

Using Nominal Group Technique to Identify Career Decision Elements for TVET Entrepreneurs

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This study aims to identify and assess the psychological, social and economic determinants for Technical and Vocational Education and Training (TVET) entrepreneurs making career decisions. The formation of these elements is based on expert panel views and agreements using Nominal Group Technique (NGT). A total of 10 experts involved in full-time entrepreneurship career were identified. The process of voting in the NGT session for career decisions is intended to determine the priority level of each element according to the preferences of each individual panel based on scale interpretation. NGT requires five stages: study briefings, idea generation, sharing and discussion ideas, voting for the best ideas, and the presentation of research findings. Therefore, the findings of this study will be the most important point of reference in the construction of career path models for TVET entrepreneurs.

Key words: *Entrepreneur, Career Decision, Nominal Group Technique, Career Path, Technical Vocational Education Training.*

Introduction

Goals and ambitions are important in career choices and decisions. Suhaila Nadzri et al (2015) state that career choice is an ongoing process, beginning with children's perceptions of the world of work and then expanding into adolescence and early adulthood. Work is a central dimension of satisfaction in the lives of individuals, given the time and energy invested in it and its importance for generating positive social relationships, commanding respect in society and forging a sense of belonging and identity (Padovez-Cualheta et al.,

2019). Furthermore, it relates to the magnitude of problems faced by whole nations, and needs sympathetic and realistic solutions (Ghosh, 2012; Tran & Von Korfflesch, 2016). A conducive environment and the right incentives are essential to achieving the student's entrepreneurship goals, despite their individual talents and personalities being the key drivers of entrepreneurial activity (Boh et al., 2015; Umoren, Akpan & Udoh 2016). Career as an entrepreneur is also a career decision that requires a lot of approach. According to Bird's (1989) entrepreneurial decision-making approach there are three processes that a person engages in before rationally selecting a career; gathering information, increasing knowledge and understanding oneself and the field of interest.

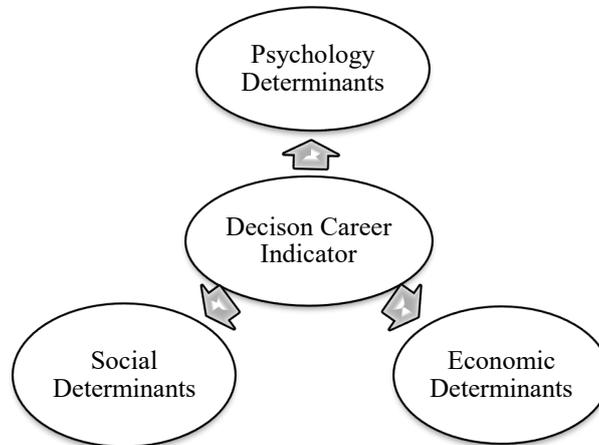
Career decision indicator

Deciding on a career will determine a person's future, both physically and psychologically. A lack of career knowledge will contribute to poor career choices, dislike of the work and overload, and eventually turn a person into a workaholic (Amla et al. 2006). Furthermore, intentions may still be the single best predictor of behaviour, including entrepreneurial behaviour (Ajzen, 1991; Davidsson, 1995; Krueger, 2000; Shepherd and Krueger 2002; Linan et al., 2011; Tran & Von Korfflesch, 2016; Tyagi & Siddiqui 2017). Hence, the process of career choice requires guidance, particularly when ensuring that the decisions you make are capable of delivering good results.

In-depth knowledge and an appropriate pedagogical approach to teaching and learning, to convey entrepreneurial knowledge, can enhance students' entrepreneurial intentions (Merhayati Sipon 2017). In fact, Zairon, Mohd Yusof & Abdul Halim (2016) found three factors influence students' entrepreneurial intentions: students' personal attitude, subjective norms such as support from family and friends, and other factors such as student behaviour control. This situation is also consistent with the Theory of Entrepreneurial Event by Shapero & Sokol (1982). It states that a person or group's engagement in business is often due to events such as family support, mentors, friends and experiences of attending the program or entrepreneurship training courses. Clearly, the intention of becoming an entrepreneur is intertwined with external factors in developing one's potential and thus making career decisions especially as a TVET entrepreneur.

Career decisions can be made once the information in the world of work is fulfilled, because an individual's self-concept can be shaped and thus help a student make a career decision appropriate to him or her when he or she graduates (Super 1953; Super et al., 1963). Career determinations are influenced by one's personality (Holland, 1973), through the behaviour of a person acting on an intention (Ajzen 1991), because a comparison between one's perception of the job and the feeling of accepting or rejecting the job is a determinant of one's career choice as shown in Figure 1.

