Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

DETERMINANTS OF PROJECT MANAGEMENT CAREER AMONG STUDENTS

Nurulaini Zamhury[1]*
Nurul Aishah binti Mohd Nazre [2]
Iffah Fathonah Wardiyah binti Che Husain [3]
Jazimin Zakaria [4]
Abidah Saad [5]

[1]Faculty of Administrative Science and Policy Studies, Universiti Teknologi Mara (UiTM), Malaysia,
[2]Faculty of Administrative Science and Policy Studies, Universiti Teknologi Mara (UiTM), Malaysia,
[3]Faculty of Administrative Science and Policy Studies, Universiti Teknologi Mara (UiTM), Malaysia,
[4]Faculty of Administrative Science and Policy Studies, Universiti Teknologi Mara (UiTM), Malaysia,
[5]Faculty of Business, Universiti Teknologi Mara (UiTM), Malaysia
* Corresponding author: Nurulaini Zamhury * nurulaini0999@uitm.edu.my

Article history
Received date : 18-3-2025
Revised date : 19-3-2025
Accepted date : 27-4-2025
Published date : 14-7-2025

To cite this document:
Zamhury, N., Mohd Nazre, N. A., Che Husain, I. F. W., Zakaria, J., & Saad, A. (2025). Determinants of project management career among students. *Journal of Islamic, Social, Economics and Development (JISED),* 10 (73), 731 - 756.

Abstract: *This study examines the determinants of project management career intentions among non-technical students at Universiti Teknologi MARA (UiTM) Kedah, focusing on the influence of attitudes, subjective norms, perceived behavioral control, and knowledge. A quantitative approach was employed, utilizing survey data from a sample of 86 students out of a population of 110 enrolled in the ADS512 Project Management course. Pearson correlation and multiple regression analyses were conducted to assess the relationships between these factors and students' career intentions.The results indicate that attitudes, subjective norms, and knowledge exhibit significant positive correlations with career intentions, whereas perceived behavioral control demonstrates a moderate association. However, multiple regression analysis identifies attitude as the most significant predictor of project management career intention, while the effects of subjective norms, perceived behavioral control, and knowledge were not statistically significant. This research is particularly relevant for non-technical students, who often lack structured exposure to project management careers despite the growing demand for skilled project managers. According to Andre Nemeh, Rajibu l Hasan, and Öncü Hazir (2022), project management skills are increasingly essential as millions of new projects will require capable individuals to manage their complexities. Insights from the Project Management Institute (PMI, 2021) reveal that 93% of organizations globally implement project management practices, yet in 2018, 68% had to outsource project managers due to a lack of internal capabilities. In the Malaysian context, a study by Au, Abd-Karim, and Danuri (2018) highlighted a notable lack of awareness about project management career pathways. At UiTM Kedah, non-technical students often learn about project management through courses, workshops, and experiential learning, but these opportunities remain limited and underpromoted. Therefore, this study provides crucial insights into the factors that may influence students' intentions to pursue a project management career, supporting efforts to better align educational offerings with industry needs.*

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Keywords: *Project Management Career, Behavioral Intention, UiTM Kedah, Non-Technical Students, Higher Education, Career Development*

Introduction

In today's dynamic and rapidly evolving global economy, project management has emerged as a critical competency across industries, spanning both public and private sectors as well as entrepreneurial ventures. The increasing complexity of projects, integration of advanced technologies, and the necessity for cross-functional collaboration have heightened the demand for skilled project managers who can navigate these multifaceted challenges effectively. Project management is no longer confined to a task-oriented discipline but has evolved into a strategic, competency-based profession requiring leadership acumen, agility, and innovative problem-solving capabilities (Institute of Project Management, 2024).

The rising demand for project management professionals is reflected in global workforce projections. According to the Project Management Institute (PMI), an estimated 87.7 million project management professionals will be required worldwide by 2027 to meet industry needs, underscoring the field's growing significance in driving organizational success and economic development. In Malaysia, the importance of cultivating a competent workforce in project management has been recognized through key policy initiatives such as the Malaysia Plan 2024 and the Malaysia Budget 2024. Despite these governmental efforts, there remains a gap in awareness and perception of project management as a viable career pathway, particularly among students. Additionally, misconceptions persist regarding the role of project managers, with some viewing them as less influential than technical team members, which may discourage students from pursuing careers in the field.

Understanding the determinants of career intentions in project management is crucial for bridging this gap. The Theory of Planned Behavior (TPB) provides a robust theoretical framework for examining career decision-making processes, suggesting that attitudes, subjective norms, and perceived behavioral control significantly influence individuals' intentions to enter a particular profession (Ajzen, 1991). Recent research emphasizes the necessity of aligning educational curricula with industry demands to enhance students' career readiness (Khan, 2024). However, empirical studies exploring these factors among non-technical students remain limited, particularly within the Malaysian context.

This study seeks to address this gap by investigating the key factors influencing project management career intentions among non-technical students at UiTM Kedah who have completed the Project Management course (ADS512). By examining the relationships between attitudes, subjective norms, perceived behavioral control, and project management knowledge, this study aims to provide valuable insights for enhancing educational programs and fostering career preparedness in project management. Findings from this research will contribute to the development of targeted interventions that align academic training with industry expectations, ultimately supporting the cultivation of a competent and highly skilled project management workforce in Malaysia.

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Literature Review

Project Management Career Behavioural Intention among UiTM Kedah Students

Definition of Project Management Career Intention

In this study, "project management career behavioural intention" refers to an individual's strong commitment and motivation to pursue a professional career in project management. The competencies associated with project management play a crucial role in determining project success, either directly or indirectly (Ahadzie et al., 2009; Carvalho et al., 2015; Tabassi et al., 2016). This career intention signifies a deliberate effort to acquire the essential skills, knowledge, and experiences required for professional growth in project management. Scholars have long examined the competencies required for effective project management. For instance, El-Sabaa (2001) identified personal characteristics, traits, and skills essential for project managers in Egypt. In the broader behavioural context, Triandis (1980) suggested that goal intentions serve as self-instructions to achieve desired outcomes, while behavioural intentions function as self-instructions to perform specific actions toward those outcomes.

This study examines the determinants influencing students' career intentions in project management, emphasizing factors such as personal mastery and self-efficacy. Understanding these elements is critical for addressing the growing demand for skilled project management professionals and counteracting the declining enthusiasm among younger generations for this career path. While intentions do not always translate into actual behaviour, a stronger intention significantly increases the likelihood of action (Römer, Reichhart, & Picot, 2015). Boundaryless career theory suggests that individuals exert greater control over their career paths, moving beyond traditional boundaries such as physical and psychological mobility (Clarke, 2013; Li, 2018). Although habitual behaviours and automatic responses influence most actions (Bargh, 2006; Wood & Neal, 2007), forming clear intentions is vital for achieving long-term goals (Baumeister & Bargh, 2014; Kuhl & Quirin, 2011).

