# CAREER DECISION MAKING, ACHIEVEMENT MOTIVATION AND SELF-EFFICACY AMONG ADOLESCENTS

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The present study was conducted to compare Career decision making, Achievement motivation and Self-efficacy of 200 senior secondary school students from Punjab with respect to their gender and stream. Results revealed insignificant difference between career decision making of students with respect to gender and stream except only in career indecision dimension. Insignificant differences have also been found in achievement motivation of selected sample with respect to gender and stream; On the other hand males have reported higher self-efficacy in comparison to females but insignificant differences were found in self efficacy with respect to different streams of education.

Key Words: Career Decision Making, Achievement Motivation, Self Efficacy, Senior Secondary School Students

#### INTRODUCTION

# **Career Decision Making**

Career decision making can be defined as a process that describes or explains the choices that a person makes when selecting a particular career. It also helps to identify different factors involved in a person's career decision making and provides an understanding of the way these factors have an impact on their career decisions and choices (Sharf,2002). The concept of career decision making was established in 1909, although the term 'career decision making' did not become accepted terminology until 1979. Frank parsons first introduced the nation of career decision making in 1909 (Patton & McMohan, 1999). Parson's (1909) suggested that vocational choices should be based on three broad factors: "(1) a clear understanding of yourself, your aptitude, abilities, interests, ambitions, resources, limitations, and knowledge of their causes; (2) knowledge of the requirements, conditions, success, advantages and disadvantaged, compensation, opportunities, and prospects in different lines of work;(3) true reasoning on the relations of these two groups of facts". These three broad factors of vocational choice provided simple guidelines for individuals to consider when choosing their career and emphasized the importance of individuals having and understanding of themselves, their career alternatives and how to use this information for rational career decision making (Jones 1994).

Ranf (2011) conducted a study to determine the effect of motivation on career decision making and achievement on 50 adolescents from Islamabad and Rawalpindi. Result revealed that there is bond among

achievement and career decision making. There was another study conducted by Nazet. al. (2014) and the results revealed that although family i.e. parents and other family members primarily transformed the behavior of the children in multiple ways, but peer influence is an asset for developing career opportunities and decision making among youth. Further Sharma (2014) found significant gender differences on career decidedness dimension of career decision-making. Correlational analysis showed that academic stress and its dimensions were found to be negatively correlated with career decidedness and positively correlated with career indecision dimension of career decision making. The results of the study indicated that career related decisions affect the academic environment of adolescents. High level of career decidedness decreases the level of academic stress but high level of career indecision increases the level of academic stress. On the similar lines Jaspreet (2014) conducted a study to determine gender, locale-wise and stream-wise difference in career decision making among 356 adolescent. The result revealed that there were significant differences in various dimensions of career decision making with respect to gender, locale & stream.

Tagy (2015) conducted a study to determine the career decision making difficulties on 576 high school students from U.S and Turkey. The result revealed that there exists significant difference in gender and class variables in the career decision making difficulties experience by high school in Turkey. Ming(2016) conducted a study to determine the impact of factors affecting students career decision making The result revealed that as follows:

- 1. The important factor affecting student's career decision is "Personal factors".
- 2. Students studying in school a larger scale and enrolled in homemaking courses are most flat to the influence of "personal factors" in educational decisions.
- 3. For students and parents mid-to high educational attainment, "family factors" are the most influential factors of student career decisions.
- 4. Students enrolled in homemaking courses, "school factors" are the most important factors of student career decisions.

Zahra(2016) explored the relationship between career decision making, self-efficacy and academic achievement of university students. Result revealed an insignificant relationship between career decision making, Self-efficacy and academic achievement.

#### **Achievement Motivation**

Among the social motives, the achievement motivations possess special importance. In (1953), McClelland, Atkinson, Clark and Lowell made considerable studies in this field and concluded that a person becomes active and works strenuously only for the achievement of some desired objectives. The need for achievement has its sources in the state of being capable of functioning independently. Cross culture studies on many societies have indicated that achievement motives function with greater intensity in a rearing climate. These achievement motives depend upon the social, cultural and economic conditions of society. The individual accepts only the kind of conditions or situations for his desired achievement. Achievement

motivation is defined as need to perform well or striving success, on evidenced by determination and effort in the face of difficulties. Achievement motivated individuals choose goal that enable then to master a task. Achievement motivated tends to walk for personal full fulfilment rather than reward. They also prefer project or job related critiques rather than comments about their interaction while completing a task and personal traits.

