



ANALYSIS OF THE EXISTING LEVEL OF CAREER DECISION MAKING SELF EFFICACY (CDMSE) OF HIGHER SECONDARY SCHOOL STUDENTS USING CDMSE SCALE

G Chandrakanth, Research Scholar, Dept of Psychology, Maharaja Agrasen Himalayan Garhwal University

Dr Pratibha Anand Singh, Professor, Dept of Psychology, Maharaja Agrasen Himalayan Garhwal University

ABSTRACT

India has a lot of human capital, yet its human development is lacking. The rate at which job possibilities are being created has not kept up with India's rapid expansion. Youth and the government have two main concerns: underemployment and unemployment. The nation needs to put more effort into developing courses that meet the needs of industry, align course content with India's development needs, and give students job and life skills. The majority of upper secondary school Students, according to the researcher, lack the knowledge and abilities necessary to make wise judgments about their future education and careers. At this point, a career guidance package is crucial for helping students in higher secondary schools become more self-sufficient in making career decisions. In order to address this requirement, the researcher created a Career Guidance Package to help students in higher secondary schools become more self-assured in their ability to make career decisions. After completing higher secondary education, career decisions are unavoidable. In order to make the best choices, our students look for alternatives and ask for assistance, but the current procedures and services are not enough to meet their needs.

KEY WORDS: Career Decision Making Self Efficacy, Higher Secondary School Students.

INTRODUCTION

Self-efficacy is unique to a given activity and differs from other self-concepts like self-worth, self-esteem, and self-concept. Self-efficacy is a person's confidence in their capacity to complete particular activities. These attitudes affect how hard people work, how long they will persevere in the face of difficulties, how resilient they are when they fail, and how stressed or depressed they are when they have to deal with difficult circumstances.

How people feel, think, motivate themselves, and act is determined by their self-efficacy beliefs. The formation of interests and goal-setting, which form the foundation of both the general professional decision-making processes and the process of committing to a specific career choice, are influenced by perceptions of self-efficacy.

Bandura's theories on self-efficacy were first applied to career behavior. They hypothesized that, in line with self-efficacy theory, an individual's task-specific level of self-efficacy would dictate corresponding outcomes, including career orientation, involvement, planning, exploration, self-appraisal, and decision-making. They showed how self-efficacy beliefs affected both men's and women's profession choices, accomplishments, and adjustment behaviors. Self-efficacy was a direct causal antecedent to career choice goals and actions, including career decision making, and an indirect causal antecedent to these outcomes mediated by outcome expectations and interests, social-cognitive career theory, which was developed.

REVIEW OF LITERATURE

Zhang and Huang (2018) investigated how undergraduates' perceptions of job-related peer support and career exploration were mediated by their decision-making self-efficacy. 650 junior and senior undergraduate students from six public universities in Shanghai, China, made up the sample. It was discovered that the three main components of career-related peer support were peer role models, emotional support, and career information and suggestions. There was a positive and substantial correlation between career exploration and career-related peer support. Additionally, the association between career exploration and career-related peer support was found to be moderated by professional decision-making self-efficacy. Peer role models, career information, and suggestions provide both proximal and distal support, encouraging people's career exploration both directly and indirectly through self-efficacy in making professional decisions. Peer emotional support, on the other hand, only offered distal support, indirectly encouraging job exploration through self-efficacy in making career decisions.

Ye, Liu, Li, Hu, Wen, and Hou (2018) investigated how Chinese versus American nationality affected the association between career self-efficacy and career decision-making among college students. The Career Decision-Making Profiles questionnaire, which evaluates information gathering, locus of control, information processing, effort spent in decision making, procrastination, consulting with others, speed of decision making, dependence on others, desire to please others, willingness to compromise, and aspiration, was completed by

196 American and 323 Chinese college students. Other participants included a measure of career self-efficacy, which evaluates adaptability, career-training motivation, feedback-seeking attitudes, and job mobility preparedness. The findings indicated that American students had a larger positive correlation between career self-efficacy and the aspects of information gathering, speed of final decision-making, and aspiration for an ideal occupation than did Chinese students. Additionally, Chinese students showed a less negative correlation between career self-efficacy and their desire to please others and their readiness to compromise than did American students.

RESEARCH METHODOLOGY

This study looks at how well a career guidance package works to improve higher secondary school students' career decision making self-efficacy (CDMSE). Therefore, Survey cum the investigation was conducted using the experimental approach.

A survey is an effort to gather information from people in a population to ascertain the population's current state about one or more factors. Higher secondary school students' career awareness and CDMSE were evaluated in this study using the survey approach. The results of the survey were also utilized to determine whether the current degree of career awareness among students in higher secondary school differed considerably depending on their gender, class 10 medium, management type, class 10 stream, subject combination, category, and region. To ascertain whether the created career guidance package improved the CDMSE of students in higher secondary schools, an experimental approach was required. As a result, the survey-cum-experimental method was used to perform the study.

RESULTS AND DISCUSSION

The purpose of this section was to determine the current level of Career Decision Making Self Efficacy (CDMSE) among students in higher secondary school and to use the formulas M+ and M- to classify the students according to their CDMSE levels: high, average, and low. This was accomplished by figuring out the mean and standard deviation in order to calculate the CDMSE scores. Students in the samples with scores in the range of M+ to M- were categorized as having an average CDMSE, those in the M+ range as having a high CDMSE, and those in the M-range as having a low CDMSE. In order to achieve this, the researcher gave the CDMSE Scale—which the researcher had created and standardized—to 1006 upper secondary school Students enrolled in different Telanganan schools. The following are the specifics of the analysis conducted in this regard:

The CDMSE data and results for the entire sample and subsamples of higher secondary school students are shown in Table-1.

