

# CAREER DECISION MAKING ABILITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-CONFIDENCE

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## ABSTRACT

*The present study was undertaken to investigate the career decision making ability of senior secondary school students in relation to self -confidence. The sample of study consisted of 200 senior secondary students of government and private school of Chandigarh. For the purpose of data collection Career Decision Making Scale by Singh (2014), and Agnihotri's Self-confidence Inventory (ASCI) by Agnihotri (1987) were used. Findings of the study were that no significant differences existed between the career decision making ability of senior secondary school students in relation to their high and low self -confidence. However significant differences existed between the career indecision making ability in relation to their high and low self-confidence, Thus, the career decision making ability of senior secondary students was found to be partially related to self -confidence, i.e. in case of career indecision ability.*

**Keywords:** Career decision making ability, career indecision, Self-confidence

The primary aim of education is to make an individual understand oneself and be able to decide upon the right career leading to their future successful life. Career selection begins in adolescence, at a time when young adults are also trying to forge their own identities and mature into adulthood. Parents and school personnel should guide adolescents to help them make wise career choices. Regardless of the adolescent's attitude toward accepting advice, the choice of a career is often confusing for the child and even for their parents. The ability to make a career decision is also affected by the self-confidence of the child in his abilities as well as the clarity in making right career choices. On the other hand, lack of academic preparation, limited access to career experiences adversely affects career decision making process.

Salami (2008) conceptualized career decision making as an individual's readiness to make well informed, age-appropriate career decisions and to shape one career carefully in the face of existing societal opportunities and constraints.

Rufus (2014) asserts that self-confidence

involves self-respect and having the courage to tell the truth about who you are, what you like, and what you believe.

Kanza (2016) defined Self-confidence as belief or trust that a student has in performing something successfully.

Oxford English Dictionary (2021) says, "A person's success achieved through the experience of his life or advancement of professional life or work of someone who gives a chance for advancement or Sustainability in the world."

Thus, it may be concluded that career decision is knowledge, ability, information, aspiration, planning, and confidence to obtain a successful and personality satisfying career due in part to their greater understanding of career decision making processes. Self-confidence is the belief or trust that a student has in performing something successfully.

A study by Mize (2005) examined relationships between career decision-making and self-esteem for freshman and sophomore athletes and non-athletes. Respondents included athletes and non-athletes from traditional four-year institutions and two-year junior

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colleges. Questionnaires administered to 107 male and female athletes and 136 male and female non-athletes in both class ranks indicated positive relationships with the Career Decision Profile Decidedness and Comfort scales for all female participants, male participants, non-athletes, and athletes. Women as a group scored higher for career maturity than men. Relationships were found with Rosenberg Self-Esteem Scale scores and the CDP Comfort scale for all participants and all male participants. Athletes scored higher than non-athletes for self-esteem, and freshmen athletes were found to be higher in self-esteem than sophomore athletes.

Chen and Liew (2015) explored the factors influencing career decision making difficulties of graduating students in Malaysia. They hypothesized that personality (big five traits and parenting style (authoritative authoritarian and permissive styles) influenced career -decision difficulties in sample (n-100) Parental authority was found to influence career decision making difficulty significantly. A negative relationship was seen between career decision making difficulties and effective personality which as a combination of traits of extraversion, consciousness, and intellect.

Reddan (2015) conducted a study titled "Enhancing students' self-efficacy in making positive career decisions" as a field project in Australia which aimed to determine the effects of the learning activities and assessment items developed for the course on students' self-efficacy in making positive career decisions. The career decision self-efficacy scale (CDSS) and a questionnaire were administered prior to and on completion of the course. Comparison of scores demonstrated significant differences in relation to students' confidence in self-appraisal, occupational information, goal selection, planning and problem solving.

The study by Pignault and Houssemand (2023) examined the relationship between self-esteem, self-efficacy and Career Decision-Making Difficulties. Tools used were Career Decision-Making Difficulties Questionnaire, the Flourishing Scale, the Rosenberg Self-esteem Scale, and the General Self-Efficacy Scale. The results highlight the

mediation of psychological flourishing between personality dimensions as self-esteem and self-efficacy and career decision difficulties and the fact that those who are most flourishing in their lives will also have the least difficulty in making a career decision. As for the practical implications, guidance counselors for students and young adults need to identify resources and difficulties they have to cope with. This study emphasizes the importance of guiding students in three areas: self-esteem, the perceived quality of social relations, and the meaning attributed to one's existence.

The review of related literature clearly reflects the research gaps and there is a dearth of studies on the variables included in the study. Some of the studies have been conducted on the career decision making ability but with other variables like self-esteem, self-efficacy, personality traits and career goals but not with self-confidence. Hence the investigator has taken up the present study.

### **Objectives**

The study was carried out with the following objectives:

- To study the gender difference in career decision making ability of senior secondary school students.
- To study the gender differences in self-confidence of senior secondary school students.
- To study the career decision making ability of senior secondary school students in relation to their high and low self -confidence.

