

The Effect of Student Achievement on Student Interest and Career Choices

(A Systematic Review)

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Abstract—Career selection can be influenced by several factors such as family factors, environmental factors, and so on. However, the relative and family factors of students can be an influence in determining their interests and career choices, so that students cannot bring out their best potential in a career. This study uses a systematic review strategy to determine the factors that influence students' interests and career choices with the aim of identifying how much influence student achievement has on their interests and career choices. A systematic review strategy was used in this study with the keywords used, namely "career choice" and "career interest". The articles reviewed were 10 articles from 2011 to 2021. All journals were classified based on the year of publication, type of journal and the results found. The results of the review show that the most influential factor in students' career choices is the family factor, but the student achievement factor is also quite influential in determining the interests and career choices of students in the future, this research can be a reference point for future research by identifying research needs in aspects of student career choices.

Keywords—career choices, career interest, student achievement

I. INTRODUCTION

Career selection is not merely a short-term activity carried out by a person when completing education, but is a lifelong process [1]. Career planning is the process of an individual choosing and deciding on the lifelong career he wants [2]. Basically the process of vocational development refers to career maturity that requires compatibility between individuals and jobs in making decisions in job selection [3]. The level of vocational maturity becomes an influence for individuals in the job selection process which includes several dimensions of establishment, namely the need to work, job selection, planning activities, decision-making behavior and ability to work [4]. This implies that students' career planning does not only take place at this time, but lasts until they can achieve what they expect to be in accordance with the plans they have made previously [5]. Students often encounter problems when choosing a career, this will hinder students in achieving optimal career selection. Santrock states that high school

students often view career exploration and decision making as accompanied by indecision, uncertainty and stress, Wilkins [6] explained that career choice can be influenced by several factors such as family factors, environmental factors, and so on [7,8]. Kazi [9] researching that with passion and deeper knowledge about the chosen career, the person will give every effort to do his best to achieve the dream career. In addition, these interests will encourage them to know more about the activities they are interested in [10].

It is evident from the results of this study that in good economic conditions, the career choices made by students will also increase. This statement is also supported in studies [11,12] say that opportunities students' careers will be high and they will have various job options if the economic situation is good, when the economic situation worsens, the career options for them will decrease.

Further studies by other researchers show that adolescents motivated by various factors are driven by a particular profession or interest in pursuit that they are personally satisfied with. Joy, curiosity, or pleasure. These include personality traits, work satisfaction, career advancement, and learning experience. External factors revolve around external regulations and interests associated with a particular profession. It has also been reported that top-notch professions, job availability, and high-paying jobs motivate young career choices. As a result, extrinsically motivated teens can choose their careers based on benefits related to their particular profession, such as salary, employment security, accessibility, and satisfaction.

II. METHODOLOGY

A systematic review strategy was used in this study with the thematic analysis methods used for identifying, screening, and reporting topics based on data, researchers used the keywords including career choice and career interest. Articles Searched using the publish or perish application with the range of the year of publication of the article from 2011 to 2021.

A. Inclusion Criteria and Exclusion Criteria

The author only reviews articles published in English over the last 10 years (2011 - 2021) are included and the full text is available. The study included in the final analysis is a unique research article that focuses on career choices by high school students in several countries. focused on high school students and students who are ready to work. This study focuses primarily on youth who have chosen a career, rather than students who are already working.

III. RESULTS AND DISCUSSION

the results obtained using the publish or perish 7 application, the author selects articles that match the keywords and then is reviewed, the articles reviewed are 10 articles that are suitable and related to the topics discussed and then used as material for research. Journals that match the criteria are then made into a log book table containing the author's name, year of publication, research objectives, methods used and research results obtained (see table 1).

TABLE I. RESULTS OF RESEARCH IDENTIFICATION OF CAREER CHOICE AND CAREER INTEREST

No	Author	Method	Research Objectives	Research Result
1	Jackson, D., & Wilton, N. (2017). Career choice status among undergraduates and the influence of career management competencies and perceived employability. <i>Journal of Education and Work</i> [10]	Quantitative data from 370 Business undergraduates in an Australian and UK university	This study examines the influence of career management competencies and perceived employability on career choice status among undergraduates	Findings highlight the need for universities to not only equip students with the necessary skills to enter their chosen career but also – in collaboration with industry - develop strategies to engage students in the different aspects of career self-management earlier on in their studies.
2	Owusu,G.M.Y., Essel-Anderson, A., Ossei Kwakye, T., Bekoe, R.A. and Ofori,C.G. (2018), "Factors influencing career choice of tertiary students in Ghana: A comparison of science and business majors", <i>Education + Training</i> , Vol. 60 No. 9, pp. 992-1008. [13]	survey method of research and a set of questionnaire, total of 354 undergraduate students from the Ashesi University College in Ghana participated in the study	investigate the factors that influence Ghanaian tertiary students' career choices	The findings of this study indicate that university students in Ghana place much premium on intrinsic value and employability/financial prospect in their career choice decisions than such factors as prestige and desired working conditions.
3	Famolu, F. B. (2020). Influence of Parents' Socio-Economic Status on Career Choice of Undergraduates in Kwara State, Nigeria: Implications for Counselling. <i>SUSURGALUR</i> , 8(2), 159-174. [2]	Descriptive survey design was employed. A sample of 250 respondents was selected	This study examined the influence of parents' socio-economic status on career choice of undergraduates	recognition in the society. It is revealed also that, in this study, there were no significant differences in the influence of parents' socio-economic status on career choice of undergraduates based on parents' educational background, parents' occupation, and age. It is recommended that parents should properly guide their child in the career choice after graduating.
4	Eesley, C., & Wang, Y. (2017). Social influence in career choice: Evidence from a randomized field experiment on entrepreneurial mentorship. <i>Research Policy</i> , 46(3), 636-650. [14]	Using a longitudinal field experiment with a pre-test/post-test design	How do different sources of social influence impact the likelihood of entrepreneurship	randomization to an entrepreneur mentor increases the likelihood of entrepreneurial careers, particularly for students whose parents were not entrepreneurs
5	Kercood, S., Lineweaver, T. T., Frank, C. C., & Fromm, E. D. (2017). Cognitive flexibility and its relationship to academic achievement and career choice of college students with and without attention deficit hyperactivity disorder. <i>Journal of Postsecondary Education and Disability</i> , 30(4), 329-344. [15]	Demographic questionnaire, objective and subjective measures of cognitive flexibility, and tests of academic achievement	to investigate the relationship between cognitive flexibility, academic skills, educational trajectories, and career goals of college students with and without Attention Deficit Hyperactivity Disorder	the interaction between cognitive flexibility and ADHD shared a significant relationship with career confidence. Our results expand on the literature examining cognitive flexibility and have implications for both academic and career planning, particularly for students who may struggle with attention.

