



## THE EFFECT OF EMOTIONAL INTELLIGENCE, AND SOCIAL SUPPORT ON CAREER READINESS WITH SELF-EFFICACY CAREER READINESS AS MEDIATION VARIABLES

Dwi Sesri Andini\*<sup>1</sup>, Hendra Lukito<sup>2</sup>

Universitas Andalas, Indonesia\*<sup>12</sup>

[dwisesriandini2222@gmail.com](mailto:dwisesriandini2222@gmail.com)\*<sup>1</sup>, [hendralukito@eb.unand.ac.id](mailto:hendralukito@eb.unand.ac.id)<sup>2</sup>

**Abstract:** The work readiness of final-year students shows the quality of available human resources. This research aims to determine the influence of career readiness on the dependent variables and the mediating relationship for the variables of emotional independence, social support, and career decision self-efficacy. Meanwhile, the mediating relationship between emotional intelligence and social support on career readiness through career decisions for undergraduate students at Andalas University. The method of collecting data in this study was by distributing questionnaires to 245 student respondents. The research approach used is correlation investigation to find the relationship between variables. The data collection method for the sample is probability sampling with a simple random sampling technique and using SmartPLS software. The data analysis process used is descriptive analysis and PLS analysis. PLS analysis using the Inner model, outer model, and hypothesis testing. This study has seven hypotheses. Four of them are supported, and three are not supported. The results of this study indicate a positive and significant relationship between social support on career decision self-efficacy and social support on career readiness. At the same time, there is also a mediating relationship between social support on career readiness through career readiness self-efficacy. However, there is no relationship between emotional intelligence variables on career readiness, career readiness, and mediation relationships.

**Keywords:** Career Readiness; Emotional Intelligence; Self-efficacy of career decisions; Social Support

### INTRODUCTION

The development of human resources today is the principal capital in preparing an organization (Dessler, 2013). Quality human resources will make the wheels of the organization run well. An organization will be difficult to run without human resources even when other resources are available. An organization without human resources is like a vehicle without a driver. However, it does not stop there; human resources must be qualified (Robbins & Judge, 2013). Human resources cannot be separated from the workforce, but unemployment will be created if the workforce does not have a job. The condition of the high unemployment rate related to the demographic bonus that Indonesia will experience in 2020-2035 (Dewi et al., 2018), of course, has a significant impact on the sustainability of the Indonesian economy. A demographic bonus is a condition where the productive age dominates a country compared to the non-productive age. The dependence ratio to productive age is higher when there is a more productive age. Productive age is the age range of 15-64 years. Also, working productive age will increase a country's production (Summers & Falco, 2018). Increased production also increases the economy. If this productive age cannot be independent, it will increase the burden of a country. However, if this productive age becomes qualified and reliable human resources, the productive age will make the burden on the State lighter (Sarmita, 2017) because of the large number of working-age productive people. Nevertheless, productive age can be said to be a disaster or a gift. It is said to be a disaster if the quality of human resources is not prepared properly

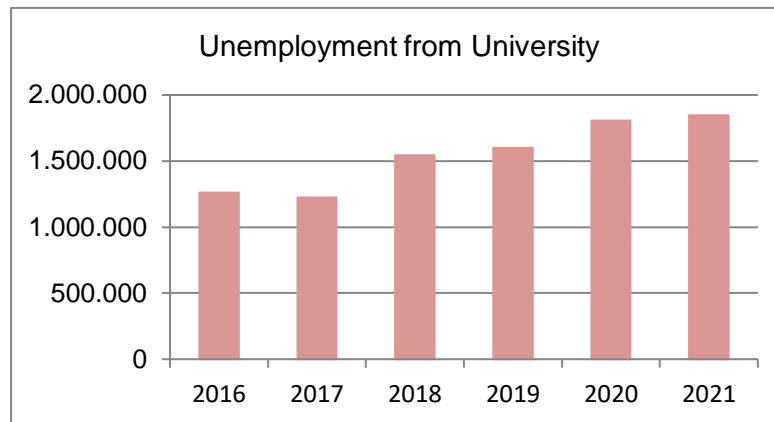
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and one way to prepare the quality of human resources is to make HR career readiness. Below are data showing the highest level of unemployment by education:



**Figure 1. Unemployment from University**

Source: (BPS, 2021)

Many factors make a person ready to pursue a post-graduation career, one of which is emotional intelligence (Masole & Dyk, 2016). Emotional intelligence is an individual's ability to manage personal emotions and deal with the emotions of others. Individuals with high emotional intelligence can work well (Putri, 2016) and easily interact with others. Individuals will meet many people when working, and emotional intelligence is undoubtedly needed.