### **Hypotheses**

The study was designed to test the following null hypotheses:

- There will be no significant difference in the career decision making ability of senior secondary school students with regard to gender.
- There will be no significant difference in the self-confidence of senior secondary school students with regard to gender.
- There will be no significant difference in the career decision making ability of senior

secondary school students in relation to their high and low self-confidence.

### Design of the Study

In the present study, a descriptive survey method was employed to collect the data. Career decision making ability was the dependent variable whereas self-confidence was the independent variable.

### Sample and Sampling Technique

The sample of the study consisted of 200 senior secondary school students of Chandigarh. Simple random sampling technique was employed in the present study. These students were selected randomly from a list of government and private schools through a system of lots. Equal numbers of male and female students were taken as a sample of the study.

### Procedure For Data Collection

The tools employed in the study were administered to 200 senior secondary students, with equal numbers of boys and girls i.e. 100 each, in certain randomly selected government and private schools of Chandigarh. Permission was obtained from the principals to be able to collect the data. In the present study the tools were administered to the

senior secondary level students by the investigator personally in order to study the career decision making in relation to self-confidence.

Before starting, students were seated comfortably in their classroom where there was no outside disturbance. Students were asked to give their free and frank responses. It was assured to them that the replies received would be kept confidential and would be used only for the research purposes. After distributing the copies of the tools to the subjects, investigators called their attention to the instructions written on front pages of the tools and asked them to read carefully along with her. The answer sheets of all tools were collected, scored and then data was analyzed using various statistical techniques.

### Results

#### Hypothesis: 1

Hypothesis 1 states, "There will be no significant difference in the career decision making ability of senior secondary school students with regard to gender". This hypothesis has been tested with the help of results entered in table 1. The pictorial form of the table has been presented in figure 1.

**Table 1: Mean S.D & Mean differentials of Career Decision Making Ability of Senior Secondary School Students with regard to Gender**

Career Decision Making Ability	N	Mean	S.D	S.E.D	t-ratio	Level of Significance
CDS Boys	98	12.26	2.30	.24	0.84	N.S.
CDS Girls	102	12.54	2.38	.23		
CIS Boys	98	21.40	5.86	.59	0.94	N.S.
CIS Girls	102	21.17	7.23	.71		

**Note: CDS-Career Decision Scale CIS—Career Indecision scale N.S-not sign.**

### Discussion of Results based on Table 1

Table 1 represents the mean, S.D and mean differentials of the career decision making ability of senior secondary school students with regards to gender. The mean scores of Career decision making of boys was 12.26 and that of girls was 12.54. The standard deviation score of career decision making

of boys was 2.30 and that of girls was 2.38 respectively. The calculated t-ratio was found to be 0.84 which was not significant. The mean, S.D and mean differentials of career indecision of senior secondary school students in boys and girls was respectively 21.40 and 21.17. The standard deviation scores of career indecision of boys was 5.86 and

that of girls was 7.23. The calculated-ratio was found to be 0.94, which was not significant. This indicates that the career decision making ability of boys and girls differ significantly and in girls it was slightly better than boys, which however was not statistically significant. This could be due to the reason that girls are generally more career focused than boys.

Thus, the first hypothesis, i.e. "there will be no significant difference in the career decision making ability of senior secondary school students with regard to gender" has been accepted.

**Fig. 1**

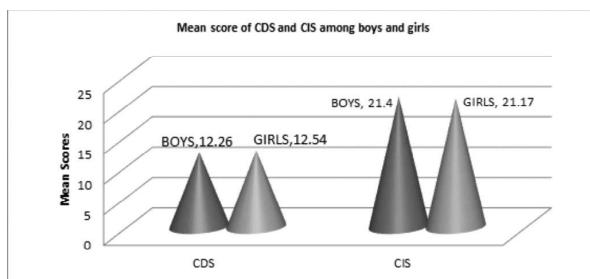


Fig 1 shows the mean scores of career decision making ability of girls is slightly better than that of boys, i.e. 12.54 & 12.26 respectively. This means girls are more decisive with regard to their career decision making ability than boys.

#### **Hypothesis: 2**

Hypothesis 2 states, "There will be no significant difference in the self-confidence of senior secondary school students with regard to gender". This hypothesis has been tested with the help of data entered in table 2. The pictorial form of the table has been presented in figure 2.

**Table 2: Means, S.D., t-ratio of Self-Confidence scores of Senior Secondary School Students with regard to Gender**

	N	Mean	S.D	S.E.D	t-ratio	Level of Significance
Boys	98	26.59	6.59	.66	0.928	N.S.
Girls	102	27.74	10.60	1.0		

#### **Discussion of Results based on Table 2**

Table 2 represents the mean, S.D and mean differentials of the self-confidence scores of senior secondary school students with regard to gender. The mean score of Self -confidence of boys was 26.59 and that of girls was 27.74. The standard deviation score of self-confidence of boys was 6.59 and that of girls was 10.60. The calculated t-ratio was found to be .928, which was not significant which indicates that the self-confidence of boys and girls does not differ significantly.