Figure 1. Construct of Decision Career Indicator



Methodology

Nominal Group Technique

Nominal Group Technique (NGT) is a set of structured procedures for gathering information from a group face-to-face, to make decisions (Horton, 1980), determine priorities (McMillan, King & Tully, 2016), and solve a problem systematically, to obtain consensus and agreement on an issue (Williams et al., 2006, Aizzat Mohd. Nasurdin et al., 2006). NGTs are semi-quantitative and structured (O'Neil & Jackson, 1983; Dobbie et al., 2004; Perry & Linsley, 2006), because its qualitatively integrated methodology begins conceptualisation (qualitative) followed by the (quantitative) formulation of the idea (O'Neil & Jackson, 1983). This technique can show the percentage and degree of expert acceptance of each element, and its priority. Therefore, NGTs require each member to volunteer ideas, prevent members from dominating discussions, and avoid pressure on individuals to follow the views of other members (O'Neil & Jackson, 1983; Lomax & McLeman, 1984, (Aizzat Mohd Nasurdin, Intan Osman & Zainal Ariffin Ahmad, 2006). However, any criticism is not justified (Holtzaple & Reece, 2010; Ushakov, 2017).

Creative suggestions and ideas, positive and negative, will be presented by team members from the NGT (Williams et al., 2006). The implementation of NGTs will be regulated by facilitators who are fair and impartial, in receiving information and disseminating ideas from members (Perry & Linsley, 2006; O'Neil & Jackson, 1983). Facilitators are not allowed to contribute, add, re-interpret ideas or make decisions in the process of brainstorming. Group members should be given adequate time to think and not be encouraged to challenge each other.

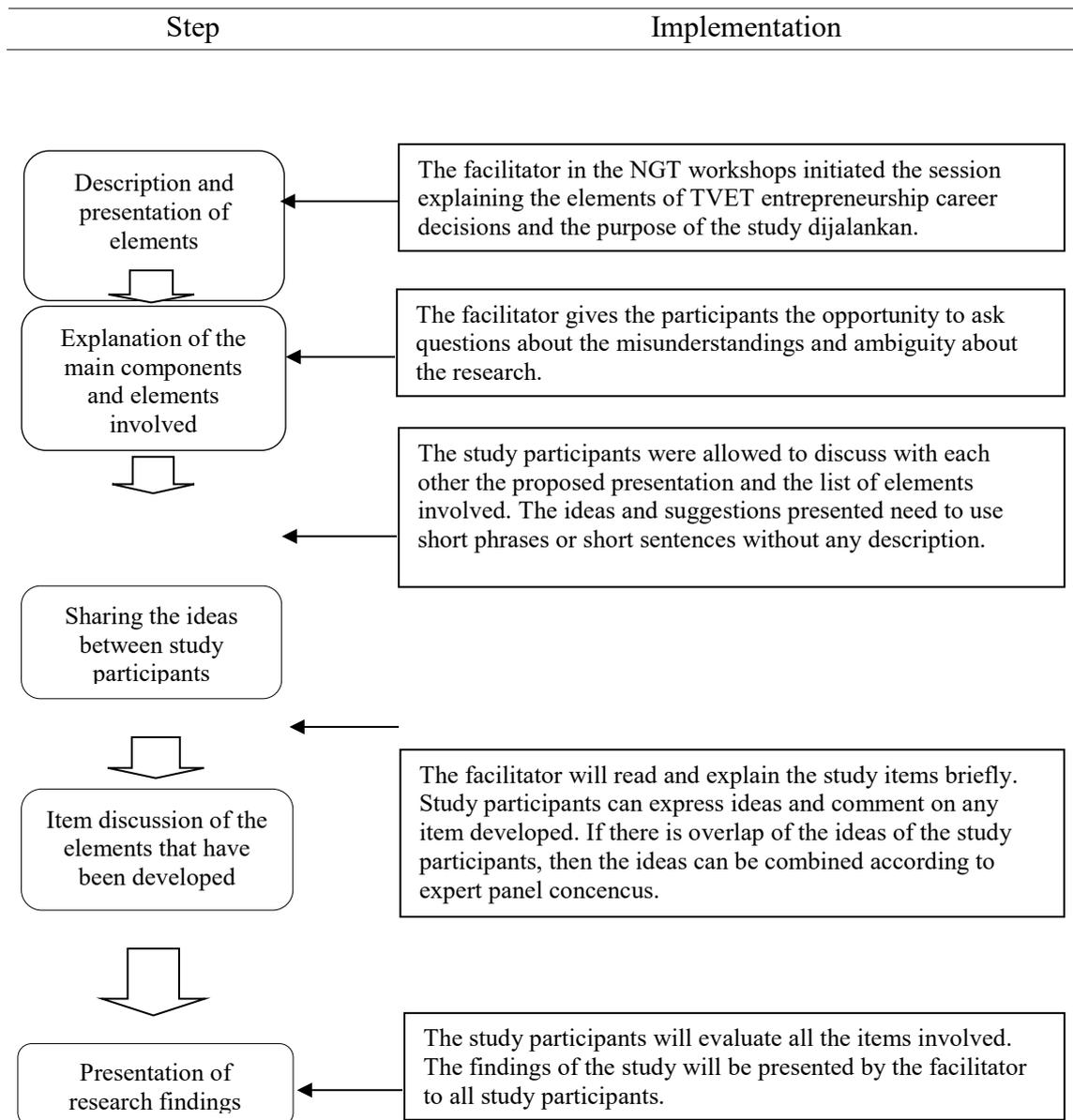
The major advantage of NGT is the opportunity for all members to contribute ideas and minimise the dominance of an individual or individuals (Vella et.al 2000). Other advantages (Nelson, Jayanthi, Brittain, Epstein & Bursuck 2002; de Ruyter 1996; Fox 1989; Moore 1987; Delp, Thesen, Motiwalla Seshardi, 1977; Delbecq, Van de Ven & Gustafson 1975) include the following:

1. Generating more ideas based on their own experience and knowledge of a particular issue or issues, assuming the level of education and rank of the member is not very different.
2. These techniques are implemented in groups and face-to-face, to provide members with opportunities for discussion and sharing sessions on the issues.
3. A greater sense of accomplishment for members, as results are available immediately after the session.
4. A level of sharing and discussion of ideas between expert panellists, to reduce confusion and misunderstandings on issues.
5. Enhancement of creative ideas.
6. Easy interpretation of results (ideas are generated, voted or prioritised and evaluated in the session itself).
7. Minimum resource requirements (place, facilitator, board, paper and pen).
8. Efficient use of time.

The NGT approach is then applied when evaluating the elements of this career decision. All the specialists involved will be brought together in a one-on-one workshop. Through these discussions, experts will be given a list of elements involved in the development of the model, for reference in the NGT discussion and dissemination of ideas. Discussions and evaluations will be conducted as to the relevance of the indicators and elements involved in developing TVET entrepreneurship; particularly Psychological Determinants, Social Determinants and Economic Determinants. Later, the researcher acting as facilitator in the dispute will present the findings of the final model for the development of the technical entrepreneur model, after taking into account expert opinion and analysis of the elements involved.

In the design phase, the NGT approach requires assessing, evaluating and prioritising the elements of TVET entrepreneurship career decisions developed as a result of the literature review and modified Delphi findings. Implementation of this NGT requires all the experts in the study presenting and discussing the elements of career decision-making, face-to-face and in accordance with established procedures. Figure 2 shows the overall steps in NGT data collection.

Figure 2. Implementation of Nominal Group Technique (NGT)



Next, in the present study, the questionnaire was used to implement the NGT. The research instrument was modified, based on the findings of the Delphi-modified questionnaire. The panel of experts was asked to rate a 5-point scale questionnaire (1 strongly disagree, 2-disagree, 3-strongly disagree, 4-agree and 5-strongly agree). The questionnaire was based on Range of Quartile (ROQ) analysis findings. Questionnaires at the NGT instrument development stage are structured questions combined with open-ended questions for information on TVET entrepreneurship career decision elements.

The main criteria for selecting panel experts is that the study participants should be knowledgeable, skilled and have a deep understanding of the field under study (Dalkey and Helmert, 1963). There is debate about the optimal group size in applying NGT. Table 1 is the diversity of experts suggested by previous researchers:

Table 1 : The suggested number of experts

Researcher	Year	Suggestion number
Van de Ven dan Delbecq	1971	Small group: Not exceed 5 to 9 people Big group: 9 to no more than 200 people
Carney, McIntosh dan Worth	1996	Minimum 6 people
Horton	1980	7 to 10 people
Steward	2001	5 to 8 people
Harvey and Jones	2012	6 to 12 people
Allen, Dyas and Jones	2004	9 to 12 people
Dobbie, Rhodes, Tysinger dan Freeman	2004	30-40 people
Perry and Linsley	2006	36 people
Williams, White, Klem, Wilson & Bartholomew	2006	92 people

