



**ROLE OF GENDER IN CAREER DECISION MAKING SELF-
EFFICACY AMONG PROSPECTIVE TEACHERS OF TRICITY**

Nirmal Kaur

Research Scholar, Department of Education, Panjab University, Chandigarh

Abstract:

Self-efficacy is a belief of an individual in his capacity to perform a specific task. Life is full of adventures and opportunities and it possesses a specific value for individuals as well as society. Decision-making decides a road map for the success of each person in their life. Career decision-making self-efficacy is an important aspect for living a purposeful life for all. In this study, a survey was conducted on a sample of 579 pre-service teachers studying in the Colleges of Education located in Chandigarh, Mohali, and Panchkula. It was found that pre-service teachers exhibited an average level of career decision-making self-efficacy, suggesting they were not highly decisive regarding their career choices. These results indicated that female pre-service teachers had statistically higher career decision-making self-efficacy scores than their male counterparts. This suggests that females tend to have a clearer picture of their career paths, managing circumstances and responsibilities more effectively.

Keywords: Career decision-making self-efficacy, Prospectives Teachers, Gender, Tricity.

Introduction:

A career typically includes all the jobs a person has held, the titles they have earned, and the work they have accomplished over an extended period, rather than being limited to a single position in their field (Business Dictionary, 2020). The Merriam-Webster Dictionary (2020) describes a career as a field and the pursuit of progressive achievements, particularly in public, professional, or business contexts. Career decision-making self-efficacy refers to an individual's self-assessment or confidence in their ability to complete various tasks involved in the career decision-making process. Those with high emotional intelligence are often better equipped to adapt to changes in life, learning, and work environments, allowing them to implement effective strategies for addressing challenges (Darvishmotevali et al., 2018).

It refers to the advancements and actions taken by a person over their lifetime, especially those associated with their occupations. Taylor and Betz (1983) developed the career decision making self-efficacy scale to measure this construct and showed that it was associated with Career indecision. Career decision making self-efficacy has also been shown to be associated with a wide range of other career related constructs, including occupational interests (Feehan & Johnston, 1999). Career decision making self-efficacy identifies the extent to which students have confidence about their ability to engage in educational and occupational information gathering, goal planning, and decision making.

This definition emphasizes the importance of confidence in the decision-making process, suggesting that students who believe in their capabilities are more likely to engage actively in

exploring career options and making sound choices (Peterson, 1993). Career decision-making self-efficacy can significantly influence an individual's willingness to engage with tasks and challenges related to their career choices. When a person lacks confidence in their abilities within this domain, they may avoid essential activities such as gathering relevant information, clarifying personal preferences, planning, or executing their decisions. This avoidance behavior can hinder their career development and prevent them from making informed choices about their future (Betz & Luzzo, 1996). **Career decision making self-efficacy** beliefs are influenced by personal attributes derived from genetic dispositions and early learning experiences (Lent et al., 1999).

Rationale of the Study:

In the recent years, research on intrinsic factors and employability has been active, and as an important component of intrinsic factors, the level of emotional intelligence and self-efficacy directly or indirectly affects the employability of college students (Qiu, 2016; Wang et al., 2022). Therefore, it is very important and relevant to study the influence of intrinsic factors on employability of higher education students. Researchers have concluded that career decision-making self-efficacy has a significant impact on employability (Hu, 2019; Peng & Yue, 2022). Gender plays important role in career decision-making self-efficacy and the present study can fill the research gap in this field.

Objectives:

1. To study the career decision-making self-efficacy of prospective teachers of Tricity.
2. To differentiate the career decision-making self-efficacy of prospective teachers of Tricity on gender basis.

Hypothesis:

H₀₁: There is no significant difference in career decision-making self-efficacy of prospective teachers of Tricity on gender basis.

Research Method:

It was a normative study. A survey was conducted on 579 prospective teachers was selected from Tricity. Career Decision making Self-Efficacy Scale developed by Taylor and Betz (2006) was used in this study.

Population and Sample:

The population in the present study consisted of all the teacher training colleges of Mohali District of Punjab state, Panchkula District of Haryana state and Chandigarh (U.T.). A sample of 579 prospective teachers was selected from the Tricity through a random sampling technique.

