

THE INFLUENCE OF DWELLING PLACE AND SELF-EFFICACY ON CAREER DECISION -MAKING

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ABSTRACT

This study investigated the influence of dwelling place and self-efficacy on career decision-making. One hundred and seventy-five (175) participants were randomly selected from a population of remedial students in the University of Uyo. In this study dwelling place had two levels (rural vs urban) while self – efficacy also had two levels (high vs low). The design used was a 2 x 2 factorial design, while a 2- Way Analysis of Variance (ANOVA) for unequal sample size using the harmonic mean was used to analyse the data obtained in this study. Results showed that there was no statistically significant difference between rural and urban participants. However, there was a statistically significant difference between the participants who had high and low self- efficacy $F(1,171)= 9.02, p < 0.05$. Results were discussed in context relating to theories and previous findings on career decision making. The findings of the present study, point to the need to educate the masses on the steps to make career decisions.

KEY WORDS: Dwelling place, Self- efficacy, Career, Career decision, Decision making

INTRODUCTION

What children will be when they grow up has often been a matter of intense concern to parents, teachers and to some extent manpower planners. The world of work is a large umbrella covering all professions and career. The word “career” according to Ginzberg (1971) means a meaningful progression in a person’s working life. Lately, career-decision making has raised a lot of concern and interests among researchers. Shertzer and Stone (1976) through a collection of over 100 definitions of guidance from the literature available at that time revealed that there were many overlaps among various definitions. A substantial agreement was that guidance is the process of “helping an individual understand himself and his world”.

However, there are authors with diverse opinion. Scholars have raised different definitions on guidance, for instance, Okon (1984) defined guidance as a total programme of a number of highly specialized activities implemented by all staff members to help individuals make wise, intelligent choices and decisions. A primary goal of education in a democratic society is the maximum development of individual potential. Among the ways in which education pursues the goal is through programmes of guidance which provides opportunities for people to come to know themselves and their potentials, to explore ways of using their abilities, aptitudes, interests, etc. in the world of work and to develop plans for achieving career goals. Tolbert (1980) defined career guidance as an organized programme to help youth develop self-understanding, learn

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about the world of work, gain experiences that will help them in decision-making and find jobs. Therefore, specialized guidance services that focus on helping students and adults alike make valid educational and occupational plans and decisions are needed to ensure right choices of career. The extent to which people need career guidance has also raised a lot of concern. Hoppock (1967:17) stated that "we must decide what manner of men we wish to be and what calling in life we would follow and this is the most difficult problem in the world". This implies that everybody in the world at one point or the other in his or her life needs guidance in determining what calling in life to follow. Denga (1983), showed clearly that everyone needs career guidance. He observed that at one point or the other even adult women return to work after child bearing, mature men willing to change their employments, patients discharged from hospital and prisoners released from may desire and in fact need career guidance.

As Vocational guidance is an important prerequisite for vocational decisions, students experience vocational maladjustment, when it (vocational guidance) is not given to students. Hornby (1983) defined "maladjustment" as inability to adapt properly to one's environment e.g the social-occupational environment. A critical examination of this definition reveals that maladjustment is the individual's inability to adapt to his work environment, and this lead to ineffectiveness. Therefore, vocational maladjustment can be defined as an individuals' inability to fit properly into his job psychologically, socially and culturally. What it means to be psychologically, socially and culturally adjusted in career decision making is what the researcher is interested in. Dwelling place and self-efficacy are variables the researcher is interested in, so as to find out how they influence career decision-making.

Family background, which is in relation to dwelling place, affects adolescents' career development. Previous studies show that teenagers who reported that their mothers or fathers were out of work tended to have higher estrangement from family members. Furthermore, it has been found that the breakup of parents affect identity the most. Banks (1992) found that both male and female adolescents living in stepfamilies or in single parents families reported poor career decision-making. The place an individual lives gives him a strong sense of making a firm career decision or makes his career decision shaky. Bassey (2004) reported

that youths who dwell in fishing settlements, make fishing their profession most times.

