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## Impact of E-Learning Strategies on University Students’ Career Choices

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ARTICLE DETAILS	ABSTRACT
<p><b>History:</b></p> <p>Received: June 16, 2024                      Accepted: June 30, 2024</p> <p><b>Keywords:</b></p> <p>Career Choice                      Learning Strategies                      University Students</p> <p><b>DOI:</b></p> <p>10.52700/assap.v5i1.378</p>	<p>The selection of one's ideal career is the top priority for every person, on the other hand, students seem to be more focused on their future jobs. This goal can be achieved by effective learning strategies. However, people need to be capable of making wise decisions before choosing their educational background. The major objective of this study was to find out the impact of e-learning strategies on university student’s career choices. This study was quantitative and based on a correlational research design. The population was public university students from Punjab Pakistan whereas, 458 respondents were selected as the sample of this research through a multi-stage sampling technique. For data collection structured questionnaires were administered through the survey method. To analyze the hypotheses of this research Statistical Package for Social Science (SPSS) was used. The findings revealed a positive and significant association between e-learning strategies and career choice among university students, as indicated by an r-value of .411. Furthermore, the beta value of .351 suggested that e-learning strategies had a moderately significant effect on students' career choices. Thus, E-learning strategies are an important organ for the elevation of career choices. Significantly, this study will help the authorities in developing criteria accordingly, especially in higher education for producing research culture to minimize the gap between the university education.</p> <p style="text-align: right;">© 2024 The Authors, Published by WUM. This is an Open Access Article under the Creative Common Attribution Non Commercial 4.0</p>

### 1. Introduction

Social institutions around the world establish customs; these practices have benefits that can be compared in different ways. It is helpful because it assumes that approaches may be chosen as though utility could be measured and compared statistically, with the degree to which objectives are accomplished being considered efficacy (Ali et al., 2021; Zare et al., 2016). Globalization is responsible for the rise in e-learning technology employed by higher education institutions. This

is a reference to the global integration of ideas, cultures, and products, as well as political and economic events (Raghuram, 2013; Ejdys, 2021). Undoubtedly, the increasing usage of e-learning technology contributes to globalization since educational establishments are making every effort to transcend social and geographic barriers to provide distance learning programs, which results in the blending of academic standards and perspectives (Assi et al., 2022).

For students beginning their professional education, choosing the right career route is essential because it has a significant impact on their future progress and professional lives. This is the pivotal moment: one cannot rely solely on gut feeling, prior conceptions, irrational fantasies, or widely accepted ideas. When a person's job decision is misinterpreted and does not fit with expectations, all their efforts and resources are directed in the wrong direction. This may be extremely frustrating and wasteful of time and resources (Ahmed et al., 2017). Although realignment is feasible, there are significant time, financial, and motivational costs involved. The choices that students make about their jobs should be based on a variety of factors, including internal and external factors, thorough knowledge, appropriate supervision, and a match with their personalities. In the context of career choice alternatives, students need to be made aware of current and developing trends as well as future opportunities and difficulties. They must know the present trends, policies, and employment situations of markets across a range of industries (Goh& Jamaluddin, 2021; Sztankay et al., 2022).

## **2. Literature Review**

Previous research done by various academics, young persons who exhibit intrinsic motivation are pushed by their pleasure in particular vocations (Osoro et al., 2023). Therefore, intrinsic causes arise inwardly, and curiosity, interest, or pleasure drive the succeeding behaviors. These factors include learning experiences, professional growth, job fulfillment, and personality attributes (Kunnen, 2013; Nyamwange, 2016). External factors and the advantages of careers are the cases of extrinsic influences. Additionally, it has been proven that young people's career selections are impacted by prominent occupations, high-paying work, and job availability (Ryan and Deci, 2000; Shoffner et al., 2015). Because of this, young people who are motivated by external influences might base their choice of career on the advantages of a given sector, such as salary, job stability, accessibility, and happiness (Bakar et al., 2014).

The acts of socialization agents in a person's life, such as family members, friends, instructors, and societal duties, are known as interpersonal variables (Gokuladas, 2010; Bossman, 2014; Wu et al., 2015). According to Beynon et al., Chinese Canadian students attach emphasis to their family's honor while picking a vocation (Beynon et al., 1998). Interpersonally affected students place significant weight on the counseling of their loved ones and close friends; as a result, they consult with, rely on, and are prepared to give up certain personal interests (Wüst& Leko Šimi, 2017). Research has suggested that cultural values impact the variables influencing young people's career decisions (Wambu et al., 2017; Tao et al., 2018).

