

CAREER DECISION MAKING AMONG GIRL STUDENTS OF EDUCATIONALLY BACKWARD BLOCKS IN RELATION TO THEIR SELF EFFICACY

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ABSTRACT

Career decision making does not occur in a vacuum as it is dependent upon the various social, psychological and emotional factors. The present study is an endeavour to find out the relationship of career decision making with career decision self efficacy of girl students of 10th class belonging to educationally backward blocks and non-educationally backward blocks of two districts of Punjab. The results indicated no significant correlation between career decision making and career decision self efficacy of girl students belonging to educationally backward blocks while significant correlation was found between career decision making and career decision self efficacy of girl students belonging to non- educationally backward blocks. A significant difference was found on career decision making between the girl students of educationally backward and non- backward blocks. No significant difference on career decision self efficacy was found between girl students of educationally backward and non- backward blocks.

Keywords: Career Decidedness, Career Indecision, Career Decision Self Efficacy, Educationally Backward Blocks (EBB), Non-Educationally Backward Blocks (Non-EBB).

Introduction

At adolescent stage of life students face situations when there is a need to take decision related to education and career selection but they have less self-belief to take decision. Career decisions are among the most important decisions a person has to make. Career choices have important and long-lasting consequences for the individual's overall well-being, health and financial situation. But career decision-making encompasses a large number of influences that are related to making choices about education, training, jobs and careers. Decisions related to the career is not the independent decision of the student because parents, friends, siblings, teachers also effect the career decision.

Decisions related to career cannot be prepared all of a sudden, it is a continuous process. Career decision making is a difficult procedure by which, the decision builders are required to process information regarding themselves and information regarding the world of employment (Jepsen, 1984). Career decision is the certainty of an individual about his/ her career decision, where certainty relates to the extent an individual convinced that one can make decision (Osipow, Carney, Winer, Yanico & Koschier, 1987). There is also a concept of career indecision which refers to an individual's inability

to make a decision for

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the profession (about their career) that he/she is striving for. Gati , Krausz and Osipow (1996) defined career indecisiveness as difficulties that an individual has in career decision making.

The complexity of the process of career decision-making makes it difficult for most people to take the best decision, which is to make a well-informed decision that best helps them to achieve their goals. Moreover, traditionally-bounded career paths have shifted towards less defined and predictable career pathways and to greater uncertainty and flexibility. In this new world of work, the need to change jobs or occupations quite frequently over one's career life has become the rule rather than the exception. Careers are now often seen as a sequence of various work roles rather than moving gradually upwards within a hierarchical structure (Arthur and Rousseau, 1996).

Self-efficacy is an individual's faith in his or her capability to be successful in special circumstances. Self-efficacy beliefs influence how people feel, think, motivate themselves, and behave (Bandura, 1993). Self-efficacy is therefore an important factor in understanding how people develop confidence and perceive their abilities. People who have high self- efficacy are more likely to attempt and successfully execute tasks, whereas those with low self-efficacy find it difficult to achieve them because they are often fighting self doubt (Bandura, 1993, 1997). Thus, both positive and negative self-efficacy beliefs have a big influence on what activities people choose to participate in.

Bandura's (1982) self-efficacy theory proposed that self-efficacy beliefs are developed and increased primarily through following four major processes and sources of information:

- Past performance accomplishments and successful mastery experiences,
- Vicarious learning experiences through observing the performance of role models and modeling them,
- Verbal persuasion such as social influences in response to one's abilities and encouragement from others, and
- Emotional arousal such as anxiety and other negative psychological states.

The four sources of self-efficacy can have a strong influence on career self-efficacy beliefs. A lack of past performance accomplishments, insufficient vicarious learning opportunities, and/or the absence of verbal persuasion and encouragement from others in society such as teachers, parents, mentors, or counselors can all affect career self-efficacy negatively (Hackett & Betz, 1981). In addition, emotional arousal is theorized to impact career self-efficacy in both a positive and negative way (Bandura, 1982).

In general, if an individual's background has involved successful and positive experiences, in which career self-efficacy has been raised and strengthened, he or she is more likely to develop a higher level of expectations, increased self-confidence, and enhanced performance towards that career domain (Sterrett, 1998).