Data Analysis and Interpretation:

Data was analysed in light of the following three sections

Section I: Level of career decision-making self-efficacy of prospective teachers

Section II: Normality of Data

Section III: Differential Analysis

Section I: Level of Career Decision-Making Self-Efficacy of Prospective teachers

Table No. 1: Level of Career Decision-Making Self-Efficacy of Prospective Teachers

Variables	Mean			SD			Remarks
	Male	Female	Total	Male	Female	Total	
Career Decision-Making Self-Efficacy	75.078	76.301	76.066	15.254	16.093	15.931	Average

According to Table 1, scores on the Career Decision-Making Self-Efficacy Scale at the 50th percentile are considered significant as per the manual. The mean score for career decision-making self-efficacy among pre-service teachers was 76.06, with a standard deviation of 15.93. This indicates that pre-service teachers exhibited an average level of career decision-making self-efficacy (Male 75.078 and Female 76.301), suggesting they were not highly decisive regarding their career choices.

Section II: Normality of Data

Table No. 2: Normality of Data

Variables	Skewness	Remarks	Kurtosis	Remarks
Career Decision-Making Self-Efficacy	0.137	Positively Skewed	-0.276	Platykurtic

It is found from Table No. 2, the value of skewness in the case of career decision making self-efficacy was 0.137, which indicates that the data was positively skewed. Kurtosis was -0.276, which was higher than the value of kurtosis for a normal curve, indicating that the curve was Platykurtic.

Section III: Differential Analysis

H₀₁: There is no significant difference in career decision making self-efficacy of prospective teachers of Tricity on gender basis.

Table No. 3: Significance of differences in mean scores of career decision making self-efficacy of prospective teachers of Tricity on gender basis.

Variables	Gender	N	Mean	Standard Deviation	t-value
Career decision making self -Efficacy	Male	171	76.0783	15.25465	2.740**
	Female	408	77.3010	16.09361	

In table No. 3, when comparing male and female pre-service teachers on the variable of career decision-making self-efficacy, the 't'-ratio (2.740) was found to be significant at the 0.01 level.

The mean and standard deviation for male pre-service teachers were 76.07 and 15.25, respectively, while for female pre-service teachers, the mean was 77.30 and the standard deviation was 16.09. These results indicated that female pre-service teachers had statistically higher career decision-making self-efficacy scores than their male counterparts. This suggests that females tend to have a clearer picture of their career paths, managing circumstances and responsibilities more effectively.

Therefore, the null hypothesis stating that, H_{01} : There is no significant difference in career decision-making self-efficacy of prospective teachers of Tricity on gender basis was not accepted in the case of the present study.

Results:

1. It was found that pre-service teachers exhibited an average level of career decision-making self-efficacy, suggesting they were not highly decisive regarding their career choices.
2. These results indicated that female pre-service teachers had statistically higher career decision-making self-efficacy scores than their male counterparts. This suggests that females tend to have a clearer picture of their career paths, managing circumstances and responsibilities more effectively.

Discussion of Results:

My findings revealed that pre-service teachers exhibited an average level of career decision-making self-efficacy, suggesting they were not highly decisive regarding their career choices. These results indicated that female pre-service teachers had statistically higher career decision-making self-efficacy scores than their male counterparts. This suggests that females tend to have a clearer picture of their career paths, managing circumstances and responsibilities more effectively. These findings diverge from previous research, which did not find significant gender differences in career decision-making self-efficacy (Betz & Luzzo, 1996; Buyukgoze-Kavas, 2014; Chung, 2002; Isik, 2013; Taylor & Betz, 1983).

It can be concluded that gender has a significant role in career decision-making self-efficacy and there are contradictory findings in different studies, so in future research, more studies can be conducted for the verification of my findings.

Educational Implications:

1. Class teachers can use my findings based on gender to improve the career decision-making self-efficacy of their students.
2. Researchers can use my findings to know the causes and effects of gender on career decision-making self-efficacy.
3. Parents can use our findings based on gender to improve the career decision-making self-efficacy of their wards.
4. Students can use our findings based on gender to improve their career decision-making self-efficacy.
5. Policy makers can use our findings based on gender to improve the curricula to improve career decision-making self-efficacy of students.