Individuals' social support varies from parents, family, and environment to friends. Families, especially parents, have a significant role in shaping individual character. This is because when a child has a solid imitating ability, it is when the individual is in parental care. A factor that also affects individual career readiness is self-efficacy. Self-efficacy is a person's belief in his ability to carry out a task and produce outstanding achievements (Mathis et al., 2016). The term self-efficacy in the career world has changed to career decision self-efficacy, namely career decisions such as opportunities, resources, obstacles, and the ability to manage difficulties that ultimately affect career goals so that a new theory is formed, namely career decision self-efficacy.

This study uses a mediating variable in which this variable mediates the relationship that occurs between the independent variable and the dependent variable. The mediating variable has an indirect effect. So, the relationship between the independent variable and the dependent variable is influenced by one variable called the mediating variable. The object of this research is the final student of S1 Andalas University. The exploratory stage, which is vulnerable to interference and in dire need of social support, is the developmental stage of adolescence and early adulthood (Dogra & Yadav, 2018). Final-year students are individuals aged 20-24 years. Based on the data below, the age of final-year students is the age with a high unemployment rate. Even though it is second after the age of 15-19, the unemployment rate for the 20-24 age group cannot be ignored.

Andalas University, as a quality university in practice, can graduate quality graduates and have high competitiveness. To have high competitiveness, students should have prepared themselves before entering the world of work. Based on research conducted by the Tracer study conducted by the UPT Career and Counseling Center in 2018 there were 3.86% of graduates got jobs after graduation, and 48% of graduates directly worked from each faculty. While in 2017, graduates took three



months. The average waiting period in 2016 to get the first job was 4.5 years after graduation. This waiting period can be categorized as standard and shows that Andalas University graduates can compete well.

Based on the phenomena above, the authors want to know further how the influence of Emotional Intelligence, Social Support, and Self efficacy of career decisions (Self-efficacy of career decisions) on the Career Readiness of final students of S1 Andalas University. To determine the effect of emotional intelligence and social support on self-efficacy of career decisions. Then to determine the effect of emotional intelligence, social support, and self-efficacy of work career decisions on career readiness and determine the effect of emotional intelligence and social support on career readiness with the mediating variable Self-efficacy of career decisions for final year undergraduate students at Andalas University.

### **METHODS**

This study uses quantitative methods. According to (Hair et al., 2021), quantitative research examines various phenomena converted into numbers and then analyzed mathematically. As for the approach, the type of research chosen is the correlational investigation method. According to (Zikmund et al., 2013), Correlational studies are research that aims to find and find relationships related to each variable, such as influencing, mediating, or moderating relationships. Collecting data using cross-sectional data is enough only once in a certain period, so there is no need for repeated data collection. In this study, the independent variable is emotional intelligence and social support, the dependent variable is career readiness, and the mediating variable is CDMSE. The object or population in this study is students in the final year of S1 Andalas University. While for a good number of samples (number of indicators + number of latent variables) \* (5 to 10), based on that guideline, the number of samples obtained is 245 (Hair et al., 2012). Sampling method. This study uses the Probability sampling method, while the data collection technique through the questionnaire form is a list of written questions whose answers are recorded by the respondents.

There are two ways of technical analysis of the data: descriptive analysis and PLS analysis. The descriptive analysis attempts to describe and process the available raw data. Next is the PLS analysis, which processes the data not based on many assumptions. PLS can see the relationship between latent variables, which can also test the theory. The PLS model tests the structural model (A structural model), also known as the inner model, whose data comes from distributing questionnaires and is then processed and analyzed with smartPLS 3.0 software (Ali et al., 2018). After that, the structural model is tested to prove the R-Square value. Assessment with PLS testing begins by looking at the value of the outer loading for each latent dependent variable. These statistics show the extent to which exogenous constructs explain endogenous constructs.