Factors Influencing Project Management Career Intention Among Students

1) Attitude

Attitude is one of the most significant predictors of behavioural intentions (Schwarz et al., 2009). It represents an individual's positive or negative evaluation of a particular field, influencing career choices. If a student has a favorable perception of project management, they are more likely to pursue a career in this field. Several empirical studies have confirmed that attitude significantly impacts intention, which subsequently affects behaviour.

Dvir et al. (2006) observed that project managers consistently maintain a stable attitude toward project success criteria, reinforcing the idea that a strong career intention aligns with a positive attitude. Students who believe in their ability to acquire and refine skills are more likely to develop a strong interest in project management. This aligns with research on personal mastery, which highlights its role in shaping self-efficacy and outcome expectations. A strong belief in one's capacity to learn and develop new skills fosters competence and confidence, critical for project management careers.

Hodgetts (1968) posited that personal mastery, cultivated through educational programs, significantly influences students' attitudes and career inclinations. When individuals perceive that they can acquire and enhance skills, they are more likely to expect positive career

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

outcomes. This underscores the importance of fostering personal mastery as a means of enhancing students' career aspirations in project management.

2) Subjective Norms

Subjective norms refer to perceived social pressures influencing individuals' behavioural intentions (Rivis & Sheeran, 2003). These norms include observed behaviours of others (descriptive norms) and perceived expectations from significant individuals (injunctive norms). Positive subjective norms, such as encouragement from family, mentors, or peers,can increase students' interest in project management, whereas negative norms may discourage career pursuit in this field.

Ajzen (2002) emphasized that subjective norms significantly impact intention formation. Students who experience social reinforcement from successful project managers or mentors are more likely to consider a project management career. Interaction with industry professionals provides practical insights and guidance, directly influencing students' aspirations. Integrating mentorship into education can foster confidence and essential skills for a successful career in project management.

3) Perceived Behavioural Control (PBC)

Perceived behavioural control (PBC) is a crucial determinant of career intentions, as proposed by Ajzen's (1991) Theory of Planned Behaviour. PBC refers to individuals' beliefs about their ability to control and influence their career paths. This concept encompasses both locus of control,beliefs regarding control over life events,and self-efficacy, which refers to perceived competence in executing tasks (Ajzen, 2002).

Research indicates that both internal and external motivations shape career intentions (Terry & O'Leary, 1995). In project management, students with a stronger sense of control over their career-related actions are more likely to engage in behaviours leading to career success (Gagné et al., 2010; Deci et al., 2017). Higher PBC enhances motivation, as individuals who perceive career-related actions as manageable are more likely to pursue professional development opportunities. This concept aligns with findings by Madter et al. (2012) and Morris et al. (2006), which highlight project management's structured career progression, professional bodies, and growth opportunities as attractive elements for career pursuit.

4) Knowledge

Knowledge is a fundamental driver of career intention in project management. Dohse and Walter (2012) emphasized that knowledge is a strategic resource, significantly impacting intention and career choices. Contemporary research suggests that access to knowledge enhances career intentions by equipping individuals with fundamental principles, tools, and practices (Unger et al., 2011).

Students with a strong knowledge base in project management exhibit greater competence and confidence, which positively influences their career decisions. Frick et al. (2004) asserted that knowledge serves as a prerequisite for volitional action, making it a key predictor of career intention. Schrader and Lawless (2004) further argued that individuals' knowledge shapes their perceptions of career benefits and challenges, influencing their willingness to pursue a project management career. Awareness of the industry's demands, growth opportunities, and challenges fosters positive attitudes toward this profession.

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Contradictions with Past Research:

While the findings of this study align with some previous studies, certain discrepancies exist between the results reported here and those observed in past research. Several factors may account for these contradictions:

1. **Contextual Differences**: Past studies have been conducted in various contexts, such as different countries, academic disciplines, and industries, which can influence the outcomes. For instance, Pradipto et al. (2022) found that career choices in project management are significantly influenced by contextual factors such as personal mastery and outcome expectations in different cultural settings. This study, focusing on students from UiTM Kedah, who have completed a Project Management course, may have different contextual dynamics affecting career behavioral intentions compared to those studied in other environments (Pradipto et al., 2022).
2. **Sample Characteristics**: Variations in sample characteristics, such as demographic factors and professional experience, are another source of contradiction. Elmezain et al. (2021) highlighted that the level of experience and the skills of project managers significantly influenced project success. This suggests that the characteristics of the sample—students with limited professional experience—could explain the differences in findings, as the skills and experience of the sample in this study may not reflect those of more seasoned professionals in past studies (Elmezain et al., 2021).
3. **Measurement Differences**: Differences in the operationalization and measurement of key variables could lead to differing outcomes. Ameer et al. (2022) utilized structural equation modeling to explore the relationship between personality traits and project success, showing how varying measurement approaches can yield different results. In this study, the operationalization of variables such as Attitude, Subjective Norms, and Perceived Behavioral Control may differ from previous studies, thus influencing the results (Ameer et al., 2022).
4. **Temporal Changes**: The time period in which a study is conducted can also explain discrepancies. Pradipto et al. (2022) observed that societal attitudes and perceptions of project management careers evolve over time, which could lead to different behavioral intentions among students across different periods. Given the dynamic nature of the career landscape and societal changes, the perceptions of students in this study may differ from those surveyed in previous research (Pradipto et al., 2022).
5. **Methodological Variations**: The differences in research design, data collection methods, or statistical techniques can contribute to conflicting findings. For instance, Noor et al. (2020) used Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine project manager personality traits and their impact on project success. Methodological differences, such as sampling strategies or the statistical techniques employed, may lead to differences in how relationships are perceived or measured in this study compared to others (Noor et al., 2020).
6. **Environmental and Psychological Factors**: Environmental factors, such as organizational maturity, and psychological factors, including affective commitment, can also influence behavioral intentions. Ameer et al. (2022) explored how these factors mediate the relationship between personality traits and project success. The external and psychological influences on students in this study, such as family expectations or exposure to project management career opportunities, may differ from those present in past research, thereby leading to variations in findings (Ameer et al., 2022)

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Research Methodology

Sampling Design and Data Collection

This study employs both primary and secondary data collection methods. The primary data were gathered through a structured questionnaire distributed via Google Forms, enabling efficient data collection from the target respondents. The questionnaire was designed as a comprehensive research instrument, incorporating a series of structured questions aimed at eliciting precise information from participants. To enhance clarity and accessibility, the questionnaire was provided in both English and Malay to accommodate respondents' language preferences. The questionnaire items were adapted and adopted using established techniques as outlined by Churchill (1979) and Hair et al. (2014), ensuring that the items were grounded in previous validated scales and maintaining the reliability and validity of the instrument in the context of this study.