Self-efficacy a major variable in this study has also raised a lot of interest from researchers. Hackett (1995) demonstrated the mediational role of self-efficacy beliefs in the selection of career choice. His findings indicated that self-efficacy beliefs influence the choice of career decisions of college students. Undergraduates choose college majors and careers in areas in which they feel most competent and avoid those in which they believe themselves less competent or less able to compete. Other researchers have reported that (maths) interest and choice of maths-related courses and Math achievement or Math outcome expectations, shows that male undergraduates report higher mathematics self efficacy than do female undergraduates (Hackett, 1985; Hackett & Betz, 1989; Lentz, Lopez & Bieschke, 1991, 1993; Pajares & Miller, 1994, 1995).

Existing literature has shown that scanty facts have been reported on dwelling place as it relates to the career decision - making of students, especially in the Nigerian context. Also the findings on the influence of self-efficacy on career decision making has been controversial and very inexplicit. This study therefore aimed at providing answers to the following research questions:

Does dwelling place influence career decision-making?

Does self-efficacy influence career decision-making?

The decision that individuals make in the choice of a career inexorably makes or mars the individual in life. Once a bad irreversible decision is made, it takes its toll on the organizations in which they are employed. The overall effect of this is that the society suffers. The broad aim of this study therefore, is to find out the how career choice could be improved and better understood. Specifically, this study aims at establishing whether dwelling place and self-efficacy influence career decision-making.

A career covers a sequence of positions, jobs, vocations or occupations that one person engages in during his or her working life. Looking at it technically, career is any sequence of task that one engages in, during his or her working life. Career decision-making involves development (career maturity) and readiness to make appropriate career decisions (Lundberg, 1997). It has often been measured using majority populations as the norm, but research on diverse populations demonstrates that some variables

used to measure it may not apply to all groups (Leong, 1995). Career decision-making is influenced by age, ethnicity, locus of control, socio economic status, work salience and gender (Naidoo, 1998). The complex interactions of these factors affect individual's readiness to succeed in mastering the tasks appropriate to various stages of career development. Perron (1998) found that minority students in Quebec had higher ethnic identity and vocational maturity earlier than the majority population but their maturity scores feel behind by 11th grade. They suggested that increased ethnic identity might lead to greater awareness of potential barriers and thus lower career maturity. It is pertinent to look at the relationship between dwelling place and career decision making and more particularly empirical relationships between the two variables. There are some important qualities a human being has as a result of his dwelling place. Such qualities range from the self-concept and salience. All these attributes, which determine career decision, are mostly formed from an individual's dwelling place. Salience in this context refers to the value individuals place on life roles (study, work, service, home/family, leisure), which can change over time (Sharf, 1997). In addition to these roles, the salience of racial/ethnic identity and a person's environment are emerging as an important dimension in explaining career development. Leong (1995) and Naidoo (1998) explored the role of dwelling place in career behaviour. It is generally believed that differences in culture have different conceptions of family-work relationships. In some cultures "career may have a collective, not an individual meaning (Carter and Cook, 1992). Generally schools attended before taking to a particular career affect choice of career. Dusek (1987), indicated that schools are the biggest influence on vocational choice. In his study, he found out that 39% of college students regard their high school teachers as the major influence regarding occupational choice. Bandura (1925), also showed the influence of dwelling place on career decision making by stating that "when you watch someone else being reinforced, you receive vicarious reinforcement". This assertion goes a long way to show that our career decisions are products of our environment, meaning that we are vicariously reinforced when other people are being reinforced with their career choices.

It is usually believed (Betz, 2000; Betz & Hackett, 1981, 1997) that self-efficacy expectations significantly influence career

choices, performance and persistence. The author's original application of the theory involved the hypothesis that traditional female socialization led to lower self-efficacy expectations with respect to male dominated careers, especially those in math and the sciences. In their first study, Betz and Hackett (1981) found that 59% of college men versus 41% of college women believed themselves able to complete a degree in that field. Seventy-four percent of men versus 59% of women believed they could be accountants. Most dramatically, 70% of college men but only 30% of women believed themselves able to complete a degree in engineering. Self-efficacy research in career development and counseling was borne out of Bandura's (1977) self-efficacy theory. This theory was used in the understanding and treatment of problems in both personal social and career development. Bandura's (1977) formulations of self-efficacy theory include the postulate that increases in self-efficacy expectations relative to one domain should generalize, to some degree, to other domains. On the basis of this generally, it would be possible to postulate statistically significant relationships among domain-specific measures of self-efficacy. Following this assumption, Betz and Serling (1996) in a study found statistically significant correlations of 0.53, 0.21 and 0.29 with the verbal qualitative and aesthetic subscales of Osipow and Rooney's Task-specific Occupational Self-Efficacy Scale (TSOSS) in a sample of 90 students. Results of various studies have also demonstrated the mediational role of self-efficacy beliefs in the selection of career choice (Hackett, 1995; Lentz & Hackett, 1987). In general, findings indicate that self-efficacy belief influences the choice of majors and career decisions of college students. Furthermore Bieschke, (1991, 1993); Pajares & Miller, (1994, 1995) also indicated that mathematics self-efficacy of college undergraduates is more predictive of their mathematics interest and choice of math-related courses and majors than either their prior math achievement outcome expectations and that male undergraduates report higher mathematics self-efficacy than do female undergraduates. In a recent study, Paulsen and Betz (2004) demonstrated the influence of self-efficacy on career decision-making. They showed that self-efficacy regarding content domains is its self related to career decision. In their study, Paulsen and Betz have shown, that college students confidence in several desirable competence outcomes of

