this can be related when enterprising people also like to work with people to influence, persuade, and lead them, just like social personalities who like to work with people (University Indiana, 2023).

Moving on to personality types of the Faculty of Health and Life Sciences (FHLS), International Medical School (IMS), and School of Pharmacy (SPH) faculties. These three faculties have met the expectation of having the highest Investigative (I) personality, taken from the Department of Labor's O*NET Database. This is the average of those who are in this faculty, aspire to have a career as a doctor, or pharmacist, and also work in a laboratory as a microbiologist, scientist, and so on. People who are "investigative" generate an "investigative" environment. They recognize people who are precise, scientific, and intellectual, and who are excellent at comprehending and solving science and math difficulties (Career Key, 2023).

Next, the Faculty of Information Sciences & Engineering (FISE) fosters innovation by preparing engineers and information technology professionals to develop new technologies. They are expected to be dominated by Realistic personality (R) whose characteristics are people who have mechanical ability that prefer to work with machines, tools, and objects. Secondly, Investigative (I), that love to observe, learn, investigate, analyze, evaluate, or solve problems primarily of a scientific or mathematical nature. Or a Conventional personality (C) who likes to work with data, and has numerical or clerical ability (Dr. A.J. Drenth, 2023). And it is almost completely consistent with the results of the study where R and I personalities get the highest place, but not with C personalities.

The next faculty is the Faculty of Business Management and Professional Studies (FBMP). The program of this faculty is intended to provide students with the knowledge and abilities in business management required for managerial positions in businesses and government entities. Human resource management, marketing, international business, finance, and risk management are among the areas of emphasis (UKM, 2021). The high expectation of personality at this faculty is an Enterprising personality (E). This is because personality Individuals are energetic, ambitious, daring, gregarious, and self-assured. They seek leadership responsibilities and like occupations that need them to influence others, such as sales. They are energized by using their interpersonal, leadership, and persuasion skills to achieve organizational goals or financial benefits (Heiser, 2020). This expectation is already valid because the majority is dominating in the Enterprising personality.

The last faculty involved in the School of Hospitality and Creative Arts (SHCA). The hospitality and creative arts programs offered by SHCA have a strong practical and industry focus. SHCA has outstanding training facilities on campus, including a professional kitchen, a fashion hallway, a travel agency, a spa, and a beauty outlet. These programs prepare their graduates for management careers within the dynamic fields of hospitality and creative arts. Artistic people are unique, perceptive, and inventive, and they like creative activities such as writing, sketching, painting, and acting in or directing theatre shows. They are looking for ways to express themselves artistically. Second is Conventional (C), where they are comfortable working within an established chain of command and prefer carrying out well-defined instructions over assuming leadership roles. They prefer organized, systematic activities and have an aversion to ambiguity in accordance with hospitality duties. Third is the Social personality (S), since they also need to work a lot with people. Because they genuinely enjoy working with people, they communicate in a warm and tactful manner and can be persuasive. They see themselves as understanding, helpful, cheerful, and skilled in it teaching but lacking in mechanical ability (Heiser, 2020). However, based on the results of the study it has been found that respondents from this faculty are more dominant to the Realistic personality. But going through the second and third highest personalities are compatible with the faculties, which are Conventional (C) and Artistic (A) personalities.

Based on the results of the study, shows that the majority of the respondents' personality matches the chosen career personality with the first and second dominant. A similar conclusion was reached in Guo & Yang's (2014) study, which found that there was a significant correlation between college students' choice of career type and personality dimensions, and that the choice of career type was influenced by the dimensions of their personality traits.This lends credibility to John Holland's Theory of Career Choice (RIASEC), according to which the combination of our personality and our environment determines our careers. According to this hypothesis, people pick jobs where they may work with people who share their interests. They seek circumstances in which they may apply their skills and abilities, as well as express their attitudes and values while dealing with interesting concerns and roles (Regulacion, C. A. D., 2022).

Whereas, the respondent's personality that does not match the career as in the results of this study can be because they choose a career that tends to their other dominant personality, rather than the first and second type in a personality pattern that the individual most resembles. Three letters are known as the Holland Code for the three dominant personality types, and they

represent the students' top three career interests, according to Dr. John L. Holland's career theory. For example, there are respondents who choose a career as a doctor but their 3 dominant personality codes are RIC. Realistic is the dominant personality, as recorded in the results of the study, while Investigative is the second dominant. According to Holland occupational classification (HOC), the career choice doctor should have an Investigative type as their first summary code. Investigative type likes Investigative jobs, has mathematical and scientific ability but often lacks leadership ability. They are described as analytical, curious, intellectual, reserved, and precise (Antony, J. S., 1998). Another example of data is that there are respondents who choose a career as a teacher but their personality type is AES. For teachers, all the experts rated Social type as their most suitable type. The HOC classification also reported Social as their highest summary code for teachers. This is different when his social personality is not the most dominant personality in him.

