Getting to Know from Our Millennials Students: Different Perception of Career Expectations and Career Goals

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ABSTRACT

Research on career expectations and career goals was becoming a concern for practitioners in the Human Resource Management field. A career is important because it is a need that must be cultivated in an employee, to be able to boost their performance. Meanwhile, based on their characteristics, employees have different views about career expectations and goals. This study aims to analyze career expectations and goals from the perspective of the millennial generation based on gender, achievement and domicile. This study involved 200 students of the final semester at universities in the city of Semarang and measured their perceptions of career expectations as to future employees by using the SPSS Two-Sample Independent Mean Test for the average difference test. By using the average difference test, this study found that perceptions of career expectations differ based on gender and achievement. Implication and future research agenda provided for the direction of future work.

Keywords: *Career Expectations, Career Goals, Individual Characteristic, The Millennial Generation*

INTRODUCTION

In the current world of work, generation X or the generation of Baby Boomers, namely the generation born 1965-1980 will enter an unproductive age for work and begin to retire. The workforce will be replaced by generation Y born in 1980-1999 where this generation is the children of generation X. According to the National Family Planning Agency (BKKBN), Indonesia will have a demographic bonus with a time between 2020-2030. At that time, the workforce age between 15-64 years reached 70 per cent, while the remaining 30 per cent were unproductive people (Ministry of Women's Empowerment and Child Protection & Central Statistics Agency, 2018). Thus, the millennial generation will become the largest workforce in Indonesia.

The millennial generation has very different characteristics from the previous generation. Therefore, companies that want to recruit the millennial generation must have a strategy to attract them. The challenge for organizations is to create agile leadership in the future for change, a collaboration between generations in work processes, and the role of sharing knowledge and information (Kornelsen, 2019). Given their characteristics are influenced by the events that define their lives (for example, globalization, rapid technological advances, increasing demographic diversity). Besides, millennials are the types of people who are multitasking, like to live dynamically and move fast (Widhianingtanti, 2017).

Technological advances and the fast-paced lifestyle of the millennial generation have made them have high hopes for their future careers. This study aims to analyze perceptions of career expectations and goals from the perspective of prospective millennial workers. Perceptions of career expectations and goals are further differentiated based on demographics, namely gender, achievement and domicile. This is important because the company can use it to find a picture of the hopes and goals of millennials as prospective employees, whether these demographic differences make them have different perceptions or not so that companies can develop strategies or policies within the company that can match their hopes and career goals.

LITERATURE REVIEW

Millennial Rewards, Expectations and Career Goals

Millennials have realistic expectations of work, the first salary they receive, a good work environment, new experiences gained, fast career prospects, benefits or wages that are in accordance with the performance they are doing, security at work, and perceived job benefits (Ng et al., 2010). However, these career expectations are based on their demographic factors, (i.e. based on gender, region of origin, Grade Point Average, work experience and years of study) and academic performance (Ng et al., 2010). They want to be rewarded and want rewards according to their abilities, they can also work productively and are dedicated to the company if the company can help them achieve a work-life balance.

As the generation that wants everything to be done quickly and can get everything they want, it can be a problem for companies because they can move to another company if they do not get what they expect in a short time. Millennials are more ambitious and therefore more likely to seek career opportunities actively in organizations. Thus, career development becomes an important motivator for the millennial generation (Wong et al., 2008). The desire to get the opportunity to advance in a better position in a short time, and also to have a lot of experience and work in a company that has a good reputation. Hence, these problems make the millennial generation not commit to their work and choose to move workplaces to get the better one as their expectations. Dries et al. (2008) note that millennials increasingly expect meaningful and challenging jobs that generate learning opportunities and help them advance their careers. Challenging jobs with new positions are very desired by them because to achieve a good position, requires a willingness to move to a new, better role and with new experiences. According to Chawla et al. (2017), millennials prefer companies that provide their career aspirations. In addition, they are also more materialistic about high salaries to motivate them to work.