liberal arts education (mathematics, science, writing, leadership, using technology and cultural sensitivity), accounts for 44% to 79% of the variance in career decision self-efficacy. Thus, the current study is interested in finding out the influence of dwelling place and self-efficacy on career-decision making. The following hypotheses were tested: Hypothesis I state that, there will be a statistically significant difference in career decision-making between low and high self-efficacy participants. Hypothesis II, states that, there will be a statistically significant difference in career decision of rural and urban dwellers

METHOD

Participants

One hundred and seventy five (175) students comprising 88 rural dwellers and 87 urban dwellers were randomly selected from the population of one thousand, seven hundred and fifty three (1753) of the 2004/2005 of the remedial students in the University of Uyo. The participants' mean age was 17.5 years.

Instruments

A pilot study was conducted to standardize the instrument. The reliability of the instrument, which has a list of fifty occupations, which was rated on a Likert Scale, was obtained using a test-retest reliability measure. Data obtained from participants response was correlated with data obtained from the response of the same participants to the same scale two weeks later and a correlation coefficient of $r = 0.89$ was obtained using Pearson's product moment correlation coefficient formula. The first instrument used for this study was the Occupational Prestige Scale, validated by Osuji (1974). The reliability of the instrument was obtained by the researcher, using a test – retest reliability measure with 30 participants, the researcher obtained a correlation coefficient of $r = 0.89$ using Pearson Product Moment Correlation formula. The reliability of the second instrument with 10 items, which are responded to on a 4-point Likert scale was obtained in samples from 23 nations, Cronbach Alpha ranged from .76 to .90, with the majority obtaining as high as .80. Also Jerusalem and Schwarzer (1996), used criterion validity in numerous correlational studies where positive coefficients were found with favourable emotions, dispositional, optimism and work satisfaction.

Scoring

The modified Hall-Jones Scale of Occupational Prestige was scored on a five-point Likert scale. It ranged from skilled manual which was scored 1, routine grades of non-manual work = 2, inspectional, supervisory and non-manual (lower grade) = 3. These three scales of occupational prestige were rated as lower grade occupations. The higher-grade careers had inspectional, supervisory and non-manual (higher grade) = 4 and finally professional qualified and high administrative = 5. Participants were rated based on any of these occupations they ticked on this scale. The second instrument which was the General self-efficacy scale was rated on a four-point Likert scale 1 = Not at all true, 2 = Hardly true, 3 = Moderately true, 4 = Exactly true.

Procedure

The researcher sought for the support of 1,753 students of the remedial unit during one of their physics tutorial lectures, with the aid of their physics tutorial lecturer. They all showed interest in participating in the study. Participants were asked to indicate whether they were rural or urban dwellers by raising up their hands. The researcher with the help of his research assistants counted for the rural dwellers first and discovered that out of the 1,753 students, 523 indicated that they were rural dwellers. The remaining 1,130 students indicated that they were urban dwellers. The researcher then moved on by using a simple sampling technique to select 100 participants from each of the groups. This was achieved first, for the rural dwellers, by having 523 pieces of paper with the P and NP signs all folded into a basket and they were asked to pick one each. Out of the 523 pieces of paper, 100 had the P inscription, which meant that anybody who picked the paper with P inscription would become a participant in the study while anybody who picked the one with "NP" inscription could not participate in the study. At the end of the exercise 100 were selected. The same procedure was used to select 100 out of 1,230 for the urban dwellers. After the 200 participants were selected, copies of the questionnaire were administered to them. Twenty five (25) of the questionnaires were discarded on the basis that they were not properly responded to. One hundred and seventy- five (175) copies of the questionnaire were found useful for the final data analysis.