### **RESULTS AND DISCUSSION**

The mean and standard deviation values of emotional intelligence variables are 4.16 and 0.817. ThisThis means that the emotional intelligence of final-year undergraduate students at Andalas University is very good.

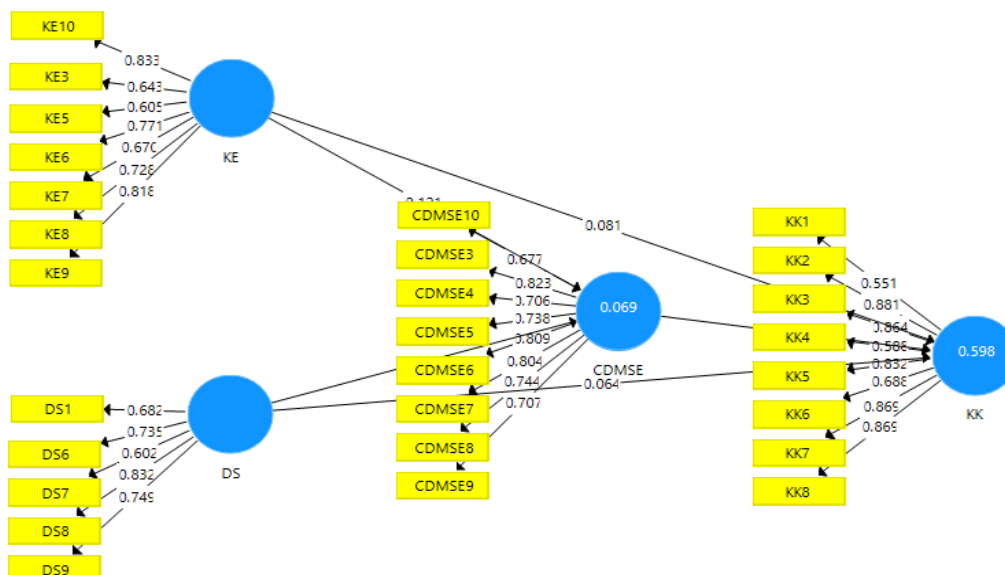


**Table 1. Descriptive Analysis**

Variable	Mean	Standard Deviation	%tcr	Category
Emotional Intelligence	4,16	0,817	83,12	Very high
Social Support	4,15	0,86	83,0933	Very high
Career Readiness	3,94	0,834	78,87	High
Self-Efficacy Career Decision	3,95	0,8385	78,954	High

Source: Data processed by the author (2022)

The social support variable was found to have an average was 4.15, and a standard deviation was 0.860, meaning that according to TCR it can be categorized as very high. The statement with the highest score is in statement 1, "I get direct material assistance from family members" with an average of 4.30 and a TCR of 86.04. The variable of career readiness of final year undergraduate students at Andalas University found that the average was 3.94 or TCR of 78.87%, meaning that this can be categorized as high respondent's career readiness. The statement with the highest score is on the kk1 indicator, namely "already have a general picture of career interest" of 4.00 or TCR of 79.92. The variable of self-efficacy of career readiness of final year undergraduate students at Andalas University is 3.95 while the TCR is 78.954, so it can be categorized as high level. Of the 10 question items, there is statement number 4, which is "I believe I can choose one job from the list of jobs that I am considering" has the highest average score of 4.05 or tcr 81.06%, meaning that final-year undergraduate students at Andalas University can determine the job list of the many jobs under consideration. The statement indicator on each variable must be able to represent the statement for the variable. If it has a small value, the indicator with a small value should be excluded. The standard for the value of the indicator to be used is 0.50.



**Figure 2. Outer Loading**

Source: Data processed by the author (2022)



In the table above, it can be seen that the outer loading value is more significant than 0.50. This means that the indicator can represent the question indicator. In addition to looking at the outer loading value of an indicator, it is also necessary to look at the AVE value to prove if the indicator on that variable can be used. The AVE value has a value above 0.50 which means that the variable can be used

**Table 2. AVE Results After Testing**

	The average variance extracted (ave)
Career decision self-efficacy	0,567
Social support	0,524
Emotional intelligence	0,531
Career readiness	0,606

Source: Data processed by the author (2022)

The tests carried out are indicators of each statement and the relationship of indicators to the primary variable or latent variable. This test is called cross-loading. If the value is above 0.70 then the indicator for each question can represent the primary variable.