The primary objective of the questionnaire was to examine the correlations between the independent variables, Attitude, Subjective Norms, Perceived Behavioral Control, and Knowledge and the dependent variable, Project Management Career Behavioral Intention, among UiTM Kedah students. The survey was conducted with a total of 110 Bachelor of Administrative Science students from the Faculty of Administrative Science and Policy Studies (FSPPP) who had completed the Project Management course. However, the final sample size for the analysis was 86 students, as determined by Krejcie and Morgan's sampling table, ensuring a representative and statistically valid sample, with data collection spanning a period of two weeks.

To capture potential variations in career intentions and educational aspirations, the sample was stratified into two age groups: students aged under 21 and those aged 22 and older. This segmentation facilitates a comparative analysis of respondents at different academic stages, recognizing that younger students may hold distinct perceptions compared to their older peers, who are closer to entering the workforce. This approach ensures a more nuanced understanding of how career-related behavioral intentions evolve with age and experience.
Table 1 presented the summary profile of respondents involved in this survey.

Table 1: Summary of Demographic Profile of Respondents

No.	Variables	Profile	Frequency	Percentage (%)
1.	FSPPP	Yes No	86 -	100 -
2.	Gender	Male Female	16 70	18.6 81.4
3.	Age	19-20 Years Old 21-22 Years Old 23-24 Years Old	- 20 66	- 23.3 76.7
4.	Part	Part 6 Others	86 -	100 -

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Results and Findings

Pearson Correlation Analysis

Pearson Correlation Coefficient (PCC) is a statistical measure used to determine the strength and direction of the relationship between two continuous variables (Hair et al., 2010). The PCC value ranges from -1 to 1, where -1 indicates a perfect negative correlation, 0 represents no correlation, and 1 signifies a perfect positive correlation. This coefficient is computed by dividing the covariance between two variables by the product of their standard deviations (Field, 2013). The following sections present the correlation analyses between the independent variables (Attitude, Subjective Norms, Perceived Behavioral Control, and Knowledge) and the dependent variable, Project Management Career Behavioral Intention.

Relationship Between Attitude and Project Management Career Behavioral Intention

Table 2: Pearson Correlation Analysis of the Relationship Between Attitude and Project Management Career Behavioral Intention

Variable	R-Value	P-Value	Decision
Attitude and Project Management Career Behavioral Intention	**0.616**	**0.000**	**Ha Supported**

The correlation analysis (Table 2) reveals a strong positive relationship between Attitude and Project Management Career Behavioral Intention ($r = 0.616$, $p < 0.001$). This indicates that as students' attitude towards project management strengthens, their career behavioral intention in this field increases correspondingly. Given the statistical significance ($p < 0.05$), the alternative hypothesis (Ha) is supported, suggesting that attitude plays a crucial role in shaping students' career decisions.

Relationship Between Subjective Norms and Project Management Career Behavioral Intention

Table 3: Pearson Correlation Analysis of the Relationship Between Subjective Norms and Project Management Career Behavioral Intention

Variable	R-Value	P-Value	Decision
Subjective Norms and Project Management Career Behavioral Intention	**0.557**	**0.000**	**Ha Supported**

Table 3 presents the correlation between Subjective Norms and Project Management Career Behavioral Intention. The results indicate a moderate positive relationship ($r = 0.557$, $p < 0.001$), confirming that higher perceived subjective norms contribute to stronger career behavioral intentions. This suggests that social influences, such as peer expectations and societal norms, significantly impact students' aspirations towards project management careers.

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Relationship Between Perceived Behavioral Control (PBC) and Project Management Career Behavioral Intention

Table 4: Pearson Correlation Analysis of the Relationship Between Perceived Behavioral Control (PBC) and Project Management Career Behavioral Intention

Variable	R-Value	P-Value	Decision
Perceived Behavioral Control (PBC) and Project Management Career Behavioral Intention	0.447	0.000	Ha Supported

Table 4 presents a moderate positive correlation between Perceived Behavioral Control (PBC) and Project Management Career Behavioral Intention ($r = 0.447$, $p < 0.001$). This finding suggests that students who perceive a greater sense of control over their ability to pursue a project management career are more likely to exhibit stronger career intentions. The significance of this relationship underscores the importance of empowering students with relevant skills, resources, and self-efficacy to enhance their career aspirations.

Relationship Between Knowledge and Project Management Career Behavioral Intention

Table 5: Pearson Correlation Analysis of the Relationship Between Knowledge and Project Management Career Behavioral Intention

Variable	R-Value	P-Value	Decision
Knowledge and Project Management Career Behavioral Intention	0.504	0.000	Ha Supported

Table 5 highlights a strong positive relationship between Knowledge and Project Management Career Behavioral Intention ($r = 0.504$, $p < 0.001$). This implies that higher levels of knowledge about project management principles, career prospects, and industry practices contribute significantly to stronger career intentions among students. These findings underscore the need for enhanced curriculum development and exposure to industry-relevant knowledge.

Multiple Regression Analysis

Assessing the Influence of Independent Variables on Project Management Career Behavioral Intention

Table 6: Multiple Regression Analysis of the Independent Variables on Project Management Career Behavioral Intention

Variable	Unstandardized Beta	Standardized Beta	T-Value	P-Value	Decision
Attitude	0.680	0.457	3.597	0.001	Supported
Subjective Norms	0.415	0.265	1.649	0.103	Not Supported
Perceived Behavioral	-0.323	-0.206	-1.275	0.206	Not Supported

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Control (PBC)					
Knowledge	**0.257**	**0.163**	**1.074**	**0.286**	**Not Supported**
R^2	**0.420**				
P-Value	**0.000**				

Table 6 presents the results of multiple regression analysis, examining the collective impact of Attitude, Subjective Norms, Perceived Behavioral Control, and Knowledge on Project Management Career Behavioral Intention among students. The model explains 42.0% of the variance ($R^2 = 0.420$) in career behavioral intention, indicating a moderate explanatory power.
Key Findings from Multiple Regression Analysis:

1. Attitude emerges as the most significant predictor of project management career behavioral intention ($\beta = 0.457$, $t = 3.597$, $p = 0.001$). This suggests that students with a stronger positive attitude towards project management are significantly more likely to pursue careers in the field.
2. Subjective Norms, Perceived Behavioral Control, and Knowledge do not show significant direct effects on career behavioral intention ($p > 0.05$), implying that external social influences, perceived self-efficacy, and knowledge alone may not be sufficient to drive career decisions in project management.
3. The findings suggest that interventions aimed at strengthening positive attitudes such as experiential learning, mentorship programs, and industry exposure could enhance students' career intentions in project management.

