



Career Decision Making of Senior Secondary School Students in Relation to their Self-Efficacy

Ranbir Singh, Research Scholar, Guru Kashi University Talwandi Sabo

Dr. Asha Yadav, Assistant Professor, Guru Kashi University Talwandi Sabo

ABSTRACT

This study intends to elaborate career decisions of senior secondary school students with respect to their self efficacy. The sample of the study is 12th grade students were involved in research located in the Bathinda, Barnala, Jalandhar and Amritsar districts of Punjab. The Career Decision-Making Questionnaire (developed by researcher) and Self Efficacy scale by Muris were administered to collect data. The findings indicate career decision-making and self-efficacy are positively correlated. It means that with increase in self-efficacy, there were increased in career decision-making. This study contributes to practitioners working in the field of career for theory or application and also for the parents and teachers.

Keywords: Self efficacy, Performance, Career decision.

INTRODUCTION

Adolescent period is full of anxiety, frustration, worries, complexes and conflicts. It is needed to help the student to understand their problems and does our best to help them in difficulties. At this stage student has to make beneficial decision by making their abilities. Student's capabilities like physical, mental, emotional and intellectual are very high and it depends on a student that how will he/she use these abilities to understand herself/ himself. Self – efficacy means how better a person will act in challenging situation and make purpose full decisions. A person self – efficacy is a strong determinant of their effort, determination; strategizing as well as their performance (Heslin&klehe, 2006). Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and to reach the goals. Psychologists have studied self – efficacy from several perspectives, noting various paths in the development of self – efficacy; the dynamics of self – efficacy, and lack thereof, in many different settings; interactions between self – efficacy and self – concept; and habits of attribution that contribute to, or detract from self – efficacy. Self – efficacy affects every area of human endeavour. By determining the beliefs a person holds

regarding his or her power to affect situations, it strongly influences both the power of a person actually has to face challenges competently and the choices of a person is most likely to make.

Characteristics of Self – Efficacy

Self – efficacy is a person’s belief in their ability to accomplish some specific goal or task. It generally corresponds to the level to competence can vary from one situation to another. Self – efficacy may not be completely accurate as it is assessing an individual’s general feelings of competence across a variety of situations or tasks.

Characteristics of High Self – Efficacy

- 1. Accurate self – evaluation:-** Individuals with high self – efficacy tend to be able to accurately evaluate their performance. They are neither overly critical nor overly positive but are able to examine themselves realistically in order to pursue self – improvement.
- 2. Self –confidence:-** They approach tasks or situations with a sense of their ability to be successful. This self – confidence tends to lead to more experience which increases their ability which leads to greater self – confidence.
- 3. Willingness to take risks:-** They understand that taking calculated risks increases the chances of success. As they are not fearful of failure or mistakes, reasonable risks can only increase self – efficacy.
- 4. Sense of accomplishment:-** They are often more successful due to the willingness to take risk and to pursue interests. Even if they fail or make mistakes they feel a sense of accomplishment because they view mistakes as opportunities to improve themselves.

Characteristics of Low Self –Efficacy

- 1. Fear of risks:** - Individuals with low self – efficacy see themselves as unable to be successful. As results, they are often unwilling to take risks or try new things because they are convinced that the result will be failure. This is particularly unfortunate because the main way to increase self – efficacy is through practice and experience.
- 2. Impression management:** - Impression management is the attempt to control how others might perceive you in order to be seen more positively. People with low self – efficacy feel they are not capable but may try to present a successful and competent image to others. They may try to hide mistake from others rather than learn from them which prevents them from increasing their sense of self – efficacy.
- 3. Fear of uncertainty:** - Low self – efficacy often is related to self – doubt and uncertainty. The individual doesn’t want to try without a guarantee of success.

4. Feeling of failure: - Those with low self- efficacy frequently have feelings of failure. As indicated above they might avoid or not try new things due to the risk involved. They are less likely to experience success and more likely to see themselves as a failure.

Components of self-efficacy

Academic self efficacy

“Academic self-efficacy” refers to a student’s sense of competence and confidence in the performance of class work. Academic self-concept refers to individuals’ knowledge and perceptions about themselves in academic achievement situations (Wigfield&Kamphatian, 1991). Academic self-efficacy refers to individuals’ convictions that they can successfully perform give academic tasks at designated levels (Schunk, 1991). Despite these clear and generally accepted definitions, educational researchers often struggle to identify the precise conceptual, operational and empirical differences between both judgments of self-perceived competence. In fact, some authors (e.g. Pajares, 1996) have suggested that, when studied within the same domain 9 e.g. mathematics), academic self-efficacy and academic self-concept might well be interchangeable concepts since both essentially measure the same cognitive construct (e.g., self-perceived competence). Other researchers argue that academic-self-concept and academic self-efficacy are clearly learning i.e. locus of control (internal vs. external causes), ‘ stability (long term vs. short term effects) and controllability (controllable vs. uncontrollable).

