

The Influence of Mass Media, Family and Peers on Students' Interest in Choosing the Pastry Field as a Career

Zainab Md Isa

Kolej Komuniti Baling, Kedah

Siti Salbiah Saidin

Kolej Komuniti Baling, Kedah

Normadiah Jaafar

Kolej Komuniti Baling, Kedah

Reezlin Abd Rahman

Politeknik Tuanku Syed Sirajuddin, Perlis

ABSTRACT

Baling Community College is a Technical and Vocational Education and Training (TVET) institution playing a role in producing efficient and skilled workforces to contribute to the country's development in fulfilling the needs of the current job market besides ensuring students are consistently competent in facing the challenges of the future job market. One of the career fields in demand is the pastry field which is offered at Baling Community College. This research was conducted to determine students' interest in choosing the pastry field at Baling Community College to pursue their studies after completing their Sijil Peperiksaan Malaysia (SPM) as a future career path. The respondents from this research involved 60 students of Certificate in Pastry from Baling Community College through the use of the quantitative method. The research methodology was cross-sectional and the data analysis was conducted by using SPSS 26 (Statistical Package for the Social Sciences). In summary, the influences of mass media and family showed a relationship with students' interest in choosing the pastry field. The results can help Baling Community College in highlighting the main criteria for boosting promotional activities to ensure intake norms of the pastry field reach the target.

Keywords: Influence, Family, Peers, Mass Media, Baling College Community

INTRODUCTION

Technical and Vocational Education and Training (TVET) which is currently gaining development in Malaysia is aimed to focus on producing competent workforces by highlighting practical components, psychomotor skills, and exposure to industrial training [1]. Baling Community College as a TVET institution under the Department of Polytechnic and Community College Education, Higher Education Ministry centered around the vision to be the Leading TVET Institution offering Certificate in Pastry for SPM leavers to continue pursuing their studies [2]. Baling Community College also plays the role in ensuring students in the pastry field

are not only academically competent but also possess soft skill elements so that students are competitive and responsive [3]. A combination of several elements such as communication skills, critical thinking, problem-solving, teamwork, ability to receive and process information, knowledge in entrepreneurship, leadership and also the ability to remain ethical and equipped with integrity are the soft skills that are plus points for students [4].

By the 21st century, in the effort to ensure that economic growth can remain resilient, countries require workers with technical abilities and diversified skills to remain relevant against industrial needs [5] besides adapting to the progress of technology so that when they step into the career world, these students can be competitive and responsive towards the environment [6]. Concerning that, 63 Baling Community College students were chosen as respondents to evaluate students' interest in choosing the pastry field at Baling Community College to pave the way for their future careers. The choices are theorized to be influenced by family, peers or mass media which all may play a role in students' decision-making to choose the pastry field. This scenario shows that SPM students' choice to pursue their studies in skilled fields is outstanding. It also proves the stigma of TVET as a second-class education and only for less academically performing students must be changed. This is parallel with the government's commitment towards the TVET revolution in empowering TVET fields [7].

Problem Statement

The dreams of pursuing studies in universities and being in Higher Education Institutions (IPT) are the wishes of each student from when they were in secondary school; however, program selections they enroll in are the future career determinants [8]. Students should have early plans to choose an education program that is suitable to their interests and skills including gaining information about the education program, educational institutions and career field to be pursued soon after completing their studies [9].

Significant influences must be observed so that educational institutions can identify the main motivation which elicits students' interest in choosing a field. This helps the institution in shaping the promotional activities to reach the targeted students identified and relevant information can be conveyed to them so that they and their families are well-informed before reaching a decision.

Therefore, this research aims to evaluate the influencing factors on students' interest in choosing the pastry field at Baling Community College, whether the choice is influenced by family, peers or the mass media, for the starting of their career.

LITERATURE REVIEW

Students choosing the pastry field to pursue their studies as the beginning of their future career path is largely influenced by their environment which plays an important role in providing exposure related to career prospects once they have completed their studies in the pastry field. Based on the 9th Shift [10], it was determined that the involvement of parents, communities and private sectors must be widened and empowered in their roles and responsibilities in education. This is due to the changes in the environment in current education which demands more active involvement of parents, communities and even the private sector. Clearly, this reflects the family's role as the closest social environment that can influence students' choice in choosing the pastry field.