Table-1: Categorisation of Higher secondary school students on the basis of Career Decision making Self Efficacy

Group	N	High	CDMSE	Average	CDMSE	Low	CDMSE
		No.	%	No.	%	No.	%
Total	503	55	13.8	246	72.0	202	14.0
Boys	160	15	10.5	73	75.6	72	13.6
Girls	343	29	15.4	129	70.1	96	14.2
Telugu	291	34	14.7	117	67.0	140	18.1
English	212	21	12.7	130	78.6	62	8.4
Government	252	37	16.5	120	68.6	95	14.6
Aided	251	18	11.1	126	75.1	107	13.6
State	453	50	14.0	220	71.0	183	14.7
CBSE	36	3	9.6	22	83.3	11	6.8
ICSE	14	2	17.8	4	71.3	8	10.6
Science	225	32	16.0	116	73.8	77	10.0
Commerce	170	12	9.3	114	76.4	99	14.0
Humanities	108	14	16.6	44	60.5	50	22.6
General	150	16	13.0	74	76.2	60	10.6
OBC	281	26	13.0	144	72.7	111	14.1
SC/ST/OEC	72	12	19.5	28	59.3	31	21.0
South Telangana	115	51	50.6	58	48.0	7	1.2
Middle Telangana	204	3	4.1	102	74.4	99	21.2
North Telangana	184	1	1.8	87	84.0	96	14.0

The overall sample's CDMSE mean score is 96.87 with a standard deviation of 28.20, falling between the lowest possible score of 38 and the highest possible score of 190. 13.8% of the 503 students in the sample as a whole have high CDMSE (55), 72.0% have average CDMSE, and 14.0% are in the low CDMSE group (202), according to Table 19. For boys, 10.6% have high CDMSE (15), 75.6% have average CDMSE (73), and

13.6.0% have low CDMSE (72) while for girls, 15.4% are in the high CDMSE group (29), 70.1% have average CDMSE (129), and 14.2% of them (96) have low CDMSE.

CONCLUSION

Making the right profession choice is a crucial life decision, particularly when pursuing upper secondary education. These decisions are influenced by a number of factors, and a quality career counseling program can improve the effectiveness of upper secondary school students' professional decision-making. This study analyzed research on career guidance, factors impacting career decisions, and the many facets of career decision making self efficacy (CDMSE). The goal of the current study was to create a career counseling package that would help students in higher secondary schools improve their CDMSE. Data are gathered and analyzed through survey and experimental approaches. There were five stages to the research. Higher secondary school students' career awareness and career decision making self-efficacy (CDMSE) are investigated using a survey method in the first and second phases.

REFERENCES

1. Bullock, Y. E., Andrews, L., & Buzzetta, M. E. (2011). Explaining Career Decision- Making Self-Efficacy: Personality, Cognitions, and Cultural Mistrust. *Career Development Quarterly*, 59(5), 400–411. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=a9h &AN=66638144&site=ehost-live> on 20. 10. 2018
2. Burns, G. N., Jasinski, D., Dunn, S., & Fletcher, D. (2013). Academic Support Services and Career Decision-Making Self-Efficacy in Student Athletes. *Career Development Quarterly*, 61(2), 161–167. <https://doi.org/10.1002/j.2161-0045.2013.00044.x>
3. Chiesa, R., Massei, F., & Guglielmi, D. (2016). Career Decision-Making Self- Efficacy Change in Italian High School Students. *Journal of Counseling & Development*, 94(2), 210–224. <https://doi.org/10.1002/jcad.12077>
4. Cohen R. J. & Swerdlik , M. E. (2006). *Psychological testing and Assessment. An introduction to tests and measurement.* (6th ed.). New Delhi:Tata Mc Graw –Hill Pub. Co. Ltd.
5. Galliot, N., & Graham, L. (2015). School based experiences as contributors to career decision-making: findings from a cross-sectional survey of high-school students. *Australian Educational Researcher (Springer Science & Business Media B. V.)*, 42(2), 179–199. <https://doi.org/10.1007/s13384-015-0175-2>
6. Gangadevi, K. (2008). *A Survey of Vocational Information of Higher Secondary School students of Kerala.* Unpublished Ph.D. Thesis in Education, University of Calicut.

7. Garcia, P. R. J. M., Restubog, S. L. D., Bordia, P., Bordia, S., & Roxas, R. E. O. (2015). Career Optimism: The Roles of Contextual Support and Career Decision-Making Self-Efficacy. *Journal of Vocational Behavior*, 88, 10-18. <https://doi.org/10.1016/j.jvb.2015.02.004>
8. Gardner, H. (2011) *Frames of Mind: The Theory of Multiple Intelligences* (3rd ed.). London: Heinemann.
9. Martin, S. (2018). Career Exploration and Career Decision-Making Difficulties. *Journal of Career Assessment*, 26(3), 445-456.
10. Mavoothu, D. (2006). *Career Advancement of Mbas: A Study on The Effect of Personal, Professional, Organisational and Environmental variables*. Unpublished Ph.D. Thesis, Cochin University of Science and Technology.
11. McAuliffe, J. G. (1992). Assessing and changing career decision-making self- efficacy expectations. *Journal of Career Development*, 19(1), 25-36.
12. Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). *A Guide to Practitioner Research In Education*. London: Sage Publications Ltd.
13. Miller A. M., Mc Intire, S. A. & Lovler , R. L (2011). *Foundations of Psychological Testing. A Practical approach* (3rd Edition). New Delhi: Sage publications Inc.