Effects of Economic Factors on Career Choices of University Students at the State University of Zanzibar (SUZA) and Zanzibar University (ZU)

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Abstract: The main purpose of this study was to examine the effects of economic factors on career choices of university students at SUZA and ZU. The descriptive survey was used for the study, and questionnaire guide were used in gathering the data. The self-administered questionnaire was distributed to the first year students of high learning institution from two universities, ZU and SUZA. A total of 306 sample sizes using simple random sampling technique were used for the study. To achieve a valuable result, a descriptive and multiple regression techniques analyses based on standard multiple regression was used for data analysis. The result indicates that three predictors (income of an individual, income of the family member and economic level of the people living in the surrounding) had a significant effect or impact on the outcome variable (career choice of the university student). The study concluded that students who have good relationship on family factors, personal factors and economic factors tend to have better choices on their career. The study recommends that students' interest is significant in determining career choice decisions for an individual's career. Individuals considering making career choice decisions should carefully evaluate available career opportunities against their interests and they should opt for a career in which they have interest.

Keywords: Income of an Individual, Income of the Family Member, Economic Level of Social Surrounding, Career Choices

1. Introduction

In the life of education, to choose the career for the students to fit in their life it seems to be a major issue in the society. [5]. Some students insist on studying courses where they clearly lack basic foundation in academic and attitude preparation [9]. It is further noted that there are cases where students enroll in certain programs, just to find out later that they lack interest in this particular field. If a wrong choice has been made or a wrong methodology has been adopted, the result will be fatigue in work, and the feelings of regret, discomfort and complaints, all of which equates to a horrible life experience.

Since independence in 1961, education in Tanzania has been organized to fit official development plans and national priorities [19]. Until mid-1990s, the Education for Self Reliance Policy was adopted. The policy, emanated from the resolve to follow African socialism (ujamaa) in 1967. It stressed the need for education to be relevant to the national needs. Following policy reform in the 1990s, higher education was liberalized and private sector was allowed to play a part. At the same time government abandoned planned economy in favor of the free market [19].

Since the independence, Tanzania has experienced massive changes in socio-economic, political and cultural areas. Higher education institutions are increasingly becoming a critical component for meeting Tanzania's developmental challenges and creating a sustainable future; they do this by equipping young people with new ideas, skills and knowledge [13].

To understand Tanzania's current situation, one must look back first to its precolonial and colonial educational policies and reforms that shaped the current postcolonial educational system. In the light of these reforms and their role in socio-economic empowerment, Tanzania developed a series of educational and socio-economic policies, beginning in the 1960s, to transform and reform higher education [13].

This population growth has gone hand–in–hand with the remarkable achievement of an expansion in the number of higher learning institutions from one university in 1961 to more than 200 tertiary and post-secondary education institutions. These include 27 universities accredited by the Tanzania Commission for Universities (TCU), of which 11 are public and 16 privately owned, with increased enrollment from 30,700 students in 2002/03 to 139,639 in 2010/2011, of which women constitute 35.8%. Of these 139,639 students, 104,130 (74.6%) are enrolled in government universities while 35,508 (25.4%) are in private universities [13].

Currently, there are thirty-four (34) Full-Fledged Universities, fifteen (15) University Colleges, and eleven (11) University Campuses, Centers and Institutes. Different types of university institutions were recognized and operate in the United Republic of Tanzania (URT) and their corresponding percentages of the total number in different form. University institutions have increased tremendously from one (1) University College in 1961 to the current 49 Universities (34 Full-Fledged University and 15 University Colleges).

Admission of students into various academic programmes in university institutions has been varying from year to year. Overall, there has been an increasing demand for higher education in the country. Between 2012/2013 and 2016/2017 academic years, the number of students admitted into various degree and non-degree programmes in university institutions increased by about 36% (from 38,610 students admitted during the 2012/2013 academic year to 52,467 students admitted during the 2016/2017 academic year). However, the number of admitted students decreased by 5.0% (from 52,467 students admitted during the 2016/2017 academic year to 49,818 students admitted during 2017/2018 academic year. The decline in total students' admission observed during the 2017/2018 academic year is mainly due to the admission ban, which suspended admission of students into nineteen (19) institutions that was issued by the Commission during the 2017/2018 academic year.