Family Influence

[11] stated that children's personhood in the education field whereby students are proven to be competent and skilled in examinations is influenced by their family background as the closest agent in students' social environment. A familial support system provides a learning environment that is conducive and well-guided in the learning process related to academic performance which will then influence the child's decision in choosing their future career path. Shaping positive minds and good morality are important components in setting the goals and road maps of children's future whereby these roles and responsibilities are shouldered by the parents to build a fun and comfortable environment around their children [12].

Parents are an important support system because children undergo their earliest socialisation process through their parents and family which will pave the way for developing their values and morals as well as shaping their behaviours and personalities [13]. The bond and guidance from a family full of love and harmony tend to produce a generation equipped with the appreciation of pure values that can indirectly lead us into forming a civilized life.

The application of positive values in a familial institution is an important element in shaping students' personalities whereby the value of positive relations in a family highlights the role of parents in children's decision-making [14]. Children see their parents as role models in determining their path in education and career because parents play a role as the closest guide in their lives [15].

Peer Influence

Past studies have also explained that peer influence can impact decisions made by students. According to Dewan Bahasa & Pustaka's 4th edition dictionary, peers are friends of the same age, also known as friends from the same range of age, background and interest. Currently, teenagers in general spend more time with their peers than their family members. Therefore, peer influence plays a massive role in shaping teenagers' morality as well [16].

[17] stated that environment and significant individuals will influence a person's behaviour whereby this social learning theory explained that a particular behaviour is a result of interaction between three factors: human, environment and habit. Meanwhile, [18] claimed that human behaviour, thoughts, and feelings are not excluded from the effects of the environment, especially by hopes and urges from those who are close to them such as peers, family, and society. This shows that peer influence is an important element that can impact students' choice of interest in choosing the pastry field as their future career.

[19] explained that peer influence, directly or indirectly, is when they have similar interests, experiences, and social status. This shows that a group of peers is more inclined to influence students' beliefs, values, and behaviours [20]. Peers play an important role in teenagers' lives because they are prone to trust each other.

In certain scenarios, teenagers turn to their peers as experts, replacing the roles of parents, especially in making decisions. Positive and well-behaved peers may influence other teenagers to shape excellent personalities whereas friends with a lack of morality tend to have a negative impact on the teenagers' personalities which will make them behave poorly [21].

Mass Media Influence

The use of mass media in the current life is no longer peculiar among the society. According to [22], the findings from a study among teenagers showed that printed and electronic media will influence their behaviour and reaction towards the social environment. Mass media plays a role in shaping the life of current society. In general, mass media refers to the channels of communication involved in the processes and activities of spreading information [23] which includes communication channels such as radio, television, newspaper, and cinema [24].

Mass media platform opens up the space and opportunity for students to solve many issues such as gaining information to pursue studies, choosing an alternative career path, and acting as a platform for students to share skilled knowledge they possess from mass media [25]. Positive social changes happening within society are motivated by the waves of globalization through the digital platform which channels plenty of scholarly shows. However, negative influence can occur too when there is too much access reachable by teenagers without controls and boundaries [26].

Research Framework

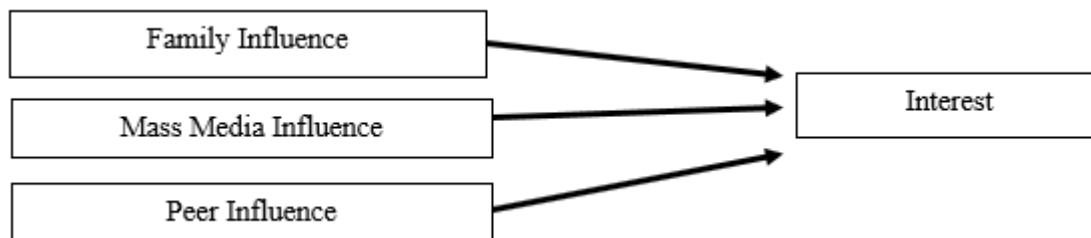


Figure 1.1: Research Conceptual Framework

Research Objectives

This research is aimed at achieving the following objectives:

1. To identify family influence in choosing the pastry field at Baling Community College
2. To identify mass media influence in choosing the pastry field at Baling Community College
3. To identify peer influence in choosing the pastry field at Baling Community College

Research Questions

This research was conducted to answer the questions related to students' decision to choose the pastry field at Baling Community College.