Implications of the Study

Project management career behavioural intention provides important insights into managerial, theoretical, and practical implications. It highlights how offering training sessions and workshops can positively influence students' intentions to pursue project management as a career, equipping them with essential skills like communication, teamwork, and leadership. Practically, the study underscores the value of hands-on project management experiences in enhancing students' employability and self-awareness, encouraging universities to foster student engagement for more competent future employees.

Implications of the Study

The findings of this study offer significant managerial, theoretical, and practical implications in the domain of project management career behavioral intention.

From a managerial perspective, the study underscores the importance of structured training programs, mentorship initiatives, and experiential learning opportunities in shaping students' career intentions. Institutions and organizations should design targeted interventions that equip students with essential project management skills, including strategic planning, risk management, communication, teamwork, and leadership. Enhancing these competencies will foster a workforce better prepared to meet industry demands.

From a theoretical perspective, this study contributes to the Theory of Planned Behavior (TPB) by emphasizing the role of attitude as the strongest predictor of career behavioral intention, while also highlighting the limited influence of subjective norms, perceived behavioral control, and knowledge in determining students' career choices. Future research should explore

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

additional variables, such as intrinsic motivation, personality traits, and cultural influences, to further refine the understanding of project management career intentions.

From a practical perspective, the study highlights the value of hands-on project management experiences in enhancing students' employability, self-efficacy, and career readiness. Universities should integrate project-based learning and collaborate with industry partners to offer internships, case studies, and live project engagements. These initiatives will help bridge the gap between theoretical knowledge and real-world project management applications, ultimately producing highly competent and job-ready graduates.

Limitations and Future Research

Limited Scope of Research Methodology

One primary limitation of this study is its reliance on quantitative methods, which, while effective, may not provide a comprehensive understanding of students' career behavioral intentions. Surveys conducted over a short period may fail to capture nuanced insights such as personal motivations, socio-economic influences, and career aspirations beyond measurable constructs. Future research should consider incorporating qualitative approaches, such as in-depth interviews or focus groups, to obtain a more holistic perspective on students' career decision-making processes.

Geographical and Institutional Constraints

Another limitation is the geographical and institutional scope of the study, which focused solely on UiTM Kedah students. While the findings offer valuable insights, the study's applicability to a broader national or global context remains limited. Career intentions may differ across regions due to variations in educational systems, economic conditions, industry demands, and cultural influences. Future research should expand the geographical coverage to include multiple universities across Malaysia, or even conduct cross-country comparisons to assess differences in project management career aspirations.

Ethnic and Cultural Diversity Considerations

Given that UiTM Kedah primarily serves Malay and Bumiputera students, the study may not fully capture the career behavioral intentions of students from diverse ethnic and cultural backgrounds. Career decision-making is often influenced by socio-cultural values, family expectations, and economic opportunities, which can vary significantly among different ethnic groups. Future studies should explore multi-ethnic student populations, including Chinese, Indian, and Indigenous students, to enhance the generalizability of the findings and provide a more comprehensive analysis of career intentions in project management.

Future Research Directions

To strengthen future research in this field, the following recommendations are proposed:

1. Expand the Scope of Study: Future research should consider including multiple universities across different states and private institutions to capture a more diverse sample of students.
2. Integrate Qualitative Research Methods: Employing mixed-method approaches, including interviews and case studies, can provide deeper insights into the psychological and socio-economic factors influencing career intentions.
3. Examine the Role of Industry Exposure: Investigating the impact of internships, apprenticeships, and real-world project experiences on students' career behavioral

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

intentions will provide practical insights for higher education policymakers and industry stakeholders.

4. Cross-Cultural Comparisons: Conducting comparative studies across different cultural settings or international contexts can identify universal and region-specific factors influencing project management career choices.

By addressing these limitations and expanding future research directions, scholars can further refine the understanding of career behavioral intentions in project management, ultimately contributing to the development of highly skilled professionals in the field.

References

Akkermans, J., Chipulu, M., Ojiako, U., & Williams, T. (2020b). Bridging the fields of careers and project management. *Project Management Journal*, *51*(2), 123–134. https://doi.org/10.1177/8756972820910605

Ameer, R., Sulaiman, M., & Yaacob, R. (2022). The influence of project managers' personality traits on project success. *Journal of Financial Management*, 20(1), 50-67. https://doi.org/10.1108/JFM-02-2021-0020

Alkhudary, R., & Gardiner, P. (2021). Stages in project managers' careers: Learning and growth opportunities. *International Journal of Project Management*, *39*(5), 536–545. https://doi.org/10.1016/j.ijproman.2021.03.006

Blomquist, T., Farashah, A. D., & Thomas, J. (2018). Feeling good, being good and looking good: Motivations for, and benefits from, project management certification. *International Journal of Project Management*, *36*(3), 498–511. https://doi.org/10.1016/j.ijproman.2017.11.006

Borg, J., & Scott-Young, C. M. (2020a). Priming the project talent Pipeline: Examining work readiness in undergraduate project management degree programs. *Project Management Journal*, *51*(2), 165–180. https://doi.org/10.1177/8756972820904220

Bredin, K., & Söderlund, J. (2013). Project managers and career models: An exploratory comparative study. *International Journal of Project Management*, *31*(6), 889–902. https://doi.org/10.1016/j.ijproman.2012.11.010

Brown, D. J., Cober, R. T., Kane, K., Levy, P. E., & Shalhoop, J. (2006). Proactive personality and the successful job search: A field investigation with college graduates. *Journal of Applied Psychology*, *91*(3), 717–726. https://doi.org/10.1037/0021-9010.91.3.717

Burga, R., Leblanc, J., & Rezania, D. (2020). Exploring student perceptions of their readiness for project work: Utilizing Social Cognitive Career Theory. *Project Management Journal*, *51*(2), 154–164. https://doi.org/10.1177/8756972819896697

Chen, T., Fu, M., Liu, R., Xu, X., Zhou, S., & Liu, B. (2019). How do project management competencies change within the project management career model in large Chinese construction companies? *International Journal of Project Management*, *37*(3), 485–500. https://doi.org/10.1016/j.ijproman.2018.12.002

Cicmil, S., Williams, T., Thomas, J., & Hodgson, D. (2006). Rethinking Project Management: Researching the actuality of projects. *International Journal of Project Management*, *24*(8), 675–686. https://doi.org/10.1016/j.ijproman.2006.08.006

Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-Determination Theory in Work Organizations: The State of a Science. *Annual Review of Organizational Psychology and Organizational Behavior*, *4*(1), 19–43. https://doi.org/10.1146/annurev-orgpsych-032516-113108

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, *19*(2), 109–134. https://doi.org/10.1016/0092-6566(85)90023-6

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*, *49*(3), 182–185. https://doi.org/10.1037/a0012801

Deci, E. L., Ryan, R. M., & Williams, G. C. (1996). Need satisfaction and the self-regulation of learning. *Learning and Individual Differences*, *8*(3), 165–183. https://doi.org/10.1016/s1041-6080(96)90013-8

Dovetail Editorial Team. (2023, April 16). *What is a Unit of Analysis? Overview & Examples*. https://dovetail.com/research/unit-of-analysis/

Edum-Fotwe, F., & McCaffer, R. (2000). Developing project management competency: perspectives from the construction industry. *International Journal of Project Management*, *18*(2), 111–124. https://doi.org/10.1016/s0263-7863(98)90075-8

El-Sabaa, S. (2001a). The skills and career path of an effective project manager. *International Journal of Project Management*, *19*(1), 1–7. https://doi.org/10.1016/s0263-7863(99)00034-4

Elmezain, M. E., Mohamed, F., & Salman, M. S. (2021). Project manager skills and their effect on project success. *Journal of Project Management*, 33(2), 89-103. https://doi.org/10.1108/JPM-05-2020-0244

Farashah, A. D., Thomas, J., & Blomquist, T. (2019). Exploring the value of project management certification in selection and recruiting. *International Journal of Project Management*, *37*(1), 14–26. https://doi.org/10.1016/j.ijproman.2018.09.005

Fisher, E. (2011). What practitioners consider to be the skills and behaviours of an effective people project manager. *International Journal of Project Management*, *29*(8), 994–1002. https://doi.org/10.1016/j.ijproman.2010.09.002

Fornell, C., & Bookstein, F. L. (1982). Two structural equation models: LISREL and PLS applied to consumer Exit-Voice theory. *Journal of Marketing Research*, *19*(4), 440–452. https://doi.org/10.1177/002224378201900406

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, *26*(4), 331–362. https://doi.org/10.1002/job.322

Gagné, M., Forest, J., Gilbert, M., Aubé, C., Morin, E., & Malorni, A. (2010). The motivation at work scale: Validation evidence in two languages. *Educational and Psychological Measurement*, *70*(4), 628–646. https://doi.org/10.1177/0013164409355698

Hayes, A. (2024a, February 23). *How stratified random sampling works, with examples*. Investopedia. https://www.investopedia.com/terms/stratified_random_sampling.asp#:~:text=Stratified%20random%20sampling%20is%20a,as%20income%20or%20educational%20attainment

Hayes, A. (2024b, June 19). *Demographics: How to collect, analyze, and use demographic data*. Investopedia. https://www.investopedia.com/terms/d/demographics.asp

Heslin, P. A. (2005). Conceptualizing and evaluating career success. *Journal of Organizational Behavior*, *26*(2), 113–136. https://doi.org/10.1002/job.270

Huemann, M., Ringhofer, C., & Keegan, A. (2019). Who supports project careers? Leveraging the compensatory roles of line managers. *Project Management Journal*, *50*(4), 476–486. https://doi.org/10.1177/8756972819857895

Ika, L. A. (2009). Project success as a topic in project management journals. *Project Management Journal*, *40*(4), 6–19. https://doi.org/10.1002/pmj.20137

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

King, Z. (2004). Career self-management: Its nature, causes and consequences. *Journal of Vocational Behavior*, *65*(1), 112–133. https://doi.org/10.1016/s0001-8791(03)00052-6

Kloppenborg, T. J., & Opfer, W. A. (2002). The current state of project management research: Trends, interpretations, and predictions. *Project Management Journal*, *33*(2), 5–18. https://doi.org/10.1177/875697280203300203

Lampel, J. (2001). The core competencies of effective project execution. *International Journal of Project Management*, *19*(8), 471–483. https://doi.org/10.1016/s0263-7863(01)00042-4

Lowry, P. B., & Gaskin, J. (2014). Partial Least Squares (PLS) Structural Equation Modeling (SEM) for building and testing Behavioral Causal theory: when to choose it and how to use it. *IEEE Transactions on Professional Communication*, *57*(2), 123–146. https://doi.org/10.1109/tpc.2014.2312452

Madter, N., Bower, D. A., & Aritua, B. (2012). Projects and personalities: A framework for individualising project management career development in the construction industry. *International Journal of Project Management*, *30*(3), 273–281. https://doi.org/10.1016/j.ijproman.2011.09.001

Morris, P., Crawford, L., Hodgson, D., Shepherd, M., & Thomas, J. (2006). Exploring the role of formal bodies of knowledge in defining a profession – The case of project management. *International Journal of Project Management*, *24*(8), 710–721. https://doi.org/10.1016/j.ijproman.2006.09.012

Nemeh, A., Hasan, R., & Hazir, Ö. (2022). Business school students' motivations and intentions to pursue a project management career. *British Journal of Guidance & Counselling*, *51*(6), 963–975. https://doi.org/10.1080/03069885.2022.2106550

Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom. *Theory and Research in Education*, *7*(2), 133–144. https://doi.org/10.1177/1477878509104318

Nijhuis, S., Vrijhoef, R., & Kessels, J. (2018). Tackling project management competence research. *Project Management Journal*, *49*(3), 62–81. https://doi.org/10.1177/8756972818770591

Noor, A., Latif, M. M., & Zubair, A. (2020). Personality traits of project managers and their impact on project success. *International Journal of Construction Project Management*, 8(4), 54-66.
https://doi.org/10.1108/IJC-01-2020-0198

Pradipto, T., Darmawan, D., & Rahman, A. (2022). Contextual factors influencing career choices in project management. *SpringerLink*.
https://doi.org/10.1007/s10775-022-09572-w

Ramazani, J., & Jergeas, G. (2015). Project managers and the journey from good to great: The benefits of investment in project management training and education. *International Journal of Project Management*, *33*(1), 41–52. https://doi.org/10.1016/j.ijproman.2014.03.012

Söderlund, J., & Geraldi, J. (2012). Classics in project management: revisiting the past, creating the future. *International Journal of Managing Projects in Business*, *5*(4), 559–577. https://doi.org/10.1108/17538371211280245

The theory of planned behavior. (n.d.). https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/BehavioralChangeTheories3.html#:~:text=Perceived%20behavioral%20control%20%2D%20This%20refers,control%20depending%20on%20the%20situation