**Table 3. Discriminant Validity Value**

	SEKK	DS	KE	KK
SEKK10	<b>0,677</b>	0,151	0,162	0,45
SEKK3	<b>0,823</b>	0,186	0,117	0,653
SEKK4	<b>0,706</b>	0,11	0,14	0,558
SEKK5	<b>0,738</b>	0,216	0,076	0,579
SEKK6	<b>0,809</b>	0,16	0,127	0,592
SEKK7	<b>0,804</b>	0,226	0,179	0,628
SEKK8	<b>0,744</b>	0,208	0,123	0,579
SEKK9	<b>0,707</b>	0,146	0,119	0,542
DS1	0,16	<b>0,682</b>	0,064	0,174
DS6	0,177	<b>0,735</b>	0,213	0,206
DS7	0,107	<b>0,602</b>	0,199	0,138
DS8	0,21	<b>0,832</b>	0,213	0,217
DS9	0,179	<b>0,749</b>	0,207	0,186
KE10	0,088	0,222	<b>0,833</b>	0,123
KE3	0,066	0,224	<b>0,643</b>	0,116
KE5	0,056	0,12	<b>0,605</b>	0,121
KE6	0,231	0,149	<b>0,771</b>	0,256
KE7	0,126	0,168	<b>0,67</b>	0,161
KE8	0,064	0,227	<b>0,728</b>	0,112
KE9	0,09	0,208	<b>0,818</b>	0,123
KK1	0,402	0,274	0,188	<b>0,551</b>
KK2	0,688	0,182	0,21	<b>0,881</b>
KK3	0,632	0,128	0,217	<b>0,864</b>
KK4	0,486	0,238	0,106	<b>0,588</b>
KK5	0,602	0,193	0,131	<b>0,832</b>
KK6	0,496	0,222	0,252	<b>0,688</b>
KK7	0,682	0,223	0,131	<b>0,869</b>
KK8	0,7	0,2	0,178	<b>0,869</b>

Source: Data processed by the author (2022)



To be able to test discriminant validity, not only judging from the cross loading, but also from the Fornell-Larcker criteria where the correlation value must be higher than the value of other variables. so that the validity test with Fornell-Larcker criteria in this study can be used.

**Table 4. Results of Cross Loading Fornell-Larcker Method**

	<b>Self-efficacy career decision</b>	<b>social support</b>	<b>Emotional intelligence</b>	<b>Career readiness</b>
career self-efficacy decision	0,753			
Social support	0,235	0,724		
Emotional intelligence	0,172	0,248	0,729	
Career readiness	0,765	0,258	0,224	0,778

Source: Data processed by the author (2022)

In addition to testing the discriminant validity, but also on the reliability test.

**Table 5. Reliability Test Results**

	<b>Alpha Cronbach</b>	<b>composite reliability</b>
career self-efficacy decisions	0,89	0,912
Social support	0,771	0,845
Emotional intelligence	0,859	0,887
Career readiness	0,902	0,923

Source: Data processed by the author (2022)

Based on the table above, the composite reliability value of each variable has a value of > 0.70 while Cronbach's alpha is > 0.60, so it can be said that each variable has a good reliability value.

**Table 6. Inner Model Test Results**

	<b>R square</b>	<b>Customized r square</b>
Career self-efficacy decision	0,069	0,062
Career readiness	0,598	0,593

Source: Data processed by the author (2022)

Furthermore, after testing the outer model, the next step is to test the inner model. Based on the table above, it can be seen that the r-square value of the career decision self-efficacy variable is 0.069 and career readiness is 0.598. The greater the value of an r square, the greater the influence on other variables. The career decision self-efficacy variable has an r-square value of 0.069 or 6.9%, so it can be interpreted if the variables that affect the self-efficacy of career decisions are emotional intelligence and social support. At the same time, the remaining 93.1% is influenced by other variables not included in this study. The r-square value can be categorized (Hair et al., 2021)

The career readiness variable has an r-square value of 0.598 or 59.8%, which means that emotional intelligence, social support, and self-efficacy in career decisions affect career readiness by 59.8%. At the same time, the remaining 40.2% is influenced



by other variables that are not in this study. The r-square value of career readiness can be categorized into (Hair et al., 2021). There are seven hypotheses in this study. As for the research results, some are supported and those are not supported.

