

Career Decision-Making Self-Efficacy and Social Environment as Predictors of Career Decision Making among Adolescent Girls

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ABSTRACT

Making a decision for career is a very difficult process as a number of factors contributes significantly in this milieu and a lot of attention is required to accomplish it. The present study aims to examine the relationship of career decision making with the career decision-making self-efficacy and social environment. Based on the results, it was established that there is a significant positive correlation between career decidedness and career decision-making self-efficacy; and career decidedness and social environment of girl students belonging to educationally backward and non- backward blocks. However, a significant negative correlation is found between career indecision and career decision-making self-efficacy; and career indecision and social environment of girl students belonging to educationally backward and non- backward blocks. The results revealed that career decision-making self-efficacy and social environment are the potential predictors of career decidedness and career indecision. Career decision-making self-efficacy and social environment conjointly predicted that career decidedness and career indecision of girl students belonging to educationally backward and non-backward blocks is significantly higher as compared to their separate prediction.

1. Introduction

Career decision making is related to an individual's lifestyle as well as personal and professional satisfaction. In making career related decisions, a person has to accept his/her capabilities, wellbeing, talent and values to form a significant frame for life (Walsh & Osipow, 1988). However, some adolescents are able to make career decision quite easily and quickly, while others report having many difficulties with it (Rounds & Tinsley, 1984).

Gati, Krausz and Osipow (1996) conceptualized career decision-making as consisting of a readiness phase, during which lack of motivation, indecisiveness and dysfunctional beliefs were problematic; and a decision-making phase, during which it was important to access adequate and reliable information about the decision-making process, the self and the world of work. Disruption in either phase can result in a distortion to the decision-making process and a less than desirable outcome.

Decisions related to career cannot be prepared all of a sudden, it is a continuous process. Career decisiveness is defined as an individual's certainty about his/her career decision, where certainty relates to the extent an individual is convinced that he/she can make a career decision (Osipow, et al., 1976). Contrary to this concept is career indecisiveness, which refers to an individual's inability to make a decision about the profession that he/she is striving for due to difficulties that an individual has in career decision-making (Chartrand, et al., 1993; Leong & Chervinko, 1996)

Career decision-making self-efficacy plays an important role in studying the career objectives of teenagers and young people and the peculiarities of their career choices (Bandura et al.,

2001; and Wolfe & Betz, 2004). Self-efficacy is defined as one's confidence in personal skills as well as the belief that one can effectively direct personal behaviour to reach the goals. In terms of this definition, self-efficacy may be assessed as a prerequisite for the productivity and efficiency of the activities of an individual (Bandura, 1993).

Career decision-making self-efficacy is confidence in one's ability to perform the actions related to further career choices (Anderson & Betz, 2001; and Lent & Hackett, 1987). High self-efficacy in complex situations helps to overcome feelings of doubt, various unpleasant occurrences and conflicts with much greater ease. Comprehending ones' lack of abilities most often causes low career self-efficacy, which in turn weakens the wish to seek a career (Betz & Hackett, 1981). People with high career self-efficacy tend to set higher career goals and objectives and show more perseverance to achieve such goals (Bandura, 1993).

Career decision making does not occur in a vacuum, and social cognitive variables such as self-efficacy do not operate independently of their social and physical context. Krumboltz's Social Learning Theory of Career Development (1976) drew on this by explaining how an individual assimilates information, learns from experience and develops the skills of career choice and implementation. The main influences on career decision making were genetic endowment and special abilities; environmental conditions and events; learning experiences; and task approach skills. They culminate in a constant self-assessment of an individual's performance and a view of the future of the environment in which they live.

The social environment refers to the immediate physical surroundings, social relationships and cultural milieus with in

which defined groups of people function and interact or in which something happens or develops. The social environment is a composition of cultural, economic, political and social settings which influence an individual and the society. The aspirations and decisions related to career have been related to a wide range of personal and situational variables, including race, socio-economic status (Hellenga, Aber, & Rhodes, 2002); family and school environments (Bo, 1994); and social support (Wall, Covell, & McIntyre, 1999).