Apart from that, most respondents' personalities that do not match can also be due to personality inconsistencies as shown in the result the amount of personality inconsistency is high are unmatched. Clearly, the degree of consistency in career personality patterns is a major diagnostic criterion in career evaluation and an important client attribute influencing career decision-making (Suzanne Savickas, 2019). This matter is connected with the conclusion made by O'Neil, Magoon and Tracey (1978), where they concluded that higher levels of consistency led to better predictability of the major in which the student graduated, the actual job they entered, and the ideal and projected career plans. Holland (1997) concluded that "inconsistent people are less predictable regarding vocational choice because they combine more diverse interests, competencies, values, and perceptions" and display more varied vocational behavior".

This however shows the question of how even though there is a lot of personality inconsistency that are also matches between personality and career. This might be related to identity. Identity, according to Holland, implies having a clear and consistent sense of one's vocational personality pattern. That image could depict a consistent or inconsistent pattern. Identity is not just associated with consistent patterns. Individuals with inconsistency in their vocational personality patterns can have a defined and stable identity based on exploration and commitment (Suzanne Savickas, 2019). Briefly, the six inconsistent vocational personality types are RS, SR, AC, CA, IE, and EI (Holland, 1997). For example, a respondent with a matching personality and career but an inconsistent personality is a respondent with an RSI personality and chooses a career as an athlete. The dominant personality corresponds to the athlete's career, Realistic (R) according to HOC but the second personality type, Social (S) is the opposite according to the hexagonal Holland Theory, which leads to inconsistent personality. But if a person explores a career and satisfies his personality type, an athlete also needs a social personality. According to Bojanic´, Zˇ., et al., (2019) psychological researches on athletes' personality are in a certain crisis in the field of sports psychology, there is a vast body of research with findings on identifying differences between personality traits of athletes in different sports. These studies found that athletes who participate in team sports have higher degrees of extraversion than athletes who participate in individual sports. Athletes have high extraversion, which means they are joyful because of external stimuli such as people or exciting settings. According to De Fruyt, et al., (1997), extraversion has a relationship with Social Personality Type.

Based on the results of the study, it has been shown that External Motivation (EM) influenced Career Choice more than Internal Motivation (IM) and Amotivation (AMO). There is a continuum of behavioral restrictions within extrinsic motivation that represent the degree to which the behavior has been incorporated into the individual's sense of self. The highest score from EM is Integrated Regulation where an individual is motivated to perform a behavior because this behavior is part of his or her identity or consistent with his or her personal values (Jonathan Cooke, 2023). Integrated regulation, in which intrinsic sources and the desire to be self-aware are guiding an individual's behavior. The second highest score is on Intrinsic motivation which is Internal regulation. The individual is self-motivated and self-determined in intrinsic regulation, and is driven by interest, delight, and satisfaction inherent in the behavior or activity he or she is partaking in (Courtney, E. & Ackerman, MA., 2018).

Despite being extrinsic, integrated motivation is the best sort of extrinsic motivation since it bears many similarities with intrinsic motivation. Some researchers even call integrated regulation intrinsic, implying that the person has totally internalized the extrinsic reason into their values (Pamela Li, 2023). The primary distinction between integrated regulation and intrinsic motivation is the degree to which behavior is seen to be pleasurable. Whereas integrated regulation occurs when the outcome of a given behavior is essential, this does not necessarily imply that the behavior is enjoyable. Employees that are intrinsically motivated, on the other hand, engage in work tasks because they find them pleasurable, challenging, intriguing, or pleasing (Ralph Van den Bosch & Toon Taris, 2018).

According to Deci, E. L. & Ryan, R. M., (2013), the basis for self-determination in human behavior is autonomous motivation, which consists of intrinsic motivation (doing an activity because it is interesting and does not require a separate reward) and integrated extrinsic motivation (doing an activity because it has become personally important for the person's self-selected values and goals). Both intrinsic and integrated extrinsic motivation are facilitated in interpersonally supportive environments. Highly autonomous or self-determined behaviors are supported by both intrinsic motivation and external motivation that has been fully incorporated. The quality of people's experiences and abilities currently differ depending on how autonomous or self-determined a behavior is, according to more than three decades of studies. This may have something to do with the answer to why they have both of these motivational factors also have compatibility with career and personality. Therefore, extrinsically motivated behavior shares a lot of the characteristics of behaviors that are intrinsically driven when people have identified with it and integrated the management of it. Along with giving people a sense of control of choice, autonomous extrinsic motivation, like intrinsic motivation, is also positively correlated with psychological well-being, learning outcomes, and effective performance, particularly in tasks that call for a deeper or more intense level of engagement.

