Influence Of Perceived Social Support On Career Decision -Making Self Efficacy Among Undergraduate Students

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Abstract : A career is an inevitable part of everyone's life. There are wide ranges of careers available. Choosing the right career is crucial for the students. A proper career may give job satisfaction and higher quality of life. Same way wrong career may give frustration and disappointment. Choosing the right career during the adolescent period is very important. Social support enhances self-efficacy and motivation. This study is administered with 50 male undergraduate students and 50 female undergraduate students to check whether social support influences career decision-making self-efficacy. The result shows that there is a positive correlation between social support and career decision-making self-efficacy and female students have more perceived social support than male students.

Keywords Career decision-making self-efficacy, career decision self-efficacy, Social support, students

INTRODUCTION

Planning of career and career decisions is very important for everyone's life. Career not only supports the person with earnings also brings status to the person's life. In the present world, it is not easy to make a career decision. It is not a single-step decision but involves many steps of many choices. For many people career gives social status, remuneration increases the quality of life and gives meaning to their life. Career development is a lifetime engaging process and it has to be carefully made. A career decision is persuaded by factors like personal ability, education, peer influence, and personal interest (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

A person's career competence depends profoundly on his career choice self-efficacy which encompasses his certainty in making choices and making plans related to his instruction and occupational matters (Zhang et al., 2019). During the starting occupational stages, career improvement and recognizable proof are among the most critical angles of psychosocial development (Baglama & Uzunboylu, 2017; Chavez, 2016). Comparative to this, inquire about has appeared that the execution results of the understudies in their field-related subjects can be predicted by their levels of self-efficacy (Betoret, Roselló & Artiga, 2017). So the teenagers and youthful grown-ups having low career choice self-efficacy hold insufficient capacities to make or seek after their career choices (Bercovitz, Benjamin, Asor, & Lev, 2012). The part of social support in academic achievement has to been investigated. Considers have inspected the connection between social support, school climate, and center school students' scholastic execution (Hopson, Schiller, Lawson, 2014) and the part of teacher-based social support in moving forward behavior and scholarly outcomes (Decker, Dona, & Christensen, 2007). The part of social support in postsecondary securing of students with incapacities (Banks, 2014; Lombardi, Gerdes, & Murray, 2011) and early college high school understudies has moreover been considered. Furthermore, the advantage of social support for early college tall school understudies has been explored (Saenz & Combs, (Saenz & Combs, 2015).

The Cognitive Information Processing (CIP) approach (Peterson, & Lenz, 2004) suggests that career decision-making happens in five recognizable stages which are Communication, Examination, Union, Esteeming, and Execution. According to Bandura (1977), self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. It refers to an individual's belief that he/she is capable of performing a task". SCCT proposes that career selection is impacted by the convictions the person creates and improves through four major sources: they are "a) individual execution achievements, b) vicarious learning, c) social influence, and d) physiological states and responses" (Lent, and Hackett (1994:2000). Parents and peers continue to play an important part in the psychosocial growth and alteration of their kids (Lamborn, Mounts, 1991), and particularly in relation to their career development (Kracke, 1997; Young, 1994). In the Indian context, Father plays a major role in career decisions (Agarwala (2008). Moreover the perception of the parents on their youngsters'

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ability, wishes, and parent's expectations on their ward's success also stimulus the career choice. Family support has more emotional support in student's career decision (chope, 2000)

NEED FOR THE STUDY

Career decision-making self-efficacy arises from Bandura's (1986) general self-efficacy theory. However, Career-decision making is not a freedom of choice which is independently given to Indian students but they are trained to be interdependent on their parents. Joshi (2005) studied that the parents learn to relate career with status, and they consider their children's achievement as family's eminence and reputations among the community they live in. Many studies have been conducted to analyze the factors influence in career decision (Ozbilgin et al., 2005). The outcomes of these studies reveal that a student's career-decision is influenced by various factors such as individual and cultural values, the background of the family, career expectations, etc. This study is demonstrated to see how social support influences career decision-making self-efficacy.

METHODOLOGY

Hypotheses

1.   There will be a significant relationship between Perceived social support and Career   Decision Making Self Efficacy among adolescents.

Sub Hypothesis 1.1. There will be a significant relationship between Perceived social support and self-appraisal competency among adolescents.

Sub Hypothesis 1.2. There will be a significant relationship between Perceived social support and occupational information competency among adolescents.

Sub Hypothesis 1.3 There will be a significant relationship between Perceived social support and goal selection competency among adolescents.

Sub Hypothesis 1.4 There will be a significant relationship between Perceived social support and planning competency among adolescents.