Yowell, McConnell and Schedin (2014) reported that college students who are undecided about career have lower career decision-making self-efficacy, higher incidence of negative career thoughts and more career decision-making difficulties than their decided peers. Hellmann (2014) revealed that a higher level of self-efficacy was negatively correlated with career indecision among young adults.

Crisan and Turda (2015); and Bala & Kaur (2016) indicated that career decision-making self-efficacy plays an important role in the process of individuals' career decision-making. Toor (2016) concluded that adolescents with negative career thoughts were not able to successfully complete tasks necessary to make significant career related decisions.

2. Research Questions

- Do career decidedness of girl students belonging to educationally backward and non-backward blocks correlated significantly to their career decision-making self-efficacy and its various dimensions?
- Do career indecision of girl students belonging to educationally backward and non-backward blocks correlated significantly to their career decision-making self-efficacy and its various dimensions?
- Do career decidedness of girl students belonging to educationally backward and non-backward blocks correlated significantly to their social environment and its various dimensions?
- Do career indecision of girl students belonging to educationally backward and non-backward blocks correlated significantly to their social environment and its various dimensions?
- Do career decision –making self-efficacy and social environment have the higher conjoint effect in predicting the career decidedness among girl students of educationally backward and non-backward blocks as compared to their separate predictions?
- Do career decision- making self-efficacy and social environment have the higher conjoint effect in predicting the career indecision among girl students of

educationally backward and non-backward blocks as compared to their separate predictions?

3. Method of the Study

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

3.1 Sample of the Study: The sample comprised of 731 girl students of 10th class, out of which, 359 students were selected from ten schools situated in educationally backward blocks of Bathinda district and 372 students were selected from eleven schools situated in educationally non-backward blocks of Ajitgarh district. The random sampling technique was employed for the selection of schools.

3.2 Tools used: For measuring career decision making of secondary school students, Singh's Career Decision Making scale (1999) was used; which was adapted and translated into Punjabi. The scale consists of 18 items i.e. 5 on career decidedness and 13 items on career indecision.

For assessing career decision- making self-efficacy, Career Decision Self-Efficacy scale by Betz and Karen (2012) was used, which was adapted and translated into Punjabi. Career Decision Self-Efficacy scale consists 50 items on five career choice competencies i.e. accurate self-appraisal; gathering occupational information; goal selection; making plans for the future; and problem solving.

For measuring the social environment, a scale consisting of 73 items was developed and standardised by the investigator on the six dimensions of social environment i.e. family environment, school environment, peer group, government policies, socio-economic status and media.

4. Results Interpretation

4.1 Quantitative Results: Pearson product moment coefficient of correlation is computed to find the extent of correlation of career decidedness and career indecision with various dimensions of career decision –making self-efficacy and social environment.

4.1.1 Correlation analysis of Career Decidedness and Career In decision with various dimensions of Career Decision- Making Self-Efficacy (CDMSE): The results are presented in the table as follows:

Table 1. Coefficient of correlation of Career Decidedness and Career Indecision with various dimensions of Career Decision-Making Self-Efficacy

Dimensions of CDMSE	Coefficient of Correlation on Career Decidedness			Coefficient of Correlation on Career Indecision		
	Educationally Backward Blocks N=359	Educationally Non –Backward Blocks N=371	Total sample N=731	Educationally Backward Blocks N=359	Educationally Non -Backward Blocks N=371	Total sample N=731
Accurate Self-appraisal	0.30*	0.34*	0.31*	0.06	0.05	0.05
Occupational information	0.23*	0.29*	0.26*	0.04	0.04	0.05

Goal selection	0.32*	0.33*	0.32*	-0.27*	-0.21*	-0.24*
Planning	0.35*	0.28*	0.31*	-0.34*	-0.32*	-0.33*
Problem Solving	0.24*	0.32*	0.27*	-0.02	-0.05	-0.04
CDMSE (Total Scores)	0.40*	0.38*	0.38*	-0.18*	-0.14*	-0.16*

*significant at 0.01 level of significance

From table 1, it is clear that the career decidedness of girl students belonging to educationally backward and non-backward blocks was positively and significantly correlated with total scores on career decision- making self-efficacy and its various dimensions i.e. accurate self-appraisal; gathering occupational information; goal selection; making plans for the future; and problem solving.