The opportunity to learn, grow and experience new things is hope for millennials in developing their abilities. In addition, millennials seem to be looking for opportunities to broaden their horizons, work mobility and international assignments. Self-development of employees is also good for the development of the company because if employees have more abilities, they can do their jobs well and with various types of work. According to Bai et al. (2018), millennial employees are very concerned about personal career development and are eager to have training opportunities to develop and perfect themselves. Ozcelik (2015) also explained that career development is important for the millennial generation, this is related to the development and mentoring policies that can encourage skill development and maintain control over planning. As prospective employees, the millennial generation will see and seek information regarding the conditions in the company. A pleasant office atmosphere, flexible, not monotonous, and a good work environment can make millennials feel at home and commit to working at the company. They are not the same as the generations before them who only worked and prioritized the salary they got. The millennial generation wants to work comfortably, with a flexible work environment that can make them enthusiastic about working and improve their performance. The career goals of the millennial generation will also be different from previous generations, namely with the success they want to achieve so that they are motivated to get a high position and receive awards.

Work Environment, Millennial Career Expectations and Goals

Another hope of the millennial generation in their careers is that they want someone who can guide them in doing their work and in this case, a boss is very important as their mentor. Millennials do not want a boss who only gives orders and wants to be respected. They want a mentor or person who not only views employees based on their position but who is also able to explore the potential of employees and can provide constructive feedback to motivate employees to improve their performance. (Hannus, 2016) states that millennials feel motivated when they get personal feedback and attention, there is mentoring and empowerment for themselves, transparent and open communication with superiors, and there is intrinsic motivation that encourages them to work. They want a supportive work environment that allows them to achieve a progressive career path.

According to Epstein (2010), a supportive work environment is a place that convinces them with recognition, appreciation for achievement and a progressive career path. Millennials also prefer clear structures and tend to choose careers that provide them with stability for their professional life. In addition, millennials also have a great desire to socialize with their colleagues and superiors. Organizations wishing to attract and retain a new generation of employees need to take a close look at their total benefits package including salaries, benefits, learning and development opportunities, and the work environment (Brewer, 2012). The very high expectations of the millennial generation when they will enter the world of work make companies that want to recruit them have to make innovations and make the right policies that can be easily accepted by the millennial generation who do not like a high formality. They prefer flexibility in their work and can socialize well with colleagues and superiors. Based on the above background, this study aims to find out the career expectations of the millennial generation and what their career goals will be when they will work in a company related to their demographics.
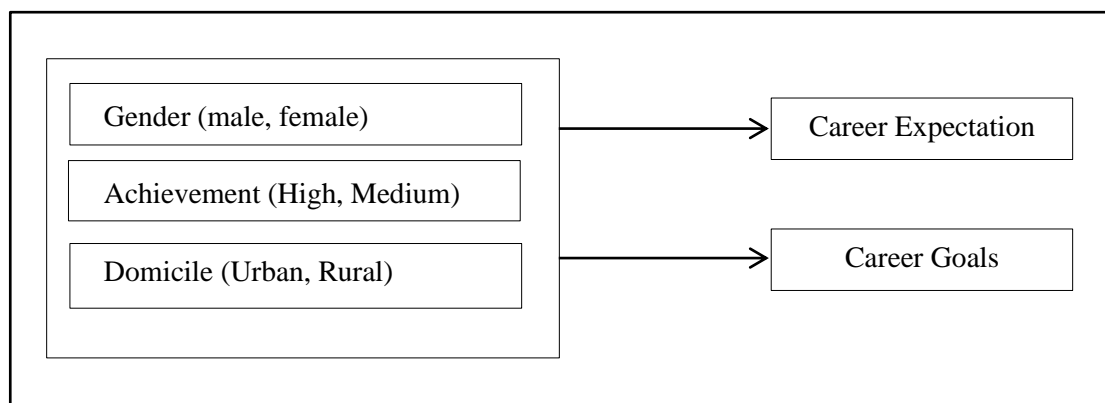

Figure 1: Research Model

Based on the research model, the hypotheses were developed.
H1: There is a difference in career expectation based on gender
H2: There is a difference in career goals based on gender
H3: There is a difference in career expectation based on achievement
H4: There is a difference in career goals based on achievement
H5: There is a difference in career expectation based on domicile
H6: There is a difference in career goals based on domicile

The research model is depicted in Figure 1. This model has never been made by previous researchers. It explains that based on the demographics (gender, achievement, and domicile) of the millennial generation, there are factors behind the different perceptions of expectations and goals in their careers for their future work.