Turner, M. (2016). Beyond the iron triangle: reflections of an early career academic. *International Journal of Managing Projects in Business*, *9*(4), 892–902. https://doi.org/10.1108/ijmpb-01-2016-0005

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Winter, M., Smith, C., Morris, P., & Cicmil, S. (2006). Directions for future research in project management: The main findings of a UK government-funded research network. *International Journal of Project Management*, *24*(8), 638–649. https://doi.org/10.1016/j.ijproman.2006.08.009

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Appendix, Variable Items
Project Management Career Behavioural Intention

1) I think project management skills are versatile and applicable across various industries such as public and private sector | Saya rasa kemahiran pengurusan projek ini merupakan kemahiran serba boleh dan ianya boleh digunakan dalam pelbagai sektor seperti sektor awam, sektor swasta dan persendirian.
2) I believe project management skills bring out leadership qualities and the ability to make decision and take initiative ensuring the project can be completed on time | Saya percaya kemahiran pengurusan projek akan membuahkan kualiti kepimpinan dan keupayaan untuk membuat keputusan dan memilih inisiatif bagi memastikan projek siap dalam masa yang ditetapkan.
3) I understand that project managers require excellent communication skills to express ideas, plans with attention to detail, and track progress effectively | Saya tahu pengurus projek memerlukan kemahiran komunikasi yang baik untuk menyampaikan idea dengan lebih teliti serta mampu mengikuti perkembangan projek secara berkala
4) I trust project management skills emphasize effective time management, which is crucial in a professional setting and meet the customer requirement | Saya percaya kemahiran pengurusan projek menekankan pengurusan masa yang berkesan dalam bidang profesional dan memenuhi keperluan pelanggan
5) I possess the ability to adjust to evolving situations, which is crucial in the professional realm, demonstrating emotional intelligence | Saya mempunyai keupayaan untuk menyesuaikan diri dengan situasi yang sentiasa berubah, yang penting dalam bidang profesional, menunjukkan kecerdasan emosi
6) Project management skills encompass the capacity to collaborate effectively with others, conducive intelligence, and fostering teamwork and cooperation through | Kemahiran pengurusan projek merangkumi keupayaan untuk bekerjasama secara efektif dengan orang lain, kecerdasan yang kondusif, dan memupuk kerja pasukan serta kerjasama
7) Project managers focus on achieving certain goals and providing the best results, perfect and full of integrity | Pengurus projek memberi tumpuan kepada pencapaian matlamat yang tertentu dan memberikan hasil yang terbaik, sempurna dan penuh integriti
8) Dedication is important in project management whether in the public and private sectors | Kesungguhan adalah penting dalam pengurusan projek samaada di sektor awam, swasta mahupun persendirian
9) Learning Project Management sets you apart from others by showcasing robust problem-solving and planning skills, ensuring you're proficient enough to utilize specialized programs like Microsoft Project that are not commonly mastered by others | Menguasai Pengurusan Projek, termasuk perisian seperti Microsoft Project, menunjukkan kebolehan menyelesaikan masalah dan perancangan yang kukuh, menjadikan anda mahir membezakan anda daripada orang lain
10) I believe that additional skills like project management that can give a competitive edge over other candidates. | Saya percaya bahawa kemahiran tambahan seperti pengurusan projek yang dapat memberi kelebihan bersaing berbanding dengan calon lain

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Attitude

1) I think project management skills are valuable in any career, not just in specific industries | Saya fikir kemahiran pengurusan projek adalah berharga dalam apa-apa kerjaya, bukan hanya dalam industri tertentu
2) I enjoy taking initiative and leading others towards a common goal | Saya suka mengambil inisiatif dan memimpin orang lain ke arah matlamat yang sama
3) I am confident in my ability to prioritize tasks and manage deadlines effectively | Saya yakin dengan keupayaan saya untuk mengutamakan tugas dan menguruskan masa dengan berkesan
4) I enjoy problem-solving and finding creative solutions to challenges | Saya suka menyelesaikan masalah dan mencari penyelesaian kreatif kepada cabaran
5) I am adaptable and resourceful, able to handle unexpected situations during projects | Saya mudah menyesuaikan diri dan bijak, boleh mengendalikan situasi yang tidak dijangka di dalam projek

Subjective Norms

1) I believe that my parents/family would be supportive of my decision to pursue a career in project management vital to various contemporary industries | Saya percaya Ibubapa/keluarga saya akan menyokong keputusan saya untuk mengejar kerjaya dalam pengurusan projek kerana ianya penting dalam mana mana industri pada hari ini
2) My lecturer believe I have the potential to be successful in a project management role in any industries | Pensyarah saya percaya saya mempunyai potensi untuk berjaya dalam peranan pengurusan projek
3) Throughout my project management studies, with the support of my lecturer, I believe there are good career advancement opportunities in project management | Sokongan daripada pensyarah sepanjang pengajian, membuat saya percaya terdapat peluang kerjaya yang baik dalam pengurusan projek walaupun permulaannya sukar
4) With my lecturer's support I view project management as a respected and valued profession in society | Saya melihat pengurusan projek sebagai profesion yang dihormati dan dihargai dalam masyarakat
5) With my lecturer's I believe that a career in project management can contribute positively and effectively to society | Saya percaya bahawa kerjaya dalam pengurusan projek boleh menyumbang secara positif dan berkesan kepada masyarakat

Perceived Behaviour Control

1) I am confident in my ability to overcome any obstacles or setbacks that may arise in my pursuit of a project management career | Saya yakin dengan keupayaan saya untuk mengatasi apa-apa rintangan atau halangan yang mungkin timbul dalam usaha saya untuk menyambung kerjaya dalam pengurusan projek
2) I am motivated to take initiative and actively seek out opportunities to advance my project management career | Saya berasa termotivasi untuk mengambil inisiatif dan mencari peluang untuk memajukan kerjaya pengurusan projek saya
3) I believe I have the perseverance, determination, discipline and work ethic that is necessary to succeed in a demanding project management environment in every sector such as public and private sector | Saya percaya saya mempunyai ketabahan, ketekunan, disipilin dan etika kerja yang diperlukan untuk berjaya dalam persekitaran pengurusan projek yang mencabar di pelbagai sektor awam, swasta atau Syarikat persendirian
4) I believe I can develop the necessary skills (for example, communication, leadership, problem-solving) diligently to create success in project management in various sectors,

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

whether public and private sector | Saya yakin saya dapat memperbaiki kemahiran penting seperti komunikasi, kepemimpinan, dan penyelesaian masalah. Dengan ketekunan ini, saya mampu mencapai kejayaan dalam pengurusan projek di pelbagai sektor termasuk awam, swasta, atau syarikat persendirian