Educationally Backward Blocks (EBBs) means a block which is an intermediate geographical cluster between village and a district, where the level of rural female literacy is less than the national average and the gender gap in literacy rate is above the national average. A block has been designated as EBB on the basis of twin criteria of Female Literacy Rate being below the national average of 46.13% and Gender Gap in Literacy being above the national average of 21.59%. (Sanghi, 1984) .

All Educationally Backward Blocks have been covered under (National Programme for Education of Girls at Elementary Level (NPEGEL). In Punjab, in Bathinda district there are three educational blocks which are declared educationally backward.

Taylor & Pompa (1990); Geiken (2009) concluded that career decision-making self-efficacy and outcome expectations accounted for variance in career decision-making difficulties. Bullock-Yowell, McConnell and Schedin (2014) and Crisan and Turda (2015) reported that college students undecided about career have lower career decision-making self-efficacy, higher incidence (frequency) of negative career thoughts and an insignificant negative correlation between gender and career indecision was found. Reddan (2015) revealed that learning activities related to career decision making lead to develop students' confidence in self-appraisal, occupational information, goal selection, planning and problem solving positively.

The objective of the present research is to assess the career decision making among girls of educationally backward blocks (EBB) and non educationally backward blocks (non- EBB) of Punjab in relation to their self-efficacy. The other objective was to ascertain the difference between career decision making and self efficacy of girls of EBB and Non-EBB.

Hypotheses

- There exists no significant relationship between career decision making and career decision making self-efficacy of girl students belonging to EBB.
- There exists no significant relationship between career decision making and career decision making self-efficacy of girl students belonging to Non-EBB.
- There exists no significant difference between career decision making of EBB and Non-EBB girl students.
- There exists no significant difference between career decision self efficacy of EBB and Non-EBB girl students.

Method of the Study :

In the present study, descriptive survey method is used to collect data. The data was collected in April- May , 2016 from all the selected schools.

Sample of the Study: Data was collected randomly from 731 girl students of 10th class, out of which, 359 students were from 10 schools situated in educationally backward blocks of Bhatinda district and 372 students were from 11 schools situated in non- educationally backward blocks of Ajitgarh district.

Tools used: For measuring career decision making, Singh's Career Decision Making Scale (1999) and for measuring career decision self-efficacy, Career Decision Self-Efficacy Scale by Betz and Karen (2012) were used, which were adapted and translated into Punjabi.

Results Interpretation:

Quantitative Results:

Correlation between Career Decision Making and Career Decision Self-Efficacy of EBB Girl students : Results are presented as follows:

Table.1: Coefficients of correlation between different dimensions of Career Decision Self-Efficacy and Career Decision Making of EBB Girl students

Dimensions of Career Decision Making Self-Efficacy	Components of Career Decision Making			
	Career Decidedness		Career Indecision	
	N	r	N	r
Self-appraisal	359	-.029	359	-.132*
Occupational information	359	-.057	359	-.055
Goal selection	359	-.012	359	-.052
Planning	359	-.072	359	-.079
Problem Solving	359	.016	359	-.008
Total scores on Self-Efficacy	359	-.037	359	-.080

*Significant at 0.05 level of significance

For EBB girl students, no significant correlation was found between career decidedness and different dimensions career decision self-efficacy. Coefficient of correlation between career indecision and self-appraisal dimension of career decision self-efficacy was found negatively significant. No significant correlation was found between career indecision and total scores on career decision self-efficacy of EBB girl students.