Historically the higher education institutions in Zanzibar was not old enough and when it established has targeted aims of equip learners with high level intellectual, professional and managerial capacities necessary for high level performance [20]. Higher education offers opportunities for decision makers, professional cadres and for leaders in private and public sectors to acquire new development skills, innovations and ability to make informed decisions. It also provides opportunities to engage in life - long learning and to conduct pertinent research in areas of interest. It is also a fountain for a wide spectrum of knowledge and skills needed for national development. Similarly, in order to remove a mismatch between higher education and the world of work, higher education should establish relationship with private business and industries to include sharing of knowledge, apprenticeships and financial support [20].

Since 2004, higher education was provided in only one government and two private institutions. These are the State University of Zanzibar, Zanzibar University and the University College of Education. The State University and The University College of Education provide courses in languages, social sciences, and general science with education. The Zanzibar University provides courses in law, sheria and business administration [20].

There were also a number of Zanzibar students pursuing courses in Tanzania Mainland universities. In addition there are opportunities for higher education provided through the Open University of Tanzania and outside the country. By March 2004, the three institutions in Zanzibar had a total enrolment of 948 students, of whom 207 (or 21.8%) were girls [20]. Current situation the higher education system of Zanzibar is also represented by 3 universities but they expanded their campus which offers more than 27 study programs and number of students admitted into bachelor's degree programmes increased progressively to 12831 students in 2019/2020 year of study [14].

2. Statement of the Problem

In Zanzibar the variation of high learning institution can be seen to the two high learning institutions as an example of different student who's enrolled at SUZA and ZU from the years 2015 to 2019. Example career choices of bachelor degree in SUZA for two bachelors of specialization are; Bachelor of Art with Education in 2015/16 was 143, 2016/17 was 159, 2017/18 was 117 and 2018/19 was 140 while Bachelor of Art in History in 2015/16 was 7, 2016/17 was 7, 2017/18 was 11 while 2018/19 was non student who enroll this specialization [16]. In Zanzibar University career choice in degree Faculty of Engineering in 2015/16 was 12, 2016/17 was 18, 2017/18 was 23 and 2018/19 was 20 while Faculty of Law and Sheria in 2015/16 was 69, 2016/17 was 47, 2017/18 was 18 while 2018/19 was 18 students who enrolled in this specialization [18].

Although different studies were conducted in different areas in the world concerning with career choices. However, there is no any study which has been conducted in Zanzibar which consider which factors affecting career choice. Therefore, this study was examining the effects of economic factors on career choices of university students at SUZA and ZU.

3. Literature Review

a) Theoretical Literature Review
Holland's Career Typology [21]. This theory developed by Holland 1959 is grounded in what he calls modal personal orientation or a developmental process established through heredity and the individual's life history of reacting to

environmental demands. This is to say that individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction. This theory was applied on this research to assessing the factors in career choice whether student can choose their career by determining what they feel in their mind set and heredity and by the influence of the environment surrounded. Meanwhile many students choosing a career prefer the institution where they can be around others who are like them. They search for environments that was let them use their skills and abilities, and express their attitudes and values. So that this theory was used in the study in order to measure how the extent the theory are practiced at high learning institution be the career choice of students.

b) Empirical Literature Review

Darren [22] conducted study on the factors affecting career choices of college students enrolled in Agriculture. The study adopted questionnaire as tool of collecting data from respondents. Data was analyzed through Microsoft Excel (2007 version). Finding from the study was family, coaches, religions figures, role models and participation in agriculture clubs. Study recommends that family should play best role in influence their children in choosing the best career in order to make a different positive in the world.

Amani, et, al., [1] conducted a study on the Influence of Family Background on Career Choice among Undergraduate Students in Tanzania. The study qualitatively investigated how family background factors influence career decision-making by university students. Data was collected and analysed using the thematic approach. The results show that the family played a significant role in undergraduate students' choice of careers. The influence was particularly significant in families with a higher level of education beginning at secondary school. Generally, students tend to choose professions similar to those of their parents. The results also show that the influence of biological parents on career decision-making was more pronounced than that of their relatives.

Bubic [3] conducted study on the decision Making Characteristics and Decision Styles Predict Adolescents' Career Choice Satisfaction. The study has found that students may sometimes be interested in and well suited for particular majors, but may not be able to pursue these majors either because of limited financial resources or the inability to acquire any information required for overcoming these problems. In addition, they may face external conflicts that arise when their wishes and preferences are not congruent with those of their family or friends.