The career indecision among girl students belonging to educationally backward and non- backward blocks was negatively and significantly correlated with total scores on career decision – making self-efficacy and its dimensions of goal selection and planning. It indicates that when career

decision –making self-efficacy of students is high, it leads to lower their career indecision.

Correlation analysis of Career Decidedness and Career In decision with various dimensions of Social Environment:
The results are presented in the table as follows:

Table 2. Coefficient of correlation of Career Decidedness and Career Indecision with various dimensions of Social Environment

Dimensions of Social Environment	Coefficient of Correlation on Career Decidedness			Coefficient of Correlation on Career Indecision		
	Educationally Backward Blocks N=359	Educationally Non –Backward Blocks N=371	Total sample N=731	Educationally Backward Blocks N=359	Educationally Non –Backward Blocks N=371	Total sample N=731
Family Environment	0.36*	0.44*	0.41*	-0.27*	-0.32*	-0.31*
School Environment	0.51*	0.41*	0.21*	-0.21*	-0.18*	-0.17*
Peer -group	0.39*	0.39*	0.40*	-0.37*	-0.23*	-0.31*
Government policies	0.24*	0.27*	0.28*	-0.22*	-0.17*	-0.18*
Socio-Economic-Status	0.47*	0.40*	0.52*	-0.31*	-0.27*	-0.31*
Media	0.52*	0.48*	0.51*	-0.35*	-0.37*	-0.40*
Social Environment (Total)	0.63*	0.46*	0.56*	-0.47*	-0.30*	-0.41*

*significant at 0.01 level of significance

From table 2, it is evident that the career decidedness of girl students belonging to educationally backward and non-backward blocks was positively and significantly correlated with total scores on social environment and its various dimensions i.e. family environment, school environment, peer group, government policies, socio-economic status and media.

The career indecision among girl students belonging to educationally backward and non- backward blocks was negatively and significantly correlated with total scores on social environment and its various dimensions. It indicates that when social environment is supportive, it lowers the career indecision among girl students.

Predictors of Career Decidedness: To study the career decision- making self-efficacy and social environment as potential predictors of career decidedness and career indecision of girl students belonging to educationally backward and educationally non- backward blocks, regression equations are developed.

Career decision-making self-efficacy and social environment as predictors of career decidedness among girl students belonging to educationally backward blocks:
The results are presented as follows:

Table 3. Regression Equation of Career Decision- Making Self-Efficacy and Social Environment on Career Decidedness of Girl students belonging to Educationally Backward Blocks

Variable	Model	Step-up Regression Equation	Degrees of Freedom	R	R2	F-value	p-value
CDMSE	1	$Y = 1.956 + 0.022X_1$	358	0.40	0.16	68.22	.000
Social Environment	2	$Y = -1.793 + 0.033X_2$	358	0.63	0.396	236.94	.000
CDMSE + Social Environment	3	$Y = -2.24 + 0.007 X_1 + 0.029 X_2$	357	0.64	0.41	124.12	.000

From table 3, it is clear that for Model I and II, the value of R² for career decision –making self-efficacy is 0.16 and that of social environment is 0.396. It indicates that 16% of career decidedness is predicted by career decision- making self-efficacy and 39.6% by the social environment. The combined R² is 0.41 which indicates that 41% of career decidedness is predicted by career decision-making self-efficacy and social environment taken together. The remaining 59% of career decidedness is predicted by the variables not included in the present study. The combined value of F for career decision-making self-efficacy and social environment is 124.12 (p < .01)

which is significant. Thus, career decision-making self-efficacy and social environment conjointly predicted that career decidedness of girl students belonging to educationally backward blocks is significantly higher as compared to their separate prediction.