**Table 7. Hypothesis Test Results**

Hypothesis	Direction	Original sample (o)	Sample mean (m)	Standard deviation (stdev)	Tstatistic ( o/stdev  )	P values	Decision
H1	Emotional intelligence -> career decision self-efficacy	0,121	0,146	0,062	1,964	0,05	Not supported
H2	Social support -> career decision self-efficacy	0,205	0,213	0,069	2,989	0,003	Supported
H3	Career decision self-efficacy -> career readiness	0,736	0,736	0,037	19,839	0,005	Supported
H4	Emotional intelligence -> career readiness	0,081	0,085	0,042	1,953	0,051	Not supported
H5	Social support -> career readiness	0,064	0,063	0,046	2,394	0,005	Supported

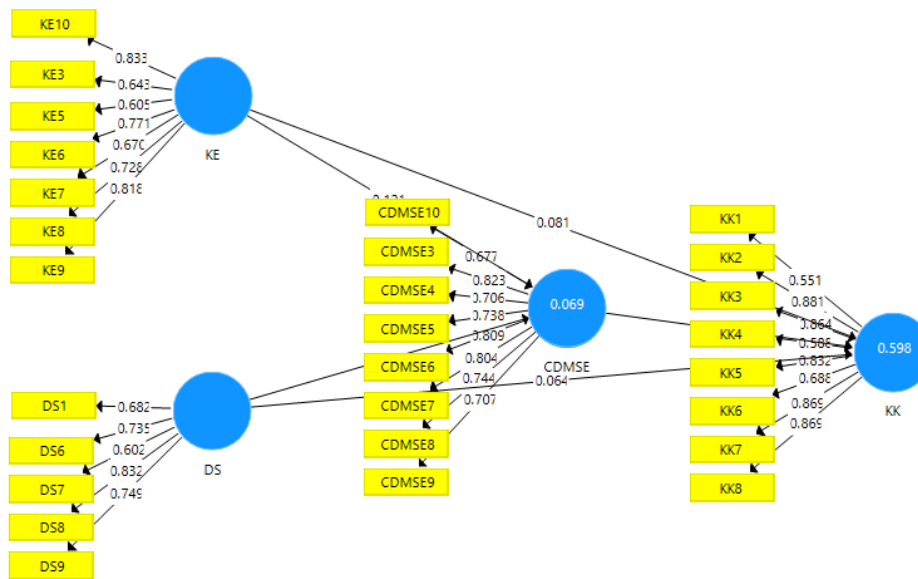
Source: Data processed by the author (2022)

In hypothesis testing, there are five direct test variables. The first hypothesis and the fourth hypothesis are supported because they have a P-Value smaller than 0.005. While the second, third, and fifth hypotheses have supported hypotheses.

**Table 8. Mediation Hypothesis Test Results**

Hypothesis	Direction	Original sample (o)	Sample mean (m)	Standard deviation (stdev)	Tstatistic ( o/stdev  )	P values	Decision
H6	Emotional intelligence -> career decision self-efficacy -> career readiness	0,089	0,108	0,047	1,91	0,057	Not supported
H7	Social support -> career decision self-efficacy -> career readiness	0,151	0,157	0,052	2,909	0,004	Supported

Source: Data processed by the author (2022)



**Figure 3. Model With Mediation Variable**  
 Source: Data processed by the author (2022)

The results of testing with mediation can be seen in the table below are as follows:

**Table 9. Test Results with Mediation**

Direction	Original sample (o)	Sample mean (m)	Standard deviation (stdev)	Tstatistic ( o/stdev  )	P values	Decision
Social support -> career decision self-efficacy -> career readiness	0,151	0,157	0,052	2,909	<b>0,004</b>	Supported

Source: Data processed by the author (2022)

The first hypothesis's results prove no relationship between emotional intelligence and career decision self-efficacy. Because the p-value is 0.872, high or low emotional intelligence is not influenced by career decision self-efficacy. So final-year undergraduate students at Andalas University with high emotional intelligence may have low self-confidence in deciding on a career. The same study was conducted by Sidek & Bakar (2020) on high school students in Malaysia. This study has no relationship between emotional intelligence and self-efficacy in career decisions. According to this study, the role of campus counselors does not play a role in producing mature career readiness, and the dissemination of information lacking in career counseling services is not evenly distributed to all students.