John et, al., [6] from Uganda conducted study of factors influencing career choice among undergraduate students in an African university context. The case is for Agriculture students at Makerere - University, Uganda. The study adopted descriptive research design. The structured questionnaire was used as means of data collection. Statistical method was used to analyze data through (SPSS) Version 16. The finding from the study show that students relied on their personal experiences, interest, and pressure from their parents. The study recommend that the university should provide career guidance services to help students make informed career choices and government should give follow-up support to those agriculture graduates who were willing to return to farming.

Tekke et, al [17] discussed in their study the different stages in behaviour change and the manner of thinking of an individual while picking his/her career. They contended that until the age of 10, people live in a dreamland with regards to their career determination. This adolescence dream includes a false willingness to investigate the implications and potential outcomes of their target profession. At this stage, they regularly change career plans without considering their abilities, instructive foundation, necessities and financial variables also suggested that youths between 11 to 17 years are speculative about career selection, job fundamentals and their identity. The third and final stage is called realization of career choice, where there are no restrictions occupational decisions. There are many individual features that influence the way we make our decisions, including our personal interests, personality traits and identity (Germeijs et, al., 2012). These characteristics have been studied and their relevance for the decision making process has been well established.

Josephine [7] from Kenya in her study used case study of Masai Mara University. The study adopted a descriptive survey design. The questionnaire was used as instruments of data collection. The study use coefficient of correlation between the first and the second scores was calculated coefficient. The finding from the study show that having prior knowledge about career is important to developing and nurturing interest in the career, also commitment, motivation and socialization with people in the career of interest. Her recommendation was individuals considering making career choice decisions should carefully evaluate available career opportunities against their interest.

Majid et, al, [11] from Indonesia, in their study used case of University of Indonesia, they conducted study on factors affecting career choice among undergraduate in University of Indonesia. The study adopted descriptive and quantitative approach; the questionnaire was used as instrument of data collection, statistical package for social science software Version 22.0 was used for data analysis. The finding from study show that the factors affecting career choice among undergraduate students in University of Indonesia was self-efficacy, personal interests, economic consideration, and family influence. The study recommend that more studies should be conducted in several areas like factors affecting career choice among students studying a particular specialized major such as engineering or medical courses in order to obtain more precise results.

Kazi et, al., [8] from Karachi Pakistani, they conducted on factors influencing student's career choices, the case of Empirical evidence from Business Students. The questionnaire was used as the instrument of data collection. Statistical method used to analyse data by using SPSS. Finding from their study conducted that the career choice of the students is influenced by the level of their social class,

financial resources, affordability and future employability. The study recommends that it's important to consider the personality type and intrinsic factors of the student while advising them on their career choice preferences because their future performance and success is directly impacted by these factors, also its recommend that further studies to investigate the factors influencing the career choice of the students is needed.

Asma et, al., [2] from Lahore City-Pakistan in their study used case of Lahore College for Women University, Lahore; they conducted a study on factors affecting student's career choice. Both qualitative and quantitative methods approach was used. Data was collected through a questionnaire and in depth interviews. Qualitative data was analyzed using SPSS Version 17, and quantitative was coded, themes was derived and analyzed. The finding from the study show that the parents are influencing as most significant, followed by influence from peers, gender, print media, financial reasons and interest. The study was recommended that the balance between freedom given to the pupil to make an independent decision, and counseling on behalf of the parents and teachers to share their insight and experience.

Mlangwa et, al., [12] conducted a study on career development plans of dental students at Muhimbili University of Health and Allied Sciences (MUHAS), Tanzania. The study examined dental students' career development plans contribute to understanding of their professional expectations and planning of human resource for health within a health system. The study revealed that most students had decisive thoughts and sufficient knowledge about their future career. The study recommended that universities in Tanzania need to ascertain professional counseling sessions and mentorship programmes so that most students will be able to make informed decisions on their future career.

4. Methodology

Paper Design: In this study the descriptive design was employed because it gathers more information of one particular situation for purpose of gaining in-depth understanding of issues being investigated [10].

Research Approach: A quantitative research approach was used in order to determine the influence and relationship between an independent and dependent variable in a population.

Area of study: The study was conducted at Unguja because the areas where many universities can be found and researcher has decided to choose two universities; the State University of Zanzibar (SUZA) and Zanzibar University (ZU). The reason of choosing these universities were leading in enrolling students among the universities found in Zanzibar.

Study Population: The target population of this study were all first year degree students found in two different universities selected SUZA 891 and ZU 419 which form 1310 population before sampled in Unguja, Zanzibar.

Sample size and sampling techniques: A sample of 306 participants from two (2) universities SUZA and ZU which was chosen by researcher using simple random sampling techniques.