1. How does family influence students' interest in choosing the pastry field?
2. How does mass media influence students' interest in choosing the pastry field?
3. How does peer influence students' interest in choosing the pastry field?

RESEARCH METHODOLOGY

This descriptive research employed a quantitative method involving 60 participants from pastry students at Baling Community College, Kedah. Cross-sectional data collection was conducted through a questionnaire involving 40 of which passed the reliability test. Research samples are from semesters 1, 2 and 3 who enrolled on the program with the objective to gain students' perception of their main motivation for choosing the pastry field.

Bahasa Melayu was used as the intermediate language in this questionnaire instrument. The questionnaire passed the reliability test involving 10 students. Any spelling mistakes, misinterpretation of meaning, misarrangement of words and miscomprehension of questions were fixed. Data analysis was conducted using SPSS version 26 software to answer the research questions.

DATA ANALYSIS

Quantitative research data involving the use of SPSS version 26 software had shown the Cronbach alpha value to be accepted and reliable for each variable as in Table 1.1. below:

Variable	Item Number	Cronbach Alpha Value
Family	10	.829
Mass Media	10	.894
Peer	10	.897
Interest	10	.877

Next, statistical testing was analysed based on research objectives and questions. Several results from the Spearman Rho correlation analysis towards the independent variable and dependent variable showed that Family influence can affect the interest variable. Meanwhile, Mass Media influence also affects respondents in enhancing their interest. This can be seen from the p-value result towards the element which is family influence ($p = 0.00$) and mass media influence ($p = 0.00$) showing the p-value is lower or equal to 0.05 ($p < 0.05$). Therefore, there is a correlation between the two variables or otherwise. Hence, the researcher found that there is a significant relationship between family and mass media influence on students' interests. However, peer influence seems to not have any influence on respondents in their interest in choosing the pastry field. This is displayed in the table below whereby the p-value is more than 0.05. The peer influence value ($p = .259$) shows that there is no correlation between peer influence and students' interest.

Table 1.2: Spearman Rho correlation test between Family, Mass Media and Peer Influence towards pastry field students

			Interest
Spearman's rho	Family Influence	Correlation Coefficient	.449**
		Sig. (2-tailed)	0.00
		N	58
	Mass Media Influence	Correlation Coefficient	.568**
		Sig. (2-tailed)	0.00
		N	58
	Peer Influence	Correlation Coefficient	.151**
		Sig. (2-tailed)	.259
		N	58

Meanwhile, Table 1.2 also shows the analysis value to determine the correlational strength (r) between Family influence, Mass Media influence and Peer influence with interest. The correlation coefficient for elements in the Family influence and Mass Media influence variable portrayed positive values. Clearly, this explains that students' interest will increase as Family and Mass media influence increase and improve from time to time.

Guided by the Rowntree Scale [28], the level of correlational strength is referred to in Table 1.3. The correlation coefficient for Family influence with interest is 0.449, reflecting a moderate correlational relationship. On the other hand, the correlation coefficient for Mass Media influence with students' interest is 0.568. This variable shows that there is a moderate strength in the relationship. It can be concluded that the relationship strength for both these variables provides a moderate positive impact. Based on the correlation values, it can be said that the Mass Media variable has a higher level of correlation than the Family influence.