5) I have access to learning materials and resources to improve my project management knowledge and skills | Saya mempunyai akses kepada bahan pembelajaran dan sumber untuk meningkatkan pengetahuan dan kemahiran pengurusan projek saya

Knowledge

1) I can articulate my project management knowledge and skills effectively including aspects like Project Life Cycle, Budgeting and Planning, Scheduling, and the use of Microsoft Project | Saya boleh menyatakan pengetahuan dan kemahiran pengurusan projek saya dengan berkesan termasuk aspek seperti Kitaran Jangka Projek, Belanjawan dan Perancangan, Penjadualan dan penggunaan Microsoft Project
2) My understanding of project management makes me feel more prepared and confident about pursuing a related career | Pemahaman saya tentang pengurusan projek membuat saya berasa lebih bersedia dan yakin untuk mengejar kerjaya berkaitan
3) My knowledge of project management strengthens my desire to pursue a career in this field | Pengetahuan saya tentang pengurusan projek menguatkan hasrat saya untuk mengejar kerjaya dalam bidang ini
4) Understanding the challenges and rewards of project management helps me make an informed decision about my career path | Memahami cabaran dan ganjaran pengurusan projek membantu saya membuat keputusan yang tepat tentang laluan kerjaya saya
5) Besides, my project management knowledge increases my overall confidence and motivation to pursue this career | Pengetahuan dalam pengurusan projek telah membimbing saya dalam mengendalikan emosi dan pemikiran, meningkatkan keyakinan dan motivasi saya untuk meneruskan kerjaya ini ke peringkat seterusnya.

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Cronbach's Alpha SPSS Output

1. Project Management Career Behavioural Intention

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.880	.881	10

2. Attitude

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.810	.808	5

3. Subjective Norms

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.819	5

4. Perceived Behaviour Control

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.834	5

5. Knowledge

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.867	.867	5

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Test of Normality

Descriptives

			Statistic	Std. Error
TOTAL_DV	Mean		44.5930	.42183
	95% Confidence Interval for Mean	Lower Bound	43.7543	
		Upper Bound	45.4317	
	5% Trimmed Mean		44.6292	
	Median		45.0000	
	Variance		15.303	
	Std. Deviation		3.91191	
	Minimum		37.00	
	Maximum		50.00	
	Range		13.00	
	Interquartile Range		8.00	
	Skewness		.000	.260
	Kurtosis		-1.344	.514
TOTAL_IV_1	Mean		21.5465	.28345
	95% Confidence Interval for Mean	Lower Bound	20.9829	
		Upper Bound	22.1101	
	5% Trimmed Mean		21.6718	
	Median		22.0000	
	Variance		6.910	
	Std. Deviation		2.62861	
	Minimum		15.00	
	Maximum		25.00	
	Range		10.00	
	Interquartile Range		4.00	
	Skewness		-.394	.260
	Kurtosis		-.529	.514
TOTAL_IV_2	Mean		21.8372	.26970
	95% Confidence Interval for Mean	Lower Bound	21.3010	
		Upper Bound	22.3734	
	5% Trimmed Mean		21.9910	
	Median		22.0000	
	Variance		6.256	

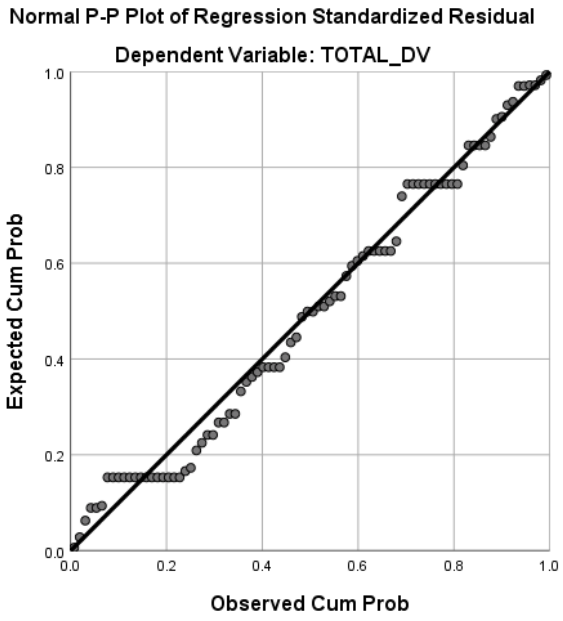
Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

	Std. Deviation		2.50111	
	Minimum		15.00	
	Maximum		25.00	
	Range		10.00	
	Interquartile Range		4.25	
	Skewness		-.411	.260
	Kurtosis		-.188	.514
TOTAL_IV_3	Mean		21.3372	.26907
	95% Confidence Interval for Mean	Lower Bound	20.8022	
		Upper Bound	21.8722	
	5% Trimmed Mean		21.4225	
	Median		21.0000	
	Variance		6.226	
	Std. Deviation		2.49522	
	Minimum		13.00	
	Maximum		25.00	
	Range		12.00	
	Interquartile Range		3.00	
	Skewness		-.232	.260
	Kurtosis		.078	.514
TOTAL_IV_4	Mean		21.5581	.26855
	95% Confidence Interval for Mean	Lower Bound	21.0242	
		Upper Bound	22.0921	
	5% Trimmed Mean		21.6680	
	Median		21.0000	
	Variance		6.202	
	Std. Deviation		2.49047	
	Minimum		15.00	
	Maximum		25.00	
	Range		10.00	
	Interquartile Range		4.00	
	Skewness		-.213	.260
	Kurtosis		-.461	.514

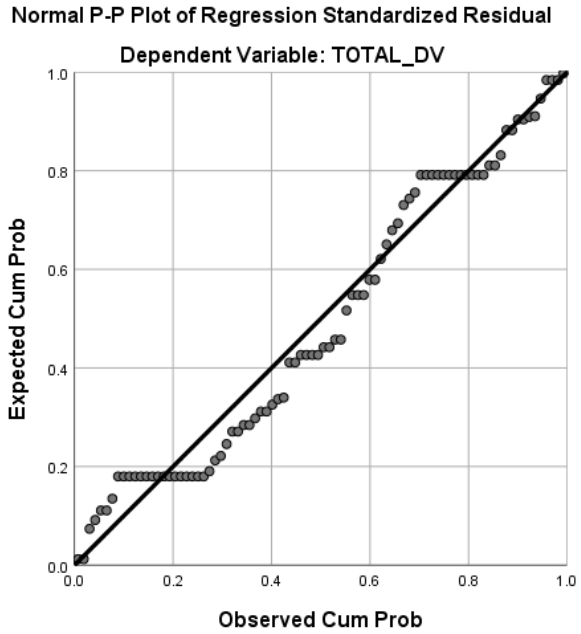
Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Linearity and Homoscedasticity