Sub Hypothesis 1.5. There will be a significant between Perceived social support and problem-solving competency among adolescents.

2.   There will be significant gender differences in Career Decision Making Self-Efficacy among adolescents.

VARIABLES

Career Decision Making Self Efficacy

"It is efficacy to accomplish the tasks related to making career decisions (i,e accurate self-appraisal, goal selection, developing plans for the future, gathering occupational information and problem solving)." (Bets & Hackeet, 1983).

Social Support

"An exchange of resources between at least two individuals perceived by the provider or the recipient to be intended to enhance the well-being of the recipient" (Shumaker & Brownell 1984).

SAMPLING PROCEDURE

The selection of the sample for the present study was based on a convenient sampling technique. The total sample comprised 100 first-year undergraduate students. Among them, 50 were male students and 50 were female students. The participants in the study were approached in their respective colleges and were given instructions and requested to fill in the questionnaire which contained two sets of questionnaires along with a personal demographic data sheet.

TOOLS USED

1.   Career Decision Self-Efficacy – SF Scale (Betz and Tayloe 1996)

The CDMSE- SF is a 25-item Questionnaire that measures career decision self-efficacy, self-appraisal, occupational information, Goal selection, planning, and problem-solving on a five-point Likert scale.

2.   Multidimensional scale of perceived social support (MSPSS) (Zimet, Dahlem, Zimet & Farley, 1988)

MSPSS is a 12 item scale that assesses social support with 3 dimensions such as friends, family, and significant others on a 7 point Likert scale from 1(very strongly disagree) to 7 (very strongly agree).

3.   Demographic details like name, age, education, type of family were collected.

RESULTS AND DISCUSSION

Table 1 Demographic variables of the total sample (n=100)

Variables	Categories	Frequency (%)
Gender	Males	50%
	Females	50%
Qualification	Undergraduate	100%
Family system	Nuclear	68%
	Joint	32%

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Table 2

Relationship between perceived social support, self-efficacy, self-appraisal, occupational information, goal selection, planning and problem solving among adolescents. N=100

Variables	Mean	SD	r	Sig
CDSE	3.61	0.51	0.352	0.000**
PSS	65.38	13.59		
Self-appraisal	3.7	0.633	0.292	0.003*
PSS	65.38	13.59		
Occupational information	3.51	0.717	0.467	0.000**
PSS	65.38	13.59		
Goal selection	3.61	0.69	0.201	0.045*
PSS	65.38	13.59		
Planning	3.89	0.64	0.225	0.025*
PSS	65.38	13.59		
Problem solving	3.26	0.62	0.166	0.100 (NS)
PSS	65.38	13.59		

*Significant at 0.05 level   **Significant at 0.01 level
(CDSE is career decision self-efficacy, SS is Social Support)

The above table indicates there is a Positive significant relationship between CDSE and Social support among adolescents. This shows social support will influence career decision self-efficacy among adolescents. Hence, hypothesis 1 states that there will be a significant relationship between CDSE and Social support is accepted. This result is supported by the following studies. Parents have greater control over the choices their children make regarding their future life, including careers or marriages. The whole family takes part in career decision-making and provides their suggestions (Hui & Triandis, 1986). Parental support and tutor support has an influence on career decision making self-efficacy and career outcome opportunity (Gushue & Whitson 2006). Parents do have a greater say in terms of the choices their children have to make regarding their future life, including career and marriage (Hui & Triandis, 1986). Career decision-making is something in which the whole family takes part and provides suggestions.

There is a positive relationship between Self-appraisal and Social support among adolescents. This shows social support will influence the career decision self-appraisal among adolescents. Hence, hypothesis 1.2 which states that there will be a significant relationship between Self-appraisal and Social support is accepted. The major reason for this significance may be because students might have received constructive feedback about their potential strength and weakness from family, school, and friends (Blustein,1992) The family might have provided the feedback based on their observance of the student's approach and the internal activities at home. The school might have provided their feedback based on the student's board exam results. Friends might have shared their feedback based on the student's own personal interest. The student with all the inputs might have identified his/her strength and weakness.

The above table indicates there is a significant positive relationship between occupational information and Social support among adolescents. This shows social support will influence occupational information among adolescents. Hence, hypothesis 1.3 which states that there will be a significant relationship between occupational information and Social support is accepted. Ferry (2006) in his study states that students who live in close communities have better support from the community regarding career choice also they are exposed to a wide range of career options.