Table 1.3: Rowntree Scale for correlation coefficient (r)

Correlation coefficient value (r)	Relationship Strength
0.9 until 1.0	Very high, very strong
0.7 until 0.89	High, strong
0.4 until 0.69	Moderate
0.2 until 0.39	Low, weak
0.0 until 0.19	Very weak

SUGGESTIONS AND CONCLUSION

The results from the study conducted on pastry students in Baling Community College to understand their perception of interest in the pastry field clearly show that the aspect of mass media influence is an element that helps and increases pastry field interest. This result supports [22] who explained how important mass media is in shaping one's career. The aspect of family influence supports the stimulation from mass media and further strengthens their interest in this field. Family influence, despite being found to be lower in its strength of correlational relationship, is seen to have given a lot of bases in stimulating and enhancing students' confidence. This result is supported by students' personhood coming from family support [11].

The current mass media has possibly influenced through abundantly promoting and providing input related to increasingly popular careers in this industry and has since driven students to opt for the field based on the career prospects featured. The understanding and potential realized by the family consequently drive students to undoubtedly choose once they have garnered full support from their family. This potential must be further widened to allow more future food industrial workforces to enter the field.

References

- [1] EPU. (2015). *Mentransformasi pendidikan dan latihan teknikal dan vokasional untuk memenuhi permintaan industri. Rancangan Malaysia Kesebelas 2016 - 2020*, 1-17.
- [2] Jabatan Pendidikan Politeknik dan Kolej Komuniti. (2018). *Rangka Kerja TVET*. Jabatan Pendidikan Politeknik dan Kolej Komuniti.
- [3] Jabatan Pendidikan Politeknik dan Kolej Komuniti. (2020). *Pencapaian Pelan Strategik Fasa I (2018-2020) & Aspirasi Fasa Kedua (2021-2025)*.
- [4] Jabatan Pendidikan Politeknik dan Kolej Komuniti, J. (2023). *EDISI 02_2023_GARIS PANDUAN IOC JPPKK.pdf* (1st ed.). Jabatan Pendidikan Politeknik dan Kolej Komuniti.
- [5] KPT. (2020). *Pemeriksaan TVET di Malaysia Satu Tinjauan*. 1-71.
https://www.academia.edu/52239483/Pemeriksaan_TVET_di_Malaysia_Satu_Tinjauan