Thus, hypothesis 2, i.e. "there will be no significant difference between the self-confidence of senior secondary school students with regard to gender" has been accepted.

**Fig. 2**

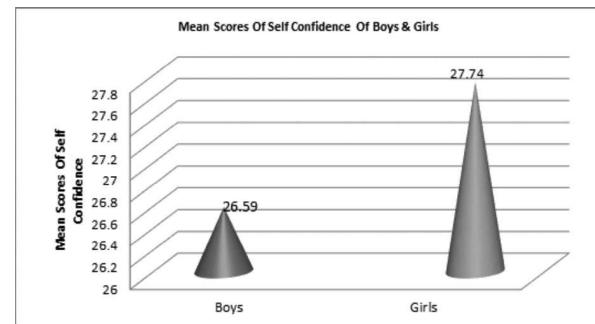


Fig 2 shows the mean score of self-confidence of girls is better than boys, i.e. 27.74 & 26.59 respectively. This means boys are more self-confident than girls. (higher the score less is the self-confidence.)

#### **Hypothesis: 3**

Hypothesis 3 states, "there will be no significant difference in the career decision making ability of senior secondary school students in relation to their high and low self- confidence. This hypothesis has been tested with the help of entries in table 3. The pictorial form of the table has been presented in figure 3.

**Table 3**  
**Means, S.D and t-ratio with respect to Career Decision Making Ability of Senior Secondary School Students in relation to their High and Low Self-confidence**

Career decision Making (CDM) w.r.t. Self- Confidence (SC)	N	Mean	S.D	S.E.D	t-ratio	Level of Significance
CDM w.r.t. high SC	54	12.44	2.71	.37	1.266	N.S.
CDM w.r.t. low SC	54	11.79	2.60	.35		
CIS w.r.t high SC	54	19.62	6.83	.93	3.156	Sign. At.01 level
CIS w.r.t low SC	54	23.46	5.73	.78		

**Note:** N.S-Not significant, CDS-Career Decision Scale, CIS-Career Indecision Scale, SC- Self-Confidence

### Discussion of Results based on Table 3

Table 3 represents the mean, S.D and mean differentials of the career decision making ability scores of senior secondary school students in relation to their high and low self -confidence. The mean scores of career decision making ability of students with high self-confidence was 12.44 and that with low self-confidence was 11.79. The standard deviation scores of career decision making ability of students with high self-confidence was 2.71 and those with low self- confidence was 2.60 respectively. The calculated t-ratio was found to be 1.26 which was not significant. The mean, S.D and mean differentials of career indecision making ability score of senior secondary school students in relation to their high and low confidence was respectively 19.62 and 23.46 respectively. The standard deviation score of career indecision making ability with high self-confidence was 6.83 and that of low self-confidence was 5.73 respectively. The calculated ratio was found to be 3.15 which was significant at.01 level. This indicates that the career decision making ability of senior secondary students is partially related to self –confidence, i.e. in case of career indecision ability.

Thus, hypothesis 3, i.e. “there will be no significant difference between the career decision making ability of senior secondary school students in relation to their high and low self –confidence has been partially accepted, in the case of only career indecision making ability.

**Fig. 3**

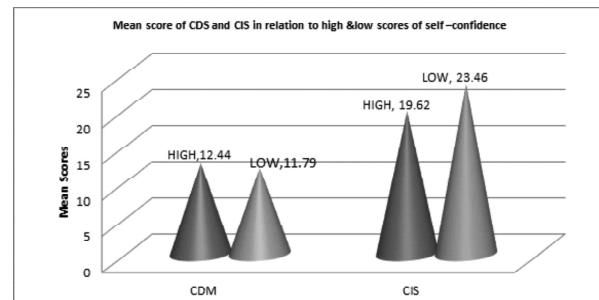


Fig. 3 shows the mean scores of career decision making ability of senior secondary school students in relation to high self-confidence was 12.44 and that with low self-confidence was 11.79 which is statistically not significant. However clear differences are evidence on career indecision with respect to self-confidence of the students.

### Conclusions

The findings of the present study are as follows:

1. No significant differences existed in the career decision making ability of senior secondary school boys and girls.
2. No significant differences existed in the self -confidence of senior secondary school boys and girls.
3. The career decision making ability of senior secondary students was found to be partially related to self –confidence, i.e. in case of career indecision ability.

### Educational implications

The present study reveals the career decision making ability and self-confidence among boys and

girls is not statistically different in the government and private secondary schools which is an encouraging finding. This shows that the school principals, administrators and teachers of the Chandigarh city are motivating and guiding the students about the choice of their career.

They should further ensure that the students are decisive about what they want to do in future as career indecision has been found to be ascribed to lack of self-confidence in them.

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