Career decision- making self-efficacy and social environment as predictors of career indecision among girl students belonging to educationally backward blocks: The results are presented as follows:

Table 4. Regression Equation of Career Decision - Making Self-Efficacy and Social Environment on Career Indecision of Girl students belonging to Educationally Backward Blocks

Variable	Model	Step-up Regression Equation	Degrees of Freedom	R	R ²	F-value	p-value
CDMSE	1	Y = 35.77 + 0.066X ₁	358	-0.18	0.032	11.94	.000
Social Environment	2	Y = 9.88 + 0.16 X ₂	358	-0.47	0.22	101.75	.000
CDMSE + Social Environment	3	Y = 11.35 - 0.023 X ₁ + 0.17 X ₂	356	0.474	0.225	51.60	.000

Model I and II of table 4, reveals that for the total sample value of R² for career decision –making self-efficacy is 0.032 and that of social environment is 0.22. So, it indicates that 3.2% of career indecision is predicted by career decision-making self-efficacy and 22% by the social environment. The combined R² is 0.225 which indicates that 22.5% of career indecision is predicted by career decision- making self-efficacy and social environment taken together. The remaining 77.5% of career indecision is predicted by the variables not included in the present study. The value of F for combined career decision-making self-efficacy and social environment is 51.60 (p < .01)

which is significant. Thus, career decision-making self-efficacy and social environment conjointly predicted that career indecision of girl students belonging to educationally backward blocks is significantly higher as compared to their separate prediction.

Career decision-making self-efficacy and social environment as predictors of career decidedness among girl students belonging to educationally non-backward blocks: The results are presented as follows:

Table 5. Regression Equation of Career Decision – Making Self-Efficacy and Social Environment on Career Decidedness of Girl students belonging to Educationally Non-Backward Blocks

Variable	Model	Step-up Regression Equation	Degrees of Freedom	R	R ²	F-value	p-value
CDMSE	1	Y = 1.922 + 0.019X ₁	370	0.38	0.146	63.00	.000
Social Environment	2	Y = 1.086 + 0.019 X ₂	370	0.46	0.211	113.68	.000
CDMSE + Social Environment	3	Y = -0.061 + 0.011 X ₁ + 0.015X ₂	369	0.529	0.28	71.62	.000

From table 5, it is clear that for Model I and II, the value of R² for career decision-making self-efficacy is 0.146 and that of social environment is 0.211. It indicates that 14.6% of career decidedness is predicted by career decision- making self-efficacy and 21.1% by the social environment. The combined R² is 0.28 which indicates that 28% of career decidedness is predicted by career decision-making self-efficacy and social environment taken together. The remaining 72% of career decidedness is predicted by the variables not included in the present study. The combined value of F for career decision-making self-efficacy and social environment is 71.62 (p < .01)

which is significant. Thus, career decision-making self-efficacy and social environment conjointly predicted that career decidedness of girl students belonging to educationally non-backward blocks is significantly higher as compared to their separate prediction.

Career decision – making self-efficacy and social environment as predictors of career indecision among girl students belonging to educationally non- backward blocks: The results are presented as follows:

Table 6. Regression Equation of Career Decision – Making Self-Efficacy and Social Environment on Career Indecision of Girl students belonging to Educationally Non- Backward Blocks

Variable	Model	Step-up Regression Equation	Degrees of Freedom	R	R ²	F-value	p-value
CDMSE	1	Y = 36.41 + 0.042X ₁	370	-0.14	0.019	8.34	.000
Social Environment	2	Y = 28.67 + 0.069 X ₂	370	-0.30	0.09	38.89	.000
CDMSE + Social	3	Y = 27.66+ 0.010 X ₁ +	369	0.31	0.096	19.63	.000

Environment		0.066 X ₂					
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Model I and II of table 6, reveals that for the total sample value of R2 for career decision – making self-efficacy is 0.019 and that of social environment is 0.09. So, it indicates that 1.19% of career indecision is predicted by career decision-making self-efficacy and 9% by the social environment. The combined R2 is 0.096 which indicates that 9.6% of career indecision is predicted by career decision-making self-efficacy and social environment taken together. The remaining 90.4% of career indecision is predicted by the variables not included in the present study. The value of F for combined career decision-making self-efficacy and social environment is 19.63 (p < .01) which is significant. Thus, career decision-making self-efficacy and social environment conjointly predicted that career in decision of girl students belonging to educationally non-backward blocks is significantly higher as compared to their separate prediction.