Since its introduction in 1998, the E-learning term coined by Internet Time Group founder Jay Cross has gained enormous traction. E-learning, in general, is a cutting-edge strategy for delivering education through electronic information frameworks to improve the caliber of instruction and learning (Truong et al., 2021). E-learning is the process by which students use the internet to acquire knowledge and material. Students behave in different ways in everyday life; while learning experiences are generated according to their learning needs, they learn more effectively and comfortably. Hii et al (2023) also stated that learning strategy is a method in which students perceive and preserve statistical information and abilities. Learning with tactics is

observable behavior which exposed in students by gathering information, processes and gaining results by learning strategy. Moreover, Suarez-Grant and Haras(2022). posited that learning in different ways are conditional construct or permanent construct in various learning circumstances and contents. So, learning strategies are also changed with experience whereas, teaching strategies are supported and applied to increase students learning with empirical support.

The selection of one's ideal career is the top priority for every person on the planet. College students, on the other hand, seem more focused on their future jobs. From this vantage point, Nyamwange (2016) highlights that everyone will eventually have to cope with the challenge of choosing a job. However, this is a problem that students are more likely to encounter when selecting a study schedule. Many people, particularly students, believe that selecting a course of study is the primary obstacle preventing them from pursuing their desired careers in the future (Monaheng, 2023). It wouldn't be inaccurate to argue that selecting a course of study is contingent upon selecting a job path. Therefore, selecting the wrong field of study leads students to their targeted future careers. According to Thies (2023) choosing an intended vocation is a challenging and complex process because it calls for specialization at work, necessitating a specific educational background before entering the working world. However, people need to be capable of making wise decisions before choosing their educational background.

Extrinsic factors encompass several elements such as social networks, availability of pertinent resources such as funds and knowledge, the presence of role models, globalization, educational achievement, ethnic background, and so on. However, making decisions is one of the most important things, especially when it comes to being admitted to a particular study program. Selecting the appropriate job path for the future has become crucial for young students in Pakistan, just as in other nations. Pakistani students are expected to take certain things into account when selecting their college majors and future careers. However, students make decisions related to their college majors and careers based on a variety of criteria. Some people who affect students' career decisions include parents, types of parenting, coaches, or any other role models or ideals (Sarwar, 2013). According to Korkmaz (2023), people's employment decisions are greatly impacted by various factors, such as external and internal variables alone or in combination. This point of view holds that an individual's intrinsic characteristics consist of their hobbies, personality, sense of self, cultural identity, and attitudes.

Students' awareness about subject knowledge and discipline needs significant attention for the impact on career choices and dedication is an aspiration toward teaching and learning activity. The academic staff invests energy and time to seek importance in teaching. Love with their profession with stimulated deep knowledge to change the real world with academic competencies (Wang et al., 2021). It draws capabilities and tight spots in young students who come into the class or each session. When we share ideas to explore passions during learning ascertain and potential in students are infinite. The important factor for teaching is a process of dedication and commitment to student career choices (Matei & Dinca, 2022).

### **3. Research Hypotheses**

Based on the research questions, the following are the research hypotheses of the study:

1. The association between E-Learning strategies and career choices is positive and significant.
  - 1.1 The association between E-Learning strategies and elicitation is positive and significant.

- 1.2 The association between E-Learning strategies and engagement is positive and significant.
- 1.3 The association between E-Learning strategies and exploration is positive and significant.
- 1.4 The association between E-Learning strategies and explanation is positive and significant.
- 1.5 The association between E-Learning strategies and echo is positive and significant.
- 1.6 The association between E-Learning strategies and elaboration is positive and significant.
- 1.7 The association between E-Learning strategies and emendation is positive and significant.
- 1.8 The association between E-Learning strategies and evaluation is positive and significant.
- 1.9 The association between E-Learning strategies and e-search is positive and significant.