Data collection Method: The source of the data was primary data using questionnaire survey. This was distributed to the 306 respondents personally by giving them through the class representative (CR) from anyone from the selection group were given the question and it was collected and returned to the researcher by the CR.

Data Analysis: The data collected through questionnaires were analysis through descriptive statistical analysis whereby frequencies and percentage distributions of variables as well as Multiple regression analysis techniques using IBM SPSS 23 version was performed.

5. Finding of the Study

5.1. Demographic Characteristics of the Respondents

The demographic characteristics of the respondents were as follows: age and institution of the respondents.

Table 1. *Demographic characteristics of the respondents.*

Variables	Category	Frequency	Percentage
Age	Below 20 years	32	10.5
	21-30 years	263	85.9
	31-40 years	10	3.3
	41 to 50 years	1	0.3
Institution	SUZA	173	56.5
	ZU	133	43.5

Source: Researcher, 2022.

The table 1 shows that, 263 equal to (85.9%) of the respondents were of 21-30 years' age which was the highest group of students who were used in the research. The second groups of students were of the age below of 20 which was represented by 32 equal to (10.5%). The third group of students who were also involved in this research was of the age between 31-40 that was represented by 10 equal to (3.3%). The forth group of student was that of 41-50 years and was represented by 1 equal to (3%). This showed that, students in first years of high learning institution were youthful in age. This may be attributed to the fact that; ages 20 to 40 years are where the majority of the young who are pursuing their undergraduate studies in many countries of the world. This concurred with [23] who argued that age was the most critical factor in career choice; intrinsic interest in the line of work which comes with age was the most important rationale why an individual chooses a specific career.

Also, the table 1 showed that 56.5% was students from SUZA and the rest 43.5% from ZU. Career selection is an important stage in a student's life. It influences a number of decisions that he/she takes based on their career choices. Choice of a subject, a university, an institution, a company, a job profile depends on the career one chooses to pursue. Nowadays it is quite certain to find students confused or unaware of their career path, even after having completed their graduation.

5.2. Effects of Economic Factors on Career Choices of University Students at SUZA and ZU

The descriptive analyses show the mean (M) and standard deviation (Std) in the findings on how economic factors affecting career choices of university among the respondents. Most of the respondents suggested that their career choice was influenced with the work done by the family for the highest mean of 3.93 and the standard deviation of 1.039, followed by the influenced from the economic level of their people living in their surrounding with the mean of 3.80 and the standard deviation of 1.267 respectively. Influenced with their family member income were the mean of 3.79 and the standard deviation of 1.154, Influenced with their own individual income was the mean of 3.79 and standard deviation was 1.015, and Influenced with them relate person income was the mean of 3.78 with the standard deviation of 1.168. More of the respondents felt that their work done by the family had an influence on their career choice. This means that work done by the family member had an influence on their career choice of the study. Table 2 shows the results.

Table 2. Economic influence factors.

	N	Minimum	Maximum	Mean	Std. Deviation
Influenced with my own individual income	306	1	5	3.79	1.015
Influenced with my family member income	306	1	5	3.79	1.154
Influenced from economic level of the peolpe living in the surrounding	306	1	5	3.80	1.267
Valid N (listwise)	306				

Source; Field Survey (2022).

This finding are in consistency with the finding of Mashige and Oduntan [24] and the study reminded that the highest rated factors which influence people's choice of optometry is the desire to help other people, job availability after graduation and the potential to earn a good salary. Van Zyl and de Villiers [26] reported that accounting students' choice is driven mainly by job security, job satisfaction, aptitude for accounting and potential future earnings. Moreover, Galhena and Rathnayake [27] revealed in their study on university students that money and power played a key role as the primary motivators in making career choice decisions. Further, they argued that students often changed their self-interest career choice due to labour market and economical changes. Economic factors such as job opportunities, the prospects of well-paying jobs and the bright future prospects of a career are also very important. Therefore, it is predicted that: many students from Zanzibar who influenced with the economic factors were mainly influenced with work done by the family according to the descriptive analysis from the finding. Other research studies show the students look for a career with high wages and economic stability and therefore choose the most relevant major in their undergraduate studies [4].

5.3. Multiple Regression Analysis Result

A standard multiple regressions were used whereby it is the most commonly used multiple regression analysis. In standard multiple regression, all the independent (or predictor) variables are entered into the equation simultaneously. Each independent variable is evaluated in terms of its predictive power, over and above that offered by all the other independent variables Pallant [25]. This approach would also tell a researcher how much unique variance in the dependent variable each of the independent variables explained. The following model used in this study

$$CC = \beta_0 + \beta_1 Iind + \beta_2 Ifm + \beta_3 ELS + e$$

Yi: Represents the dependent variable which is Career Choices of University Students at SUZA and ZU.