Sangeeta(2009) determined the relationship between self-concept and academic achievement motivation on academic performance of secondary school students in Hyderabad. Result revealed that achievement motivation had a high effect on the academic performance of students. Further, it was concluded that academic achievement motivation and academic performance of students were significantly correlated. Awan(2011) conducted a study to determine the achievement motivation and academic self-concept. The result revealed that achievement motivation and self-concept were significantly related to academic achievement. Significant gender differences were found which were in favour of girls. Onete et.al (2012) also determined the relationship between achievement motivation and academic performance of 750 first year education students. The result revealed that academic achievement motivation has positive impact on academic performance of the sample. Velmurugan & Balakrishanan(2013) determined that achievement motivation of higher secondary students in relation to locality and family. Study was conducted on 600 students in Tamil Nadu. The result revealed that their exist no significant differences in their achievement motivation. Study revealed significant differences between achievement motivation of students coming from urban and rural areas and nuclear and joint families.

Sita(2014) in a study to determine the relationship of achievement motivation with academic performance of 480 secondary students found that achievement motivation and academic performance of secondary school students was related positively. A similar study was conducted by Kumari and Chamundeshwari (2015) conducted a study on achievement motivation, study habit and academic achievement of 457secondary school students. Result revealed significant relationship between achievement motivation, study habit and academic performance of students. A significant difference is found between students' achievement motivation, study habit and academic achievement with respect to gender.

#### **Self-Efficacy**

Self-efficacy refers to individual's beliefs in his\her capacity to execute behaviour necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over one's own motivation behaviour, social environment. The cognitive self-evaluation manipulate all human experience including goals for which people strive amount of energy expended towards goal achievement and likelihood attaining particular levels of behavioural performances. Traditional psychological constructs self-efficacy beliefs depend on domain of functioning and circumstances surrounding the occurrence of behaviour. Anna et.al (2005) conducted a study to determine the relationship between impact of academic self-efficacy and stress on the academic performance of 107 college students.

Result revealed a positive relationship between all the three variables. There was another study conducted by Hikmet et.al. (2011)on emotional intelligence and self-efficacy on academic achievement on 407 high school students. Result revealed a significant relationship between self-efficacy, emotional intelligence and academic achievement. Rudina (2013) conducted a study on gender difference in self-efficacy and academic performance among 180 albanion students from two different universities. Result revealed a significant difference between male and female self-efficacy.

Crisan and Turda (2015) in contrast of found that there is an insignificant negative correlation between gender and career indecision, however, between self-efficacy on making career decisions and gender of participants there is a significant positive correlation. Bhagat and Baliya (2016) also found insignificant difference was found in the self-efficacy of secondary school students in relation to their gender and academic achievement.

#### SIGNIFICANCE OF THE STUDY

Achievement motivation and self-efficacy of students are very crucial personal factors that affect their career decision making and facilitate them to make right choices for their careers. This study will be an attempt to study the impact of self-efficacy and achievement motivation on career decision making of the students. The study will be helpful for students as they will get to know the patterns of their efficacies and motivation and can work upon to take right decisions about career and other aspects of life. Further study will be beneficial for parents and teachers as they will get knowledge about the role of two variables in decision making and work on improving them so that students can make right choices about their careers.

# **OBJECTIVES**

- To study and compare career decision making behaviour of adolescents with respect to gender, and stream.
- To study and compare achievement motivation of adolescents with respect to gender and stream.
- To study and compare self-efficacy of adolescents with respect to gender and stream.

#### **HYPOTHESES**

- There exists no significant difference between career decision making of male and female senior secondary students.
- There exists no significant difference among career decision making of Arts, Commerce, Science students of senior secondary classes.
- There exists no significant difference between achievement motivation of male and female senior secondary students.
- There exists no significant difference among achievement motivation of Arts, Commerce, Science students of senior secondary classes.

- There exists no significant difference between self-efficacy of male and female senior secondary students...
- There exists no significant difference among self-efficacy of Arts, Commerce, Science students of senior secondary classes.

#### **METHODOLOGY**

Methodology enriches the study. As stated above that methodology refers to a set of method, it is of utmost importance to select method that best suits the research problem. This was a descriptive study designed to compare the career decision making, achievement motivation and self-efficacy on of senior secondary students across gender and streams. In this study, 200 senior secondary school students of Arts, Commerce and Science were chosen randomly from senior secondary schools of Punjab. The data was collected from the respondents using standardized scales namely: The career decision making inventory (CDM; Singh, 1999), Self-Efficacy Scale (SES; Dr. G.P. Mathur & Raj Kumari Bhatnagar, 2012), (3) Achievement Motivation scale DMAM by (Deo and Mohan, 2002).