-
- [6] Bakar, A. (2019). *Technical Vocational Education & Training (Tvet) in Malaysia* : (Issue January).
- [7] Isa, M. S. M. (2023). TVET berimpak tinggi secara holistik sinergi lanskap pendidikan negara. *Utusan Malaysia*, 2023. <https://www.utusan.com.my/berita/2023/02/tvet-berimpak-tinggi-secara-holistik-sinergi-lanskap-pendidikan-negara/>
- [8] Ministry of Higher Education. (2017). TVET for Human Resource Development. In *Technical Vocational Education & Training (Tvet) in Malaysia : Selected Works*. [http://mycc.my/document/files/PDFDokumen/Technical Vocational Education %26 Training \(TVET\) in Malaysia Selected Works.pdf](http://mycc.my/document/files/PDFDokumen/TechnicalVocationalEducation%26Training(TVET)inMalaysiaSelectedWorks.pdf)
- [9] Bakar, A. R. (2015). Preparing Malaysian Youths Roles of Technical and Vocational Education and Training (TVET). In *Universiti Putra Malaysia*. <http://www.tandfonline.com/doi/abs/10.1080/0305787930450302>
- [10] Bahagian Pendidikan Teknik dan Vokasional KPM. (2015). Transformasi Pendidikan Vokasional. In *Buletin Anjakan - Buletin Transformasi Pendidikan Malaysia* (Vol. 8, pp. 6–9). <http://www.padu.edu.my/anjakan>
- [11] Fouad, N. A., Kim, S. Y., Ghosh, A., Chang, W. H., & Figueiredo, C. (2016b). Family Influence on Career Decision Making: Validation in India and the United States. *Journal of Career Assessment*, 24(1), 197–212. <https://doi.org/10.1177/1069072714565782>
- [12] Ma, Y., Chen, S., & Ruangkanjanases, A. (2020). Perceived Organizational Support and Career Adaptability as Predictors of Self and Environmental-career Exploration: An Empirical Investigation in China. *Preprints, July*. <https://doi.org/10.20944/preprints202007.0592.v1>
- [13] Mensah, F., Mettle, F. O., & Ayimah, J. C. (2014). Modelling The Factors That Influence Career Choice Of Technical And Vocational Students (A Case Study Of Takoradi And Ho Polytechnics). *International Journal of Mathematics and Statistics Studies*, 2(January), 62–80.
- [14] Jay, J. M. (2017). *The Mediating Influence of Career Aspirations and Career Decision-Making Self-Efficacy on Self-Differentiation, Vocational Identity, and Career Indecision*. January, 1–156.
- [15] Lee, J., & Kim, M. (2015). Parental Attachment, Career Decision Self-efficacy, and Commitment to the Career Choice Among Korean College Students. *Journal of Asia Pacific Counseling*, 5(1), 39–52. <https://doi.org/10.18401/2015.5.1.3>.
- [16] Ismail, S. (2017). Graduate employability capacities, self-esteem and career adaptability among South African young adults. *SA Journal of Industrial Psychology*, 43(1). <https://doi.org/10.4102/sajip.v43i0.1396>
- [17] Bandura, A. (1971). SocialLearningTheory. In *SocialLearningTheory* (pp. 1–41). General Learning Press.
- [18] Lent, R. W., & Hackett, G. (1987). Career self-efficacy: Empirical status and future directions. *Journal of Vocational Behavior*, 30(3), 347–382. [https://doi.org/10.1016/0001-8791\(87\)90010-8](https://doi.org/10.1016/0001-8791(87)90010-8)
- [19] Asma Shahid Kazi, & Abeeda Akhlaq. (2017). Factors Affecting Students' Career Choice. *Journal of Research and Reflections in Education*, 2(December 2017), 187–196.
- [20] Akosah-Twumasi, P., Emeto, T. I., Lindsay, D., Tsey, K., & Malau-Aduli, B. S. (2018). A Systematic Review of Factors That Influence Youths Career Choices—the Role of Culture. In *Frontiers in Education* (Vol. 3). <https://doi.org/10.3389/feduc.2018.00058>
- [21] Mohd Fakhruddin, F., Mohd Ayub, A. F., Che Hassan, N., Wan Jaafar, W. M., & Abd Mutalib, L. (2019). Cabaran Pembelajaran dan Sokongan yang Diperlukan oleh Murid Tahfiz di Sekolah Agama Bantuan Kerajaan Terpilih di Malaysia. *Journal of Quran Sunnah Education & Special Needs*, 3(2), 35–45. <https://doi.org/10.33102/jqss.vol3no2.51>
-

- [22] Saleem, N., Ahmad, M., & Irfan, H. (2014). Career Selection : Role of Parent's Profession, Mass Media and Personal Choice. *Bulletin of Education and Research*, 36(2), 25–37.
- [23] Kehdinga, D., & Fomunyan, G. (2019). Theorising Social Media as a Learning Platform in Cameroonian Higher Education. *International Journal of Civil Engineering and Technology (IJCIET)*, 10(3), 1141–1150. <http://www.iaeme.com/IJCIET/issues.asp?JType=IJCIET&VType=10&IType=3%0A1>.
- [24] Ponde, S. (2019). Digital Marketing: Concepts & Aspects. *International Journal of Advanced Research*, 7(2), 260–266. <https://doi.org/10.21474/ijar01/8483>
- [25] Siddiky, M. R., & Akter, S. (2021). The students' career choice and job preparedness strategies: A social environmental perspective. *International Journal of Evaluation and Research in Education*, 10(2), 421–431. <https://doi.org/10.11591/ijere.v10i2.21086>
- [26] Puncneobutr, V. (2016). Education 4.0: New challenge of learning. *Journal of Humanities and Social Sciences*, 2(2), 92–97. <http://scopuseu.com/scopus/index.php/hum-se-sc/article/view/188>
- [27] Pallant, J. (2016). *SPSS Survival Manual* (6th edition). McGraw Hill education.
- [28] Rowntree, D. (1981). *Statistics-without-tears-Derek-Rowntree-pdf*. Berne Convention