Emotional self-efficacy

Emotional self-efficacy (ESE) is an important aspect of emotional functioning, with current measures for children and adolescents focused on the measurement of self-beliefs Hi relation to the management of emotions. Emotional self-efficacy is marked by the ability to manage emotions internally, rather than externally. Younger children will typically “act out” their egoism by throwing temper—tantrums and screaming to express their displeasure: or by dancing and twirling around to express their delight in contrast, adolescents who have developed emotional self-efficacy will cope with their emotions internally by consoling and soothing themselves, congratulating themselves, and/or problem-solving a difficult situation. Emotional self-efficacy is demonstrated by expressing emotions in a mariner that is socially acceptable and appropriate to the circumstance. For instance, if someone were to receive a job promotion, it would be perfectly fine to jump around and dance with joy while at home, but not fine to behave this way in the boss’s office.

Social- Efficacy

Adolescence is a critical period where an individual is exposed to diverse of life experience. Social self-efficacy is a protective component that enhances healthy development and social functioning during adolescence. In addition, social self-efficacy is believed to have great influences on psychological adjustment and mental well-being of an individual. Social self-efficacy is an essential key aspect in possible correlation to social behavior. The adolescent with high social self-efficacy is believed to experience less social phobia that leads to productive social functioning. In the present research social self-efficacy lead to know how students can adjust in school environment or in society.

Objectives of the study

1. To study the difference in self – efficacy of senior secondary school students with respect to different demographic variables i.e. school, location, stream, gender.
2. To study the relationship of career decision making with self – efficacy of senior secondary school students.

Hypotheses of the study

1. There exists no significant difference in self – efficacy of senior secondary school students with respect to different demographic variables i.e. school, location, stream, gender.
2. There exists no significant relationship between career decision making and self – efficacy of senior secondary school students.

Sample: The present study was conducted in Punjab 4 districts including Bathinda, Barnala, Jalandhar and Amritsar. Investigator selected a sample of 580, grade 12th students, from selected senior secondary schools using the multistage cluster sampling.

Table 1. Detail of sample selected from high/ senior secondary schools

| Sr no | Name of District | Total No. Educational Blocks (cluster) | Number of Blocks selected Randomly | Number of schools selected Randomly from block | Total no. of schools selected from the district | Number of students selected Randomly from each school | Total Number of students selected from the district |
|-------|------------------|--|------------------------------------|--|---|---|---|
| 1 | Bathinda | 8 | 3 | 2 | 4 | 30 | 120 |
| 2 | Barnala | 3 | 1 | 1 | 4 | 25 | 100 |
| 3 | Jalandhar | 11 | 4 | 2 | 4 | 40 | 160 |
| 4 | Amritsar | 9 | 3 | 2 | 4 | 30 | 120 |

Methodology: In this study a Survey technique was used under the descriptive method of research. The permission of the respective heads of the institution was taken for collecting the data from their selected school students. Before administrating the tool, the adolescents were assured that their responses will be used only for the research purpose. The instructions related to questionnaire were given to all concerned students before conducting the test.

Tools: Career Decision making scale constructed and standardized by the investigator and self efficacy scale by Muris were used in this study.

Data analysis and interpretation:

Hypothesis – 1 There exists no significant difference in self- efficacy of senior secondary school students with respect to different demographic variables.

Table 1. Self- efficacy of senior secondary school students with respect to school

| School | Sample Size | Mean | S.D. | t-value | p-value |
|------------|-------------|-------|-------|---------|---------|
| Government | 250 | 96.91 | 70.64 | 3.87 | 0.005* |
| Private | 250 | 99.91 | 78.63 | | |

Source: Survey

df=498

*Significant at 0.05 level

Table 1. revealed that mean score of government school students was 96.91 which was found to be less than mean score of private school students i.e. 99.91. It indicates that in private sector, students have good capability to take their own decision in well manner in comparison to government sector. Application of t-test shows that t-value was 3.87 and p-value was 0.005, which shows significant difference' at 0.05 level.

Table 2. Self-efficacy of senior secondary school students with respect to location

| Location | Sample Size | Mean | S.D. | t-value | p-value |
|----------|-------------|-------|-------|---------|---------|
| Urban | 312 | 96.48 | 87.24 | 3.96 | 0.00* |
| Rural | 288 | 92.18 | 83.15 | | |

Source: Survey df=498 *Significant at 0.05 level

Table 2. revealed that mean score urban school students was 96.49 which was found to be more than mean score of rural school students i.e. 92.18. It indicates that in urban area students are having better facilities to enhance their learning, which helps them to take better decisions in comparison to rural area. Application of t-test shows t-value was 3.96 and p-value was 0.00, which shows significant difference at 0.05 level.