#### ANALYSIS AND INTERPRETATION

Result pertaining to levels of career decision making, self efficacy and achievement motivation among senior secondary students

1.1 (a). To study the levels of career decidedness of senior secondary students

Table 1.1 showing frequency of students in difference levels of career decision making

S. No	Raw Score(Decided)	Levels of Career Decidedness	Frequency	Percentage
1	11or more	Decided	113	56.5%
2	10 or more	Tentative	35	17.5%
3	9 or less	Undecided	52	26%

# **Interpretation**

The Table 1.1 shows that out of 200 senior secondary majority of students' i.e. 113 (56.5%) students have already decided about their 35 (17.5%) students are tentative about then career decidedness, whereas 52 (26%) students are undecided about their Career decidedness making.

# 1.1.(b) To study the levels of career indecision of senior secondary students

Table 1.2 showing frequency of students in difference levels of career decision making

S.	Raw Score(Indecision)	Levels of Career	Frequency	Percentage
No		Indecision		

1	11or more	Decided	120	60%
2	10 or more	Tentative	42	21%
3	9 or less	Undecided	35	17.5%

The Table 1.2 Shows that out of 200 senior secondary majority of students' i.e. 60% (120) students fall under decided level of Career indecision, 42 (21%) students fall under tentative level of career indecision, whereas 35(17.5%) students fall in undecided level of Career indecision.

# 1.2 To study level of Achievement Motivation of secondary students

Table 1.3 showing frequency of students in difference levels of achievement motivation

S. No	Raw Score	Levels of Achievement Motivation	Frequency	Percentage
1	192&above	Highly Motivation	0	0%
2	176-191	High Motivation	3	1.5%
3	161-175	Above Average Motivation	26	13%
4	141-160	Average Motivation	52	26%
5	125-140	Below Average Motivation	27	13.5%
6	111-124	Low Motivation	22	11%
7	110&lower	Lowest Motivation	70	35%

# Interpretation

From table 1.3 it is clear that percentage 35% of achievement motivation students have lowest level of achievement motivation, 26% average level of achievement motivation, 13.5% have below average level of achievement motivation further 13% have above average level of achievement motivation, 11% have low level of motivation no student in the present simple show highest level of achievement motivation.

# 1.3 To study the levels of self-efficacy among secondary school students

Table 1.4 showing frequency of students in difference levels of self efficacy

S. No	Raw Score	Levels of Self Efficacy	Frequency	Percentage
1	90&above	Excellent	0	0%
2	84-90	High	3	1.5%
3	77-83	Above Average	21	10.5%
4	67-86	Average	63	31.5%
5	60-66	Below Average	43	21.5%
6	59-53	Low	25	12.5%
7	52&below	Very Poor	45	22.5%

The table 1.4 shows that out of 200 (31.5%) secondary students 63 students exhibits average level of self-efficacy only 3 students have the high level of self-efficacy 43 (31.5%) students fall under below average self-efficacy and second highest frequency of selected sample i.e. 22.5% fall under very poor level of self-efficacy no student fall under excellent level of self-efficacy.

1.4 There exists no significant difference between career decision making of male and female senior secondary students".

Table 1.5 showing difference between males and females on different dimensions of career decision making

Dimensions	Gender	N	Mean	S.D	S.D	Mean	df	't'	<b>'p'</b>	Remarks
				error		difference				
				mean						
Career	Male	100	11.32	.175	1.752	.490	198	2.042	0.042	Significant
Decidedness										
	Female	100	10.83	.164	1.640					
Career	Male	100	27.89	.340	3.405	.490	198	1.473	.142	Insignificant
Indecision										
	Female	100	27.19	.332	3.317					

# **Interpretation**

Looking at the first dimension i.e. career decidedness in the table p-value for difference between males and females is 0.042 (t=2.042) which is less than 0.05 so; there exists significant difference between males and females in their career decidedness dimension. From the mean value it is clear that males have higher mean value (M=10.83) on this dimension in comparison to females (M=11.32).

On the other hand p-value in career indecision is 0.142 (t=1.473) which is greater than 0.05 indicating the males and females are not different in their career indecision dimension.

Hence, the null hypotheses that "there exists no significant difference between career decision making of male and female senior secondary is partially accepted and partially rejected.

1.5 "There exists no significant difference in career decision making Arts, Commerce and Science students".

Table 1.6 showing dimension wise Mean, SD of career decision making

Dimension	Stream	N	Mean	S.D
Career	Arts	82	11.04	1.688
decidedness	Commerce	78	11.12	1.795
	Science	40	11.08	1.710
Career	Arts	82	27.12	3.574
decidedness	Commerce	78	27.22	2.249
	Science	40	29.02	4.317

The p-value for difference between career decidedness dimensions of career decision making of the basis of streams of education is 0.959(f=0.042). Being greater than p=0.05 it is clear that "there is no difference in the career decidedness of senior secondary students with respect to streams of education.