Suggestions for Further Research:

1. A large sample can be selected for verification of my findings.
2. Other sampling techniques can be used in further studies.
3. Other demographic variables can be considered in further studies.
4. Other statistical techniques can be used in further studies.
5. Career Decision making Self-Efficacy Scale developed by Taylor and Betz (2006) was used in this study, so in future research, some other suitable scale can be used.
6. Researchers can conduct some experimental studies on career decision-making self-efficacy to improve it in further research.

Acknowledgement:

This research paper is a part of my Ph.D. thesis. I thank my research supervisor Dr. Kirandeep Kaur for her blessing and guidance in this task. I thank also U.G.C. by providing J.R.F. grant in the completion of my Ph.D. thesis and this research article.

References:

- Betz, N. E., & Luzzo, D. A. (1996a). Career assessment and the career decision-making self-efficacy scale. *Journal of Career Assessment*, 4 (4), 413-428. DOI: 10.1177/106907279600400405.
- Betz, N. E., & Luzzo, D. A. (1996b). The relationships of self-efficacy for the Holland themes to gender, occupational group membership, and vocational interests. *Journal of Counselling Psychology*, 43, 90-98.
- Business Dictionary. (2020). *Career Definition*. Retrieved February 07, 2020, from Business Dictionary.com website: [http:// www. Business dictionary. Com. / definition/ career.html](http://www.Businessdictionary.com/definition/career.html)
- Buyukgoze-Kavas, A. (2014). Validation of the Career Adapt-Abilities Scale Turkish Form and its relation to hope and optimism. *Australian Journal of Career Development*, 23 (10), 125-132. DOI: 10.1177/1038416214531931.
- Chung, Y., & Barry. (2002). Career Decision-Making Self-Efficacy and Career Commitment: Gender and Ethnic Differences among College Students. *Journal of Career Development*, 28 (4), 277-284.
- Darvishmotevali, M., Altinay, L., and De Vita, G. (2018). Emotional intelligence and creative performance: Looking through the lens of environmental uncertainty and cultural intelligence. *International Journal of Hospitality Management*. 73, 44-54. DOI: 10.1016/j.ijhm.2018.01.014.
- Feehan, M., & Johnston, D. (1999). The relationship between career decision-making self-efficacy and career decision-making. *Journal of Career Assessment*, 7 (1), 3-15. <https://doi.org/10.1177/10690727990070010>
- Hu, X. (2019). The role of self-efficacy in career decision-making and adaptability. *Journal of Career Assessment*, 27 (2), 210-224. <https://doi.org/10.1177/1069072717754111>



- Isik, E. (2013). Effect of Interest Inventory Feedback on Career Decision Self-Efficacy among Undergraduate Students. *Procardia - Social and Behavioural Sciences* 84, 1437-1440.
- Lent, R. W., Hackett, G., & Brown, S. D. (1999). A social cognitive view of school-to-work transition. *The Career Development Quarterly*, 47, 297-311.
- Merriam-Webster Dictionary. (2020). *Career Definition*. <http://www.merriam-webster.com/dictionary/career>.
- Peng, M. Y. P., and Yue, X. (2022). *Enhancing career decision status of socioeconomically disadvantaged students through learning engagement: perspective of SOR model*. *Frontier Psychology*, 13, 778928. DOI: 10.3389/fpsyg.2022.778928.
- Peterson, C. (1993). Orientations to happiness and life satisfaction: The full life versus the empty life. *Journal of Happiness Studies*, 6, 25-41.
- Qiu, Q. (2016). Emotional intelligence education for college students based on employability enhancement. *Journal Anhui Radio and Television University*, 173, 83-86. DOI: 10.19371/j.cnki.issn1008-6021.2016.02.017.
- Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. *Journal of Vocational Behaviour*, 22, 63-81. [https://doi.org/10.1016/0001-8791\(83\)90006-4](https://doi.org/10.1016/0001-8791(83)90006-4)
- Wang, Y., Smith, J., & Lee, T. (2022). Career decision-making and its influence on career adaptability. *Journal of Career Development*, 49 (3), 456-470. <https://doi.org/10.1177/0894845318765432>