#### **4. Research Methodology**

The major objective of this study was to find out the impact of e-learning strategies on university student's career choices. This study was quantitative and based on a correlational research design. The population was public university students from Punjab Pakistan whereas, 458 respondents were selected as the sample of this research through a multi-stage sampling technique. In the first phase, two public universities (Bahauddin Zakariya University Multan, Islamia University Bahawalpur) were selected from South Punjab and two public universities (Fatima Jinnah Women University Rawalpindi, University of Mianwali) were selected from North Punjab while, four universities (Government College University Faisalabad, University of the Punjab Lahore, University of Sargodha, University of Gujrat) were chosen from Central Punjab. These 8 universities were selected as clusters. In the second stage, six common departments (Education, Sociology, Psychology, Political Science, English, and Islamic Studies) were chosen from these eight universities. In the third stage, the 12 students from these departments were selected randomly. Therefore, Krejcie and Morgan (1970) model was undertaken to select the sample size. For data collection structured questionnaires were administered through survey method for example, 9 E-Learning Model Questionnaire was adapted from (Valverde-Berrocso, et al., 2020) with dimensions of Elicitation, Engagement, Exploration, Explanation, Echo, Elaboration, Emendation and Career Choice Questionnaire was adapted from (Ahmed et al., 2017) with dimensions of interest in the subject, future job opportunities, ease of subject and financial outcomes. For this study reliability of the questionnaire was administered by applying Cronbach Alpha Coefficient, the coefficient value was  $>0.7$  (Nunnly, 1978). Moreover, content and face validity were also assessed with the help of some experts (Gray, 2014). To analyze the hypotheses of this research Statistical Package for Social Science (SPSS) was used.

#### **5. Data Analysis**

##### **5.1. Descriptive Statistics**

Descriptive analysis including means and standard deviations, were calculated for each variable in the study. A Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was used to measure respondents' perceptions. The indicator of "Strongly Agree" was considered for

measurement consistency. The following table indicates the results of descriptive analysis for the major constructs. The mean value for the e-learning strategies construct was 4.06, indicating that respondents perceived e-learning strategies moderately. Similarly, the mean value for the career choice construct was 4.02, suggesting a moderate perception of career choice among the sampled teachers.

**Table 1: Descriptive Statistics**

Variables	N	M	SD
Elicitation	458	4.03	.94
Engagement	458	3.94	.90
Exploration	458	4.02	.96
Explanation	458	4.22	.92
Echo	458	4.19	.89
Elaboration	458	3.96	.97
Emendation	458	4.06	.94
Evaluation	458	4.10	.96
E-Search	458	4.04	.99
<b>E-Learning Strategies</b>	<b>458</b>	<b>4.06</b>	<b>.94</b>
Interest in Subject	458	3.78	.98
Future Job Opportunities	458	4.11	.93
Ease of Subject	458	4.09	.92
Financial Outcomes	458	4.13	.90
<b>Career Choice</b>	<b>458</b>	<b>4.02</b>	<b>.93</b>

**5.2. Pearson Correlation**

To ascertain whether the values of two variables are related, correlation analysis is utilized. The value of the Pearson correlation coefficient product is between -1 to +1. It suggested that the values of r 0.01 to 0.3 are considered as weak correlation, 0.4 to 0.6 as moderate and 0.7 to 0.9 as strong. A significant value less than .05 is considered a significant relationship between two variables (Cohen et al., 2009; Evans, 1996).

**Table 2: Relationship between the E-Learning Strategies and Career Choice**

Variables	1	2	3	4	5	6	7	8	9	10
Elicitation	1									
Engagement	.298(*)	1								
Exploration	.368(*)	.282(*)	1							
Explanation	.348(*)	.331(*)	.308(*)	1						
Echo	.390(*)	.389(*)	.293(*)	.348(*)	1					
Elaboration	.456(*)	.344(*)	.385(*)	.332(*)	.383(*)	1				
Emendation	.369(*)	.427(*)	.352(*)	.415(*)	.289(*)	.352(*)	1			

Evaluation	.345(* *)	.415(* *)	.474(* *)	.304(* *)	.353(* *)	.474(* *)	.383(* *)	1	
E-Search	.332(* *)	.492(* *)	.429(* *)	.429(* *)	.348(* *)	.329(* *)	.471(* *)	.332(* *)	
Career Choice	.442(* *)	.531(* *)	.324(* *)	.413(* *)	.381(* *)	.374(* *)	.482(* *)	.345(* *)	.396(* **)

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

A Pearson correlation was examined to assess the correlation between the dimensions of e-learning strategies and career choice. The analysis revealed the following results:

1. Elicitation and Career Choice: There was a moderate positive correlation, with an r-value of .442, indicating that the extent to which students are prompted to respond or generate ideas in the e-learning process is moderately related to their career choices.
2. Engagement and Career Choice: There was a moderate positive correlation, with an r value of .513, suggesting that the level of involvement, attention, and interest students show in the e-learning process is moderately related to their career choices.
3. Exploration and Career Choice: A weak positive correlation was found, with an r value of .324, indicating that the extent to which students explore new ideas and concepts in the e-learning process is weakly related to their career choices.
4. Explanation and Career Choice: There was a moderate positive correlation, with an r value of .413, suggesting that the clarity and coherence of explanations provided in the e-learning process are moderately related to students' career choices.
5. Echo and Career Choice: A weak positive correlation was found, with an r value of .381, indicating that the extent to which students review and reinforce their learning in the e-learning process is weakly related to their career choices.
6. Elaboration and Career Choice: A weak positive correlation was found, with an r value of .374, suggesting that the extent to which students expand and develop their understanding of the e-learning process is weakly related to their career choices.
7. Emendation and Career Choice: There was a moderate positive correlation, with an r value of .381, indicating that the extent to which students revise and improve their learning in the e-learning process is moderately related to their career choices.
8. Evaluation and Career Choice: A weak positive correlation was found, with an r value of .345, suggesting that the extent to which students assess their learning outcomes in the e-learning process is weakly related to their career choices.
9. E-search and Career Choice: A weak positive correlation was found, with an r value of .396, indicating that the extent to which students conduct research and gather information in the e-learning process is weakly related to their career choices.

Overall, the analysis revealed that all dimensions of e-learning strategies had a positive and significant association with career choice, suggesting that these strategies play a role in shaping students' career decisions.

**Table 3: Relationship between E-Learning Strategies and Career Choice**

Variables	E-Learning Strategies	Career Choice
E-Learning Strategies	1	.411(**)
Career Choice	.411(**)	1

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

Pearson Correlation was conducted to explore the association between e-learning strategies with career choice. The statistical analysis found that there was a moderate correlation between e-

learning strategies with career choice with r value of .411. It found that e-learning strategies had a positive and significant association with career choice.

### 5.3. Multiple Regression Analysis

A multiple regression analysis is used to examine the relationship between a dependent variable and multiple independent variables. It aims to predict the value of the dependent variable based on the known values of the independent variables. This statistical method is commonly used in the social sciences to understand how independent variables influence a dependent variable.

In multiple regression analysis, continuous dependent variables are typically used, and the method of Ordinary Least Squares (OLS) regression is often employed. Beta values, which represent the strength and direction of the relationship between independent and dependent variables, can range from 0 to 1. A beta value between 0.01 and 0.3 is considered to indicate a weak association, 0.4 to 0.6 a moderate association, and 0.7 to 0.9 a strong association. To determine the significance of the relationship between independent and dependent variables, a p-value less than .05 is typically considered significant. This indicates that the independent variable has a significant effect on the dependent variable (Mark & Goldberg, 1988; Mason & Perreault, 1991).

**Table 4: Effect of the Dimensions of E-Learning Strategies on Career Choice**

DV	IV	Std. Er	Beta	t	Sig
Career Choice	Elicitation	.058	.384	6.75	.00*
	Engagement	.108	.466	4.31	.00*
	Exploration	.069	.217	3.12	.02*
	Explanation	.067	.378	5.64	.05*
	Echo	.088	.311	3.53	.00*
	Elaboration	.069	.289	4.18	.00*
	Emendation	.087	.427	4.92	.00*
	Evaluation	.082	.241	2.93	.01*
	E-Search	.093	.349	3.74	.00*

*Dependent Variable: CC*

Multiple Regression Analysis was applied to determine the effect of all the dimensions of e-learning strategies on career choice. It found that there was a moderate effect of elicitation on career choice with beta value of .384 while there was a strong effect of engagement on career choice with beta value of .466. Moreover, there was a weak effect of exploration on career choice with beta value of .217 whereas, there was also a weak effect of explanation on career choice with beta value of .378. There was also a weak effect of echo on career choice with beta value of .311 while, there was also a weak effect of elaboration on career choice with beta value of .289. Moreover, there was a moderate effect of emendation on career choice with beta value of .427 and there was a weak effect of evaluation on career choice with beta value of .241. Additionally, there was also weak effect of e-search on career choice with beta value of .349. It concluded that all the dimensions of emotional intelligence had positive and significant effect on instructional leadership practice.