6.0 CONCLUSION

This study systematically explored the relationship between personality type, motivational factors, and career choice through a survey of 376 undergraduate students at Management Sciences University (MSU), providing empirical support for understanding the mechanisms of college students' career decision-making. This study found that the university has the highest proportion of research (I) personality among undergraduates (27%), that there is a match between career choice and personality type in 64.1% of the students, and that extrinsic

motivation (especially integrative regulation) plays a dominant role in career choice. These results validate the applicability of Hollander's theory of career choice in the multicultural context of Southeast Asia, and reveal the influence of personality congruence on career matching and the synergistic role of extrinsic and intrinsic motivation in career decision-making.

Further analyses show that the findings need to be interpreted within specific cultural, socio-economic and institutional contexts. At the cultural level, the coexistence of diverse ethnic groups (Malay, Chinese, Indian, etc.) in Malaysia makes career choices not only driven by individual personalities, but also likely to be influenced by traditional ethnic career preferences (e.g., Malay preference for public service, Chinese focus on the business sector) and religious ethics (e.g., Islamic vocational ethics regulating career legitimacy). The higher proportion of entrepreneurial (E) personalities among students in the School of Social Sciences (SESS) than the expected social (S) may be related to the emphasis on collectivist values such as family business inheritance and social advancement in Southeast Asian societies, which are cultural factors that may have weakened the direct correlation between personal interests and career choices.

From a socio-economic perspective, factors such as family financial status and competitive pressure in the job market may indirectly influence career decisions. External motivation accounted for a higher percentage (67.0%) in this study, with some students choosing careers that do not match their personality, which may stem from realistic considerations of high-income industries (e.g., finance, technology) rather than personal interest - echoing the sense of job security and pressure faced by Malaysian youth. In addition, institutional factors such as the degree of sophistication of the college's professionalism and career guidance system may also affect the quality of students' access to career information, which in turn interferes with personality-career matching. The distribution of personality types among students in some colleges is not in line with expectations, which may be related to the insufficient shaping of students' interests by their major programmes.

6.1 Limitations of the study

This study only selected undergraduate students from one university in MSU as a sample and used stratified convenience sampling, which may not be fully representative of students from other regions or types of universities in Malaysia, and the generalisability of the findings needs to be extended with caution. As a cross-sectional study, this study only captures the personality and career choice status at a certain point in time and cannot reveal the dynamics of the two over time. The 18-REST and WEIMS scales used in this study, although tested for reliability, were developed based on Western theoretical frameworks and may not fully cover specific personality traits or motivational types in the Southeast Asian cultural context. In addition, although the potential influence of cultural and socio-economic factors was mentioned in this study, their moderating effects were not quantified through statistical modelling, making it difficult to clarify how these factors specifically contribute to the relationship between personality, motivation and career choice.

6.2 Suggestions for Future Research

Future research could include students from different regions and types of higher education institutions in Malaysia or conduct a cross-country comparative study to validate the cultural boundaries of the relationship between personality and career choice. Future research could also analyse the stability of personality traits, the trend of motivational factors, and how the two work together to influence long-term career choices and career satisfaction by adopting a longitudinal research design and by tracking students throughout their journey from enrolment to employment. Localised measurement tools can also be developed to revise or develop personality and motivation scales that are more relevant to local contexts by taking into account the cultural characteristics of Southeast Asia, for example, by adding dimensions such as family expectation motivation and religious-ethical orientation to improve the ecological validity of the measure. In subsequent studies, moderating models that include cultural (e.g., ethnic identity), socioeconomic (e.g., family income), and institutional variables can be constructed to clarify the specific mechanisms of their influence on the personality-motivation-vocational choice relationship. In addition, future research can also incorporate mixed research methods, based on questionnaire surveys, supplemented by in-depth interviews or case studies, to dig deeper into the deeper logic of students' career choices.

In summary, this study provides preliminary evidence for understanding college students' career decision-making in a multicultural context, while in-depth exploration of cultural, socioeconomic and institutional factors will further enrich the cross-cultural applicability of career choice theory. The results of this study can provide references for career guidance in universities, talent selection in enterprises, and policy formulation, and ultimately help students achieve a positive match between personality, motivation and career, and enhance long-term career happiness.

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