Table 1.7 showing summary of difference stream wise

Dimension	Sov	Sum of	Df	Mean	F	p-value	Remarks
		Square		sq.			
Career	Between	.248	2	.124	.042	.959	Significant
decidedness	groups Within	581.875	197	2.952	-		
	groups	581.875	199				
Career	Between	110.630	2	55.315	5.066	.007	Significant
indecision	groups Within	2151.05	197	10.919			
	groups	2261.680	199		-		

On the other hand there exists significant difference in the second dimension of career decision making i.e. career indecision with p-value 0.007(F=5.066) which is less than 0.05. Hence null hypothesis in this case is partially rejected and partially accepted.

**Table 1.8 showing Post Hoc Analysis** 

Dimension	Stream	Mean difference	Std. Error	p	Remark	
	Arts	096	.523	.982	Significant	

	Commerce	-1.903	.637	.009	
Career	Science				
indecision	Commerce	.096	.523	.982	Significant
	Arts			.015	
	71105	-1.807	.643	.013	
	Science				
	Science Arts	1.903	.637	.009	Significant
				015	
	commerce	1.807	.643	.015	

Further, applying the post-hoc analysis on career indecision dimension it can be concluded that the difference is significant in case of Arts and Science students (p=0.009) and Commerce and science students (p=0.15).

Further, referring the table 1.6, it is clear that mean Arts of (M=27.12) and Commerce students (M=27.22) is lower than mean of science students (M=29.03). Therefore it can be concluded that science students are more indecisive about their career comparison to arts and commerce of senior secondary students.

1.6 "There exists no significant difference between Achievement Motivation of male and female senior students".

Table 1.9 showing summary of difference between samples across gender

	Gender	N	Mean	S.D	S.D	Mean	df	't'	<b>'p'</b>	Remark
				error		difference				
				mean						
Achievement	Male	100	133.59	2.516	25.157	5.660	198	1.598	.112	Insignificant
Motivation	Female	100	127.93	2.494	24.936					

# **Interpretation**

From the table 1.9, p-value for difference between males and females is 0.112(t=1.598) which is greater than 0.05 so, there exists no significant difference between male and female senior secondary students in their Achievement motivation. Hence, the null hypotheses that "there exists no significant difference between Achievement Motivation of male and female senior secondary students is accepted.

1.7 "There exists no significant difference among Achievement Motivation of Arts, Commerce and Science students of senior secondary schools".

Table 1.10 showing summary of stream wise difference in Achievement Motivation

nension Sov Sum of D	Df Mean F	p-value Remarks
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		Square		sq.			
Achievement	Between	3096.287	2	1548.144	2.485	.086	in
Motivation	groups						Significant
	Within	122720.193	197	622.945			
	groups						

The p-value of difference among Achievement motivation of students of various streams is 0.086 (F=2.485) which is greater than 0.05. Hence the null hypothesis "there exists no significant difference between Achievement Motivation of Arts, Commerce and science students of senior secondary classes.

# 1.8 "There exists no significant difference between self-efficacy of male and female senior secondary students"

Table 1.11 showing summary of difference between samples across gender

	Gender	N	Mean	S.D	S.D	Mean	df	't'	<b>'p'</b>	Remark
				error		difference				
Self-				mean						
efficacy	Male	100	65.35	1.103	11.026	5.070	198	3.127	.002	Significant
	Female	100	60.28	1.189	11.890					

# Interpretation

From table 1.11 p-value for difference between self-efficacy males and females is 0.02 (t=3.127) which is less than 0.05 so, there exists significant difference between male and female senior secondary students in their self-efficacy. Hence, the null hypotheses that "there exists no significant difference between from the mean of male and female senior secondary students is rejected. Therefore, taking self-efficacy of males (M=65.35) and females (M=60.28) from the above table it is clear that males have higher self efficacy than females.

# 1.9 "There exists no significant difference among self-efficacy of Arts, Commerce and Science students of senior secondary schools".

Table 1.12 showing summary of stream wise differences in self-efficacy

Sov	Sum of	Df	Mean	F	p-value	Remarks
	Square		sq.			

Self-	Between	283.050	2	141.525	1.031	.358	Insignificant
efficacy	groups						
	Within	27035.105	197	137.234			
	group						

The p-value of difference among self-efficacy of students of various streams is 0.358 (F=1.031) which is greater than 0.05. Hence the null hypothesis that "there exists no significant difference between self-efficacy of Arts, Commerce and science students of senior secondary classes is accepted indicating thereby that self-efficacy of selected sample is not dependent on their streams of education.

#### **SUGGESTIONS**

The same study could be conducted by increasing the size of the sample and expanding it to other states. Influence of self efficacy and achievement motivation could be studied on career decision making. The same variables could be used by future researchers for to compare students of different boards of education. Knowing the trends, further studies can be conducted to develop interventions to enhance career decision making among students. The similar study can be replicated on colleges and universities students.

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