METHODOLOGY

This research was conducted by distributing questionnaires to 200 respondents. Respondents in this study were millennial students of the final semester in Semarang, Indonesia. The selection of respondents was assumed because students are prospective workers in the future, who are thought to have unique career perceptions and career goals that are different from previous generations. Demographic profiles of respondents are presented in Table 1.

Table 1: Demographic Profile of Respondents

Demographics	Frequency	Percent (%)
Gender		
Male	100	50%
Female	100	50%
Achievement		
> 3.5 (High-Grade Point Average)	115	57.5%
<3.5 (Medium Grade Point Average)	85	42.5%
College		
Public Universities	34	17%
Private Universities	165	82.5%
Officials	1	0.5%
Domicile		
Urban	65	32.5%
Rural	135	67.5%

Based on Table 1, this study looks for a comparison of the demographic average consisting of gender, achievement and domicile. The respondents consist of 100 male students and 100 female students, with a High-Grade Point Average of 115 students and a moderate Grade Point Average of 85 students. There are 34 students from public universities, 165 students from private universities and 1 student from an official. From their area of origin, there are 65 students from urban areas and 135 students from rural areas.

Measurement

The measurement of this research variable is the Career Expectation variable, with indicators including financial rewards, professional recognition, social values, personality, self-esteem (Siregar, 2018). Career goals variable, with indicators ability, expertise, experience, certification (Lent et al., 1994). This indicator is measured by using 5 Likert scales, from Strongly Disagree to Strongly Agree.

Validity and Reliability Analysis

The validity test is conducted to measure the validity or invalidity of a questionnaire. To test the validity, this study used the SPSS program. This analysis is done by correlating or linking each item's score with the total score. The total score is the sum of all items. Question items that have a significant correlation with the total score indicate that these items can provide support in revealing what they want to reveal. If r-count $\geq$ r-table (2-sided test with sig. 0.05) then the instrument or question items produce a significant value to the total score (categorized as valid). The use of reliability testing is to assess the consistency of objects and data, whether an instrument that is used several times to measure the same object will produce the same data or not.

Variable Description Analysis

According to (Ghozali, 2009) this analysis aims to provide an overview or describe the data in variables seen from the mean, minimum, maximum and standard deviation values. This method can be used through a questionnaire distributed to respondents and then processed using a 5-Likert scale.

Difference Test Analysis Test of the Mean of Two Independent Samples

Two Independent Sample Mean Test is a type of statistical test that aims to compare the mean of two groups that are not paired or not related to each other. Not in pairs means that the research is carried out for two different sample subjects. The samples tested in this study were differences in gender, Grade Point Average and area of origin towards career expectation and career goals. In this different test, we look at the t-test whether there is a difference in the average or not.

RESULTS AND ANALYSIS

Descriptive Statistics of Career Expectation Variable

Table 2: Answer Index Value from Career Expectation

NO	Career Expectation Variable Indicator	S	Respondent's Answer Scale of Career Expectation Variable					Total	Index Value
			1	2	3	4	5		
1.	If I work, I want a salary that is equal to my abilities	F	2	4	14	83	97	200	
		% (FXS)	2	8	42	332	485	4.35	High
2.	If I work, I want recognition for the professionalism I have	F	1	6	30	97	66	200	
		% (FXS)	1	12	90	388	330	4.11	High
3.	If I work, I want to be able to work as well as be able to channel my hobby	F	1	2	12	74	111	200	
		% (FXS)	1	4	36	296	555	4.46	High
4.	If I work, I want a career position that can provide an opportunity to be able to balance my career and life	F	1	1	11	82	105	200	
		% (FXS)	1	2	33	328	525	4.45	High
5.	If I work, I hope that my career will have an impact on changing my social status and my life	F	3	3	15	65	114	200	
		% (FXS)	3	6	45	260	570	4.42	High
Average of variable values								4.36	High

In Table 2, it can be seen that the average score is 4.36, which means that student expectations of a career are high. Therefore, it can be interpreted that, students have very high expectations for their careers when they work. This is also reinforced by the indicator of wanting a salary equal to that of a woman with an average of 4.35, and the indicator of expecting recognition of professionalism with an average of 4.11. The indicator of students can work as well as channel their hobbies has an average of 4.46, the indicator of students can balance career and life has an average of 4.45 and the indicator of students hope that their career can change social status and life has an average of 4.42.