Researchers have listed 10 expert panellists, from TVET graduate students who have been TVET entrepreneurs from 2011 to 2015 with high income. The rationale for selecting this expert panel is that they represent groups whose career pathways involve making career decisions as entrepreneurs after graduation. Criteria for selecting group members are crucial for improving the validity and reliability of NGTs, and for determining the right discussion questions (Williams et al. 2006; Vlasov & Kiseleva 2017). The distribution of expert panels is shown in Table 2.

Table 2 : Respondent Background

Respondent/ Entrepreneur	Field of Study	Current Business Area	Income (Monthly)
Entrepreneur 01	Art and Design (Architecture)	Public Insurance Consultants	MYR 12,000
Entrepreneur 02	Architecture (Interior Design)	Furniture and Stitching	MYR 5,000
Entrepreneur 03	Electronic Engineering (Robotics and Automation)	Electronic Services	MYR 5,000
Entrepreneur 04	Composite Polymer Processing Technology	Catering, Eating and Drinking Services	MYR 23,000
Entrepreneur 05	Electronic Engineering (Microelectronics)	Property Consultant	MYR 6,000
Entrepreneur 06	Electrical Engineering Technology (Power)	Electrical Services	MYR 25,000
Entrepreneur 07	Electronic Engineering Technology (Industry)	Telecommunications and Transportation Equipment Business	MYR 8,000
Entrepreneur 08	Electronic Engineering (Robotics and Automation)	Boutique	MYR 7,500
Entrepreneur 09	Electrical Engineering Technology (Domestic and Industrial)	Electrical Contractor	MYR 10,500

Results and Discussion

During the Nominal Group Engineering workshop, the facilitator presented the original elements of the research. The suitability of the elements was thereby discussed, as was the accuracy of the element, the sentence structure of each social skill element, and the social value of the dual system apprenticeship program. The panel of experts agreed to drop, add and improve the elements, to produce quality elements. Each final element was labelled in order of priority, through each panel of experts voting individually. The analysis was performed on a selected scale to determine the position of each element.

Researchers listed three elements of their career decisions. The elements include psychological determinants (five elements), social determinants (six elements) and economic determinants (five elements). While the final elements of psychology determinants are four and social determinants are also four elements of which the original elements are four

elements and the economic determinants are three elements. The final priority of the elements listing is based on expert panel alignment. The researcher gives the number of beginning and end lists of elements formed as a result of expert agreement and agreement as shown in Table 3.

Table 3 : Comparison of the number of start and end lists of career decision elements

No	Elements of career decision	List of elements (early)	List of elements (final)
1.	Psychology determinants	5	4
2.	Social determinants	6	4
3.	Economic determinants	5	3

Table 4 shows the final list of career decision elements according to the preferences of the expert panel. Based on Table 4, the expert panel agreed to make the first element of the rank and priority through its vote on psychological determinants, an important factor of decision-making in career satisfaction, of 86%.

Table 4: The detail data of Nominal Group Technique of Decision Career Elements

No	Elements/Item	E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8	E 9	TOTAL	RANK
<i>I. Psychological determinants in career decisions</i>												
1	An important factor in making career decisions is the satisfaction of working	5	5	5	5	5	4	5	5	4	43 (86%)	1
2	Individuals need to make their own initiative in making career decisions from a variety of referral sources (counselors, family, internet, books)	4	5	5	5	5	4	5	5	4	42 (84%)	2
3	Career decisions need to be made on the basis of your own abilities and abilities	5	5	5	5	5	5	5	3	4	42 (84%)	2
4	The skills inherited from family to choose a career	4	3	4	5	5	4	4	2	5	36 (72%)	3

II. Social determinants in career decisions												
8	Imitating others' success in making career decisions can provide clear career guidance	5	4	4	5	5	5	5	5	5	43 (86%)	2
9	The desire to change socioeconomic status is a driving factor in career decisions	5	5	5	5	5	4	5	5	5	44 (88%)	1
10	Part-time work experience or industry training helps in making career decisions	4	4	5	5	5	4	4	5	3	39 (78%)	3
11	Successful alumni stories can inspired to make career decisions	4	4	5	5	5	4	4	5	3	39 (78%)	3
III. Economic determinants in career decisions												
13	Economic conditions influence career decisions	5	4	4	5	5	3	5	5	3	39 (78%)	3
14	The economic prospects of a career are a major consideration in making a career decision	4	4	5	5	5	4	5	4	4	40 (80%)	2
15	Careers that offer lucrative returns are key factors in choosing a career	5	5	5	5	5	5	4	3	4	41 (82%)	1