Design/Statistics

In this study, the design was a 2 x 2 factorial design dwelling place (rural Vs urban) self-

efficacy (high vs low). The statistics that was used was a 2- Way Analysis of Variance (ANOVA) with unequal sample sizes.

RESULT

Table I: Summary table of means and standard deviation for Self-efficacy and Dwelling place

DWELLING PLACE	SELF- EFFICACY		TOTAL
	Rural	Urban	
	High Mean	Low Mean	
	2.98	1.56	2.27
	4.04	1.95	3.00
TOTAL	3.51	1.76	5.27

Table one shows that high self-efficacy has a higher mean score than low self-efficacy (4.48 vs 1.84) with. For dwelling place, urban dwellers had a higher mean score than the rural dwellers

(3.06 vs 2.25), consequent upon these participants with high self-efficacy made a better career decision.

Table II: Summary table of a 2 x 2 ANOVA showing Influence of dwelling place and self-efficacy on Career choice.

SOURCE	SS	df	Ms	F	p
*A	33.23	1	33.23	19.43	<.05
**B	5.61	1	5.61	3.28	ns
AB	101.20	1	5.95	3.48	ns
S/AB _(Error)	291.89	171	1.71		
TOTAL	1349.93	174			

*NOTE: Factor *A=Self efficacy, Factor **B=Dwelling place*

A two-way analysis of variance with two levels of self-efficacy and two levels of dwelling place was used to analyze the data. The self-efficacy main effect, $F(1,171) = 19.43$, $P < 0.05$ was significant. However, there was no significant difference in dwelling place. The result also indicated no interaction effect among the variables. Thus career decision-making was not affected by a combination of dwelling place and self-efficacy. Following the findings above, hypothesis I, which stated that there would be a statistically significant difference between rural dwellers and urban dwellers was accepted. The second hypothesis was rejected, because there was no statistically significant difference between high and low self-efficacy group on career decision-making.

DISCUSSION

In the study, one of the two hypotheses tested was supported by the results of the analysis of data. The results supported hypothesis II which stated that there would be a statistically significant difference in career decision making between high and low self-efficacy of students ($F(1,171) = 19.43$; $P < 0.05$).

However, hypothesis 1 which stated that there would be a statistically significant difference in career decision-making between rural and urban students was rejected. ($F(1,171) = 2.06$, ns). The findings in this study that dwelling place will influence career-decision making was not in line with Dusek (1987) findings on the influence of schools used in relation to dwelling place in this study. This could be as a result of interest, charisma and level of exposure as well as the family background of the participants used in this, which encompasses socio-economic status, educational level of parents etc. However, the prediction that career decision making would be attributed to self-efficacy was confirmed ($F(1,171) = 9.02$, $p < 0.05$). This study was in line with Betz (2000) findings. The study was also in line with Pajares & Millers (1994) findings. The findings were also in line with the findings of Betz (2004) who showed that college students' confidence in several desirable competence outcome of liberal arts education (i.e mathematics, science, writing, leadership, using technology and cultural sensitivity) accounts for 44% to 79% of the variance in career decision-making. Generally, the predictions that career

decision-making would be significantly different between high and low self-efficacy of the students was accepted. Those with high self-efficacy made better career decision.

CONCLUSION

This research was aimed at establishing the influence of dwelling place and self-efficacy on career decision-making. One hundred and seventy five participants from the students of the University of Uyo were used with a mean age of 17.5. These participants were randomly selected from a pool of 1,753 students. The instruments used for the study was occupational prestige scale validated by Osuji, (1974) and the General self-efficacy scale by Schwarzer and Jerusalem (1996). After randomly selecting rural and urban participants, The occupational prestige scale and the General self-efficacy scale was administered to the participants, since each variable had two levels: dwelling place (Rural vs Urban); self-efficacy (High vs Low) a 2 x 2 ANOVA was used to test the formulated hypotheses. The results accepted hypothesis II ($F(1,171) = 9.02, P < 0.05$). Alternative hypothesis I was rejected ($F(1,171) = 2.06, Pns$). Career decision - making of individuals were found to be greatly influenced by the confidence individuals' had in his or her self.

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