The above table indicates there is a significant positive relationship between goal selection and Social support among adolescents. This shows social support will influence career-related Goal selection among adolescents. Hence, hypothesis 1.4 which states that there will be a significant relationship between goal selection and Social support is accepted. It has been noted previously that parents may not directly try to influence their children's specific goal choices; they do have an impact on the broad range of career development fields that their children would generally consider (Young and Friesen, 1992). The major reason for this significance may be because the

students in their adolescence should have acquired basic skills which would have enabled them to identify their strengths and capabilities. This could have ensured the successful pursuit of their professional/career goals. Their basic skills should have been acquired from their parents, schools, their role models, and in fact their friends.

The above table indicates there is a significant relationship between planning and social support among adolescents. From this, it can be understood social support will increase the planning among the students. Hence, hypothesis 1.5 which states that there would be a significant relationship between planning and social support is accepted. Quimby and O'Brien (2004) found that due to social support and through confidence students manage to pursue advancement tasks.

The above table indicates there is no significant relationship between problem-solving and Social support among adolescents. From this, it can be understood social support may not increase the problem solving among the students. Hence, hypothesis 1.5 which states that there would be a significant relationship between problem-solving and social-support is not accepted. Woods et al. (1997) found that there was no success in problem-solving skills among undergraduate students even though the students received support from their lecturers.

Table 3 shows the difference between female and Male in CDSE

Variable	Gender	N	MEAN	SD	t	Sig
CDSE	F	100	3.83	.480	4.51	.000**
	M	100	3.40	.462		

**Significant at 0.01 level (CDSE is career decision self-efficacy, SS is Social Support)

Table 3 Indicates there is a significant gender difference in CDSE among adolescents. The above table also indicates that female students score high in CDSE than male students. It may be because female students got more attention and guidance with respect to choosing their career from their family and significant others. They might have got many inputs to make their career decision and hence their self-efficacy was on the higher side. However male students showed less interest in choosing their career path compared to female students.

The above table highlights that female student's result in a higher percentage when compared to male students in terms of career decision-making self-efficacy. This finding coincides with the study conducted by Jantzer, Stalides, and Rottinghaus (2009). The study was done on middle school students and the authors found a substantial difference in career decision-making efficacy between girls and boys.

A similar study was done on college seniors by Stacey (2003) and the author found that female students show high confidence in career decision-making when compared to male students. Hence, it is evident from the study by Jantzer et al. (2009) and Stacey (2003), that girls are highly proficient in career decision-making compared to boys.

The author Hampton (2006) feels that Confidence plays a big part in the choice of females when pursuing a career. Many women feel their chosen field is suitable for them until they start to become more involved with the field. Then they make the decision to take a different turn in their career choices. Due to the lack of career-related information, lack of interest and motivation and external barriers male students are less encouraged than female students (Rojewski & Hill, 2009). Hence the hypothesis stating that there will be a significant gender difference in CDSE is accepted.

Conclusion

The present study proposes that there is an important relationship between social support and Career decision-making self-efficacy among adolescents. The study also says that there is no major relationship between social support and problem-solving competency among adolescents. This study also denotes that there is a substantial gender difference in career decisions among adolescents. The female students show higher scores in career decision self-efficacy, denoting female students show a significantly higher career decision-making self-efficacy compared to male students.

Agreeing to Gati and Tal (2008), the results of making an improper career choice may be noteworthy, both fiscally and mentally. Thus, it isn't shocking that career decision-making can end up as an unpleasant preparation for

numerous individuals and is frequently related to anxiety. The failure to create career-related choices can have a long-term impact on youthful individuals, as proposed by Mann, Harmoni, and Control (1989). Agreeing to the researchers, this failure impacts their professional life, wellbeing, and social circumstance. Hence, youthful individuals must be made a difference to create a decision-making capacity.

Indian child-raising practices, family structure, progressive social association, and esteem frameworks advance bolster and interdependency and free choice making may not be straightforwardly sustained within the Indian child (Sinha, 1979). Domestic speaks to the primary working environment (e.g., chores), and youthful grown-ups commonly take after in their guardian's footsteps, whether that comes about in taking over the family trade or including to a family's era of specialists or legal counselors (Evans & Rotter, 2000).

In the Indian context, social support is needed for taking any decision in an adolescent's life and among them; career decision is a crucial one. So this study considers Social support as an important factor that influences Career Decision- making Self- Efficacy among Adolescents.

Limitation of the study

A convenient sampling technique was adopted in this study. Hence the finding of the study cannot be generalized. The other factors like socioeconomic status, intelligence level, academic performance, motivation level which also influence career decision making are not considered in this study. Due to time constraints, a longitudinal study with interventions was not possible.

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