β_0: Represents a constant factor or the intercept.

β_1, β_2 and β_3: Coefficients of independent variables.

Iind: Represents an independent variable, Income of an individual.

Ifm: Represents an independent variable, Income of the family member.

ELS: Represents an independent variable, Economic level of the people living in the surrounding.

e: Represents an error term.

The results of standard multiple regression as displayed in Table 3 below indicated that the independent variables income of an income of an individual, income of the family member and economic level of the people living in the surrounding accounted for 53.5% of the variability in career choice of the university student in Zanzibar ($R^2 = 0.535$). The adjusted R square value was 0.530. Therefore, these findings substantiate that only 54% of variability in career choice of the university student could be explained by factors like income of an individual, income of the family member and economic level of the people living in the surrounding. The remaining 46% of variability depends on other unexplained factors.

Table 3. Results of Standard Multiple Regression for the Testing of income of an individual, income of the family member and economic level of the people living in the surrounding and career choice of the university student.

Model Summary[b]

R	R Square	Adjusted R Square	R Square Change	F Change	Sig. F Change
.731[a]	.535	.530	.535	115.750	0.000

Predictors: (Constant), income of an individual, income of the family member, economic level of the people living in the surrounding.
Dependent Variable: Career Choice.

Apart from Table 3 above, the following Table 4 below displays the coefficients' columns for the standard multiple regressions conducted. The main concern of this result is to know which of the variables (independent) included in the model contributed to the prediction of the dependent variable. In this case, a researcher is interested in comparing the contribution of each independent variable to dependent variable. Therefore, the following table shows the result of coefficients of independent variables to dependent variable.

Table 4. Coefficients Table for income of an individual, income of the family member, economic level of the people living in the surrounding and career choice of the university student.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.383	.190		2.013	.045
	Iind	.260	.067	.228	3.894	.000
	Ifm	.363	.071	.337	5.136	.000
	ELS	.282	.068	.249	4.170	.000

a. Dependent Variable: Career Choice.

The above table showed that, at the 0.05 level of confidence, the study has revealed that three predictors (income of an individual, income of the family member and economic level of the people living in the surrounding) had a significant effect or impact on the outcome variable (career choice of the university student). In other words, the results of predictor variables as seen in Table 3 above are as follow:- income of an individual ($\beta = 0.228$, t = 3.894, $p < 0.05$), income of the family member ($\beta = 0.337$, t = 5.136, $p < 0.05$), economic level of the people living in the surrounding ($\beta = 0.249$, t = 4.170, $p < 0.05$). Fundamentally, the effect of economic factors on career choice of the university student in Zanzibar was in a positive direction. This situation indicates that the increase of scores in these predictor variables results in the increase of scores in the outcome variable [25]. This condition entails that students who have good relationship on family factors, personal factors and economic factors tend to have better choices on their career. Therefore, these findings provide the opportunities for the students to improve their relationship to their family as well as themselves.

These findings are consistency with the study of Sharif, Ahmad and Sarwa [15] on the factors influencing career choices. This study attempted to explore the roles of mothers, fathers, tutors, future income, future status, and societal difference by labeling all of such factors as "Influencers" on the career choice of young students. From this perspective, the study found that there is a relative importance of various career choice influences & that averages of variables of influence are statistically different F (4.215, 699.727)= 27.405, p.

6. Conclusion

In fact, individual personality, and own individual income also prepares an individual on the conditions obtaining for a career and one will decide to enter a career from a point of this influence. Other avenues through which influence the undergraduate for their careers include family life cycle, life style, family class and work done by the family were the most influenced the first year students in their career study.

Another important factor that influences Career choice of undergraduate students in ZU and SUZA at Zanzibar is the influence of sister or brother, current occupation, current income level, relate personal income, spouse and age stage of the students.

7. Recommendation

Individuals considering making career choice decisions should carefully evaluate available career opportunities against their interests. They should opt for a career in which they have interest. Individuals who have already entered careers which do not rhyme with their interest should consider enhancing their careers pathways by enrolling in courses that will eventually shift or move them into areas of their interest. All individual should be encouraged to make career choice decisions in areas they have or can acquire knowledge easily, skills and interest as this is likely to promote productivity when someone is doing what they are interested in.

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