**Table 5: Effect of E-Learning Strategies on Career Choice**

DV	IV	Std. Er	Beta	t	Sig.
Career Choice	E-Learning Strategies	.079	.351	4.34	.00*

*Dependent Variable: CC*

Multiple Regression Analysis was applied to determine the effect of e-learning strategies on

career choice. It found that there was a moderate effect of e-learning strategies on career choice with beta value of .351. It concluded that e-learning strategies are the predictor of career choice for university students.

## **6. Conclusions**

The results indicated that university students were knowledgeable about the variables under study, including e-learning technologies and career choice. The respondents agreed with all dimensions of e-learning technologies, such as elicitation, engagement, exploration, explanation, echo, elaboration, emendation, evaluation, and e-search. Additionally, the students showed moderate satisfaction with various factors related to career choice, such as interest in the subject, future job opportunities, ease of the subject, and financial outcomes. Moreover, the analysis revealed a positive and significant association between e-learning strategies and career choice among university students, as indicated by an  $r$  value of .411. Furthermore, the beta value of .351 suggested that e-learning strategies had a moderately significant effect on students' career choices.

## **7. Discussion and Recommendations**

Increasing the usage of e-learning technology contributes to globalization since educational establishments are making every effort to transcend social and geographic barriers to provide remote learning opportunities, which results in the blending of academic standards and perspectives. Infrastructure and technological advancements have a significant role in the quickening speed of globalization. The intersection of technology and globalization speed is where the phenomenon of globalization is most evident. Technology is not the only tool utilized for industrial competencies; governments, non-profit organizations, academic institutions, international organizations, and researchers all use it for collaboration and knowledge sharing.

Globalization is responsible for the rise in e-learning technology employed by higher education institutions. Political and economic phenomena, as well as the global integration of ideas, cultures, and goods, are being discussed. These days, e-learning is being used in educational organizations all over the world and has become a requirement for higher education institutions. Researchers have therefore focused a lot of attention on its advantages. A few of the factors contributing to e-learning's effectiveness are its propensity to support students' learning and raise their academic performance. When it comes to interaction quality and fast feedback, e-learning can surpass in-person instruction. Additionally, well-designed courses can help overcome geographic barriers to education.

Selecting the appropriate job path for the future has become crucial for young students in Pakistan, just as in other nations. Pakistani students are expected to take certain things into account when selecting their college majors and future careers. However, students make decisions about their college majors and future careers based on a variety of criteria. For students beginning their professional education, choosing the right career route is essential because it will have a significant impact on their future success and professional life. This marks a significant turning point because it cannot be based solely on popular beliefs, wild imaginations, preconceived notions, or intuition. When a person's job decision is misinterpreted and does not fit with expectations, all their efforts and resources are directed in the wrong direction. This may be extremely frustrating and wasteful of time and resources.

The selection of one's ideal career is the top priority for every person on the planet. College students, on the other hand, seem more focused on their future jobs. This point of view states that



everyone will ultimately have to cope with the challenge of choosing a job. However this is a problem that students are more likely to encounter when selecting a study schedule. Most people, particularly students, believe that selecting a course of study is the primary obstacle preventing them from pursuing their desired careers in the future. It wouldn't be wrong to suggest that selecting a course of study is contingent upon selecting a job path. As a result, picking the wrong study plan steers students toward their intended careers.

Thus, on behalf of the findings of this research, various recommendations were made.

Firstly, the current research adopted a correlational research design. Consequently, to validate the findings of this study, future researchers are urged to consider a longitudinal strategy to test the theoretical constructs at various times in time. Secondly, as obtained the relationship between e-learning strategies and career choice indicated the  $r$  value of .411 which explained the 41% variance of career choice the remaining 58.9 % are influenced by additional variables or causes. Additional research ought to be done to determine other factors that impact career choice. Thirdly, Punjab is one of the locations in Pakistan with the greatest concentration of public universities; this study was conducted among Punjab's public universities. As a result, additional research utilizing the same instrument and including different parts of the nation is necessary to ensure that the findings of this study can be applied generally. Additionally, additional research might be carried out in other developing nations worldwide. Examining the management techniques that franchising agreements use, as well as their complete or partial control, is crucial. Furthermore, several academics have classified organizational theories in different ways. The 9-E-Learning model of e-learning strategies with its multiple dimensions is being used in this study. As a result, other ideas may be used in future research to reinterpret the key factors of this investigation. Finally, since the study's e-learning tactics are linked to job choice, more research can be done to include non-academic staff members in a range of academic departments as respondents.

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