The results of testing the second hypothesis show a positive and significant relationship between social support and career decision self-efficacy because it has a t-value of 2,989. This means that the more social support students get in the final year of their undergraduate degree at Andalas University, the self-efficacy ability of career decisions they have will also be directly proportional to social support. This research





was also conducted by Kesuma et al. (2019). It has t statistics of 8.90. This means that this value has a value above 0.196 so there is a positive and significant relationship between social support and career decision self-efficacy. When full social support is given to support individual career readiness, it will directly make individuals believe that the chosen career decision is the best because this decision is supported by people who play a major role for the individual. Referring to the results of testing the third hypothesis, proves that there is a positive and significant relationship between career decision self-efficacy on career readiness. This means that the high self-efficacy ability of career decisions owned by final year undergraduate students at Andalas University will make career readiness also high.

Another research has been done by Mohan & Sahu (2019). This study's results indicate a positive and significant relationship between career decision self-efficacy and career readiness. Individuals with career decision self-efficacy have strong self-confidence and do not hesitate to face the career world. Self-efficacy in individual career decisions makes the stages of career preparation easier and does not experience significant obstacles. The results of testing the fourth hypothesis prove that there is a positive but not significant relationship between emotional intelligence and career readiness. This means that the better the emotional intelligence possessed by the final year undergraduate students at Andalas University, the career readiness they have will also be good and vice versa, but this does not affect it significantly.

Research conducted by Parmentier et al. (2019). They had a p-value of 0.40 means that there is no relationship between emotional intelligence and career readiness. The things that cause this hypothesis to not be supported are that final-year students are increasingly faced with the harsh reality of the world of work, mainly since this questionnaire was distributed during the COVID-19 pandemic, in which many people lost their jobs and were laid off, creating their fears for final year students. Another thing that also causes the rejection of this hypothesis is the high (indecision) career anxiety in final-year students, such as research conducted by Udayar et al. (2018) and Fabio et al. (2013). Based on the results of testing, the fifth hypothesis shows that there is a positive and significant relationship between social support and career readiness. The results of this study reveal that there is a relationship between social support and career readiness. Meanwhile, according to Guan et al. (2016) that the most contributing social support is the social support obtained from the family so when social support from the family is obtained correctly, it will affect the individual's confidence in setting a career. The social support that most contributes to individual development is the support given by parents. They provide not only material but also non-moral assistance so that if individuals get full social support, their career readiness will also be more vital.

The results of testing the sixth hypothesis prove that there is no mediating relationship between career decision self-efficacy on emotional intelligence and career readiness. This finding means there is no significant relationship through the mediation of career decision self-efficacy between emotional intelligence and career readiness, but it has a direct effect. At the same time, it is different from the research conducted by Santos et al. (2018) on 472 senior students at the United Kingdom University who had a p-value < 0.01 so that there was a positive and significant relationship with the self-efficacy of career decisions as mediation. The results of testing the seventh hypothesis prove that there is a mediating relationship between career decision self-efficacy and social support on career readiness. This finding means that the more social support you get, the better the career decision self-efficacy for final-year students—the better the career decision self-efficacy of students, the better the students' career readiness. The same study was conducted by Guan et al. (2016) with



the object of 731 scholars in China in the journal of vocational behavior with a t value of 11.06. The level of mediation in this study was partial, as well as the author's research, namely partially.

### CONCLUSION

Emotional intelligence has a positive and significant relationship to career decision self-efficacy. Social support has a positive and significant relationship with career decision self-efficacy. Career decision self-efficacy has a positive and significant relationship to career decision self-efficacy. Emotional intelligence has a positive but not significant relationship with career readiness. Emotional-social support has a positive and significant relationship with career readiness. There is no relationship between emotional intelligence on career readiness mediated by career decision self-efficacy. This explains that in this study, career decision self-efficacy cannot be an intermediary variable in the indirect effect of emotional intelligence on career readiness. However, it has a significant direct effect on emotional intelligence on career readiness. There is a relationship between social support on career readiness mediated by self-efficacy of career decisions. This shows that in this study the better social support, the better the career decision self-efficacy, the better the career decision self-efficacy, and better the career readiness of undergraduate students in the final year. So, there is a direct effect and an indirect effect on social support on career readiness.

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