5. Discussion and Conclusions

Career choice is one of the most important step that an individual makes throughout the life. The present study has shown that when career decision-making self-efficacy is high and social environment is supportive, the career decidedness tends to increase and career indecision be likely to decrease.

The career decidedness of girl students belonging to educationally backward and non-backward blocks was positively and significantly correlated to their career decision-making self-efficacy. It indicates that high career decision-making self-efficacy lead to increase career decidedness among girl students. The results indicated that the girls who were more confident in analyzing their own talents, abilities, potentialities and have good planning were definite about making a career choice. On the basis of the findings, it can be concluded that career decision -making self-efficacy plays an important role in career decidedness of girl students irrespective of their area of residence. The findings are convergent with those reported by Reddan (2015); Chiesa, Masseiand Guglielmi (2016);Toor (2016); and Bala& Kaur (2016); who found a positive correlation between career decidedness and career decision-making self-efficacy.

The career indecision among girl students belonging to educationally backward and non- backward blocks was negatively and significantly correlated with career decision-making self-efficacy. It indicates that when career decision-making self-efficacy of students is high, it leads to lower their career indecision. The findings are in accordance with Hellmann (2014); and Jaensch, Hirschi& Freund (2015) who reported a significant negative correlation between career indecision and career decision-making self-efficacy of students.

The career decidedness of girl students belonging to educationally backward and non- backward blocks was positively and significantly correlated with social environment and its various dimensions. The findings are convergent with those reported by Ozlen and Arnaut (2013); Naz, et al., (2014);and Kaur(2016).

The career indecision among girl students belonging to educationally backward and non- backward blocks was negatively and significantly correlated with social environment and its dimensions. It indicates that supportive social environment lead to lower the career indecision among girl students. The results of the study corroborate the findings of Starica (2011) who concluded that the involvement of parents in the adolescents’ career choice is a significant predictor of academic self-esteem, which in turn could lead to the decrease of the career indecision.

The results of the current study showed that career decision-making self-efficacy and social environment are significant predictors of career decidedness among the girl students of educationally backward and non-backward blocks. The results also indicate that the career decision-making self-efficacy and social environment conjointly predict career decidedness higher as compared to their separate predictions among girl students belonging to educationally backward and non-backward blocks. Further, results showed that career decision-making self-efficacy and social environment are significant predictors of career indecision among the girl students of educationally backward and non-backward blocks. The results also specify that the career decision-making self-efficacy and social environment conjointly predict career indecision higher as compared to their separate predictions among girl students belonging to educationally backward and educationally non-backward blocks.

It means career decision-making self-efficacy and social environment should be linked to develop career decidedness and lower the career indecision among the girl students of educationally backward and non- backward blocks. Bollman (2009) and Solberg, et al., (1995) pointed out that higher career decision-making self-efficacy is related to a tendency to explore options, which can be critical in choosing a major or career. Nayere and Parisa (2014) explored that career decision-making self-efficacy is a significant predictor of career indecision. Further, Ogotu, Odera &Maragia (2017) demonstrated that factors within self-efficacy variable contributed significantly in the relationship between self-efficacy and career decision making.

Hirschi and Niles (2011) concluded that social support is a significant predictor of more engagement which supports the importance of environmental factors for positive adolescence career development. While, Starica (2012); and Mojgan, Kadir, Noah, and Hassan (2013) revealed that the involvement of parents in the adolescents’ career choice decrease career indecision among adolescents. Further, Oluwole and Umar (2013) also pointed out that parental involvement is found as the most important predictor of career decision making among adolescents.

In recent years, career decision making has become an increasingly important construct in the field of vocational psychology. The results of the present study have shown that high levels of career decision-making self-efficacy and supportive social environment are the primary needs for career

decidedness. School administrators and counselors have to provide career counseling during the transition of adolescents from high school to senior secondary school, so that they can

decide about the majors or career of their choice as per their capabilities.

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