1. Linear and homoscedasticity of Attitude and Project Management Career Behavioural Intention

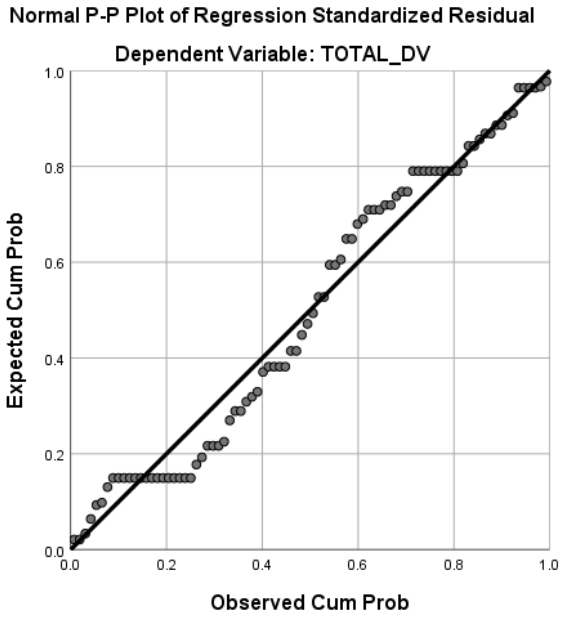


2. Linear and homoscedasticity of Subjective Norms and Project Management Career Behavioural Intention

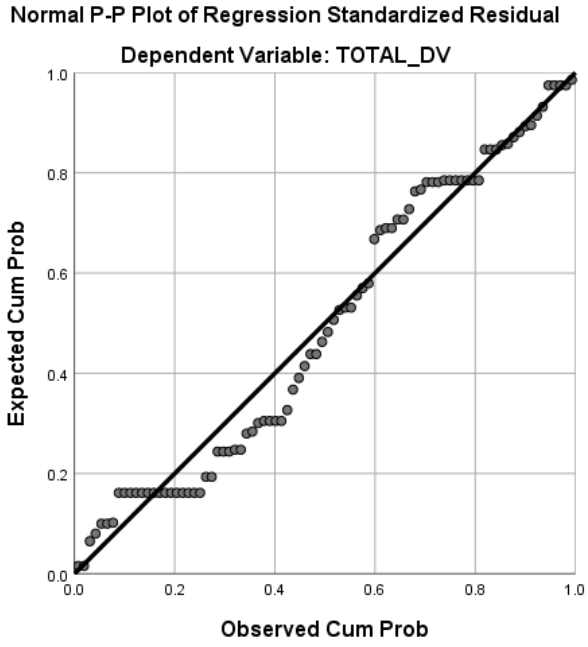


Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

3. Linear and homoscedasticity of Perceived Behaviour Control and Project Management Career Behavioural Intention



4. Linear and homoscedasticity of Knowledge and Project Management Career Behavioural Intention



Mean and Standard Deviation for Project Management Career Behavioural Intention

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Objective 1

Statistics

TOTAL_DV

N	Valid	86
	Missing	0
Mean		44.5930
Median		45.0000
Mode		40.00
Std. Deviation		3.91191
Variance		15.303
Range		13.00
Minimum		37.00
Maximum		50.00
Percentiles	25	40.0000
	50	45.0000
	75	48.0000

Pearson Correlation Analysis

Objective 2

Correlations

		TOTAL_DV	TOTAL_IV_1
TOTAL_DV	Pearson Correlation	1	.616**
	Sig. (2-tailed)		.000
	N	86	86
TOTAL_IV_1	Pearson Correlation	.616**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Objective 3

Correlations

		TOTAL_DV	TOTAL_IV_2
TOTAL_DV	Pearson Correlation	1	.557**
	Sig. (2-tailed)		.000
	N	86	86
TOTAL_IV_2	Pearson Correlation	.557**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

Objective 4

Correlations

		TOTAL_DV	TOTAL_IV_3
TOTAL_DV	Pearson Correlation	1	.447**
	Sig. (2-tailed)		.000
	N	86	86
TOTAL_IV_3	Pearson Correlation	.447**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

Objective 5

Correlations

		TOTAL_DV	TOTAL_IV_4
TOTAL_DV	Pearson Correlation	1	.504**
	Sig. (2-tailed)		.000
	N	86	86
TOTAL_IV_4	Pearson Correlation	.504**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Multiple Regression Analysis

Objective 6

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	TOTAL_IV_4, TOTAL_IV_1, TOTAL_IV_2, TOTAL_IV_3[b]	.	Enter

a. Dependent Variable: TOTAL_DV

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648[a]	.420	.391	3.05238

a. Predictors: (Constant), TOTAL_IV_4, TOTAL_IV_1, TOTAL_IV_2, TOTAL_IV_3

b. Dependent Variable: TOTAL_DV

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	546.077	4	136.519	14.653	.000[b]
	Residual	754.679	81	9.317		
	Total	1300.756	85			

a. Dependent Variable: TOTAL_DV

b. Predictors: (Constant), TOTAL_IV_4, TOTAL_IV_1, TOTAL_IV_2, TOTAL_IV_3

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	22.215	3.173		7.000	.000
	TOTAL_IV_1	.680	.189	.457	3.597	.001
	TOTAL_IV_2	.415	.252	.265	1.649	.103
	TOTAL_IV_3	-.323	.253	-.206	-1.275	.206
	TOTAL_IV_4	.257	.239	.163	1.074	.286

a. Dependent Variable: TOTAL_DV

Volume: 10 Issues: 73 [June, 2025] pp. 731 - 756
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107360

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	38.7172	48.9257	44.5930	2.53465	86
Std. Predicted Value	-2.318	1.709	.000	1.000	86
Standard Error of Predicted Value	.352	1.604	.684	.274	86
Adjusted Predicted Value	37.9996	49.0873	44.5299	2.59667	86
Residual	-7.95806	8.33946	.00000	2.97969	86
Std. Residual	-2.607	2.732	.000	.976	86
Stud. Residual	-2.661	2.992	.010	1.011	86
Deleted Residual	-8.28971	10.00043	.06311	3.19792	86
Stud. Deleted Residual	-2.768	3.153	.011	1.025	86
Mahal. Distance	.139	22.494	3.953	4.189	86
Cook's Distance	.000	.357	.015	.041	86
Centered Leverage Value	.002	.265	.047	.049	86

a. Dependent Variable: TOTAL_DV