Table 1 cont.

6	Freeman, V. F., Lenz, J. G., & Reardon, R. C. (2017). Career course impact on college students' career decision and affective states. <i>VISTAS Online</i> , 32(1), 1-14. [12]	affective states was examined. Participants were 108 undergraduate students enrolled in a credit-based career development course at a large university	the career decision state, as measured with the Occupational Alternatives Questionnaire and Satisfaction with Choice Question, and the career affective state, as measured with the Goal Instability Scale and Career Thoughts Inventory	Findings revealed that the career course had a significant positive effect on both factors. Implications for practice and further research are discussed
7	Rizzolo, D., Leonard, D. R., & Massey, S. L. (2017). Factors that influence a physician assistant/associate student career choice: An exploratory study of students from the United States and United Kingdom. <i>The Journal of Physician Assistant Education</i> , 28(3), 149-152.s [5]	16-question survey instrument, which was reviewed by 3 outside researchers to assess for content validity. The survey contained 5 demographic questions regarding		These data demonstrate a similar pattern regarding reasons for choosing the PA profession when comparing students with practicing PAs. Therefore, it is not surprising to see flexibility and career change to be rated so high by the students because, in the course of a PA's career, at least half of PAs have changed specialties one or more times, and flexibility is believed to contribute to job satisfaction
8	Carlin, E., Alberti, H., & Davies, K. (2021). Denigration of general practice as a career choice: The students' perspective. A qualitative study. <i>BJGP open</i> , 5(1). [16]	A semi-structured interview format was utilised.	To explore comments about general practice as a career made by clinical teachers from the medical student's perspective, and in doing so to further understand the current difficulties of recruiting into general practice.	Three underlying themes emerged: the individual (personal characteristics of students affecting the influence that comments have on them); the curriculum (presence and content of general practice teaching); and culture (in the medical school and profession). These were used to postulate a model that may explain how negative comments shape students' perceptions of general practice
9	Koivisto, P., Vinokur, A. D., & Vuori, J. (2011). Effects of career choice intervention on components of career preparation. <i>The Career Development Quarterly</i> , 59(4), 345-366. [17]	A longitudinal experimental design was used in this study. In each of the 11 participating schools, four to eight classes of ninth graders were invited to information sessions held in their schools	The objectives of the present study were to examine both the direct and the indirect immediate effects of a theory-driven career choice intervention on competence and attitudinal factors of career preparation among ado- lescents	The results showed that the intervention had directly improved the students' career choice preparedness, which in turn increased positive attitude toward career planning
10	Mohammed, S., & Malam, N. (2017). Career Choice and Influence of Academic Factors among Students of Mass Communication in Nigeria. <i>International Journal of Communication</i> , 21(1), 210-221. [18]	The study adopted quantitative survey research method to gather data from 11 sampled public higher institutions across Nigeria	investigates the academic factors that motivate career choice of students	findings indicated that Broadcast journalism, advertising and public relations are found to be the major mass communication professions preferred by the students. Equally, courses taught, lecturers and learning facilities are the major academic factors that motivate career choice in mass communication among the students

The findings from the analysis of related articles are presented in this section. Based on the systematic and the results of the analysis, we can find out the factors that influence students in determining their career choices, including family factors, environmental factors, economic factors, and student achievement factors. Further studies by other researchers show that adolescents motivated by various factors are driven by a particular profession or interest in pursuit that they are personally satisfied with. Joy, curiosity, or pleasure. These include personality traits, work satisfaction, career

advancement, and learning experience. External factors revolve around external regulations and interests associated with a particular profession. It has also been reported that top-notch professions, job availability, and high-paying jobs motivate young career choices. As a result, extrinsically motivated teens can choose their careers based on benefits related to their particular profession, such as salary, employment security, accessibility, and satisfaction.

IV. CONCLUSION

Factors that influence students in determining their career choices, including family factors, environmental factors, economic factors, and student achievement factors. family factors, namely when students choose to get jobs that can elevate their family's dignity so that they ignore the ideals and achievements they have ever received, environmental factors which mean they choose jobs according to the conditions in which they live, but it is not uncommon for students to work because interests based on their achievements in youth.

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