Correlation of Career Decision Making and Career Decision Self-Efficacy of Non-EBB Girl students : Results are presented as follows:

Table.2: Coefficients of correlation between different dimensions of Career Decision Self-Efficacy and Career Decision Making of Non-EBB Girl students

Dimensions of Career Decision Making Self-Efficacy	Components of Career Decision Making			
	Career Decidedness		Career Indecision	
	N	r	N	r
Self-appraisal	372	.136**	372	-.010
Occupational information	372	.161**	372	.098
Goal selection	372	.112*	372	.138**
Planning	372	.143**	372	.126*
Problem Solving	372	.153**	372	.105*
Total scores on Self-Efficacy	372	.165**	372	.104*

*Significant at 0.05 level of significance. **Significant at 0.01 level of significance

For NEBB girl students, positive significant coefficients of correlation between career decidedness and different dimensions of career decision self-efficacy were found. It indicates that increase in career decision self efficacy will lead to career certainty. Positive significant coefficients of correlation between career indecision and dimensions of career decision self-efficacy i.e. occupational information, goal selection, planning, problem solving dimensions and total scores were found.

Analysis of Difference in Mean Scores on Career Decision Making between EBB and Non-EBB Girl Students : Results are presented as follows:

Table.3: t-ratio between Mean Scores for Career Decision Making between EBB and Non-EBB Girl Students

Components of Career Decision Making	Blocks	N	Mean	SD	t-ratio
Career Decidedness	EBB	359	5.74	1.57	3.71 (significant at 0.01)
	Non-EBB	372	5.30	1.68	
Career Indecision	EBB	359	46.27	8.04	4.34 (significant at 0.01)
	Non-EBB	372	43.80	7.28	

On career decidedness, a significant difference was found between EBB and Non- EBB girl students. High mean score of EBB Girl students on career decidedness indicates certainty of career choice. On career indecision, a significant difference is found between EBB and Non-EBB girl students. High mean score on career indecision scale indicates high indecision with regard to career choice among EBB Girl students.

Analysis of Difference in Mean Scores of Career Decision Self Efficacy between EBB and Non-EBB Girl Students : Results are presented as follows:

Table.4: t-ratio between Mean Scores for Career Decision Self-Efficacy between EBB and Non-EBB Girl Students

Career Decision Self Efficacy	N	Mean	SD	t-ratio
Educationally Backward Blocks	359	168.89	26.25	0.597
Non- Educationally Backward Blocks	372	170.14	30.22	(not significant)

From the table 4, it is clear that on career decision self efficacy, no significant difference was found between EBB and Non-EBB girl students. However, Non-EBB girls achieved higher on career decision self efficacy than EBB girl students.

Discussion and Conclusion

The main objective of the study was to assess the career decision making among girls of educationally backward blocks (EBB) and non-educationally backward blocks (non- EBB) of Punjab in relation to their career decision self-efficacy. For EBB girl students, no significant correlation was found between career decidedness and different dimensions of career decision self-efficacy. A significant negative correlation was found between self- appraisal dimension of career decision self-efficacy and career indecision of EBB girl students and result indicated that increases in self appraisal may decrease the career indecision and vice versa.

For Non-EBB girl students, a significant positive coefficient of correlation between career decidedness and different dimensions of career decision self-efficacy i.e. self-appraisal, occupational information, goal selection, planning, problem solving and total scores on self-efficacy was found and results indicated that increases in career decision self- efficacy may increase the career decision making and vice versa. For Non-EBB girl students, a significant coefficient of correlation was found between career indecision and different dimensions of career decision self-efficacy i.e. goal selection, planning, problem solving and total scores on career decision self-efficacy.

On career decidedness, a significant difference was found between EBB and Non- EBB girl students and a high score of EBB girls on career decidedness indicates certainty of choice of career. For the dimension of career indecision, a significant

difference is

found between EBB and Non-EBB girl students. It indicates that EBB girl students have high career in- decidedness than the Non-EBB girls. No significant difference on career decision self efficacy was found between the EBB and Non-EBB girl students.

As all the girls belong to Punjab and getting same guidance and instructions in the schools, so it may lead to no difference on career decision self efficacy. Probable causes may be lack of guidance at home and school; parents' illiteracy; no self assessment experience for students in school; no exposure to various new professions; and no expert guidance to students of rural areas of whole of the Punjab. Krumboltz (1996) suggested that an individual's decision to enroll in a certain education program, or become employed in a particular occupation, is the result of 'sequential cumulative effects of numerous learning experiences affected by various environmental circumstances and the individual's cognitive and emotional reactions to these learning experiences and circumstances'.

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