Descriptive Statistics of Career Goals Variable

Table 3: Answer Index Value from Career Goals

No	Career Goals Variable Indicator	S	Respondent Response Scale Variable Career Goals					Total	Index Value
			1	2	3	4	5		
1.	In my career, I hope to have the ability to do various jobs and be able to do various life activities (work and non-work).	F	4	3	20	105	68	200	
		% (FXS)	4	6	60	420	340	4.15	high
2.	In my future career, gaining skills is my goal	F	1	5	22	99	73	200	
		% (FXS)	1	10	66	396	365	4.19	high
3.	In my career, getting work experience as well as valuable life experience is my goal	F	2	1	17	75	105	200	
		% (FXS)	2	2	51	300	525	4.40	high
4.	In my future career, certification is a guarantee to get recognition of my work professionalism	F	2	13	55	90	40	200	
		% (FXS)	2	26	165	360	200	3.77	high
5.	In my future career, becoming a leader is my career goal	F	4	13	62	70	51	200	
		% (FXS)	4	26	186	280	255	3.76	high
6.	In my career, working in a company that has a high reputation is my career goal	F	1	13	52	79	55	200	
		% (FXS)	1	26	156	316	275	3.87	high
Average variable index value								4.02	high

In Table 3, it can be seen that the average score is 4.02, which means that the student's career goals are high. Therefore, students have high career goals when they work later. This is also reinforced by the indicator of having the ability to be able to do various jobs and life activities (work and non-work) with an average score of 4.15, and the indicator of gaining skills as a career goal with a score of 4.19. The indicator of certification is a guarantee of getting professional recognition has an average of 3.77, the indicator of being a leader is a career goal has an average of 3.76, and the indicator of working in a company that has a high reputation as a career goal has an average 3.87. Also, the indicator of gaining work experience as well as life experience is valuable as a career goal has an average of 4.40. This indicator has a high score compared to other indicators, this shows the goal of millennial career, which is to get valuable experience when they work later and this is in accordance with the character of the millennial generation who likes new and challenging things to be able to add experience and skills.

Validity Test

Validity testing was carried out with the help of a computer using the SPSS for Windows Version 16.0 program. In this study, the validity test was only carried out on 200 respondents. Decision making was based on the value of r-count (Corrected item-total Correlation)> r -table of 0.1161, for df = 200–2 = 198; = 0.05 then the item / question is valid and vice versa.

Table 4: Validity Test Results

Items	Corrected item value Total Correlation / r-count	Sig.	r- table	Criteria
Career Expectation				
1. CE1	0.655	0,000	0.116	Valid
2. CE2	0.716	0,000	0.116	Valid
3. CE3	0.643	0,000	0.116	Valid
4. CE4	0.706	0,000	0.116	Valid
5. CE5	0.628	0,000	0.116	Valid
Career Goals				
1. CG1	0.589	0,000	0.116	Valid
2. CG2	0.621	0,000	0.116	Valid
3. CG3	0.565	0,000	0.116	Valid
4. CG4	0.629	0,000	0.116	Valid
5. CG5	0.649	0,000	0.116	Valid
6. CG6	0.672	0,000	0.116	Valid

Based on Table 4, it can be seen that all questions on the variable career expectation and career goals have a valid status and are in accordance with this study because the value of r-count (Corrected item-total Correlation) is > r-table that is 0.116.