All respondents agreed that decision-making is important in career planning. It requires maturity and courage to make decisions that will determine the direction of an individual's life. Career decisions are individual rights and they need to set their own course of life. They also support Duff & Dik's (2009) view of individuals as the most important factor in career decisions. The study participants said that it was a complicated process but it needed to be done, and could be influenced by psychological, social, economic and other factors. Each has its own effect on whether it is internal or external in determining individual career choices.

Psychological Determinants are internal to each individual. Many items are intertwined with the inner person, such as the self-realisation that one's chosen profession is important for a number of reasons, such as that it is the job that fulfils one's career interests. What is also important is the internal freedom which is not required or directed by anyone, the ability to lead where they want to be a leader or employer, and the financial return of a high-paying job. Further psychological determinants include their biological heritage from their parents in

a particular skill or ability, and the technological change in a fast-paced field that makes it an exciting place to work.

Respondents agreed that psychological factors were important in their career decisions, particularly given the opportunistic and aggressive profile of entrepreneurs. This expresses the relevance of individual characteristics in promoting student entrepreneurship (Guerrero et al., 2017; Wright et al., 2017). Furthermore, this is in line with Hansen's (2005) and Swanson & Achiadi's (2005) views that emphasise aspects of human psychology such as interest, values, and other aspects of human psychology that drive a person to choose a job. Social Determinant factors are more dependent on externalities, as the cause of individual career choices described in Table 4. Social and cultural involvement in each individual factor, as well as one's experience, influence the entrepreneurial potential of students (Iizuka & Moraes 2014; Wang, et al. 2017) but as the literature highlights in depth, empirical findings are controversial, making it hard to create a clear pattern that incorporates individual characteristics into entrepreneurial behaviour (Alves 2019). In contrast to psychological factors, the study participants placed only four items on social determinants. Factors such as responsibility to race and religion, to succeed in any field of work, immediate family such as a mother, father, siblings, an exemplary idol and so on, are influential individuals whether they are leaders or successful people in their careers, work experience or on a part-time basis. The trial or regular employment and the socioeconomic status of each respondent, even if poor or modest, were factors of selection of the respondents' career. They remain influential factors in career choice because of their importance to an individual's thinking (Roe 1956; Krumboltz 1979).

Economic determinants in the current economic outlook are important. They can determine the direction of an individual's career, by requiring many respondents to forget their desired career due to poor economic conditions, and so minimise job prospects. According to Venkataraman (1997), entrepreneurial activity is a function of the nexus of two phenomena: the presence of lucrative opportunities and the presence of enterprising individuals. While entrepreneurship studies often place the individual at the centre of the analysis, these same individuals are often influenced and shaped by the nature of opportunities (Radosevic and Yoruk, 2013; Alves et al. 2019). The strength of the individual's economy will help to improve the economy of the community which is the basis of the national economy (Poon 2008). Therefore, individuals need to be aware of economic changes or current economic needs before making career decisions, especially towards entrepreneurship. This is to ensure that the jobs selected are able to generate high income where economic growth is an important condition in achieving the goals set (Rahmah, Isaac & Mohd Nasir 2011). Entrepreneurial activity can be seen as a way out of low-income situations (Urbano et al. 2017).



Conclusion

As a result of the study, three main elements of career decision-making are important and need to be transparent, for an entrepreneur to achieve a high income. Psychological determinants, social determinants and economic determinants are three of the most important elements before a career decision is made by TVET entrepreneurs. Interest is an important element in making a psychological decision, even if an individual inherited skills from his or her family. Whereas one's determination to change socioeconomic status has been a major driver of social determinants in career decisions while being inspired by the success of other individuals who have also influenced career decisions. However, Economic determinants do not deny that a lucrative career offer is a key factor in choosing a career and yet the economic situation has affected some of those decisions especially in the career of TVET entrepreneurs.

This study will help graduates realise and compare their personal situations before making major career decisions. Career choices need to be realistically aligned with one's psychology of the self, to achieve one's desired living standard as well as social influence, and so realize a high income from one's career decisions. Therefore, these elements of career decisions need to be considered and adapted, so that career choices are in line with psychological, social and economic determinants as a graduate.

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