

Charting the Course: STEM Interest Career Survey among Secondary School Students in Malaysia

ABSTRACT

STEM (Science, Technology, Engineering, and Mathematics) career interest has expanded in tandem with the rising emphasis on STEM education in schools and universities. Researchers investigated aspects and consequences connected to students' interest in STEM disciplines, which is critical for recognising their potential and inclination towards STEM subjects, particularly in the context of Malaysia's ongoing STEM education implementation. Kier et al. (2013) created the STEM-Career Interest Survey (STEM-CIS) as a theoretical framework for assessing STEM career interest. The STEM-CIS, which is based on the Social Cognitive profession Theory, takes into account factors such as profession choice, self-efficacy, outcome expectations, personal aspirations, and contextual factors. The STEM-CIS theory is made up of four sets of characteristics that describe careers in science, technology, engineering, and mathematics. These dimensions include self-efficacy, personal objectives, outcome expectations, interest in STEM courses, contextual support, and personal input. Understanding STEM career interest and using the STEM-CIS has important consequences for educational institutions, legislators, and career counsellors. This knowledge helps to produce a skilled and diversified workforce, which drives innovation and progress in STEM-related sectors.