Table 3. Self-efficacy of senior secondary school students with respect to stream

| Stream | Sample Size | Mean | S.D. | t-value | p-value |
|---------|-------------|-------|-------|---------|---------|
| Science | 292 | 97.63 | 84.72 | 5.26 | 0.05* |
| Arts | 308 | 92.24 | 88.84 | | |

Source: Survey df=498 *Significant at 0.05 level

Table 3. the result revealed that mean score science stream students was 97.63 which was found to be more than mean score of arts stream students i.e. 92.24. It indicates that science stream students are more capable to use their capabilities in comparison to arts stream students. Application of t-test shows t-value was 5.26 and p-value was 0.05, which shows significant difference at 0.05 level.

Table 4. Self-efficacy of senior secondary school students with respect to gender

| Gender | Sample Size | Mean | S.D. | t-value | p-value |
|--------|-------------|-------|-------|---------|---------|
| Male | 303 | 95.13 | 73.48 | 2.41 | 0.007* |
| Female | 297 | 97.33 | 87.31 | | |

Source: Survey df=498 *Significant at 0.05 level

Table 4.revealed that mean score of male students was 95.13, which was found to be less than mean score of female students i.e. 97.33. It indicates that girls have good ability to perform well by using their different skills than in comparison to boys. Application of t-test shows t-value was 2.41 and p-value was 0.007, which shows significant difference at 0.05 level.

Therefore, the null hypothesis “There exists no significant difference in self-efficacy of senior secondary school students with respect to stream,school, location, gender, ” was rejected.

Hypothesis 2 – There is no significant relationship exists between career decision making and self- efficacy of senior secondary school students.

Table 5. Relationship between the Career Decision Making and Self-efficacy of students

| Statement | r | p-value |
|--|-------|---------|
| Correlation between career decision making and self-efficacy | 0.501 | .000* |

*Significant at 0.01 level.

Table 5. indicates that the coefficient of correlation (r) between career decision making and self- efficacy was 0.501 and its p value was 0.000 which shows that there is a significance relationship between the career decision making and self-efficacy at 0.01 level of significance and hypothesis no.2 was rejected. So, it is concluded that career decision making and self-efficacy are positively correlated. It means that with increase in self-efficacy, there were increased in career decision making.

Discussion and Conclusion:

The results of this research clearly indicate that there is a difference in the self efficacy of senior secondary schoolstudents in relation to location, school, gender and stream. Parents know their children the best and with this important information about career decision they can facilitate the process and strategies that work assisting children navigate a rich array of information. Teachers also plan and provide the environment that will make students more confident in their ability to solve problems and more aware about the career options.

References

1. Arslan, A. (2013). Investigation of Relationship between Sources of Self – efficacy beliefs of Secondary School Students and Some Variables. *Educational Sciences: The Theory and Practice*,13(4).*Educational Consultancy and Research Center*.DOI: 10.12738/estp.2013.4.1753.
2. Aslam, S. (2018).Career preferences and academic achievement of secondary school students with respect to their dichotomy. *International Journal of Advanced Educational Research*,3(2), 167-175.
3. Braza, M.R.S., & Guillo, R.M. (2015). Social-Demographic characteristics and career choices of private secondary school students. *Asia Pacific Journal of Multidisciplinary Research*, 3(4), 78-84.
4. Carol & Burgel. (2010). Self – efficacy in female and male undergraduate engineering students: Comparisons among four Institutions. *ASEE Southeast Section Conference. Decision-Making Self-Efficacy scale. Journal of Career Assessment*, 4, 47-57.
5. Mohammad, A. (2014). Investigating the relationship between Attachment Styles, Self–Efficiency and Academic Performance of high school students of Zaheda City: *International Journal of Economy, Management and Social Sciences*. ISSN: 2306 – 7276. Vol (3), No (5), 260-264.
6. Nadeem, N.A.,& Ahmad, I. (2016).Career Preferences of Male and Female Higher Secondary Students – A Comparative study. *International Journal of Scientific Research and Education* ,4(02), 4973-4982.
7. Olamide, S.O., & Olawaiye, S.O. (2013). The factors determining the choice of career among secondary school students. *The International Journal of Engineering and Science*, 2(6), 33-44.
8. Olaosebikan, O. I., & Olusakin, A. (2014). Effects of parental influence on adolescents' career choice in Badagry local government area of Lagos state, Nigeria. *IOSR Journal of Research & Method in Education*, 4(4), 44-57.

9. Parker, J.D.A., Greques, R., & Harris, J. (2003). Academic success in High School. Does Emotional Matter? ERIC, Clearing House.

10. Pathak, T., & Rahman, A. (2013). A study on the career preferences of undergraduate students in relation to their sex, rural-urban inhabitation and level of media exposure. *International Journal of Humanities and Social Sciences (IJHSS)*, 2(1), 87-96.