Reliability Test

Table 5: Variable Reliability Test

No.	Variable	r-alpha	critical	Criteria
1.	Career Expectation	0.822	0.600	Reliable
2.	Career Goals	0.839	0.600	Reliable

Based on Table 5, the reliability test was carried out on the question items that were declared valid. A variable is said to be reliable if the answers to the questions are always consistent. Thus, the result of the Career Expectation instrument reliability coefficient is 0.822, the Career Goals instrument is 0.839, it turns out to have a "Cronbach Alpha" value greater than 0.600, which means that both instruments are reliable or meet the requirements.

HYPOTHESIS TESTING

Test Description Statistics by Group

Table 6: Description of Statistics by Group

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Mean Error
Career Expectation	Female	100	22.35	1,992	.199
	Male	100	21.20	2,878	.288
Career Goals	Female	100	24.42	2,709	.271
	Male	100	23.84	3,584	.358

	Achievement				
Career Expectation	Medium Grade Point Average	85	21.32	2,647	.287
	High Grade Point Average	115	22.11	2,405	.224
Career Goals	Medium Grade Point Average	85	23.98	3,366	.365
	High Grade Point Average	115	24.24	3,048	.284
	Domicile				
Career Expectation	Rural	135	21.66	2,595	.223
	Urban	65	22.02	2,408	.299
Career Goals	Rural	135	23.96	3,171	.273
	Urban	65	24.49	3,197	.397

In table 6, the mean value of the Career Expectation variable for the females is 22.35 with a standard deviation of 1.992; While the average for males was 21.20 with a standard deviation of 2.878. Furthermore, in the Career Goals variable, the mean of females was 24.42 with a standard deviation of 2.709, while the mean value of males was 23.84 with a standard deviation of 3.584. The mean value of the Career Expectation variable on a moderate Grade Point Average was 21.32 with a standard deviation of 2.647; while the mean value of High-Grade Point Average is 22.11 with a standard deviation of 2.405. In the Career Goals variable, the mean value of Grade Point Average was 23.98 with a standard deviation of 3.366; while the mean value of High-Grade Point Average is 24.24 with a standard deviation of 3.048. The mean value of the Career Expectation variable in rural areas is 21.66 with a standard deviation of 2.595; whereas the mean value of Urban is 22.02 with a standard deviation of 2.408. In the Career Goals variable, the mean value of the rural area is 23.96 with a standard deviation of 3.171; while the mean value of Urban is 24.49 with a standard deviation of 3.197.

Table 7: Results of the Independent Sample t-Test

Hypothesis	variable	t-test for Equality of Means	
		Sig. (2-tailed)	Mean Difference
Gender			
H1	career expectation	.001	1,150
H2	career goals	.198	.580
Achievement (GPA)			
H3	career expectation	.028	-795
H4	career goals	.559	-267
Domicile			
H5	career expectation	.353	-356
H6	career goals	.265	-.537

The results of the above indicate that H1 sig = 0.001 <0.05 means that there is a difference in career expectation in gender (H1 is accepted), H2 sig = 0.198> 0.05 means that there is no difference in career goals in gender (H2 is rejected), H3 sig = 0.028 <0.05 means that there is a difference in career expectation on achievement (GPA) (H3 is accepted), H4 Sig = 0.559> 0.05 means that there is no difference in career goals in achievement (H4 is rejected), H5 sig = 0.353> 0.05 means there is no

difference in career expectation at domicile (H5 is rejected), H6 sig = 0.265> 0.05 means that there is no difference in career goals at domicile (H6 is rejected).

DISCUSSIONS

Are there different perceptions of the millennial generation about career expectations and career goals based on their demographics? In terms of career expectations, women expect a balance in their careers and lives compared to men, women have to divide their time to take care of the household and do their jobs (Utamidewi, 2017), it is because their goal is not solely their life is for a job. Meanwhile, men will feel more satisfied if they achieve more in their work. In Indonesian culture, which is predominantly Muslim, a man is the head of the household in the family, in addition to working, it is worship by working, a man can also provide support for his family because it is an obligation. For a woman, she can work and help to meet the needs of the family but on the one hand, women must also be able to take care of the household and children so that women who earn a living have a heavier burden because they carry out multiple roles, therefore why do women expect a balance between career and work than men. According to (Gusti, 2018) women are more likely to become civil servants and men are more into the private sector because women prefer careers where they feel comfortable and satisfied in the position they have, even though the position is not at the top of the organizational hierarchy. While men are quite ambitious in achieving their careers, because for men career is their life, careers for men will show a self-identity, while women are considered to live their careers in a way that is not as ambitious as men (Hapsari, 2010). By becoming a female civil servant, she will get a job that is in accordance with her abilities so that she has the same position as men. Men who have career ambitions will prefer to work in the private sector and feel challenged to be able to occupy high positions.

A student's Grade Point Average score is often used to determine academic awards, such as lists of honors, class rankings, or Latin honors. Higher achievers and those with experience expect higher salaries and are less likely to accept less than ideal positions. Because the Grade Point Average is used as an award, people who have a High-Grade Point Average tend to have high expectations regarding their career and also the income they will get. People who have their medium or low-Grade Point Average choose a career that is not in accordance with their profession and their career goals will be different from people who have a High-Grade Point Average (Siregar, 2018).

In rural communities, they have high compliance and loyalty to the company in the hope that when they devote themselves to the organization or company, they will get high income and benefits provided to them. The difference between urban communities and those from rural areas, namely culture and habits between the two of course can make them have different career goals. According to (Ng et al., 2010), people from rural areas are much more motivated to achieve their career goals to improve their social strata.

CONCLUSIONS

Based on the analysis and discussion above, the following conclusions can be drawn in this study. In the hope of a career, the millennial generation hopes to be able to work as well as be able to channel their hobbies also they want their career to change their social status and their lives for the better and there is a balance between career and life. This could be caused by several factors from their background, such as family economy, neighborhood, parents' job or even encouragement or the desire of parents to choose a certain job. Working in accordance with a hobby or passion can make someone more enthusiastic about a job so that it can increase productivity at work. The character of the millennial generation who is flexible and wants freedom can be a factor, they also get stressed easily if there is too much stressful work.

The career goals of the millennial generation based on demographic differences (Gender, Grade Point Average, Region of Origin) showed that mostly, the highest career goals for the millennial generation are to gain work experience as well as valuable life experiences. This is because the character of the millennial generation always wants to keep trying something new, but this can be a threat to the company they work for. Therefore, to overcome their habits and character, the company must be able to make them feel comfortable working in the company so that they will remain loyal and do not leave the company at any time. The provision of training and development programs can be carried out by companies to provide new skills to employees so that employees can hone their skills and do various other jobs. Millennial generations who like challenges and new things will be more motivated to work productively. The company must also be able to provide rewards for the achievement of their work so that they are less likely to leave the company because everything they want has been facilitated by the company.

RESEARCH RECOMMENDATIONS

For Researchers

Researchers who will conduct similar research should be able to expand the object of research by examining students covering all parts of Indonesia. This is intended so that the results obtained from the research can be generalized and can describe completely and thoroughly the hopes and goals of the millennial generation with what factors influence them. The results of this research are also expected to be developed for further research.

For Companies

Companies must strive to provide their best facilities, which are in accordance with the character of the millennial generation both from wages/salaries, a pleasant work environment, a boss who can also be a good mentor, giving benefits, challenging work, training to be able to develop or hone abilities others, kind and helpful colleagues, and opportunities for promotion. If they feel comfortable and all their hopes and career goals are fulfilled, they are unlikely to move to another company, besides that it can increase work productivity and loyalty to the company.

Based on the results of the research above, most millennial students have the same career goals, which are to gain valuable work and life experience. Therefore, it is recommended that companies provide training and development for employees to improve their abilities or even provide new skills for employees to be able to do various kinds of work.

RESEARCH LIMITATIONS

In this study, the demographic classification is less specific and the difference in domicile still used the perceptions of the respondents, as well as the lack of data on the respondents' backgrounds which can be a factor regarding their hopes and career goals. The limited coverage of the research area is the sample of several universities in Semarang, Indonesia. Meanwhile, there are still many universities that have not been explored and a large number of universities in Indonesia.

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